

SUPPORT MANUAL

FOR THE PREVENTION AND DETECTION of racism, xenophobia and other forms of intolerance at schools



TRAINING FOR THE PREVENTION AND DETECTION OF RACISM, XENOPHOBIA AND RELATED INTOLERANCE AT SCHOOL is a project led by the General Secretariat for Immigration and Emigration of the Ministry of Employment and Social Security, through the Spanish Observatory on Racism and Xenophobia (OBERAXE), in collaboration with the National Centre for Educational Innovation and Research (CNIIE) of the Ministry of Education, Culture and Sport. It is funded by the European Commission Programme for Employment and Social Solidarity Progress 2007-2013.

The aim of the project is to improve the training and awareness of teachers and of the educational community, strengthening the positive image, inclusion and integration of immigrants and ethnic minorities.



MINISTERIO
DE EMPLEO
Y SEGURIDAD SOCIAL



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SUPPORT MANUAL

FOR THE **PREVENTION AND DETECTION**
of racism, xenophobia and
other forms of intolerance at
schools

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1 Presentation 4

2 Discovering racism and xenophobia at school. Conceptual framework 9

- 2.1. What is racism today and why is it called that 13
- 2.2. Psycho-sociology of racist attitudes and their roots 14
- 2.3. Identify, identities, personal identity 15
- 2.4. The mental mechanisms that lead to racism materialising 16
- 2.5. Impact of racism and xenophobia from outside environment to school 17

3 Diagnosis and regulations on racism and discrimination by racial or ethnic origin at school 19

- 3.1 Diagnosis and regulations 21
- 3.2 Evolution of students of different racial or ethnic origin in Spain 24
- 3.3 Some information for preparing a diagnosis on discrimination by racial or ethnic origin in schools 37
- 3.4 International and national rules and regulations 41

4 Prevention and increasing awareness at schools 45

- 4.1. The school as a space for inclusive and participatory coexistence 48
- 4.2. Teachers as key actors in prevention 56
- 4.3. Awareness of students of racism, xenophobia and related intolerance at school 62

5 The aftermath of hatred and discrimination 67

- 5.1. The impact of discrimination on victims 69
- 5.2. The impact of hate incidents on victims 70

6 How to respond to discrimination and hate-motivated incidents: the role of the school 77

- 6.1. Risk and protective factors at school 79
- 6.2. Identification of discriminatory behaviours at school 82
- 6.3. Identification of hate-motivated incidents at school 84
- 6.4. Recommended actions in case of hate incidents at school 89

7 Annexes 101

- 1. Glossary of terms and concepts 103
- 2. National and European Union rules and regulations 107
- 3. Evaluation materials: questionnaires and interviews 111
- 4. The procedure for the interview with victims, witnesses and perpetrators of harassment incidents 115
- 5. Successful educational practices 123

8 Literature references 145

A group of four diverse teenagers (three boys and one girl) are gathered around a tablet, looking at the screen with interest and smiling. They are outdoors, with trees in the background. The girl in the center has long dreadlocks and is wearing a black shirt. The boy on the left is wearing a dark blue t-shirt. The boy on the right is wearing a red and white plaid shirt. The boy in the background is wearing a red and white plaid shirt. A large yellow number '1' is in the top right corner.

1

PRESENTATION

PRESENTATION

After a year of hard work, we have completed the FRIDA project on “Training for the prevention and detection of racism, xenophobia and related intolerance at schools” whose results are summarised in this publication.

The FRIDA project was carried out by the Ministry of Employment and Social Security through the Spanish Observatory on Racism and Xenophobia -OBERAXE-, attached to the General Secretariat of Immigration and Emigration, and in close collaboration with the National Centre for Educational Innovation and Research (CNIIE) of the Ministry of Education, Culture and Sport.

The project was co-funded by the European Union, as part of the Progress Community Programme for Employment and Social Solidarity, in the call for proposals for 2013. The objective was to raise awareness and improve the training of teachers and the educational community to prevent and detect racism, xenophobia and related intolerance in classrooms.

We want to strengthen the positive image of the inclusion and integration of immigrants and minorities. We know that it is at school where our children and young people begin to live with different people and what they learn there will determine their attitude throughout their lives. That is why schools must be inclusive spaces, of intercultural coexistence, where there is community involvement, and where the diversity of people is valued as an opportunity for enrichment and not as an obstacle to coexistence.

The FRIDA project was the platform for reaching more than one hundred and seventy training and coexistence managers from the Departments of Education and Regional Delegations of the Autonomous Regions and Cities. They took part in the coordination meeting on 11 May 2015 in Madrid and in two awareness-raising seminars on 10-11 June and 23-24 September 2015, in Madrid and Seville respectively.

In line with the project objective, this “Support manual for the prevention and detection of racism, xenophobia and related intolerance in classrooms” attempts to describe in its six chapters: why racism, xenophobia and other forms of intolerance exist in our society and, therefore, in our schools; what is the diagnosis of the situation regarding migrants and other minorities in Spain, and the regulatory framework; what strategies are available for managing diversity in schools, improving coexistence and encouraging the involvement of the educational community; what the signs are for detecting the occurrence or possible occurrence of racist or xenophobic incidents or other types of intolerance or even discriminatory harassment in schools; and what the effects of these incidents are and how to act in case they occur.

The Manual also includes a set of good practices presented by some Autonomous Regions and organisations in the two awareness-raising seminars. These good practices and others will be available at the OBERAXE website. A leaflet has also been prepared in electronic and hard copy format with the key ideas contained in the Manual and is accessible in Spanish, Catalan, Gallego, Basque and English.

To develop FRIDA we had the support of four experts in education, psychology, equal treatment and non-discrimination. We also counted on with the collaboration of other institutions such as the Ministry of Interior and Ministry of Health, Social Services and Equality, as well as numerous non-governmental organisations.

I would also like to highlight the crucial involvement and contribution of representatives from the Department of Education of all the Autonomous Regions and the Autonomous Cities of Ceuta and Melilla. They helped steering the project and shared their best practices, providing useful suggestions throughout. What's more, in addition to the significant work being currently done in schools in the area of coexistence, they have proposed to continue to make progress in the prevention and detection of racism, xenophobia and other forms of intolerance. We will make every effort to do so in collaboration with the Ministry of Education, Culture and Sport, and everyone who has made the FRIDA project a success.

Marina del Corral Téllez

Secretary General of Immigration and Emigration

A group of five diverse students (three girls and two boys) are sitting on a wooden bench in front of a metal fence. The students are of various ethnicities and are dressed in casual clothing. The background is slightly blurred, showing greenery and a building.

DISCOVERING RACISM AND XENOPHOBIA AT SCHOOL. CONCEPTUAL FRAMEWORK

2

- 2.1. What is racism today and why is it called that
- 2.2. Psycho-sociology of racist attitudes and their roots
- 2.3. Identify, identities, personal identify
- 2.4. The mental mechanisms that lead to racism materialising
- 2.5. Impact of racism and xenophobia from outside environment to school

2

DISCOVERING RACISM AND XENOPHOBIA AT SCHOOL.

Conceptual framework

When we talk about racism, xenophobia and other forms of intolerance, it is not necessary to highlight to what extent the different forms of intolerance are opposed to basic human coexistence. Article 2 of The Universal Declaration of Human Rights (1948) of the United Nations expressed it as such referring to all basic rights, including education:

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”¹.

However, there are significant limitations if we are only guided by this declaration of the inhumanity which encompasses all discrimination, particularly when we want to detect and prevent the incidence of discrimination in the field of education or any other. This is because that declaration, since it was produced by the United Nations General Assembly and at the time of its approval, was worded in a legal and moral language that does not specify how different types of discrimination that occur in

schools arise and are disguised. The declaration focuses on condemning what is intolerable, but does not try to shed any light on the processes that give rise to discriminatory behaviours or what forms these behaviours take.

When we want to look more closely at the facts, another difficulty arises: all the intermixing and inaccuracies that we have allowed when talking about racism and xenophobia in our daily conversations and in the considerations for specific practical purposes and actions. This is because both, in official sources and in everyday conversations, we use the word racism knowing that there are no races. Likewise, we use the word xenophobia knowing that there is no phobia of foreigners (phobia= pathological fear of something, such as claustrophobia), but rather the opposite (hostility, rejection or active hate of foreigners).

In ordinary conversations this does not matter, because we all know what we are talking about. However, this is important when we try to detect or prevent the incidence of racism and xenophobia, because they both have different causes and need different remedies; racism is due to group dynamics and xenophobia to personality dynamics.

The best way to avoid misunderstandings is to use social psychology concepts and terms, which is the field of study to which racism and xenophobia belong, as they are *attitudes*².

¹ United Nations. Universal Declaration of Human Rights En <http://www.un.org/es/documents/udhr/>

² Malgesini G. and Giménez C. (1997).

To remember that racism and xenophobia, in terms of social psychology, are attitudes is already of great practical use. This is because it places our work in a field of knowledge very developed in social psychology, which is the detection and change of attitudes. More particularly, because it reminds us that attitudes, in terms of persistent inclinations to think and act in certain ways, may not be very conscious at all or may even be unconscious. This could also occur with racism and therefore often would not be easy to detect.

Returning to the search for accuracy: If racism is a persistent inclination to be, think and act against other races —what is racism if there are no races?

“Indeed, as a geneticist, I thought that thanks to biology I could help people see things more clearly, by saying to them: “you talk about race, but what does the word mean?” and I showed them that it could not be defined without arbitrariness or ambiguity. In other words, there is no scientific basis for the concept of race so racism must therefore disappear. A few years ago I believed that by making that claim I was fulfilling my responsibility as a scientist and citizen. However, although there are no races, racism certainly exists!”³

Unresolved discussions begin about whether what exists today in Spanish schools is a cultural problem to be tackled with multiculturalism, or perhaps is ethnic racism linked to the negative evaluation of the “non-national” and phenotypic traits, or racism that reflects derogatory feelings towards other ethnic groups or nationalities for being poor, rather than because of their culture or ancestry⁴. Given this ambiguity, it is striking that in discussions about the subject in schools there has not been greater clarification of the different types of racism to combat and the priorities to be addressed.

For now, it needs to be clarified what racism is in fact in psychosocial terms, to what extent it affects us and why the word racism is used while insisting at the same time that the human race has no different races.

2.1. What is racism and why is it called that

In psychosocial terms, racism is negative attitudes towards people, groups and values, unconsciously assimilated through the family group and subject later to the rationality of each individual according to their evolution. The basis of that attitude, which lead individuals or groups -that consider themselves superior in some respect- to demean and harm other individuals or groups that do not share their lifestyles, ideas or religion, are not always conscious or premeditated.

It is noteworthy that groups affected by racism include individuals that racially criticise their own group, such as some young Moroccan people in Spain who distance themselves disparagingly from their fellow citizens, who maintain the cultural traditions of their country of origin⁵.

Racism can be studied from many perspectives, provided evolutionary and social factors are considered⁶. For example from the perspective of Alderian psychology on inferiority complexes, which is how, Hitler was studied. Alternatively, in terms of the general psychology of the learning of cognitive orientation, as criticism of pseudo-rational convictions, which are based on answers to the problems of cultural pollution and ethnic mixes. When it comes to lay the foundations for an intervention in schools though, the psychosocial approach is undoubtedly preferable, as it enables the most direct interpretation of the observations and practices of everyday life. However, the confusion that causes classing all types of incidents as racist

remains: from overturning garbage containers in protest against multicultural policies, to being particularly strict with the marking of exercises of children of immigrants, with the impact that this has on their studies.

The idea of fighting Hitler's racism was of great importance. However, abuses against less powerful groups by locally strong groups (Greeks against barbarians, free men against slaves, whites against blacks, etc.) have always existed. Those abuses did not even have a name and pre-democratic humanitarian sensitivity did not mobilise against them. It was necessary that Hitler, inspired by the ideas of the Frenchman Gobineau⁷, embarked on a path of terror and tried to wipe out the supposed Jewish race in Germany to raise awareness of the direction that the sacredness of local contexts takes, and the biological-political ignorance had conceived as racial contexts. As a result, any struggle against discriminatory abuses of individuals and groups came to be called "fight against racism".

If we use the word racism in its broadest sense, (i.e., to describe all kinds of discrimination practised in our societies, because of national or ethnic origin or class membership) we must say that all our so-called western societies are highly racialized.

5 Aparicio R. and Tornos A. (2012)

6 Giner S. Lamo de Espinosa E. and C. Torres C. (1998)

7 Gobineau de, J.A. (1967)

2.2. Psycho-sociology of racist attitudes and their roots

There have usually been unconscious processes involved when racism or xenophobic abuses occur in any field including schools. They are not unconscious in the sense attributed by Freud, meaning related to any type of repression; they are only unconscious because the conscience is not aware of them, and this has to do with shaping our social knowledge.

Indeed, the social knowledge of new-borns is non-existent; they live submerged in the sensations of their body. Gradually, though, they begin to distinguish their mother from everyone else and very quickly differentiate members of their immediate family from others: they feel assured with the first ones and resist or cry if placed in the arms of someone unknown. However, there is no awareness of the progress in the selection of those people whom one likes to relate with.

Therefore, according to evolutionary psychology, there comes a time when individuals begin to differentiate those people in the close, cosy, everyday family world from the world of the unexpected and potentially dangerous.

This is how we are when we start to meet other children similar to us and soon, at pre-school stage, we begin to join together with certain people more than with others, giving rise to emotionally understanding the difference between “us”/“them”. “Us” always represents the close, warm and reliable of our preferred relationships, “them” represents insecurity, the border in the world of our trust.

This “veiled meaning” of the words “us/them” will be present when we are at school and will be the basis for triggering attitudes of caution and distance between different national groups or classes, and between teachers and students. If this dynamic of “us/them” is not counterbalanced by experiences of an “us” that includes all students from each year or even the whole school, such attitudes lead to the continuous separation of “them” compared to “us”, sowing the seed of the emotionally separating attitudes of various groups.

However, only sowing the seed, because humans are not like the great apes that live in fixed groups, expelling or possibly killing apes from other groups that try to mix with them. The symbolic power that we humans have allows us to be in many groups without enclosing ourselves in just one.

This occurs particularly in “task groups”, whose internal connections, in terms of teaching staff, evolve towards the relational world beyond the “us/them” dichotomy, ridding it of the affective force that would result in racist or xenophobic attitudes, and favouring instead, albeit unduly, those perceived as belonging to “us”.

Things are different between male and female students and will mainly depend on their self-esteem when forming part of the different “task groups” (including sports or leisure) that are continuously created and disbanded in schools. Those who end up excluded from such groups will continue to be caught in the affective negative magic of “us/them” which they acquired at pre-school stage.

In short, social development does not grow in isolation, neither its healthiest progress nor any move towards one’s own intransi-

gence or to the closest groups. We learn to accept relationships with uncertainty and closely linked to “us”, or with curiosity and good expectations. Each of the individual’s environments can approve or disapprove whether the child will act in a withdrawn, or sociable or playful manner.

Towards what type of behaviour will this learning of dealing with “those” who do not belong to “us” lead? How that basic emotional contrast of “us/them” will assimilated in childhood and in what situations will come alive again when leaving behind childhood emotionality?

There are principally three well-known types of situations in school and in adult life afterwards: uncertain reactions in presence of many unknown persons, to which the response is to isolate oneself from others (xenophobia), unfair competition (discrimination) and arrogant confrontation (neo-Nazi destructiveness). These behaviours respond unreservedly to a human being’s deepest need: that of being informed of everything that concerns oneself and not being left in the dark; that of investing one’s own social power in personal achievements (or of those with whom one identifies); and that of relieving one’s own frustrations on groups considered weaker.

2.3. Identify, identities, personal identity

Our social knowledge advances by differentiating, so when “us” and “them” start to become clearer, they will also start to be differentiated internally, firstly, in terms of family life categories (sex, age, domestic skills...) and later in terms of knowledge of all types of characteristics which, in the child welfare field, may be of importance and interest for everyday life⁸.

The process accelerates when starting school. On one hand, children will broaden the traits that they will want to and know how to identify (those of the swot, the snob, the joker, the teacher’s pet, the sports star...). On the other, far more importantly, they will learn that the traits with which they identify themselves can give them a personal identity that either opens or closes doors, even when these are, inadvertently or maliciously, attributed to them. Adolescence is a time when boys and girls progress in their social skills, identify others in a more subtle manner and attribute traits, which are important in their school life. In this game of attributing identities lie the origins of school racism, which will be important in terms of how schoolchildren are integrated in youth and adult society, especially if it concerns an ethnic group or social class considered inferior.

8 Berger P. and Luckmann T. (1972)

2.4. The mental mechanisms that lead to racism materialising

From that outlined in the above section, neither are we aware, nor do we realise how other mechanisms of our mind are involved when racism materialises. But these mechanisms can be detected through the analysis of opinion surveys: these are the mechanisms that lead us to generalise, stereotype or prejudice⁹.

The three things are interlinked, we generalise because our social learning progresses by differentiating types of relationships and not storing in our memory collections of isolated individual relationships. This leads to a tendency to generalise, so if we generalise ways of understanding certain types of “them” (for example “the Bolivians”), that generalisation will persist over time unless it encounters any important contradictions. We do this in two ways: anticipating what we are going to find when dealing with others and ignoring the details, which would lead us to discover other abilities or deficiencies in them.

This is how stereotypes are developed and conceived as relatively stable representations of ways of being of people or groups, used to deal with relationships without reconsidering them in detail or questioning them, for example the stereotype of Dominican schoolchildren as not very hard-working or very intelligent. Wherever that stereotype is shared by a significant sector of the teaching profession, it is difficult to realise that it is the stereotype rather than the actual abilities of those schoolchildren that determine our opinion. What’s more, the fact that

stereotypes exist means that we treat those subjected to them in a way that confirms our preconceptions.

The bits of experience we use to, erroneously or accurately, construct our generalisations of other people lead us to anticipate what our relationship with them might be like. The relationships are established with a preconception, which in some cases might be a prejudice, i.e. a previous, firm and unfavourable opinion.

However, is not a personal mistake what leads individuals to generalise in their relationships, or what they experienced in certain cases, to negatively stereotype these relationships based on some of them, or to start relations with preconceptions and prejudices. All of these are normal ways of advancing in social knowledge, while correcting what is mistaken with what is better checked.

What happens in societies, as complex as the human ones, is that the establishment of an “us” which excludes a part of its members, produces a structural self-mutilation and becomes ethically unacceptable. In our society, either we win all or we all lose, without that meaning an elimination of all reference to “us”, which is also necessary for the evolution of humanity and the full enjoyment of interpersonal relationships.

We conclude that, for intra-school relationships (teacher responsibilities, management and general discipline of schools, etc.), there can never be any “us” which benefits one group to the detriment of others (for example having better access to meetings with teachers). This includes rejecting as racist the behaviour of students who make others feel that they are just poor inferior “others”, making it difficult for them, for example, to use the school’s sports facilities.

⁹ Allport G. (1954); Pettigrew T.F. and Mertens R.W. (1995); Wieworka M. (1992).

2.5. Impact of racism and xenophobia from outside of school environments

Schools are more than just academic establishments. Students come to them with the cultural heritage of their parents and their stereotypes about people and nations. This is how their vision is structured and, when they start school, they identify those who do not belong to the same “us” as them. That is why during the first few days they join by national origins at break time and for group tasks. They start to consider and regard themselves based on their stereotypes.

In favourable and certainly the majority of cases, it is an unfixed “us” which will be balanced by youth leadership or involved teachers. However, the sowing of the seed of racism imported from outside the school is already there; this was observed in a study of schoolchildren who were the sons and daughters of immigrants, who said that Spaniards consider themselves superior to them, so they are racist.¹⁰

There may also be prejudices among teachers, for example the headmaster talking about the children of socially disadvantaged families and demonstrating what is known as “*social class racism*”:

“We do not need to worry if they perform badly or to encourage them to continue their education after schooling has finished, because their future is to do what their parents do”¹¹.

This type of racism is imported from outside to inside schools in numerous ways, and is even supported officially, ranging from a request made by a parents association which asked for its school to not admit more immigrant children *because they lowered the standard*, to motherly advice to very small children *not to be fooled by the gypsies*.

However, given the strong social censorship by the media and public opinion against racism it is not surprising that racist practices are repressed by both schoolchildren and teachers. That is why racism in general is hardly noticed beyond small details in everyday’ s life which at first seem unimportant but can in fact be relevant. For example the case of a young Moroccan girl whose teacher always looks at her when talking about Moroccans, Africans or Muslims. She realised this and felt rejected by the teacher’s gesture. Other Moroccans understand this and the “them/us” division between Moroccans and native Spaniards is widened¹². This division can in some cases lead to real discrimination.

11 Comment made by a state school headmaster -and repeated on various occasions in similar terms by other headmasters- when the ILSEG study researcher asked about the participation of immigrant students.

12 Situation reported by a Moroccan people in a qualitative interview carried out for the Pathways to Success study on sons and daughters of immigrants with successful backgrounds whose results have not yet been published. Similar situations are repeated in interviews with sons and daughters of immigrants of other studies.

10 Portes A. Aparicio R. and Haller W. (2009).

It will be necessary to come back later to the destructive effects that discrimination can have on the self-esteem of those who suffer it and, consequently, on the course of their lives. Not only discrimination against students of ethnic or national minorities by majority groups, but also discrimination in some cases from teachers, for example when advising on continuing studies. This was shown in the TIES study, where advice to continue studies -after compulsory schooling- was given to 78% of the native children, but only 42% of the children of immigrants of Moroccan origin¹³.

Discrimination, in its many forms, is the most frequent manifestation of racism at school, even if generally it does not show its more abrasive side, except when sensitive topics are concerned. It can cause jealousy among students leading to spectacular fights or the theft of mobile phones or clothes in order to annoy, mixed also with other forms of harassment.

Racism is particularly noticeable at schools if it is organised from outside defensively or offensively, as is the case with the Latin Kings or other so-called Latin gangs, connected with extortions and murders¹⁴. In truth, their actions are irrational having presented themselves as defenders of Latin persons when in fact they have been its main victims. Victims in the literal sense, as shown by the murders in Barcelona and Madrid, and victims too for having wanted to be trained to hate.

We can therefore say that in our schools, given the subtlety and ubiquity of racism, neither sporadic actions nor general provisions are the way to combat it. Each school would have to be able to meet the educational needs of its students, respecting their diversity and especially take into account the conditions that socially disadvantage them or make them feel inferior.

The following chapters provide a summary of the data available on the current situation of racism and xenophobia at school. Existing rules and regulations are reviewed -chapter 3-, outline of the principles by which an inclusive school should be guided -chapter 4-, presentation of the conditions that a school with these characteristics must have for identifying discrimination and racist and xenophobic incidents -chapter 5-, and a series of recommended actions for teachers, students, victims, aggressors and their families.



13 Aparicio R. (2007).

14 Giliberti, L. (2013) and Giliberti, L. (2014).



DIAGNOSIS AND REGULATIONS ON RACISM AND DISCRIMINATION BY RACIAL OR ETHNIC ORIGIN AT SCHOOL

3

- 3.1 Diagnosis and regulations
- 3.2 Evolution of students due to racial or ethnic origin in Spain
 - 3.2.1 *Contextualisation in the evolution of international migration to Spain*
 - 3.2.2 *Main characteristics of immigrant students*
 - 3.2.3 *Main characteristics of Roma students in Spain*
- 3.3 Some information for preparing a diagnosis on discrimination by racial or ethnic origin in schools
- 3.4 International and national rules and regulations
 - 3.4.1 *United Nations*
 - 3.4.2 *European Union*
 - 3.4.3 *Spanish rules and regulations*

3

DIAGNOSIS AND RULES AND REGULATIONS ON RACISM AND DISCRIMINATION BY RACIAL OR ETHNIC ORIGIN AT SCHOOL

The ability of schools to meet the educational needs of students respecting their diversity, as pointed out previously, requires an in-depth analysis of both the situation of the school and the context in which this is developed. The aim of this chapter is to provide a diagnosis and regulatory framework, which contextualises the demands that schools must face on racism, xenophobia and related intolerance.

3

3.1. Diagnosis and regulations

One of the current challenges of schools is how to address the diversity and plurality of students, reflecting the change in Spanish society concerning the perception and assessment of social and cultural diversity. That assessment has not only encompassed the highest awareness of the great diversity of our country as a whole, but also the significant increase in diversity produced by the international migration to Spain.

The school, because of its social dimension, should reflect this diverse and plural society, making room for different ethnic groups and cultural values. It is important to mention the Salamanca Declaration, approved on 10 June 1994 at the “*World Conference on Special Needs Education: Access and Quality*”¹, which introduced an educational paradigm change that had to be accompanied by a process of awareness, changing structures and new responses.

It is in this context where **inclusive education**, which seeks to harmonise teaching and common learning with the necessary **attention to diversity**, becomes of significant value. The starting point is to consider the heterogeneity of students as a normal classroom situation and promote education for everyone and with everyone, regardless of their personal, psychological or social characteristics.

However, it is not possible to have a more diverse and heterogeneous school, that is conflict-free in a context of social change. It is important to recognise that conflicts are an inherent part of human nature, and the school is not only not isolated from them but generates its own conflictive dynamics, being a community with well-defined distinguishing characteristics.

One of the most important conflicts, in a more diverse and heterogeneous school, as already described in the previous chapter, is indeed related to the relational dynamics between people belonging to or associated with different social and cultural groups. Specifically, how these relational dynamics affect the processes of integration and educational inclusion and generation of attitudes of rejection and discrimination at school. It is essentially about how these relational dynamics affect intercultural coexistence at school.

Strategies are therefore necessary to improve diversity at school, improve coexistence and to encourage the participation and involvement of the entire educational community. Intercultural coexistence, in the context of the inclusive school (see chapter 4), involves the development of mechanisms of knowledge, respect for diversity and positive interaction within a framework of equality.

To create appropriate strategies, it is necessary to know how racial or ethnic diversity has evolved in Spain, in general, and in education, in particular. To improve coexistence, an understanding is required of the nature of discriminatory incidents that arise at school. Furthermore, to be able to develop methodological tools of action, further analysis of the relevant regulatory and compe-

tence framework is necessary, to provide the context in which these tools can be implemented. All this is covered in this chapter. Before reviewing how diversity has evolved in the Spanish education system, a few preliminary considerations are necessary:

- a) Firstly, regarding the statistics of the Ministry of Education, Culture and Sport, it is necessary to draw attention to the fact that these statistics use the criterion of nationality in the data related to students at different educational levels. Using this criterion presents a difficulty when measuring the presence of ethnic or racial minorities, which is compounded by the fact that official statistics do not refer to Roma students.

It would be very appropriate the inclusion of other criteria in the statistics, such as country of birth, which would better reflect immigrant students as a whole. For now, we must consider that immigrant students are under-estimated in current statistics.

Another factor about the statistics is that, even though this might appear obvious, nationality should not be mixed with racial or ethnic origin. Indeed, European legislation on equal treatment and non-discrimination distinguishes between the two and has a different legal regime for each of these criteria. For example, article 3.2 of Directive 43/2000/EC on discrimination by racial or ethnic origin expressly excludes from its scope of application differences in treatment based on nationality. However, both conditions are closely related, as in many cases it is the criterion of physical appearance, which infers national origin and ascribes a racial or ethnic belonging (real or imagined). Even if this so, the data offered in the chapter should be interpreted with caution and nationality not directly assimilated with racial or ethnic origin.

- b) Secondly, we need to begin with a series of conceptual definitions to know what we are referring to when we talk about racism, racial or ethnic discrimination, discriminatory incident or hate crimes. For this reason, in Annex 1, a glossary has been included of key terms and concepts. References to international texts and standards are used for all these concepts. However, we want to draw attention to the concept of discriminatory harassment and bullying. For the purposes of this manual, we will use the concept of **discriminatory harassment in education** and propose its use as we consider that it offers greater regulatory and legal clarity for victims of discriminatory incidents at school.

The academic definition of the concept of bullying is very precise.² However, this is not so from a regulatory and legal perspective. As we will see in this chapter, Spanish education legislation does not provide a definition of the concept of bullying and we didn't find any legislative or regulatory provisions on this matter. We need to refer to the teachers training plans of the various Autonomous Regions to find different formulations which, albeit similar, are not completely the same.

Furthermore, in practice, the use of the concept bullying generically does not help to clearly identify the causes and reasons for this type of behaviour and attitudes and may make it difficult to identify them as discriminatory or hate-based. That is why we propose using the concept of discriminatory harassment in the education field insofar as it offers a greater legal and regulatory base, linked to policies of equal treatment, non-discrimination and hate crimes.

2 Olweus, D. (1999).

3.2. Evolution of students due to racial or ethnic origin in Spain

3.2.1. Contextualisation in the evolution of international migration to Spain

Migration is undoubtedly a phenomenon which is characterizing the social, economic, political and cultural development of Spanish society in recent decades in terms of both its novelty and the dimensions reached.

To gain an initial impression of how Spain is situated in the context of international migratory dynamics in recent years, Table 1 shows how many international migrants have entered OECD countries between 2000 and 2012.

Table 1. Entries of international migrants to OECD countries between 2000 and 2012 (in thousands)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Germany	648,8	685,3	658,3	601,8	602,2	579,3	558,5	232,9	228,3	201,5	222,5	290,8	399,9
Austria	66	74,8	92,6	97,2	108,9	101,5	85,4	47,1	49,5	45,7	45,9	58,4	67,1
Belgium	68,6	66,0	70,2	68,8	72,4	77,4	83,4	50,3	51,2	64,5	61,5	61,8	58,9
Denmark	22,9	25,2	22	18,7	18,8	20,1	23,0	30,3	45,6	38,4	42,4	41,3	43,8
Spain	330,9	394	443,1	429,5	645,8	682,7	803	691,9	409,6	334,1	300	291	209,8
France	91,9	106,9	124,3	136,4	141,6	135,9	135,1	213,7	222,4	221,4	233,7	240,7	258,9
Italy	271,5	232,8	388,1	..	319,3	206,8	181,5	571,9	490,4	390,3	355,7	317,3	258,4
Netherlands	91,4	94,5	86,6	73,6	65,1	63,4	67,7	80,6	90,6	89,5	95,6	105,6	96,8
United Kingdom	379,3	373,3	418,2	406,8	494,1	473,8	509,8	343,3	317,3	359,2	394,8	322,6	286,1
Switzerland	85,6	99,5	97,6	90,6	96,3	94,4	102,7	122,2	139,1	114,8	115,0	124,3	125,6

Source: Specially prepared from the 'International Migration Outlook' of various years, published by the OECD

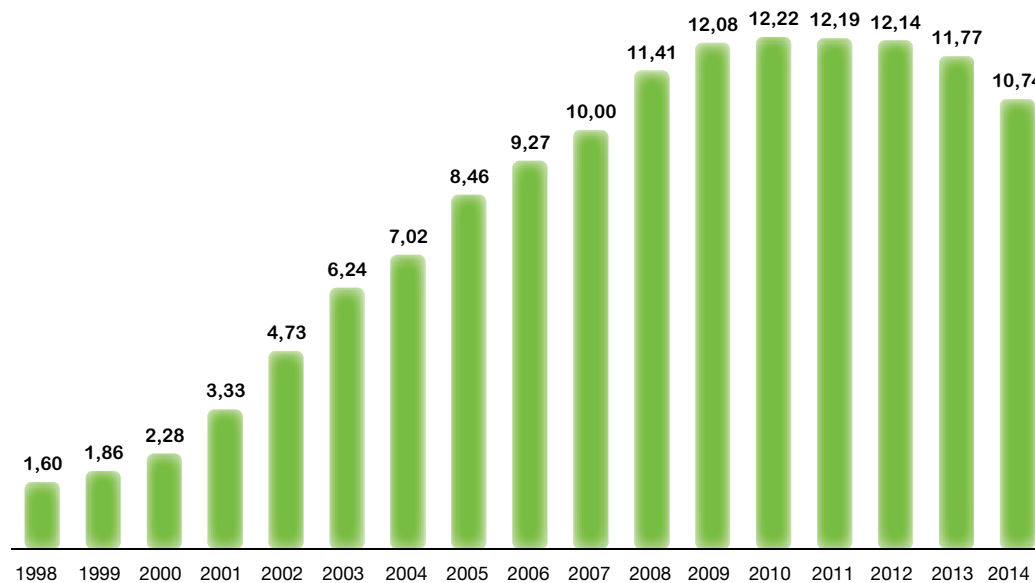
Bearing in mind that, according to the United Nations Population Division³, Europe receives 34% of international migratory flows, there is no doubt that Spain occupies a very important position in terms of international migratory dynamics. Referring always to the data from the Population Division, from 2005 until the most recent data available in 2013, Spain was the tenth country in the world in total number of immigrants (people born in another country) and only behind three other EU countries: Germany, France and the United Kingdom.

3 United Nations Population Division. At <http://www.un.org/es/development/desa/about/divisions.shtml>.

However, of most relevance is how the increase in the immigrant population has happened in Spain, which was around 65% between 1995 and 2000 and approximately 194% between 2000 and 2007, at which point international migration appeared to stabilise and, from 2008 onwards, it started to decline rapidly due to the economic situation in the country.

Therefore, in line with data from the Municipal Register of Inhabitants of the National Institute of Statistics, in 2014 there were 5,023,497 foreigners established in Spain, a figure which represents 10.74% of the population, while in 2000 the volume of the immigrant population was not even one million (748,954 people), barely 1.86% of the total resident population in Spain. In short, the foreign population registered in Spain in the last 15 years has risen by 7, which is a dramatic increase.

Graph 1. Change in foreign population residing in Spain, 1998-2014, percentages of the total population



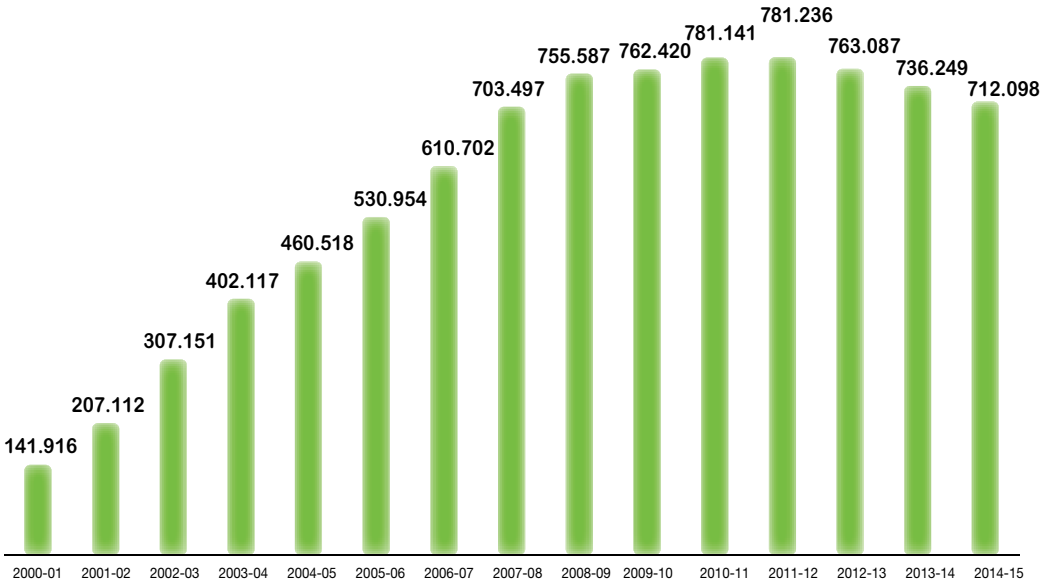
Source: Specially prepared from data from the Municipal Register of Inhabitants of the National Institute of Statistics

3.2.2. Main characteristics of immigrant students in Spain

The extraordinary growth in the foreign population shown in the above section explains how during the first decade and a half of the 21st century immigrant students increased by 5, going from 141,916 students to 712,098. This means that 8.80% of students in the Spanish education system are of foreign origin.

The biggest annual increase in immigrant students was during the 2001/02 academic year with a 45% increase and in 2002/03, with a 48.3% increase. The increase was less pronounced after the 2008/09 academic year and since 2012/13 the trend has actually reversed, with the number of immigrant students starting to decline. This data coincides with the migratory dynamics analysed above.

Graph 2. Changes in numbers of immigrant students in Spain, 2000-2014 (in thousands)



Source: Specially prepared from data on student statistics of the Ministry of Education

In terms of school ownership, five out of six immigrant students were in state schools for the 2014/15 academic year. Following the arguments of the Colectivo IOE research team,⁴ this unequal distribution of nationality, in terms of school ownership, means that the number of immigrant students in state schools (around 12%) is more than twice that in private schools (around 5%). At the start of the decade, these proportions were 2.3% and 1.4%, so there has been a significant increase in this difference over the last 15 years.

The unequal distribution of immigrant students in state and private schools has causes and consequences that may affect the academic career of the student. As stated by Portes, Aparicio and Haller⁵ “there are clear differences between students from state and state-subsidised private schools: children of immigrants that go to state schools have significantly lower aspirations and expectations than those at state-subsidised private schools. For example, 63% of them aspire to university education compared to only half of students from state schools. The same trends are noticed with regard to occupational aspirations and expectations. In answer to the question: *“What type of job would you most like to do as an adult?”*, 26% of students from state schools chose low or medium level jobs and just over a third thought they could make it into managerial or professional occupations (executive, lawyer, teacher, doctor, etc.). For students from state-subsidised private schools, almost half of those questioned had high occupational aspirations. The differences between both types of schools are statistically representative”.

The territorial distribution of immigrant students shows that 4 Autonomous Regions have almost 7 out of every 10 immigrant students. They are: Andalusia, Catalonia, the Madrid region and the Valencia region. However, all the Autonomous Regions recorded significant increases during the first decade of the 21st-century.

4 Colectivo IOE (2011).

5 Portes, Aparicio and Haller (2009), page 2.

Table 2. Distribution by Autonomous Regions of immigrant students, 2014/15 academic year (percentage of total students)

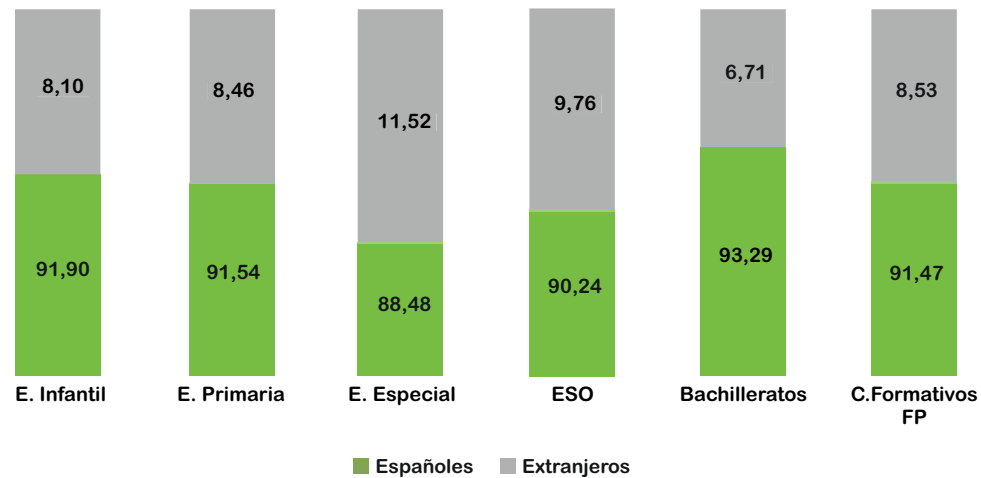
Autonomous Region	% total	Autonomous Region	% total
Andalusia	11,74	Extremadura	0,79
Aragon	4,01	Galicia	1,84
Asturias (Principality of)	0,79	Madrid (region)	18,41
Balearic Islands	3,82	Murcia (region)	4,83
Canary Islands	3,52	Navarre (region)	1,23
Cantabria	0,83	Basque Country	3,81
Castilla y León	3,43	La Rioja	1,06
Castilla-La Mancha	3,85	Ceuta	0,14
Catalonia	22,91	Melilla	0,29
Valencia region	12,70		

Source: Specially prepared from data on student statistics belonging to the Ministry of Education

In terms of distribution by nationalities, it is important to point out the presence of students of Moroccan origin (almost 25% of the total number of immigrant students in Spain) and Romanian origin (14%). Ten nationalities make up virtually two thirds of all immigrant students, most notably so 5 Latin American nationalities (Ecuador, Colombia, Bolivia, Dominican Republic and Peru) which, despite declining in recent years, continue to have a significant presence in the Spanish education system.

The distribution by education levels of immigrant students generally coincides with their percentage of representation in the education system.

Graph 3. Distribution of immigrant students by education levels, 2014/15



Source: Specially prepared from data on student statistics of the Ministry of Education.

However, there are two peculiarities.

- Firstly, a much higher percentage of immigrant students in Special Education.
- Secondly, of those who continue in non-compulsory stages of education, the immigrant student percentage in different types of higher secondary education is somewhat lower than in vocational training. As indicated by the Colectivo IOE¹⁸, “it is worth considering that this divergence may be the result of negative academic experiences, probably due to problems resulting from the compatibility of the school system in the student’s country of origin and the Spanish school system.”

To conclude the characterisation of immigrant students in Spain, we will analyse in a bit more detail one of the key indicators, which is the rate of early abandonment of studies of immigrant students.

The Education and Training 2020 (ET2020) strategic framework⁶ establishes joint strategic objectives for EU Member States on education. One is the promotion of equity, social cohesion and active citizenship, with one of its components being to reduce the early abandonment of education and training. The goal is for the early school leavers' percentage rate to be around 10% by 2020.

In this context, the Spanish government has developed the [Plan to reduce early school leaving](#)⁷, based on an agreed definition of *early school leaving*. The EU indicator used as a point of reference for monitoring the 2010-2020 objectives of education and training systems is the “percentage of the population from 18 to 24 years old who have not completed the second stage of Secondary Education and do not follow any type of education or training.”

Table 3 shows significant advances in the last 10 years, both in the context of the EU and Spain, which has reduced by more than 10 points the early leaving rate. However, despite the efforts made, Spain continues to be the EU-28 country with the highest early school-leaving rate, being almost 12 points off the ET2020 objective⁸ and more than 10 points behind countries such as Germany, Belgium, Netherlands, France and the UK.

6 Ministry of Education, Culture and Sport Education and Training 2020 strategic framework (ET2020). At <http://www.mecd.gob.es/educacion-mecd/mc/redie-eurydice/prioridades-europeas/et2020.html>

7 European Ministerial Conference on integration (2010)

8 This is perhaps the reason why the Government requested in 2011 from the Council of the EU the incorporation of other educational indicators to be able to check more accurately the effects of educational policies on early school leaving, such as enrolment rates and the number of students successfully completing second stage Secondary Education. See [Spanish report 2013 on European and Spanish objectives ET2020](#)

Table 3. Evolution of early education-training leaving rates in the EU (percentage)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EU - 28	16	15,7	15,3	14,9	14,6	14,2	13,9	13,4	12,6	11,9	11,1
Germany	12,1	13,5	13,7	12,5	11,8	11,1	11,9	11,6	10,5	9,8	9,5
Austria	9,8	9,3	10,0	10,8	10,2	8,8	8,3	8,5	7,8	7,5	7,0
Belgium	13,1	12,9	12,6	12,1	12,0	11,1	11,9	12,3	12	11	9,8
Bulgaria	21,4	20,4	17,3	14,9	14,8	14,7	13,9	11,8	12,5	12,5	12,9
Cyprus	20,6	18,2	14,9	12,5	13,7	11,7	12,7	11,3	11,4	9,1	6,8
Croatia	5,4	5,1	4,7	4,5	4,4	5,2	5,2	5	5,1	4,5	2,7
Denmark	8,8	8,7	9,1	12,9	12,5	11,3	11	9,6	9,1	8	7,7
Slovenia	4,3	4,9	5,6	4,1	5,1	5,3	5	4,2	4,4	3,9	4,4
Spain	32,2	31,0	30,3	30,8	31,7	30,9	28,2	26,3	24,7	23,6	21,9
Estonia	13,9	14	13,4	14,4	14	13,5	11	10,6	10,3	9,7	11,4
Finland	10	10,3	9,7	9,1	9,8	9,9	10,3	9,8	8,9	9,3	9,5
France	12,1	12,2	12,4	12,6	11,5	12,2	12,5	11,9	11,5	9,7	8,5
Greece	14,5	13,3	15,1	14,3	14,4	14,2	13,5	12,9	11,3	10,1	9,0
Hungary	12,6	12,5	12,5	11,4	11,7	11,5	10,8	11,4	11,8	11,9	11,4
Ireland	13,1	12,5	12,2	11,8	11,4	11,7	11,5	10,8	9,7	8,4	6,9
Italy	23,1	22,1	20,4	19,5	19,6	19,1	18,6	17,8	17,3	16,8	15
Latvia	15,9	15,4	15,6	15,6	15,5	14,3	12,9	11,6	10,6	9,8	8,5
Lithuania	10,3	8,4	8,8	7,8	7,5	8,7	7,9	7,4	6,5	6,3	5,9
Luxembourg	12,7	13,3	14,0	12,5	13,4	7,7	7,1	6,2	8,1	6,1	6,1
Malta	42,1	33,0	32,2	30,2	27,2	25,7	23,8	22,7	21,1	20,5	20,4
Netherlands	14,1	13,5	12,6	11,7	11,4	10,9	10	9,1	8,8	9,2	8,6
Poland	5,6	5,3	5,4	5,0	5,0	5,3	5,4	5,6	5,7	5,6	5,4
Portugal	39,3	38,3	38,5	36,5	34,9	30,9	28,3	23	20,5	18,9	17,4
Czech Rep.	6,3	6,2	5,1	5,2	5,6	5,4	4,9	4,9	5,5	5,4	5,5
Slovakia	6,8	6,3	6,6	6,5	6,0	4,9	4,7	5,1	5,3	6,4	6,7
United Kingdom	12,1	11,6	11,3	16,6	17	15,7	14,8	14,9	13,4	12,3	11,8
Romania	22,4	19,6	17,9	17,3	15,9	16,6	19,3	18,1	17,8	17,3	18,1
Sweden	9,2	10,8	8,6	8,0	7,9	7,0	6,5	6,6	7,5	7,1	6,7

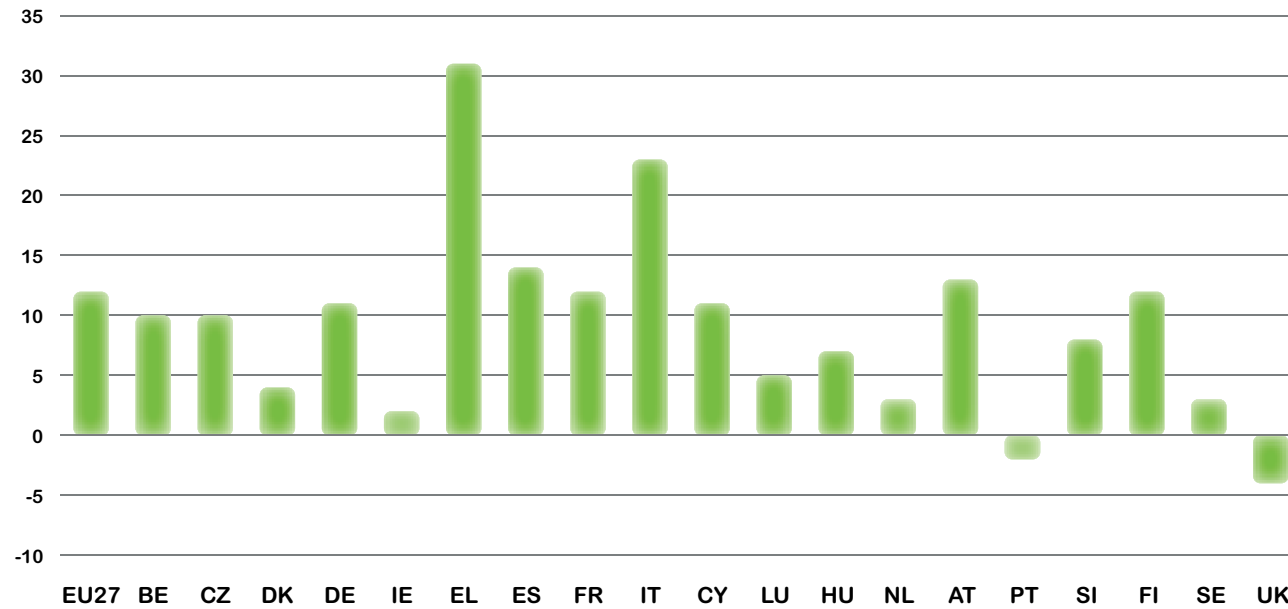
Source: Education statistics from the Active Population Survey

From a comparative perspective, taking into account the differences between native students in each European country and immigrant students, we need to use past data. This is possible because in recent years there have been enormous advances in the indicators of integration of immigrants in the EU.

Especially important here is the Declaration of the European Ministerial Conference at Zaragoza in 2010, held during the Spanish presidency of the EU.⁹ The Declaration includes a specific proposal for measuring the integration of 14 indicators, promoted by the Basic Principles for Integration, grouped into four dimensions: employment, education, social inclusion and citizenship. In the education dimension, one of the basic indicators is early school leaving.

In 2011, Eurostat published the first analysis, *“Indicators of Immigrant Integration. A pilot study”*, which provides comparable data in the EU. It is therefore of great value even if the data refers to 2009. Graph 4 shows the difference between the early school leaving rate between native students and immigrant students in different EU countries, as well as the EU-27 average rate. For this indicator the situation improves slightly in Spain, as the difference with some neighbouring countries is reduced. However, the early school-leaving rate of immigrant students (46%) is 15 points more than Spanish students (31%). In other words, practically half of immigrant students between 18 and 24 years old have not completed second stage Secondary Education and do not continue with any type of education or training, with the consequences of this for both their future employment and development of human capital. Reducing this gap remains undoubtedly one of the challenges of the Spanish education system.

Graph 4. Difference between the early school-leaving rate of native students and immigrant students in the EU, 2011



Source: Specially prepared from 'Indicators of Immigrant Integration' data. A Eurostat pilot study, 2011

3.2.3. Main characteristics of Roma students in Spain

There are around 12 million Roma people living in countries in Europe, America and some parts of Asia and Oceania. According to the Council of Europe, most of the Roma population and travellers are in Europe. Before the expansion of the EU to incorporate Eastern European countries, Spain was the member state with the highest Roma population. The figures vary according to the source, with the estimated average according to the Roma and Travellers Division of the Council of Europe being 725,000 Roma people¹⁰, while the *VII report on Exclusion and social development in Spain*¹¹ estimates a number close to one million.

As indicated in the introduction to the chapter, official statistics do not offer data on the Roma population, as no mention is made of ethnic or racial affiliation. As indicated by Flecha, Sordé and Mircea “it is evident that one of the biggest limitations of scientific research into the Roma community is the absence of any type of information. Another is the lack of data from secondary sources which, in most cases, are only estimates produced from informal local and national sources.”¹² In this section, we refer mainly to two sources: The Education Bulletin of February 2014 of the National Centre for Educational Innovation and Research (CNIIE) of the Ministry of Education and Research “*Roma students in secondary schools. A comparative study*”, conducted by the Roma Secretariat Foundation in 2013, which offers some relevant data on Roma students in the Spanish education system.

The Roma population is, in general terms, less educated than young people from the general population are. While 64.4% of Roma young people between 16 and 24 years old have not obtained the Certificate in Secondary Education, only 13.3% of all young people in this age group have not obtained it. Table 4 shows the declining presence and completion of studies by the Roma population moving up through the educational levels. Only 5.7% of the Roma population has completed the *bachillerato* (higher secondary-education course) and barely 1% has studied further education.

10 Liégeois, J.P (2008).

11 Foessa Foundation (2014)

12 Flecha R. Sordé T. and Micea T. (2013)

Tabla 4. Highest level of education completed by Roma students (percentage)

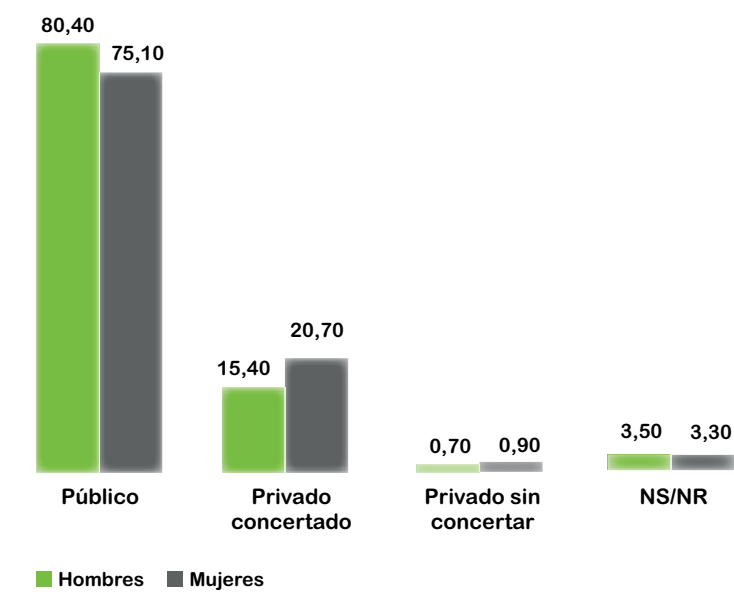
	Men	Women	Total
Nursery	3,00	2,20	2,60
Primary	69,90	70,50	70,20
Compulsory Secondary Education (ESO)	14,70	17,00	15,80
Vocational Training Programme (PCPI)	1,50	0,60	1,10
Higher secondary-education, intermediate vocational training	6,00	5,30	5,70
Further education	1,40	0,50	0,90
NS/NR	3,50	3,80	3,70
Total	100,00	100,00	100,00

Source: Roma Secretariat Foundation, “Roma students in secondary education. A comparative study”

School attendance levels for the Roma population until 14 years old are very similar to the rest of the population. It is after 15 years old that the number of Roma boys and girls enrolled at school starts to decline continuously, with a very significant fall of 30.8% between 15 and 16 years old, ages when compulsory education ends. Between 12 and 24 years old, 61.1% of boys and 64.3% of girls leave education. Girls have higher early school leaving rates at younger ages, from 10 to 14 years old, although at 15 years old the situation is reversed. On top of this, Roma girls have lower school attendance rates than Roma boys, in contrast to the general population trend.

In terms of the type of ownership of school where Roma students study, attendance levels in state schools are very similar to those of the immigrant population (83%). We can therefore say that there is a rising attendance trend in state schools among students belonging to ethnic and/or racial minorities.

Graph 5. Distribution of Roma students by type of ownership of school, 2014/15 academic year (percentage)



Source: Roma Secretariat Foundation, “Roma students in secondary education. A comparative study”

3.3. Some information for preparing a diagnosis on discrimination by racial or ethnic origin in schools

Measuring discrimination, including discrimination by racial or ethnic origin, is very recent in our country. Even though it is a field in which significant progress has been made in recent years in different areas (rules and regulations, resources, etc.), albeit different for each ground for discrimination, the development of primary and secondary sources for measuring discrimination is still in its infancy.

However, there have been clear improvements in acquiring an idea of what the situation is in terms of discrimination by racial or ethnic origin in education.

We can start by analysing the perception of discrimination by racial or ethnic origin in Spain and the EU. The Eurobarometer *Discrimination in the EU*¹³, produced by Eurostat in 2012, has been very useful for this contextualisation. The main conclusion reached is that for both Spain and the EU, perception of discrimination by racial or ethnic origin is more widespread (58% in Spain and 56% in the EU) than other grounds of discrimination (disability, 40%; sexual orientation, 44%; age, 45%; religion or beliefs, 32%).

Nationally, the Centre for Sociological Research (CIS), supported by the Ministry of Health, Social Services and Equality, and the European Social Fund, produced in 2013 the first survey on *Perception of discrimination in Spain*.¹⁴ The data are very similar to those of the Eurobarometer and consider perception of discrimination by racial or ethnic origin as the most widespread in our country (64%, compared to 48% for age discrimination and 44% for sex and sexual orientation discrimination). We can therefore state that of the different grounds of discrimination, racial or ethnic origin is the most relevant in our country.

Two sources were essential to determine the perception of discrimination, by racial or ethnic origin. The “*Annual study on discrimination by racial or ethnic origin: perception of potential victims 2011*”¹⁵ prepared by the Council for the Elimination of Racial or Ethnic Discrimination and the data from the “*Annual Report on assistance for victims of discrimination of the Council for the Elimination of Racial or Ethnic Discrimination*” (2013)¹⁶.

¹³ http://ec.europa.eu/public_opinion/archives/ebs/ebs_393_fact_es_es.pdf

¹⁴ At http://www.cis.es/cis/export/sites/default/-Archivos/Marginales/3000_3019/3000/es3000mar.pdf

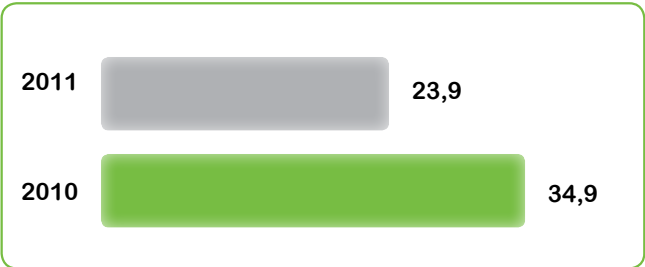
¹⁵ At http://www.msssi.gob.es/ssi/igualdadOportunidades/noDiscriminacion/documentos/panel_discrimi_2011.pdf

¹⁶ At http://www.igualdadynodiscriminacion.msssi.es/recursos/publicaciones/2014/documentos/Memoria_Servicio_Asiistencia_Victimas_2013.pdf

Starting with the second one, during 2013 there were 36 cases of discriminatory incidents dealt with in education, representing 10% of total cases, and was the fourth highest area in terms of number of discriminatory incidents produced, behind employment, public safety and the Internet.

With respect to the “Annual study on discrimination by racial or ethnic origin: perception of potential victims 2011”, of prominence is the perceived racial or ethnic discrimination rate in education.

Graph 6. Perceived racial or ethnic discrimination rate in education, 2010/11 (percentage)



Source: Annual study on discrimination by racial or ethnic origin: perception of potential victims 2011, Council for the Elimination of Racial or Ethnic Discrimination

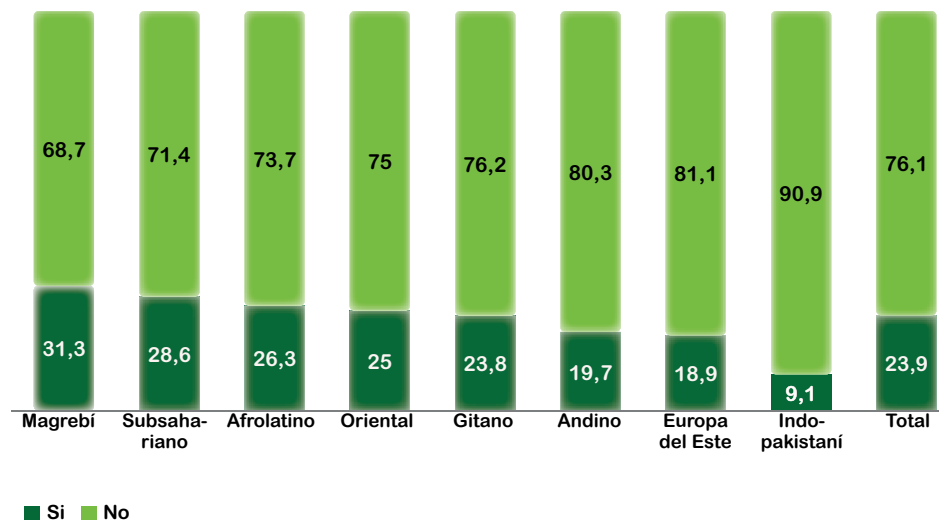
The annual difference is very significant (11 points). The study does not offer any explanation on this sharp decrease in the discrimination rate, but it should be considered whether there are any issues related to the methodological design or, if in fact, there are fewer discriminatory incidents in education.

Portes, Aparicio and Haller (2009) appear to adopt this position when they say that “despite frequent journalistic and political allusions to discrimination suffered by immigrants, the responses of their children to this question is clear: more than half have never felt discriminated against in Spain and only 5% said that they had felt so “often”. There are no differences in this variable between types of school and between students that complain about frequent discrimination; the reasons are often idiosyncratic - weight, stature, personal character- and not necessarily race or nationality. These results suggest, at least tentatively, that barriers to the educational, occupational and economic rise of the second generation have less to do with psychological and external discrimination difficulties than objective problems linked to the poverty of families and the modest aspirations and academic goals resulting from this situation.”

However, the study of the Council for the Elimination of Racial or Ethnic Discrimination points in another direction: there is a high frequency of cases in which people have said that they or their children have felt discriminated against, e.g., in more than 70% of cases these people say that these situations occur “frequently or very frequently”.

The Study indicates not only that one out of every four students has suffered discrimination in education but also that a significant majority believes that this is widespread. There are differences in perception of discrimination by ethnic groups, with Maghreb and sub-Saharan groups suffering more discriminatory attitudes and/or behaviours. Graph 7 shows the differences by ethnic groups, while table 5 provides a more detailed breakdown of cases of discriminatory incidents. It should be pointed out that all ethnic groups state that they have been insulted or harassed, with this being the situation that they most frequently suffer; secondly comes exclusion from games and/or activities, although the study does not indicate who does the excluding (peers, teachers, etc.).

Graph 7. Perceived racial or ethnic discrimination rate in education by ethnic groups, 2011 (percentages)



Source: Annual study on discrimination by racial or ethnic origin: perception of potential victims 2011, Council for the Elimination of Racial or Ethnic Discrimination.

Table 5. Perception of discrimination or rejection by potential victims (percentage)

	Eastern Europe	Sub-Saharan Africa	Maghreb	Andean	Oriental	Roma	Afro-Latin American	Indo-Pakistani	Total
Problems with enrolment	1,7	2,6	6,4	1,2	-	2,9	2,1	-	2,6
Students excluded from games or activities	6,9	18,4	16,7	8,3	12,5	5,7	12,5	-	10,7
Taunts, insults, harassment	10,3	15,8	21,8	14,3	18,8	11,4	18,8	9,1	15,5
Teaching staff do not respect them	1,7	2,6	3,8	1,2	-	4,3	6,3	-	2,9
Teachers have punished them	-	-	2,6	1,2	-	4,3	8,3	-	2,4
Forced to remove religious symbol	1,7	-	1,3	-	-	1,4	-	-	0,7
Has had problems with other families	-	3,8	1,8	2,7	-	1,7	2,7	-	1,8
Other problems	-	-	-	1,2	-	3,0	2,2	-	1,0

Source: Annual study on discrimination by racial or ethnic origin: perception of potential victims 2011, Council for the Elimination of Racial or Ethnic Discrimination

Some conclusions on diagnosing discrimination by racial or ethnic origin in education can be advanced:

- Discrimination by racial or ethnic origin** appears as the **most widespread ground for discrimination** in both Europe and Spain.
- Discriminatory incidents mainly arise in the following areas: employment, public and Internet safety and social networks. **Education normally comes fourth.**
- There is still **very little empirical evidence on how many discriminatory incidents occur in education and related fields**. Although there have been undeniable advances in the production of primary and secondary data, these are still incipient and do not show the possible trends of these incidents.

3.4. International and national rules and regulations

Since the approval of the Universal Declaration of Human Rights in 1948, the international community has made significant regulatory and political progress against racism, discrimination by racial and ethnic origin and related intolerance.

Extensive legislation has been developed for implementation regionally and nationally. In our country, by virtue of articles 10.2 and 96.1 of the Constitution, International Treaties ratified by Spain become part of domestic law after their publication in the Official State Gazette (BOE), and the rules on fundamental rights and freedoms that the Constitution recognises will be interpreted according to those international legal instruments.

From this perspective, in this section we cite the main instruments ratified by Spain against racism and non-discrimination by racial and ethnic origin. Most are legally binding instruments, although they do include, because of their political or social importance, other non-legally binding instruments.

3.4.1. United Nations (UN)

The action of the United Nations against racism and racial discrimination dates as far back as the 1960s, and can be organised into two categories: legal instruments and actions that have enabled the political and regulatory development of the fight against racism and racial discrimination (see Annex 2).

Here we only highlight the **World Conference against Racism (Durban 2001)**. The Durban Declaration and Programme of Action (DDPA), adopted by consensus, is a comprehensive, action-oriented document that proposes concrete measures to combat racism, racial discrimination, xenophobia and related intolerance.

Although the DDPA is not legally binding, it has a strong moral value and serves as a basis for advocacy efforts worldwide. The DDPA includes a specific section on prevention, education and protection designed to eradicate racism, racial discrimination, xenophobia and related intolerance. Of particular importance are recommendations 74.b) and 95 thereof.

3.4.2. European Union

The position given to fundamental rights, in particular, equal treatment and non-discrimination in the European Union (EU), has evolved significantly since the beginning of European integration. The entry into force of the **Treaty of Amsterdam**, on 1 May 1999, strengthened the concept of fundamental rights and marked a milestone in combating discrimination in the EU. Thanks to this Treaty, European institutions acquired powers to regulate equal treatment and non-discrimination in access to employment, vocational training and promotion, and working conditions. However, those powers of the EU are limited to the aforementioned areas of employment and education.

On 1 December 2009, the **Treaty of Lisbon** came into force, which strengthened the social dimension of the EU and established a new framework on policies of equal treatment and non-discrimination through two fundamental instruments:

- a) The Charter of Fundamental Rights, which has the same legal value as the Treaties.
- b) The possibility of the EU acceding to the European Convention for the Protection of Human Rights and Fundamental Freedoms.

The Treaty of Lisbon includes a new article six through which it gives the **Charter of Fundamental Rights of the European Union** the same legal value as EU Treaties. This means the Charter has **binding legal value for European institutions**. This recognition represents great progress on social matters because the Charter guarantees social rights to residents of the EU territory.

In particular, its Title II is fully dedicated to the principle of equality in the EU, starting with **article 21** specifically dedicated to non-discrimination. This article prohibits discrimination on the six grounds listed in article 19 of the Treaty on the Functioning of the EU (sex, racial or ethnic origin, sexual orientation, age, disability and religion or belief) and adds seven additional grounds: social origin, genetic features, language, political opinions or any other opinion, membership of a national minority, property and birth. However, the list of grounds is open, i.e., each Member State may incorporate into its legal system all those it deems appropriate to further combat discrimination.

Annex 2 includes the main standards developed by the European Union, with special emphasis on the directives and decisions as the main acts that confer rights¹⁷ in combating racism and racial discrimination.

¹⁷ The acts conferring rights are set out in articles 288 and 289 of the Treaty on the Functioning of the EU and are the Regulations, Directives and Decisions. They are all binding on Member States.

The two Directives mentioned in the Annex are the result of the impetus given by article 13 of the Treaty of Amsterdam. Although this provision did not mean direct prohibition of discrimination, it did enable the adoption of common strategies and actions to combat forms of discrimination indicated therein and specified in the two directives and a Community Action Programme (2001-2006). Starting with a definition of the concept of discrimination and the types of and reasons for it, the Directives establish a minimum framework that all Member States must incorporate into their legal system.

3.4.3. Relevant Spanish rules and regulations

The discrimination that arises in areas related to equal treatment and opportunities is directly linked to the civil rights of citizens, and their recognition and protection. That is why, as a legislative framework, we must firstly refer to the **Spanish Constitution**.

The approval of the Spanish Constitution on 6 December 1978 is a turning point in the recognition of the rights and freedoms of Spaniards; **article 1.1** recognises equality as one of the supreme values of our legal system. This means that equality must be interpreted as a crosscutting element of the legal system.

This supreme value of equality is set out in article 14, the axis of the legal guarantee of equality. Furthermore, **article 9.2** specifies the recognition of substantive equality. The social configuration of the State requires the intervention of public authorities to ensure the real and effective equality of individuals. In this way, the social rule of law reinterprets formal equality and incorporates the principle of substantive equality in order to achieve a real and effective equality of the social rights of citizens. Annex 2 contains the specific legislation on equal treatment and non-discrimination by racial or ethnic origin developed in Spain.

Based on this regulatory framework, in the following chapter, we explore the strategies and tools on the prevention and awareness of racism and xenophobia in schools from an intercultural education perspective in the context of the inclusive school, proposing different methodologies for the work with both teachers and students.





PREVENTION AND INCREASING AWARENESS IN SCHOOLS

4

- 4.1. The school as a space for inclusive and participatory coexistence
 - 4.1.1. Intercultural education for preventing racism and xenophobia
 - 4.1.2. Review of the curriculum from an intercultural perspective
 - 4.1.3. Groupings and educational support against segregation and discrimination
 - 4.1.4. Recognising and promoting multilingualism through multiliteracy
- 4.2. Teachers as key actors in prevention
 - 4.2.1. Development of the intercultural competence of teachers
 - 4.2.2. Teacher duties in the prevention of racism and xenophobia
 - 4.2.3. The planning documents of the school from an intercultural and anti-racist perspective
- 4.3. Raising awareness among students on racism, xenophobia and related intolerance at school
 - 4.3.1. Methodologies for educating values and promoting human rights
 - 4.3.2. Tools and activities for raising awareness of students

4

PREVENTION AND INCREASING AWARENESS IN SCHOOLS

There is a widespread belief that education is one of the most powerful tools for preventing any risk that threatens the integrity of human beings or groups and societies shaped by them. Also in the issue that concerns us here, as shown in Chapter 3, education is of primary importance when reviewing relevant national and international rules and regulations.

It seems appropriate to emphasise the impact and international significance of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance in Durban¹, especially the decisive contribution of UNESCO in highlighting the importance of education and its preventive effect in eradicating all forms of intolerance and discrimination, and promoting equal treatment and opportunities². The Conference highlighted the role of education in disseminating human rights, recognition and respect for cultural diversity, promoting less exclusive societies, the dissemination of a culture of peace and the promotion of mutual understanding, solidarity and social justice, which involves recognising its decisive contribution

in preventing and combating racial discrimination, xenophobia and other related intolerance. These words give meaning to and support the claim, already announced in the title of our project, of preventing and detecting these phenomena and resulting behaviours in schools.

In our country, we can highlight the contribution of the “Comprehensive Strategy against racism, racial discrimination, xenophobia and related intolerance”³. Published by the Ministry of Labour and Social Security, which by echoing the proposals and recommendations of international bodies, embodies the role of education in three areas: ensuring access to free, quality education for all citizens; eliminating inequalities in education; combating racism and discrimination in education. It is stated in the Comprehensive Strategy “education is the most effective means to prevent intolerance”.

With reference to the World Health Organisation⁴, in this chapter we will understand educational decisions and actions from the “primary prevention” perspective, in terms of “unspecific” actions -which seek to develop attitudes for the general improvement of living conditions- and “community” conditions. Focused on securing the participation and involvement of beneficiaries of the preventive process and achieving consistent changes in their behaviours and habits, while also establishing solidarity prevention networks that prevent or reduce racist, xenophobic and intolerant displays.

1 Declaration of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance. United Nations. Durban (South Africa) 2001, at http://www.un.org/es/events/pastevents/cmcr/durban_sp.pdf. and Durban Review Conference Geneva (Switzerland) 2009 at <http://www.un.org/es/durbanreview2009/ddpa.shtml>

2 UNESCO (2002).

3 Ministry of Labour and Immigration (2011).

4 World report on violence and health: summary. Washington, D.C.: Regional Office for the Americas of WHO-

4.1. The school as a space for inclusive and participatory coexistence

There is currently a growing interest in our education system to improve school coexistence, as evidenced by the number and variety of regulations and instructions issued in the autonomous regions (for example by the Madrid Government⁵ or the Regional Government of Catalonia⁶). When analysing school coexistence, we realised the importance of having educational spaces that were welcoming and respectful of diversity, with the challenges that this entails:

“Schools should integrate all children, irrespective of their physical, intellectual, social, emotional, linguistic conditions, etc. They should integrate disabled and highly gifted children, homeless children who work, children from remote or nomadic settlements, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised groups or areas. All these conditions pose a series of challenges for school systems.”

⁵ Decree 15/2007, of 19 April, which establishes the regulatory framework for coexistence in schools in the Madrid region.

⁶ Regional Government of Catalonia, Departament d'Ensenyament (2014). *Projecte de Convivència i Èxit Educatiu. Continguts de l'aplicació informàtica per a l'elaboració del projecte*

After several decades of research, Díaz-Aguado⁷ summarises what is critical for improving school coexistence:

- ✓ Adapt the educational process to the current social, multi-faceted and changing climate, increasing the involvement of students in their own learning and promoting participatory democracy from which the rules of coexistence arise.
- ✓ Improve educational effectiveness in the fight against exclusion, distributing the leadership and promoting academic progress and success, and its recognition in the classroom.
- ✓ Promote the values resulting from the two previous proposals in daily coexistence and the roles played by students, seeking consistency between what is taught and what is experienced or undergone.

In summary, the school is asked to become a space of exemplary coexistence, functioning in a democratic and participatory way -a space where people learn to be citizens-, without forgetting that there must be coexistence between the nature of the knowledge and the interaction processes that provide access to it. It seems viable presently to meet these challenges from the inclusive education approach, without losing sight that “the ultimate goal of inclusive education is to eliminate the social exclusion of attitudes and responses to racial diversity, social class, ethnicity, religion, gender, abilities, etc. Therefore, we start from the belief that education is a basic human right and the basis of a fairer society”⁸

⁷ Díaz-Aguado, T. (2001), page 81.

⁸ Echeita, G. and Ainscow, M. (2011).

Although there is a huge amount of scientific evidence, that supports the principles and proposals of inclusive education⁹, Echeita and Ainscow (2011) have found that the move towards inclusion in many schools is still difficult. This is possibly because there is still a bit of confusion on its definition, such as the interpretation that inclusive education is solely designed for disabled students enrolled in regulated education systems.

In our country, the principle of school integration -recognised by Organic Law 1/1990 on General Planning of the Education System (LOGSE)¹⁰-, was occasionally interpreted as a transfer of students from special schools to ordinary schools. This led to the uneven implementation of school integration, which has affected the way inclusive education, has been incorporated -set out in Organic Law 2/2006 on Education (LOE)¹¹- The practice of meeting students with learning difficulties individually or in small segregated groups contradicts the philosophy of inclusion and delays the necessary transformation of education. In this respect, we should clarify that “inclusion is neither assimilation nor an act of integration or subsumption of the difference in the school’s dominant culture. Achieving an inclusive school is a highly subversive and transforming task. It seeks a review of the traditional forms of schooling that are no longer adequate for the task of educating all children”¹².

To move forward with identifying the basic principles of the inclusive perspective, according to Echeita and Cuevas (2011), it is first necessary to recognise that any student can experience learning difficulties at some point in their schooling and require educational support. Those difficulties arise from their interaction with the school curriculum, necessitating its review and agreed adaptation.

Another of those principles mentioned is considering diversity as a value and recognition of the fundamental right of respecting personal, cultural and any other type of characteristics within an educational community that is able to integrate all students and combat discrimination. All teachers must take responsibility for the progress of students, avoiding segregating measures, and provide them with the educational support that they need at any time, with the administration being committed to providing resources and technical support.

Besides the change in methodology (methods and strategies such as cooperative learning, project-based teaching, interactive groups, etc.), it is worth noting the importance of educational interaction processes and joint responsibility in the planning, development and evaluation of the curriculum. This helps highlight communication, dialogue, cooperation, positive experiences in resolving conflicts, empowerment and participatory democracy as factors for protecting students¹³ against discrimination based on race, origin, sex, etc.

⁹ Ainscow, M. (2001); Echeita, G. (2007); Barton, L. (2009).

¹⁰ Organic Law 1/1990, of 3 October 1990, on General Planning of the Education System.

At <https://www.boe.es/boe/dias/1990/10/04/pdfs/A28927-28942.pdf>

¹¹ Organic law 2/2006, of 3 May, on Education. At <https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>

¹² Díaz-Aguado, T. (2001), page 81.

¹³ Echeita and Cuevas (2011)

The increase in student participation in their schools and the curriculum strengthens the feeling of inclusion. The concept of participation¹⁴ alludes to the right to feel part of the group and assume shared responsibilities. Because participation in education “means learning with others and collaborating with them during classes and lessons. It means active involvement with what is being learnt and taught, and the same possibly with regard to the education being experienced. Participation though also means being recognised for what you are and being accepted for this”¹⁵.

4.1.1. Intercultural education for preventing racism and xenophobia

Intercultural education aims to “recreate the best educational tradition, one which has always understood that to educate people you need to know them, respect them and welcome them in their diversity: intercultural education is simply quality education for all”¹⁶, which is where it coincides with the principles of inclusive education. Coelho affirms this¹⁷, when he classifies as inclusive those school environments, class communities or curricula that cater for cultural diversity.

As already mentioned, the school is among the first places where differences are named¹⁸, so the education system and its professionals must recognise and consider cultural diversity as

an opportunity for enrichment and not as an obstacle to coexistence, communication and interactive education¹⁹.

However, since its origins, the school as an institution has pursued homogenisation and has been destabilised by the discovery of diversity, prompting it to create assimilation policies and practices in which insertion in the host society results in loss of cultural identity for the migrant²⁰. Faced with the prospect of assimilation in certain countries, mainly those of Anglo-Saxon culture, a multiculturalist model was adopted in which the right of the entire social group to maintain its culture and language of origin would prevail. However, this has occasionally led to the isolation of ethnic and cultural communities with the resulting difficulties of coexistence and risk of segregation.

The intercultural education approach is intended to overcome these limitations. Rather than an implanted model²¹, it is a social aspiration, committed to building a plural, cohesive and democratic society, based on coexistence and the contributions of all cultures in equal conditions. For this, there is a need to promote social reflection and self-criticism of cultural forms, helping to improve living conditions and build personal identity in an environment respectful of cultural diversity.²² From this perspective, the school must transmit a plural, united and representative culture, facilitating the socialisation of students in culturally diverse environments that seek to raise their awareness “of the inherent plurality of the world”²³.

14 Martín, E. and Mauri, T. (2011).

15 Booth, 2002, page 25; cited by Echeita and Cuevas (2011).

16 Besalú, X. (2002), p. 242.

17 Coelho, E. (2006).

18 García Castaño, F.J. and Granados, M. (1997).

19 Besalú, X. and Vila, I. (2007); García Fernández, J.A. and Goenechea, C. (2009); García Medina, R. García Fernández, J.A. and Moreno, I. (2012).

20 Malgesini, G. and Giménez, C. (2000).

21 Mijares, L. (2009).

22 García Castaño, J., Pulido, R. A., and Montes, A. (1997).

23 Parekh, 1986, page 27; cited by Malgesini and Giménez (2000), op. cit., page 131

Raising awareness of cultural plurality helps prevent intolerance and discrimination by racial or ethnic origin, something that has made evident in both assimilation and multicultural models. This awareness-raising task must be universal, requiring intercultural education for all people as bearers of their own cultural heritage in continuous construction. García Fernández and Goenechea²⁴ list the principles of intercultural education:

- ✓ Recognition, acceptance and appreciation of cultural diversity, without labelling or defining based on this, avoiding segregation in groups.
- ✓ Defence of equality and other values such as respect, tolerance, pluralism, cooperation and social responsibility.
- ✓ The fight against racism, discrimination, prejudices and stereotypes through training in values and positive attitudes towards cultural diversity.
- ✓ The view of the conflict and its constructive resolution as a positive element for coexistence.
- ✓ The commitment, involvement and participation of the entire educational community in the democratic management of the school.

- ✓ The review of the curriculum to overcome ethnocentrism, from universal references of human knowledge and the valuation of languages and cultures.
- ✓ Training teachers to work in culturally diverse contexts and to use cooperative teaching methodologies and suitable resources.
- ✓ Specific focus on students that do not have a command of the host language, promoting their academic success based on a communicative approach to teaching.

Taking these principles as a reference, we are going to address three particular relevant aspects: review of the curriculum, inclusive groupings and multilingualism (incorporating the concept of multiliteracy). A couple of issues implicit in these principles that will require a more thorough analysis are teacher training and educational intervention based on the promotion of human rights, constructive cultural conflict resolution and anti-racism.

To prevent racism, xenophobia and related intolerance in the classroom, the first step is to build inclusive spaces of intercultural coexistence, governed by democratic values and the participation of the whole community.

²⁴ García, J.A. and Goenechea, C. (2009), pages 43-44.

4.1.2. Review of the curriculum from an intercultural perspective

Recognising cultural diversity and the critical importance of the participation and involvement of students urgently requires careful reflection of what the prescribed or explicit official curriculum should or should not contain. Many authors have noted that the lack of cultural representation of this explicit curriculum generates inequality and hinders the ability of students to understand the world, which requires reflecting on how to overcome ethnocentrism and find alternatives to ensure educational equity²⁵. For example, Connell²⁶ defends the need to adopt a “counter-hegemonic curriculum” as opposed to the disciplinary curriculum based on hierarchical organisation and individual and competitive evaluation. According to his principal of “curricular justice” it is necessary to rebuild the curriculum based on the interests and perspectives of the disadvantaged. A fair and inclusive curriculum should “consider economic issues from a poor rather than rich person’s perspective. Establish gender issues from a woman’s perspective. Consider race relations and territorial matters from an indigenous person’s perspective. Explain sexuality from a homosexual person’s perspective. And so on”. The cultural interests and attributes of all people will gradually be added to this curriculum, which means moving towards a proactive and universalising strategy.

However, creating an intercultural curriculum should avoid any stereotyping of the cultural traits of different groups in the school or be a series of activities that are merely a superficial reflection of those cultures²⁷. The curriculum must reflect with balance, fairness and rigour all the cultures to which the school population belongs, offer proposals to improve the academic achievement of ethnic minority or immigrant groups, promote understanding and tolerance among cultural groups and develop a pluralistic world view²⁸. Undoubtedly, an intercultural curriculum of this nature will benefit all indigenous people because they are the most in need from this perspective²⁹. It is also vital for combating ignorance of minority cultures and, therefore, preventing them from being undervalued. Both things, ignorance and contempt, are the source of most racist and xenophobic behaviour.

From an anti-racist education perspective, though³⁰, it is not considered that racism is solely the result of misunderstandings and negative images of minority cultures because, even if such matters help fuel racism, they are symbols rather than causes. To eradicate racism we need to question the structural factors that maintain inequality, because racism is an ideology that justifies the social advantages of certain individuals through belonging to a specific group³¹.

25 Besalú (1998) and (2002); Besalú and Vila (2007); Coelho (2006); García Fernández and Goenechea (2009); García Medina, García Fernández and Moreno (2012).

26 Connell, R.W. (1997).

27 Banks, J.A. (Ed.). (2004).

28 Banks, J.A. (Ed.) (1995), pp. 3-24.

29 Besalú, X. (2002), page 74

30 Colectivo Ioé (1999)

31 Calvo Cuesta, R. et al (1996).

The aim would be to adopt an explicitly anti-racist curriculum. Based on the education system tasks pointed out by Alegret³², we can extrapolate what is needed to configure that curriculum: eradicate negligence of racism in schools, demand a clear position against it and reflected in institutional documents. Design comprehensive strategies that involve the whole school; replace cognitive goals with affective goals that involve teachers and students in the anti-racist action; promote analysis and research on “cultural gaps”, the cognitive foundations of racism in textbooks, and the role of the media or socialisation processes in multicultural contexts.

For Banks³³ the critical dimension of the curriculum needs to be highlighted so that it provides students with the knowledge and essential skills for critically examining political and economic structures, and the ideologies that justify them. It must be based on an analysis of the construction methods, principles and values that integrate knowledge systems.

In short, restoring the meaning of mainstreaming is being considered so that multiculturalism can permeate the whole curriculum, thus facilitating understanding of the reality from different social and cultural perspectives. This will require reformulating the contents of all its areas to consistently integrate specific matters; organising contents from globalised and interdisciplinary approaches, according to the characteristics of student learning; continuously review the “action curriculum” to prevent the intercultural contents from becoming diluted or disappearing.

To select the content it is necessary to: take as a target those desirable common values that enable the construction of shared visions and universal ideals and which facilitate intercultural

communication; include specific content on each culture; introduce content that develops critical judgement and deliberation; and analyse the content in light of intercultural competences³⁴.

4.1.3. Groupings and educational support against segregation and discrimination

One of the criteria for appreciating the position of schools on discrimination is the type of grouping of students and the educational support options. A very clear analysis is provided in this respect by the INCLUD-ED project³⁵, which is particularly relevant in Europe due to the high number of countries in which data was collected for the study. Its main objective was to analyse educational strategies that help to overcome inequalities, promote social cohesion and reduce school failure rates. One of the main conclusions is that segregating students into educational pathways generates inequalities in education systems. Many of these pathways are configured through different types of grouping of the students, among which homogeneous groupings; “mixed groups” (heterogeneous but organised according to chronological age or similar criteria) and inclusive groupings are very common in Europe. The analysis reveals that homogeneous groupings reduce the academic achievement of students with a lower level of learning, while “mixed groups” do not offer suitable responses to the needs of students when they are very diverse. They also have a negative effect on the careers of students from vulnerable and/or minority groups. However, groupings based on inclusive education criteria, which propose an effective reorganisation of current human resources in the class-

32 Alegret, J.L. (1991).

33 Banks, J. (1995).

34 Jiménez Gámez, R. (2006).

35 INCLUD-ED Consortium (2011).

room to cater for heterogeneous groups of students, provide equal opportunities for academic success and social inclusion. In this respect, the so-called “interactive groups” demonstrate plenty of potential, with the classroom divided into small heterogeneous groups aided by the communicational support of an adult (community volunteer) to resolve learning activities.

A specific type of grouping, of interest because of its potential impact on the appearance of prejudices and stereotypes in classrooms, are language support classrooms. These are designed for foreign students who do not know the language of instruction used in the school. Many studies highlight the segregating nature of those classrooms³⁶, arguing that these students need to be separated because they cannot participate in normal teaching and learning processes without a command of the language of instruction. Although it is undoubtedly important to learn the language of instruction, this cannot be isolated from the cultural universe of the language itself, such as interaction with native students or recognition of and attention to mother tongues. This system of “subtractive bilingualism”³⁷, which makes school inclusion dependent on command of the host language, in parallel programmes, can give rise to discrimination³⁸.

These strategies do not therefore contribute to intercultural coexistence or school learning progress. Inclusive criteria must be established for grouping students -remembering the INCLUD-ED project- that ensure the academic success of the most disadvantaged students and promote multilingual school environments.

³⁶ Grañeras et al. (2007); García Fernández, J.A. et. al. (2010); Sánchez, P. and García Medina, R. (2011); Jociles, M.J.; Franzé, A. and Poveda, D. (2012); García Fernández, J.A. and Moreno Herrero, I. (2014).

³⁷ Cummins, J. (2001).

³⁸ Collier, V.P. and Thomas, V.P. (1989); Cummins, J. (1996).

4.1.4. Recognising and promoting multilingualism through multiliteracy

Command of the language of instruction is one of the main barriers that new students at a school may face. Occasionally, it is considered a problem unrelated to the school and a differentiating factor, which tends to lead to coexistence tensions and possibly rejection and discrimination. On the other hand, learning the language of instruction may also cause an identity conflict, whose impact on self-esteem usually complicates learning processes and the overall development of the person, especially when the student’s mother tongue lacks prestige.

As a result, apart from formal learning of the main language in schools, space and value must be given to the languages present in the classroom, promoting the creative use of the language as a way of expressing one’s identity and enhancing “linguistic awareness”³⁹. This is a sound argument that enables us to reaffirm the need to address learning processes through various codes and modes of communication.

³⁹ Hawkins, E. (1984).

A second argument, that we hinted at previously, is the linguistic and cultural diversity introduced in our classrooms⁴⁰, which is an opportunity for progress. As stated by Vila⁴¹, multilingualism in our society and schools is growing geometrically. In addition, must be added the cultural diversity of the minors of foreign families and functionally diverse groups that use alternative communication systems.

In these linguistically diverse school environments, strictly monolingual models cannot address the development of the “linguistic awareness” of all students. Progress towards “multiliteracy” needs to be more in synchrony with a globalised world, information society and social networks. The idea is not for everyone to learn the languages or other communication systems (Braille, sign language, etc.) in the education environment, but rather make their use more natural and require communication as construction of meaning.

As stated by Cummins⁴², “literacy is not just reading and writing. Outside school, students come across literacy practices that can involve different languages to those used at school and technologies far in advance of the paper and the pen”. Multilingual literacies or technology-based literacies already constitute a significant part of the cultural and linguistic capital of students, making it necessary to promote creative and critical use of ICTs in learning. In its report, The New London Group⁴³ recognises “multiliteracy” as a strategic objective of schools, due to the current multiplicity of channels and media, growing dimension of multilingualism, and cultural diversity. In this context, language and other forms of meaning become dynamic resources of representation that users strive to continually recompose while they work with different cultural purposes.

In short, we are faced with the need in schools to take advantage of all the resources and opportunities offered by linguistic diversity, the universal languages of maths or music, the expressiveness and creativity of body, artistic or dramatic languages, visual and iconic languages, alternative communication systems and new digital technological languages.

To prevent racism at school, there must be a special focus on the presence of different school cultures in the curriculum, groupings used in learning processes and integrating students who are unfamiliar with the language in which lessons are taught.

⁴⁰ The study carried out by Broeder and Mijares (2003) in the Madrid region showed that during the 2000-2001 academic year 10% of Madrid schoolchildren in primary education used 50 different languages apart from Spanish. A similar situation occurred in Catalonia, in whose primary and secondary schools there were around 60 different languages, together with Spanish and Catalan, during the 2005-2006 academic year (Besalú and Vila, 2007).

⁴¹ Vila, I. (2006).

⁴² Cummins, J. (2005).

⁴³ New London Group. (1996).

4.2. Teachers as key actors in prevention

Many research and training proposals⁴⁴ are based on the role of the teacher as a mediator or facilitator of learning experiences and as a key player in prevention.

In this section, we are going to highlight the role of teachers in the organisation and transformation of the school into an inclusive space for intercultural coexistence. The participation and involvement of the educational community depends in great part on them, their role as a facilitator and promoter of communication, dialogue, collaboration, and the democratic functioning of the institution. In this way, they will be helping to prevent violence, intolerance, discrimination or exclusion. They will also enable students and, by extension, the entire community, to create protective barriers and resistance to these and other harmful and destructive phenomena for human beings.

It is also essential to undertake decisive and explicit actions to combat racism, xenophobia and related intolerance in classrooms. We will be reflecting on this below.

4.2.1. Development of the intercultural competence of teachers

The development of intercultural competence should be a teacher's training objective that enables to take action in culturally diverse educational environments where intolerance is likely to arise.

From an educational perspective, competence is understood as a complex construction, which simultaneously brings into play various resources, expertise, skills, attitudes and values, in order to define an identity, a certain relationship with knowledge, power, responsibilities and risk. Having competence is knowledge, expertise and understanding, synergically activating all those resources to successfully tackle complex situations -resolve a problem, take a decision or appropriately guide an action⁴⁵.

We can therefore understand intercultural competence according to the classic definition by Chen and Starosta⁴⁶, as the "ability to negotiate cultural meanings and execute appropriately effective communication behaviours that recognise the interactant's multiple identities". This means that the educational needs of culturally different individuals are met, based on reflecting and questioning our own cultural belongings.

44 Díaz-Aguado, (2006).

45 Perrenoud, Ph. (2008), page 7.

46 Chen, G.M. and Starosta, W.J. (1996).

According to Vázquez Aguado, the training of competent education professionals should pursue three objectives from an intercultural point of view⁴⁷.

1. Be able to analyse dominant discourses in multicultural societies (analyse how differences are generated, structured and reproduced).
2. Ensure the education of all stakeholders, whether they belong to minority or majority groups, to live among people with different identities.
3. Ensure that diversity-related conflicts do not become obstacles to coexistence.

Various elements⁴⁸ are part of the process of acquiring intercultural competence. Those are: awareness of the existing polarity in a territory (avoiding the “reification of diversity” and taking into account the influence of power relationships, inequality, social class or gender in the constitution and perception of diversity); positive consideration of diversity; recognition of the potential conflict of diversity and the opportunity for change and improvement that this entails.

Finally, we need to remember the importance of the initial and ongoing training of teaching staff as “a continuous, systematic and organised process” which should cover the entire “teaching career”⁴⁹. Here we should point out the importance of action research processes as a self-training strategy because they establish countless opportunities for the development of intercultural competence and communication.

From the research-action, perspective⁵⁰ there is emphasis on the responsibility and autonomy of teachers in the planning and development of the curriculum, in a process “of self-reflective inquiry undertaken by the participants in social situations to improve the rationality and justice of their own practices, their understanding of them and the situations in which they occur”⁵¹.

We can characterise research-action as an “epistemological process”, a “process of change” and an “ethical commitment”, simultaneously⁵². Considering it as an “epistemological process”, the objects of priority inquiry are educational practice, the understanding that participants have of this (central objective) and the analysis of the social situation in which it occurs, which coincides with the first objective mentioned for the development of intercultural competence. Understanding it as a “process of change”, we move in the direction marked by both the second and third objectives for intercultural competence, which also means accepting that cultural conflict is inseparable from coexistence; the aim is to tackle it and recognise the opportunities for change and improvement that it provides. Finally, understanding it as an “ethical commitment”, it should foster the critical awareness of those involved, the entire educational community, and be consistent with the second objective, insofar as recognising and respecting the different identities to enable coexistence.

47 Vázquez Aguado (2002).

48 Vázquez Aguado (2002).

49 Vaillant, D. and Marcelo, C. (2001), p. 81.

50 Lewin, K. (1946); Stenhouse, L. (1984); Carr, W. and Kemmis, S. (1988); Kemmis, S. and McTaggart, R. (1992); Giroux, H. A. (1990);

51 Carr, W. and Kemmis, S. (1988), op. cit., page 174.

52 Angulo, F. (1990).

4.2.2. Teacher duties in the prevention of racism and xenophobia

As Xavier Besalú says⁵³, teachers are merely citizens of a society where there is racism and xenophobia who have internalised the ethnocentric culture and who are entrusted by society to transmit it. However, biological or genetic racism is highly unlikely to be displayed at school because it is associated with that very unscientific concept of race, which has very bad press, and no one would accept it. More likely is the display of a new more subtle and unconscious “cultural or differentialist racism”. This type of racism considers cultures as self-sufficient closed units and as unique and mutually incompatible forms of life, making any type of relationship between members of different cultures impossible.

This is a mechanism to perpetuate the power of social groups which attribute real or imagined differences, considered meritorious or not based on biased and subjective criteria, to justify the unequal distribution of privileges⁵⁴.

Justifying inequality for ethnic or cultural reasons is because of our culture⁵⁵. It is therefore not enough for education to be multicultural or intercultural; it must in fact be expressly anti-racist⁵⁶, understood as “a wide range of institutional practices designed to reduce prejudices and discrimination, promote academic fairness and to develop in all students the abilities for social action and intervention in a racially and culturally diverse society”⁵⁷.

Based on this definition, anti-racist education has an obvious institutional dimension, as it must mainly address the “well-intentioned silent majority”⁵⁸, who say that they are against racism but do not take sides or do nothing when they witness racist aggression or discrimination. The objective of anti-racist education is to get all members of the educational community to be able to live in multicultural societies and develop a planetary consciousness that allows them to live in this globalised world.

Besalú⁵⁹ suggests dividing the institutional dimension into four lines of action: rules and regulations, teacher training, environmental and curricular. We will analyse the responsibility and duties of teachers in all of them. In terms of rules and regulations, teachers must be aware that there are legal and regulatory arguments for combating racism and xenophobia. They should adopt them in order to act decisively and reflect in institutional documents the mechanisms and procedures for recording and responding to any racist incident, attending, protecting and compensating victims, in both the school’s education project and, in particular, in the coexistence plan, because normally rules of procedure go together with rights and duties. Something similar happens when it comes to detailing the curriculum, as schools can adapt the proposed official curriculum to the characteristics of the environment and school population. This represents a first step in the removal of any racist or xenophobic content and the possibility of all cultures present in the school.

⁵³ Besalú, X. (2006).

⁵⁴ Aguado Ondina, T. (Coord.) (2007), p. 31.

⁵⁵ Besalú, X. and Vila, I. (2007).

⁵⁶ Besalú, X. and Vila, I. (2007); Coelho, E. (2006); Colectivo Ioé (1999).

⁵⁷ Coelho, E. (2006), page 215

⁵⁸ Coelho, E. (2006), page 216

⁵⁹ Besalú, X. (2006).

Training should be based on the intensified awareness of teachers after reviewing their own cultural baggage and attitudes to others. It must prevent them from being indifferent or tempted to justify discrimination, and must enable them to detect any sign of institutional racism. It is more of an introspective exercise rather than learning other languages and cultures or studying others to know how to deal with them.

For his part, Dadzie⁶⁰ stresses the importance of having teachers from ethnic minorities in schools. This provides new viewpoints on culture, social and political relations of the locality; fosters awareness of work colleagues and their understanding of multicultural relations; provides skills such as a command of the language of minority groups; becomes a sympathetic point of contact and reference for students from ethnic minorities.

He also says that teacher training should not be limited to structured courses. It should discuss racism and equal opportunities in coordination meetings or assessment sessions in the staff room or cafeteria. In other words, it is vital that teachers recognise its existence, feel comfortable talking about the matter and agree to collaborate in order to focus their educational practice and find responses to any incident that might arise.

We will mention finally the environmental line of action, also highlighted by Dadzie, as an improvement in the school that seeks an “inclusive, physical and social environment”. The aim is for the school to show its commitment to equality through both its image and environment. In particular, special attention should be given to decoration and cleanliness, not only striving for a stimulating, pleasant and aesthetic environment -photographs, works of art, etc.-, but also making it functional by including signs and notices translated into the various languages spoken in the school, and avoiding, by all means possible, discriminatory and racist graffiti on walls, in bathrooms, etc. It is also very important to foster inclusive coexistence and cultural exchange, for example by acquiring new intercultural educational materials and resources and improving the stock of books in the library or selection of textbooks.

Intercultural competence enables teachers to respond to student diversity and heightens their awareness of discrimination by racial or ethnic origin. It will contribute to their educational tasks and allow them to incorporate explicitly anti-racist strategies and activities

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60 Dadzie, S. (2004), page 64.

4.2.3. The planning documents of the school from an intercultural and anti-racist perspective

After the structure of the official curriculum has been defined by the administration, it is up to the school to adapt it to its particular idiosyncrasy. So begins a process of deliberation, reconstruction and planning, with the participation of the entire educational community, which must culminate in the preparation of the School's Educational Project (PEC).

The decision-making process covers the preparation of other documents, though, such as the Attention to Diversity Plan (PAD) and Coexistence Plan, which will specify and define the responsibilities of teachers and the rest of the members of the educational community. It is normally the teachers, who are mainly responsible for planning these school documents. They must use them to encourage the creation of a common culture that incorporates the best of all of its members and promotes the training of cosmopolitan citizens settled in their environment⁶¹. Here are a few considerations about the preparation of the most important documents⁶².

a) **School's Educational Project (PEC)** To ensure that it is a general framework for guiding coherent, coordinated and effective actions by the educational community and, in particular, the teaching staff, the following will need to be considered:

- ✓ It includes an exhaustive and realistic analysis of the multicultural context of the school and explores the specific needs of students, particularly concerning the existence of prejudices, stereotypes or violent, racist, xenophobic or intolerant behaviour.
- ✓ The identifying elements and objectives of the school that appear in the PEC promote equality among members of the community, as well as non-discrimination (coeducation, training of heterogeneous and balanced groups, anti-racism). Values of respect, tolerance and recognition of the richness of what cultural and linguistic diversity means for the community and coexistence are promoted.
- ✓ Channels to ensure the participation of the entire community are established.
- ✓ The cooperative work of teachers and processes of joint reflection are promoted and facilitated, helping to improve learning conditions and opportunities for all students.
- ✓ Teachers use the PEC as an essential reference for planning the educational process from an intercultural perspective.

61 Cortina, A. (2000).

62 García Fernández, J.A. (2011) and (2012)

b) **Attention to Diversity Plan (PAD).** It must be ensured that the measures highlighted in the PAD are reflected in the educational response to diversity offered in each classroom, through the coordinated action of various professionals (careers advisers, tutors, support teachers, etc.). Priority should be given to ordinary rather than extraordinary measures, so that natural support and help networks are promoted. These are very important for both prevention and when racist or xenophobic incidents actually occur. Decisions should be reviewed and taken based on the following factors:

- ✓ Principles, theoretical and legal frameworks of attention to diversity in the school: this requires adapting the objectives of the PAD to the characteristics of the school, reflecting on the concept of diversity and establishing general criteria to address this.
- ✓ Criteria and procedures for assessing educational needs: initial assessment, psychoeducational assessment, formative assessment, etc.
- ✓ Curriculum adaptation measures (they require a curricular development process) and criteria to meet the educational needs detected.
- ✓ Criteria for coordinating professionals and organisation of material resources: learning reinforcements and supports, flexible groupings, etc.
- ✓ Criteria and procedures for communicating and collaborating with families.
- ✓ Collaboration lines and programmes with external actors (associations, local government, etc.).
- ✓ Procedures for preparing and developing the PAD: actions to be taken, bodies and persons responsible, timing, protocols.
- ✓ Criteria and procedure for evaluating the PAD.

c) **Coexistence Plan.** Its main goal must be to build a participatory culture and climate in the school that enables the inclusion of all students without any ethnic, cultural, sexual discrimination, etc. This is a key document that must govern the educational and social relationships of the school and contribute decisively to preventing racist, xenophobic, homophobic or other types of attitudes that provoke exclusion or segregation. It must promote coexistence and the constructive resolution of conflicts. It is important that it facilitates the creation of conditions so that members of the educational community are committed to respecting diversity, exercising responsible citizenship and coexistence. It will also serve as a reference for preparing the rules of procedure through consistent and participatory actions that facilitate the understanding of its rules, essential for respecting them. The Coexistence Plan can help promote specific actions for:

- ✓ Conflict resolution and peer mediation. Conflict resolution programmes improve the school climate, as they encourage democratic functioning, participation and interpersonal and intercultural communication.
- ✓ Development of tutorial action. An instrument of great potential for teachers, which also involves students in creating natural support networks that help resolve cultural or language-related conflicts, for example peer tutoring.
- ✓ The creation of cooperative learning situations as a strategy to improve coexistence. There is a general consensus on pointing out the advantages of this learning in multicultural contexts.⁶³

63 Slavin, R. (1999); Johnson, D.W., Johnson, R.T. and Holubec, E.J. (1999); Barkley, E.F. Cross, K.P. and Major, C.H. (2007).

- d) **Planning student integration.** It is an essential strategy for facilitating the inclusion of new students, particularly those from other countries, as the challenge of adopting other customs and procedures, particularly when another language is spoken, leads to a high risk of discrimination. The Integration Plan must be understood as a set of measures, procedures and activities that involve the entire educational community in transforming the school into a warm environment of coexistence that is safe, inclusive and accessible for everyone, facilitating a constructive intercultural meeting place based on respect for human rights. The possible sequence of the Integration Plan is as follows:
1. Reception, welcome and basic information about the school (structure, organisation, etc.).
 2. Interview to obtain information on previous schooling, etc. Provision of translation and interpreting service if they are not familiar with the colloquial language.
 3. Decision on assignment to a classroom, supervised by the Educational Coordination Committee and the tutors involved. This should be ratified or modified after a period of observation in the classroom (temporary).
 4. Initial assessment of knowledge of different areas. Assessment material must be provided in other languages and translators available too.
 5. Presentation to the group using quizzes or knowledge dynamics for greater integration.
 6. Assignment of a peer tutor to facilitate the initial contact with the school and to help them become familiar with the facilities and rules of coexistence.

4.3. Raising awareness among students on racism, xenophobia and related intolerance at school

In connection with the above, it is worth reflecting on the educational interaction with students and the impact of racism and xenophobia on their self-esteem and creation of cultural identity. As Amin Maalouf points out⁶⁴, human beings have multiple cultural identities, the product of very diverse, complex and continuously developing feelings of belonging. It is therefore important that schools are welcoming and give students the necessary confidence to address this identity building process, so that they can achieve an acceptable image of themselves. It is a delicate process, which may be destabilised through exposure to situations of risk, such as a migration process or hostile social environments marked by rejection and racial or ethnic discrimination.

Suggestions for shaping that school environment are provided below to further explore respect for human rights and rejection of racism and xenophobia.

4.3.1. Methodologies for educating values and promoting human rights

In this 21st century society, which aspires to improve the democratic functioning of its institutions, it is impossible to imagine an educational approach that is not based on respect for the way of being, reasoning and actions of the learner. Accompanying them in the process of becoming a citizen, recognising, respecting and vindicating human rights as a moral and ethical reference, being empowered to participate in the building of a common future, can only be conceived from the “embodiment of words by example”⁶⁵, the guiding principle of coexistence at school. It is naive to think that values are taught in the same way as other subjects⁶⁶, because “mere intellectual knowledge of injustice, of discrimination, does not lead to a change in attitudes”⁶⁷.

Incorporating values in the training process requires an understanding of areas of knowledge from defence of human rights and rejection through to discrimination and exclusion. This requires a review of the curriculum and self-criticism in order to challenge some educational practices in use. Educating on values must be understood from a socio-affective approach that pursues the development of moral autonomy and empathy. It must also be transformative to promote a critical understanding of reality and enable people to act responsibly in their social environment.

One of the main goals of educating on values is to develop the ability to adopt other perspectives and assume human rights as a moral criterion for using them as references in our own deci-

sions⁶⁸. In this way, we are establishing a framework in which the prevention of violence or discrimination makes sense. This will help us to understand these phenomena as serious threats to human beings in general, appreciating that it is everyone’s problem. Therefore, unless we can guarantee respect for the human rights of others we will not be able to guarantee them for ourselves.

This socio-effective approach complements the intellectual approach, allowing the person to take part fully, with their head and the heart, in the educational process. We can highlight three moments in this educational process: “feel, think and act”⁶⁹. Grupo INTER, in its “Guide for talking about racism”⁸⁵, also adopts this intervention strategy for combating racism. What is interesting about the socio-affective approach, according to Colectivo Amani (2009), is that it allows you to combine the development of values, attitudes and content acquisition in one learning experience.

When it comes to selecting values for working in the classroom, there are numerous proposals based on intercultural values related to the fight against racism: solidarity and cooperation, participation, sense of community, human rights appreciation, acceptance and respect for others, recognition of the right to difference, freedom, justice and equality, freedoms or collective rights, tolerance⁷⁰.

Finally, the contributions of intercultural education and anti-racist education need to be reconciled methodologically. Vives Ferrer⁷¹ proposes creating in schools a general framework for equal rights and provision of opportunities, which emphasises the need to be

65 Freire, P. (2006), p. 35.

66 Parra, J.M. (2003).

67 Colectivo Amani (2009), page 42.

68 Díaz-Aguado, T. (2003).

69 Colectivo Amani (2009), page 42

70 García Fernández, J.A and Goenechea, C. (2009), págs. 145-148.

71 Vives Ferrer, N. (2009)

alert to possible institutional discrimination or racist and xenophobic incidents. Criteria for action that may guide methodological proposals in this field are:

- a) General criteria for action: show that the school takes the matter very seriously and does not accept or excuse any discriminatory attitude or behaviour. Work preventively, globally and long term. Give importance to small gestures and specific actions, and incorporate them in general goals. Think before acting what resistance we might encounter and how to deal with it, avoiding unnecessary friction.
- b) Criteria related to educational action: draw parallels with other types of clearly rejected discrimination. Try an empathetic approach with the discriminated person or group. Provide information to banish prejudices and stereotypes. Avoid confrontational situations (this is particularly important with adolescents and requires careful consideration of the strategy to prevent their tendency of coming into conflict with the adult world due to simple opposition or certain racist attitudes). Avoid lectures (try to ensure that it is the persons involved that look for solutions).

Preventing racism requires values education from a socio-effective approach based on the development of moral autonomy, empathy, human rights and consistency, in terms of both educational interaction and the adoption by teachers of those principles.

4.3.2. Tools and activities for raising awareness of students

Although education offers a broad scope and includes the promotion of inclusion, multiculturalism and values, there are not that many proposals to prevent racism, xenophobia and related intolerance in classrooms. Trusting that our readers know how to complete what is here offered, we will provide a classification of educational strategies indicated for preventing racism and xenophobia, designed as a guide for working in multicultural classrooms, according to Jiménez Gámez (2006):

- a) **Research and discovery strategies.** Based on research, dialogue, debate and discussion. Supported and stimulated by the teacher, to question ideologies and biased values of particular cultures, enabling contrast and relativism. The aim is to prevent and alter negative stereotypes about other cultures and foster positive attitudes on cultural diversity. An option that normally provides good results is structuring research activities into work projects that take advantage of the cultural diversity in the classroom.
- b) **Strategies that favour individualisation.** It is essential that all students can participate in all activities, making them flexible enough so that students with different interests and levels of ability can get involved and take them seriously, without all of them having to do the same thing all the time. This requires the organisation of flexible groupings in very varied learning situations: divisions, booster groups, peer support and even, occasionally, individual attention and “interactive groups”.

c) Cooperative and participation strategies in managing the classroom. They allow all students to benefit democratically from the learning of others. Heterogeneous work groups foster inclusion, acquisition of knowledge from peers and the learning of the “work procedure”. Cooperative work requires an intense learning process. Although there is a wide variety of activities, it is possible to differentiate between “cooperative activities” (cooperative teams and tournament games; puzzles; group research; peer tutoring, etc.) and “activities to encourage participation and citizenship” (class or school councils or assemblies; distribution of responsibilities among students; preparation of laws or rules that govern coexistence in the school and classroom, etc.).


d) Effective strategies for cultivating intercultural, socio-moral and socio-affective attitudes (resolution of intercultural conflicts). Similar to corporate strategies but focused on feelings and ethical issues that seek the necessary change in attitudes to critically interpret the social and cultural context of belonging. These are the most appropriate strategies for preventing racism and xenophobia as they can help identify and detect incidents and risk behaviours. We would differentiate⁷² “socio-moral strategies” and “socio-affective strategies”. The first require the active participation of those involved and exercising their reasoning, dialogue and effort to put oneself in someone else’s place (clarification of values; discussion of moral dilemmas; role-playing; discussion between peers; self-regulation and self-control, etc.). “Socio-affective strategies” combine the transmission of information with personal experience and empathy, to achieve an affective attitude and prosocial be-

haviour (cooperation, sympathy, solidarity). The latter types of strategies normally begin with a group experience, continue with guided discussion and finish by offering timely information to systematise the conclusions reached.

To conclude, it is worth highlighting some of the specific educational intervention proposals for preventing racism and xenophobia mentioned in this document, which we recommend consulting. Such as the very complete intervention proposal of Vives Ferrer which includes strategies for intervening in case of racist incidents in schools. The activities proposed by the *Collectivo Amani Group* for working in multicultural environments and resolving cultural conflicts from a positive perspective. The comprehensive programme by *Stella Dadzie*, which suggests activities for secondary school classrooms or strategies for selecting and training students; or the guide for combating racism prepared by *Grupo INTER*, which is based on its previous research into perception of racism by adolescents, and attempts to answer questions such as What is racism? Why and for what purpose? How does it occur? How does it reoccur? How can it be tackled?



72 Jordán, J. A. (1996).



THE AFTERMATH OF HATRED AND DISCRIMINATION

- 5.1. The impact of discrimination on victims
- 5.2. The impact of hate incidents on victims

- 5.2.1. Effects of hate incidents on young victims

- 5.2.2. Other victims: impact on families and the community

5

5 THE AFTERMATH OF HATRED AND DISCRIMINATION

When a school fails in its strategies for preventing and raising awareness of racism and xenophobia, students from ethnic, cultural and religious minorities will probably suffer the effects of discrimination and hate, the first by threatening their right to equal treatment and the second by assaulting their dignity. In this chapter, we provide a summary of the impact that both have on victims and the community as a whole.

5.1. The impact of discrimination on victims

Respect for and recognition of the social identity of ethnic minorities improves their well-being. It also makes them feel more identified with society and to consider their ambitions and prospects in education and employment.

As already mentioned, we define ourselves as individuals based on our personal characteristics, our successes and failures and in terms of the social categories to which we belong. This part of the identity -social identity- determines how we see ourselves, our degree of satisfaction with our behaviour and our future ambitions and expectations.

An individual's behaviour depends on the value that an individual places on each specific identity and the person's situation. Gender, ethnicity and age are especially influential categories because they are the core of social debates on distributing resources and

the reason for conflict between groups in society. Social identity is particularly important for groups with a very low social status and for those associated with negative stereotypes and low expectations of achievement, as is often the case with immigrants, second-generation ethnic minorities or the Roma population.

The impact of the stigma on members of ethnic, cultural and religious minority groups, who suffer discrimination at school, may continue throughout their life, affecting their self-esteem and well-being, their academic and social development and their integration in society. Besides problems of under-representation, lack of integration and the concentration of members of minorities in certain types of schools -another form of discrimination-, their ambitions and future achievements will be significantly affected too.

According to Social Identity Theory, Categorisation and the Stigma Theory, the main effects of discrimination on members of ethnic minorities are:

- ✓ Difficulties in maintaining a positive image of themselves and developing a healthy self-esteem due to the negative expectations and stereotypes that other people have of their group.
- ✓ Low self-efficacy, which will result in lower resistance to frustration, higher school leaving rates and poor school results and, in the long term, determine a career development path with lower qualifications and occupational segregation.
- ✓ Struggle to maintain a positive self-image through creative strategies and selection of social comparison groups. These strategies can boost the well-being of students, but may also have adverse effects. Students belonging to ethnic and cultural minorities in an environment that stigmatises them may:

- ▶ Make their self-esteem feelings less dependent on domains in which the group performs badly (such as school or work) and focus on environments in which their group traditionally excels, such as music or sport. It is a protection strategy, which reduces motivation and performance in key areas for social integration. This protection strategy will preferably occur in environments where members of the minority cannot avoid social pressure and compare themselves to the dominant group.
- ▶ Prefer to compare themselves to members of the same low status group so that they can blame their bad situation exclusively on external causes (such as suffering discrimination), thus avoiding negative personal assessments. This strategy maintains self-esteem at the expense of renouncing higher personal development expectations and having a lower perception of control, and is therefore less self-demanding. It is especially prevalent in environments in which students can avoid comparison with members of the dominant group, such as schools where they are the majority.
- ▶ Raise the discrimination recognition threshold, so that young people recognise general discriminatory patterns but deny individually that they are victims of discrimination or harassment, with such situations becoming normal.

Psychological research¹ shows that social identities do not have to be necessarily negative factors, but can in fact be exploited to achieve positive social results and improve the position of minorities in society. School will be a key factor for achieving this integration.

5.2. The impact of hate incidents on victims

Crime generally generates a series of traumatic reactions in victims, which include physiological, behavioural, cognitive and emotional responses¹. Victims frequently experience a sense of unreality since they often did not anticipate the attack. In addition, many victims of violent crimes describe extremely high levels of physiological anxiety, including tachycardia, hyperventilation and an upset stomach. Crime victims often experience cognitive symptoms of anxiety, including feeling terrified, helpless, and guilty or out of control. Such physiological and emotional reactions are normal responses of “fight or flight” produced in situations of danger. These reactions occur during the days and weeks following the occurrence of the crime and last for up to 2 or 3 months.

Most crime victims show significant recovery some time between 1 month and 3 months after the crime. However, for victims of hate crimes, particularly children, the sequelae remain for longer, maybe even throughout the rest of their lives. Moreover, the effects of the crime multiply, not only affecting the direct victim but also having prejudicial effects on their families, members of minorities to which they belong and the community as a whole.

¹ Wasserman, E and Ann, C. (2007).

Research on the psychological effects of victimisation has found that not only do the emotional consequences tend to be more serious among victims of hate crimes², but also the recovery period is longer. For example, the hate crime survey conducted in 2004 by the Canadian Centre of Justice Statistics showed that almost 40% of hate crime victims said that they found it difficult or impossible to carry out their daily activities compared to 23% of victims of violent incidents, and were more likely to feel afraid (35% vs. 17%).

The following reasons can explain the severity of the sequelae of hate incidents in children and young people:

- ✓ The crime occurs in relation to the identity of the victim. The linking of feelings of vulnerability and danger to those of identity affect the development of self-concept³ and self-esteem⁴ in the victim.
- ✓ Traumatic experiences can derail the child's readiness to learn, either temporarily or for the long term, through such mechanisms as hyper-vigilance, constriction of exploration, misattribution of hostile intention of others, pre-emptive and self-protective aggression, generalized fears, etc⁵.
- ✓ Often it is not an isolated aggression, but instead connected to another series of incidents experienced directly or indirectly by the victim.

- ✓ It occurs in everyday environments, where the child "relives" situations in which the attacks were produced, with little chance of avoiding them.
- ✓ Very often the child or young person knows their attackers and/or passive witnesses of the assault.
- ✓ If the incident occurs at school, leaving the school is perceived as re-victimisation of the victim.
- ✓ It is common for children and young people who suffer aggressions to have difficulties finding peer and family support. This often occurs with victims who belong to immigrant families and who do not have an extensive family network available, and is especially severe in the case of children and young people without peer relationships, for example LGBTI minors.
- ✓ A specific attack can affect all members of the minority who will be afraid⁶. Belonging to part of the community, especially when this is unavoidable because of its immutable characteristics, can lessen feelings of safety.
- ✓ The attitudes of victims, who do not normally share what has happened, may affect their family relationships. In any case, the existence of attacks on minorities often generates constant concern in families due to the experiences that their children might be going through.
- ✓ A sense of loss of confidence and hostility is generated in members of minorities towards institutions who do not properly protect their children and who are not able to provide an adequate response to hate crimes⁷.

² Schaffer, M. (1996).

³ Herek, G.M., Gillis, J.R. and Cogan, J.C. (1999)

⁴ Rodríguez-Hidalgo A.J. Ortega-Ruiza, R. and Monks, C.P. (2015).

⁵ Osofsky, J. D. (Ed.) (2004).

⁶ Sullaway, S. (2004).

⁷ Heiss, M. (2008).

✓ Hate incidents can create a climate of fear among all members of the community to which an individual belongs. This in turn can heighten tensions between different groups and fracture communities.

✓ Finally, children are far more sensitive and prone to the peripheral influences of their homes (i.e., peers, teachers, officials, music, technology, the Internet, etc)⁸. This impressionability may encourage witnesses to incidents motivated by hatred that are not dealt with properly, to end up acquiring an ideology of hatred, which they will express throughout their childhood, and will become adults who hate.

5.2.1. Effects of hate incidents on young victims

As shown, the impact of hate crime on young people is determined by many factors that can alter the severity of the sequelae experienced by victims. Set out below are the main sequelae that victims can experience, but firstly we would like to highlight a few general aspects:

- ✓ Each individual will experience the impact of the hate crimes of which they have been a victim of personally. **The fact that the child or youth does not show any initial signs of harm, resulting from their victimisation, does not mean that they will not do so in future and that this harm does not exist.** Children and young people will experience the impact of the crime differently; they may react immediately or it can take several months for any reaction to show.
- ✓ Each Generally, the **psycho-emotional** consequences of attacks are greater when victims suffered a **physical assault**.

It only takes **one incident** for the victim to change their perspective on their safety and suffer serious consequences. Sometimes you only have to be a witness to the incident to develop those consequences.

Response to the trauma may evolve favourably when there is appropriate support and resources after the incident. Individual trauma is affected by pre-victimisation and post-victimisation related to individual experiences, the degree of personal and social support, resilience and the availability of support services.

Psychological effects experienced by victims of hate incidents:

- ✓ Victims claim that they have psycho-emotional reactions, which persist over time, permanently affect their lives and outlast the immediate physical suffering.
- ✓ The impact is more serious when physical attacks occur, but it is the psychological effects after those attacks that are more severe, even if they do not require any initial medical attention. Victims feel too threatened, scared and upset to attend school or even to simply go outside.
- ✓ Feelings of powerlessness are associated with victimisation. They think it is more likely that a new attack will occur and any similar situation is perceived as dangerous and hostile. Simply thinking about going to the bathroom at school can terrify the victim because they are playing out the assault repeatedly in their mind. They try to analyse the incident, its circumstances and motives.
- ✓ Sometimes they blame themselves for not taking care and not having been on their guard. That is why they think they should always be alert and ready next time. The determination to always stay alert causes anxiety and prevents them from being relaxed, making it more likely that their sleep will be disturbed by nightmares, and that their physical ailments, somatic symptoms and pain continue for longer. Occasionally they can be obsessed with being physically prepared.

The following feelings are common among victims⁹:

- ▶ Feelings of isolation and vulnerability. After the experience, they perceive the world as more dangerous, unpredictable and hostile.
- ▶ Sadness feeling hated by others.
- ▶ Fear of being attacked and/or injured again, stopping them from going to school, avoiding public spaces -bathrooms and break times- etc. Fear of the dark.
- ▶ Bitterness, anger and rage in the presence of the attacker/s
- ▶ Feeling of betrayal. Loss of trust in peers and teachers.
- ▶ Feeling of having been stripped of respect, with consequent loss of self-esteem and self-confidence.
- ▶ Feelings of guilt and humiliation, which hinder their intention to report the attack.
- ▶ Despair at feeling questioned, not believed or supported.

These symptoms can worsen and lead to psychological disorders and illnesses, such as specific phobia, anxiety, acute stress, depression and post-traumatic stress, which can interfere with the ability to study and maintain healthy relationships, and also result in substance abuse, violent behaviour and severe headache, gastrointestinal and insomnia problems.

⁹ <http://www.thurrock-trust.org.uk/the-effect-of-hate-crime-on-victims/>
<http://www.socialworkers.org/pressroom/events/911/barnes.asp>

Effects on brain development

Research suggests that experiencing a trauma causes a series of effects on the development of a child's brain¹⁰. Traumatic experiences before 5 years old (age when the brain is almost completely developed) can alter the development of neural pathways, sensitising pathways that are associated with fear and excitement. That sensitisation predisposes the child to react to external stimuli in a certain way, considering all situations as potentially dangerous. The release of stress hormones, resulting from physiological changes, may make the child hyper-vigilant, fearful and anxious. The parts of our brain that control higher-order functions, such as social skills, emotional control and logical thinking, are among the last areas to develop. If a child experiences a trauma during the first few years of their life, the normal development of the brain may be affected, making the development of these higher-order skills more difficult.

Behaviour consequences

Preventing hate motivated incidents from being repeated becomes an obsession for victims, who will often focus on creating their own safety networks. These safety networks can be woven with different threads:

- ✓ Limiting their social circle. There is continuous reassessment of their immediate surroundings, avoiding certain spaces and scrutinising people very carefully before establishing relationships, all of which helps to limit their social circle. Some victims develop the so-called “invisible child syndrome” and try to go unnoticed in all social situations. Declining social networks and, possibly, a limited family and peer network has a negative effect on victims, seeing the possibility of their support reduced. It is also possible that their cultural values make the search for external support difficult.
- ✓ Some victims try to change their appearance to prevent being identified. Sometimes they symbolically reject their identity, for example refusing to speak or learn their family's language.
- ✓ What's more, the experiences of hate crime victims are repeated and continue as a result of having to return to or live near places where the hate motivated incidents took place (school). They see things like free movement around the school, participation in or enjoyment of cultural and sports activities as impossible in their everyday life. This victimisation may also continue with dissemination through the social networks and new technologies of the attacks that they have suffered.
- ✓ To try to ingratiate themselves with their attackers, they may assume the role of victims and place themselves in a position of ridicule and derision, developing behaviours that favour the mockery of others.
- ✓ Changing their habits and delaying their arrival at school, hanging around outside the school to avoid meeting their peers, delaying their return home, avoiding break, etc.

- ✓ When the attacks occur in unavoidable environments (such as school) and the reaction to reporting them is not as desired, feelings of hostility are generated towards authority (teachers, school). Students will change their behaviour or prepare themselves personally for a new attack, even keeping an eye on reflections in classroom windows. This constant state of alert affects a person at all levels: psychological, emotional, and physical and with respect to one's view of the world.
- ✓ To protect themselves they may begin to develop aggressive behaviour and seek reprisals.
- ✓ Irritability, outbursts of anger, crying fits, screaming or complaints.
- ✓ Sleep disturbances, change in food intake behaviour and abuse of drugs and chemical substances.
- ✓ Unstructured or agitated behaviour, reckless behaviour, excessive sensitivity to rejection and failure.
- ✓ Refusal to talk about the incident and evasion of activities, situations or people that may remind them of it. At school, this may be the playground, bathrooms, classrooms or the place where the traumatic situation was witnessed.
- ✓ Hypervigilance and exaggerated startle responses.
- ✓ Complaints of vague, unspecific physical problems (headaches, stomach pain)¹¹.
- ✓ Academic performance greatly impaired. Difficulty concentrating or performing tasks.
- ✓ Increased absenteeism and risk of leaving school.
- ✓ Suicidal behaviour.

5.2.2. Other victims: impact on families and the community

Often victims of hate incidents belong to groups of people already stigmatised in the community. The impact of each incident has a domino effect on their extended families, circle of friends, acquaintances, peers and even other minority groups¹².

Verbal abuse and threats received by the victims can affect the families and other persons indirectly, through the attitude of the victims. In line with some studies, hate incidents are generally not discussed openly, neither in the community itself nor within families. Despite the need for support and safety, victims often strive to keep problems to themselves and not pass them on to their home environment. This reduces their ability to enjoy life to the full and blocks feelings of peace and joy. Remaining silent about experiences suffered prevents openness and freedom of communication between family members so it ends up damaging the mutual trust and intimacy between fathers, mothers and children.

Concern about the way their children are treated or are witnesses to hate towards their family members and peers can generate distrust in the country and its institutions if it is unable to ensure their safety.

The importance of institutions responding positively will determine the degree of trust of minorities; reduce social tensions and fragmentation of society. **Strong anti-bullying leadership in schools and law enforcement are the principal means needed to improve the situation and stop hatred in schools.**

12 http://cilvektiesibas.org.lv/site/attachments/30/01/2012/Naida_noziegums_ENG_cietusajiem_Internetam.pdf

11 Cash, R. (2004).



HOW TO RESPOND TO DISCRIMINATION AND HATE-MOTIVATED INCIDENTS: THE ROLE OF THE SCHOOL

6

- 6.1. Risk and protective factors at school
- 6.2. Identification of discriminatory behaviours at school
 - 6.2.1. *The problem of invisibility: why discrimination is not reported*
 - 6.2.2. *Looking for signs that warn of the existence of discrimination*
 - 6.2.3. *From racism and xenophobia to unconscious bias*
- 6.3. Identification of hate-motivated incidents at school
 - 6.3.1. *The law of silence: why hate incidents are not reported*
 - 6.3.2. *Looking for signs that warn of the existence of hate-motivated incidents*
- 6.4. Recommended actions in case of hate incidents at school
 - 6.4.1. *Intervention guidelines for teaching staff*
 - 6.4.2. *Actions with hate incident victims*
 - 6.4.3. *Strategies for putting a stop to passive witnesses*
 - 6.4.4. *Interviews with parents/guardians*
 - 6.4.5. *Recommended actions with aggressors*

6. HOW TO RESPOND TO DISCRIMINATION AND HATE-MOTIVATED INCIDENTS: THE ROLE OF THE SCHOOL

As outlined in the previous chapter, victims of hate and discrimination at school can suffer its effects throughout their life. Furthermore, the impact of racist and xenophobic behaviour affects the whole community. An inadequate or non-existent response by the school may worsen the situation and increase the level of victimisation and suffering. It can also encourage the development of a climate of impunity in which these incidents become more widespread.

In this chapter, we offer the keys for recognising racist and xenophobic incidents and strategies for favouring the involvement of the whole school community in their eradication. This is accomplished through identification of such incidents and taking effective actions with victims, witnesses and aggressors.

6.1. Risk and protective factors at school

The effect of discrimination and hate incidents on children or adolescents will unfold in various ways, influenced by different key factors:

- ▶ The severity of the incident
- ▶ The presence of risk factors
- ▶ The presence of protective factors
- ▶ The resilience of the victim

Their presence and/or absence can help us to assess the risk and ability of children and young people to cope with hate experiences and recover from the trauma¹.

The severity of the incident and risk factors increase vulnerability to victimisation. These include factors such as a chaotic school environment, problems at school, lack of a friendship group, presence of a prejudiced and stereotyped system of values in the community.

Protective factors refer to the levels of support that are available to victims and may include factors such as a close positive link with a family member, being involved in sports and leisure activities and/or being part of a caring community.

¹ <https://www.victimsupport.org.uk/help-victims/help-young-victims/what-we-can-do>

Resilience refers to the ability to deal with this incident and other challenges, emerging stronger from the experience². Resilience is different to recovery in that it is not coincident with time. Resilient people are able to live through the traumatic episode, maintaining a stable balance, without this affecting their performance. While it is true that this growth does not necessarily mean that the person does not suffer stress, resilient people do become more confident in their own abilities through the traumatic experience, which can strengthen their personal relationships and redefine their philosophy of life. The pillars of resilience include high self-esteem, future aspirations and experiences of success and achievement. Teaching problem solving, being positive, creating support networks, building self-esteem and having perspective are ways of increasing student resilience.

As stated in the previous chapter, social identity plays a role in well-being, motivation and performance. Belonging to a school that shows the whole community the positive aspects of minority cultures and ethnic groups will help protect the social identity and personal identity of its members. This protection will not only enhance the well-being of students but can also boost the motivation and performance of members of the low status group. Belonging to a group whose identity is respected and supported by others in their environment, particularly by important people at school, will generate a marked improvement in their well-being, motivation and performance, as well as stronger identification with society as a whole. Students who perceive that they form part of a caring school in which their identity is respected will be more likely to aspire to success by participating in society, irrespective of any negative feedback that they may sometimes receive. In addition, an environment which val-

ues the members of its identity group and expects high results from them will not only improve the performance of students in the above respects, but will also help other members of the community -outside the school- to achieve the same success.

The aim of providing victims with support is to work with children and young people to reduce risk and increase protective factors and resilience. The way in which the school reacts to hate incidents and their risk will determine whether it is a risk or protective factor. A committed school, with an anti-harassment protocol, which includes the development of training packages on positive attitudes and skills development, establishing peer support plans and relationship guidelines with a teacher who attends the victim and their family, undoubtedly form part of protective factors for victims.

The school as a protective factor:

Develop at school a caring, supportive environment for children, fathers, mothers and teachers.

An inclusive school for everyone: to ensure that all children and their parents feel welcome at the school.

Ensure that the training content taught stresses the positive aspects of the social identity of all members of the school.

Maintain the same performance and results expectations for all students, irrespective of their racial or ethnic background.

Prevent all forms of bullying among children, as a school policy that is vigorously implemented. Never minimise aggressions.

Equip students with the strategies and skills to resolve conflicts.

Establish clear rules, ensuring that are known, made public and implemented fairly and consistently.

Establish anti-violence and suicide prevention plans, and implement them.

Have specific plans for dealing with the media, parents, teachers and students following a suicide and episodes of school violence.

Break the silence: make it clear that it is the duty of all students to report any threat of violence or suicide to a responsible adult.

Make sure that at least one teacher takes an interest in each student, particularly those who belong to minority groups.

Facilitate communication and collaboration between families and the school. It is preferable to prevent the mothers and fathers of children involved from getting in contact directly. It is better if the teachers act as intermediaries.

Train teachers and mothers/fathers/guardians to recognise risk factors and danger signs.

Train teachers and parents to intervene appropriately in the case of students suspected of being victims of hate.

Establish a peer support system.

Use the knowledge of mental health professionals in schools (school psychologists, social workers in schools and school counsellors) to plan prevention and intervention, as well as train others.

6.2. Identification of discriminatory behaviour at school

6.2.1. The problem of invisibility: why discrimination is not reported

As the theoretical framework shows, discrimination takes many forms and is not always easily identifiable. For example, it may be indirect and acting under the guise of neutrality. Sometimes discrimination is also quite subtle, in the form of antisocial behaviour³, such as not naming a student when the merits of the group are being recognised, with peers ignoring that person, not letting them talk or not providing the necessary support to perform tasks.

Although antisocial behaviour may be generic, we are going to focus on the specific, that which affects the student because of their racial, ethnic, cultural or religious origin. This form of unequal treatment can be lateral -between peers- or “top down” -from a teacher or an authority figure to a student-. The latter is more difficult to report and often leads to a backlash by the whole school for the victim. The complaint of “top down” misconduct is perceived as questioning authority and rules, leading to further isolation and loss of social support for victims.

So-called antisocial behaviour has two distinguishing characteristics: its low intensity and its ambiguity. It is difficult to identify this type of behaviour and, in any case, prove its wilfulness. If reported, the instigator may put forward factors such as the hypersensitivity of the victim, carelessness or time pressure,

among others. It is therefore difficult for an observer, and for the victim, to class that behaviour as discriminatory. Ambiguity and low intensity make it easy for discrimination to occur, while at the same time maintaining a non-prejudicial image of oneself and others.

Classed as relatively insignificant, these discriminatory acts are capable of initiating a spiral of inappropriate -even aggressive- acts and being emulated by peers and teachers. Beyond its inherent unfairness, exposure to continuous discriminatory behaviour has devastating effects on students, as previously shown, and includes the normalising of discriminatory situations and preventing their recognition.

6.2.2. Looking for signs that warn of the existence of discrimination

Observing peer relationships and the role assigned by school staff to students from ethnic or cultural minorities can provide us signs of the existence of discrimination in classrooms or the existence of hate-motivated incidents.

The following are signs of discriminatory behaviour:

Being excluded from conversations. Peers and/or teachers do not talk to them. During classes or break time, the student does not participate in conversations with others, no one talks to them and they are not asked the same questions as others.

Being ignored. The contributions of the student belonging to a minority are ignored. School peers and/or staff act as if the student had not said anything at all, as if they had not shown any interest in contributing or as if they were not there.

Being rejected. Students are openly rejected from participating in activities carried out in school. Students from minorities may form a group that is isolated from the rest.

Always being last. The student belonging to an ethnic or cultural minority is always chosen last in games or teamwork by peers and teachers.

Always being first. The student may be stigmatised and always considered the prime suspect of antisocial behaviour at school, poor behaviour in the classroom or causing disorder during break time, sports activities, in the dining hall, etc.

Being named due to their belonging to a minority group. School staff or their peers call the student by a nickname that alludes to their ethnic or cultural origin.

Being treated antisocially. Students from minorities are shouted at, told to keep quiet or punished for minor incidents more often than the rest.

Being subjected to a higher level of expectancy to pass subjects and the academic year. This may paradoxically be the result of low expectations of the student's ability and performance, requiring therefore that they prove their ability to fulfil all these expectations.

6.2.3. From racism and xenophobia to unconscious bias

Discrimination at school may be the result of an action by the instigator based on a well-established and recognised system of prejudices and stereotypes: racist and xenophobic attitudes that are either subtle or obvious and which can be measured by means of instruments and questionnaires. Occasionally, though, grounds of discrimination are not apparent to the perpetrator, who is convinced that they are acting in a rational and non-prejudiced manner. We are referring here to two phenomena -unconscious biases and the effect of unshared stereotypes- which may be affecting how peers and teachers consider students belonging to ethnic and cultural minorities and how they treat them.

Despite what most people think, social behaviour is not regulated solely by reason. There are unconscious biases, which determine the display of preferences in our behaviour, despite defending equal treatment and non-discrimination. Unconscious biases are an intelligence-related strategy that help us to take decisions quickly and intuitively, without analysing all the information available and may, unconsciously, open the door to discrimination. Harvard University has developed a project called the Implicit Association Test, which, through an online platform⁴, helps to determine the implicit preferences of the respondent and to evaluate the results with regard to diverse populations. By their very nature, unconscious preferences cannot be controlled. Increased awareness of one's own implicit attitudes does not by itself lead to a reduction in biases and discrimination, but does warn us of the need to develop strategies that limit their impact. The following would be necessary to control implicit attitudes:

⁴ <https://implicit.harvard.edu/implicit/spain/takeatest.htm11>

Raise awareness of the existence of unconscious biases and their impact on students.
Generate a culture of inclusion.
Create suitable conditions for decision-making on students: the greater the time pressure on teachers' work, the greater the biases. Determine and discuss evaluation criteria and apply them to all students.
Establish objectivity and equal treatment as explicit personal criteria: mental programming helps reduce the impact of preferences.

As previously mentioned, stereotypes are conscious constructions that categorise, explain and often build reality. As a result, stereotypes frequently guide overt behaviour. On other occasions, they have an impact on reality even when their content is not shared. This happens particularly when people have to take quick decisions where the consequences of this are not at stake. There are therefore many situations in classrooms, in which dominant stereotypes can be determining the behaviour displayed by students and teachers, whether they share the content of those stereotypes or not. Working on stereotypes at school, ensuring that all ethnic, cultural and religious minorities are associated with positive aspects and achieving success for the community, is the way to combat the discretionary effects of stereotyping.

6.3. Identification of hate-motivated incidents at school

6.3.1. The law of silence: why hate incidents are not reported

Though racism and xenophobic hate can be an isolated incident, more commonly these situations occur in a context of previous discrimination or part of a sequence of acts of harassment and discrimination.

Racist and xenophobic incidents can happen covertly, so teachers are not aware of what is happening. Some studies⁵ on harassment show that more than 60% of schoolchildren would not report being victims of harassment, while others say that only 15% of harassment cases are reported. That is why it is important that schools have suitable procedures for reporting incidents and investigating what has happened.

5 Sucking, A. and Temple, C (2006).

Some of the reasons why victims do not report incidents are set out below:

- ▶ The unwritten code on gossip and accusations.
- ▶ Feelings of confusion over to whom and how they can report what has happened.
- ▶ Shame and sadness over what is happening.
- ▶ Do not trust the ability of teachers to deal with the problem.
- ▶ Fear of reprisals and harassment increasing.
- ▶ Fear of peers considering them a “snitch”.
- ▶ Feelings of guilt over not knowing how to resolve the problem and believing that they deserve what is happening.
- ▶ Accepting that this is part of their reality and that they will always be harassed because of who they are.

Most peers, who therefore become passive participants, share the culture of silence. Moreover, the likelihood of observers not reporting what is happening increases, paradoxically, the greater they are in number, due to the process of “transfer of responsibility”. Similarly, the likelihood of a witness informing an adult of what is happening decreases if they had done so on a previous occasion and things did not appear to have changed. The reasons that school witnesses give for not reporting incidents are:

- ▶ Fear of reprisals.
- ▶ Consider that it is not a matter of their concern.
- ▶ Being a friend of the bullies.
- ▶ Believing that it is up to teachers to find out and stop what is happening.
- ▶ Believe that other students should do something.
- ▶ Believe that the victim is who must report.

Ending this culture of silence is dependent on generating a reporting culture, which requires working with all teachers, students and their families. Not reporting may not only have devastating psychological effects on victims and the school community as a whole, but also increase the risk of physical injury to victims. To encourage the reporting of racist and xenophobic incidents, everyone must know which behaviours are acceptable and which are not. They also need to know how to act in case they are witnesses to or aware of an incident. Some useful strategies for increasing awareness of racist and xenophobic incidents would be to:

Establish an anonymous reporting channel, through a reporting mailbox or telephone line.	Announce the people responsible for anti-harassment policy in the form of teachers and tutors.
Work in the classroom on what harassment is, how to detect it and strategies for action.	Use external resources to raise awareness of the seriousness of these incidents, such as through the Master Plan of the National Police Forces.
Increase the social network of vulnerable students, through figures such as “protective school friends”.	Act decisively and immediately when an adult witnesses a racist or xenophobic incident.
Keep an eye on areas where these incidents might occur, such as playgrounds, dining halls, bathrooms, corridors, under the stairs, etc.	

6.3.2. Looking for signs that warn of the existence of hate-motivated incidents

Apart from discrimination indicators, the presence of the following indicators are signs of possible hate-motivated behaviour:

Changes in the behaviour and psychological well-being of students belonging to ethnic or cultural minorities. Naturally, these changes may be due to a variety of reasons, but we refer the reader to Chapter 5 for evaluating the impact of hate incidents on victims.
Changes in the academic performance of the student belonging to ethnic or cultural minorities.
Absenteeism. Arriving late or not going to school may be signs of the student suffering harassment.
Leaving class alone, last or first.
The student prefers to work alone and not mix with their peers.
Presence of rumours about students who belong to ethnic or cultural minorities that generate alienation from the rest of the students.
The student appears nervous or intimidated when participating in class. Laughter and ridicule is heard when they do.
Being teased and the butt of unpleasant jokes because of their cultural or religious origin and/or beliefs. Occasionally, this behaviour targets other aspects, such as their physical appearance, dress sense or way of being. They may also suffer from multiple discrimination and be taunted because of their affective-sexual orientation, sexual identity, difficulties or physical disability. They may be humiliated by peers and by staff who work in the school.
Fights and scuffles involving students belonging to minorities.
Students often return from the playground with bruises or marks.
Awareness of the dissemination through messaging systems or the Internet of photographs and videos in which students from the school are humiliated and/or assaulted.
Graffiti of a racist and xenophobic content scrawled on school property (playground, walls, bathrooms, blackboards, desks) or in its vicinity. Teachers must be aware of the content of graffiti and the symbology used.
Students with radical aesthetics. Shirts, tattoos, shoes, haircuts, badges, flags and other items of clothing used to symbolise hatred of minorities by bearing acronyms, figures or encoded images that are offensive or representative of radical ideologies.

Intolerant remarks and rhetoric by students and teachers that reinforce stereotypes and prejudices of ethnic and cultural minorities. For example, the existence of rumour-based explanations such as that they lower the quality of education, that they have more opportunities for accessing schools, resources and support, that they increase crime, etc. The presence of stereotypes in the school can allude to alleged differences in appearance, culture and behaviour; deviation from the norms and values of the school, in particular, and from society, in general; being perceived as a threat, etc.
Awareness of the existence of students who participate in radical racist and xenophobic organisations. Occasionally the school may be alerted by the police of the presence of students who belong to violent radical groups. Particularly when this alert refers to more than one student, the school must be extremely vigilant for hate indicators.
Results of climate surveys that assess the coexistence of the school and in which students point out that they were victims, witnesses or participants in harassment and bullying. Annex 3 provides scales to assess their existence.
Appearance of racist and xenophobic leaflets, fanzines and/or propaganda in schools or photographs of schools in these published materials, sometimes by political organisations with hate speech.
Advertising and/or dissemination of concerts, festivals and/or Oi! or R.A.C. music. This type of music is an effective propagator of hate speech and is a way of increasing feelings of connection and association among radical young people.
Advertising and/or dissemination of sports events organised by violent radical groups.
Incidents in the community. The school cannot and must not avoid the reality of the environment in which it operates. The existence of conflicts in the community in which some members belonging to ethnic or religious minorities are involved can extend to schools as acts of harassment against members of those minorities.

Good practice

GIVE VISIBILITY TO THE FIGHT AGAINST RACISM AND XENOPHOBIA AND BECOME A LEADING SCHOOL IN DEMOCRATIC VALUES

A state-assisted private school, located in Castilla y León, after becoming aware of the existence of xenophobic graffiti scrawled on its property, decided to send a letter to all members of the educational community, read it in the classrooms and sent to the parents of the students.

The letter was followed by the inclusion, in the school's rules, of an article, which prohibited "*any form of expression considered offensive to any group of people*", including the presence of flags, clothing and badges.

To identify and assess the meaning of the graffiti and resulting actions, the school received the advice of the information squad of the local police force.

The text of the letter sent to the members of the school was:

Dear members of the education community,

On 28th April, graffiti appeared on one of the lavatories of the outside loos by the sports hall. The content of the graffiti expressed ideas contrary to democratic and constitutional values (fascist, xenophobic and antidemocratic). We believe that their intention was to defend ideas that are totally contrary to the democratic and civic commitment that it is our duty to uphold and protect.

As this graffiti was produced at school and because some of our students might have seen it, we want to state:

- Our commitment as teachers to provide comprehensive education for all our students so that they do not support expressions that incite hatred or violence.
- That we try to educate people to ensure that they are committed to society, freedom, respect and human rights.
- The close cooperation that the school has with state police and security forces (the police and civil guard) so that they are informed of these types of declarations immediately through the appropriate channels.

We consider this as a very serious incident and thank you for your cooperation so that it does not happen again.

Headship
Students Parents Association
Faculty

6.4. Recommended actions in case of hate incidents at school

6.4.1. Intervention guidelines for teaching staff

When the incident is occurring:

1. Do not ignore it. It is a mistake to believe that children can resolve it without the intervention of an adult.
2. Act immediately, separating the children involved. Make sure everyone is safe and receive medical attention if necessary.
3. If there are weapons, something unlawful has happened (such as extortion or theft with the use of force) or there are threats of violence due to racist, xenophobic, homophobic hatred, etc., call the police.
4. Act calmly and respectfully with everyone, including witnesses.
5. Do not try to determine immediately what happened or say publicly to the children what they saw.
6. Talk to all the children involved individually rather than at the same time.
7. Do not get the children involved to apologise or change their account immediately.
8. Do not question the children involved in front of their peers.

6.4.2. Actions with hate incident victims

The actions set out below are designed to guide on the strategies to be followed with the victim, both in terms of encouraging the reporting of incidents, and improving their resilience and reducing the negative effects of continued hate and discrimination in the short and long-term:

- ▶ The school must ensure that the situation experienced by the victim is redressed.
- ▶ The victim's protection and safety must be actively guaranteed.
- ▶ The existence of peer support programmes, such as protective school friends outlined below, not only improves safety but also integration in and development of a satisfactory social network.
- ▶ Students should be given the possibility of participating in activities and programmes that boost their self-esteem and self-efficacy, such as assertiveness workshops, emotional intelligence, workshops and teamwork in which they can actively develop their skills, etc.
- ▶ Give the student who has been a victim special professional support if he/she needs it.

6.4.2.1. Communication with the victim and witnesses of the racist or xenophobic incident

During the interview with the victim:

1. Stay calm and do not ask questions that might intimidate the boy or girl. Everything takes its time, including the ability to respond.
2. Trust and believe the student telling you. Avoid asking questions that put the blame on them such as why didn't you report it earlier? Why did no one else see it? Why did you allow it?
3. Make sure that the victim understands that he/she is not to blame.
4. You can ask vague questions to confirm what the victim wants to say or to determine whether, due to the seriousness of the incident, the involvement of other authorities is necessary. In this case, remember that the victim should not be pressured into reporting details of the situation experienced; that is the job of professionals responsible for the evaluation in the appropriate conditions.
5. Recognise the bravery of the victim and/or witness for reporting what occurred.
6. Be respectful towards the victim. Thank the victim for his/her trust, ensure the victim that confidentiality will be respected and explain to him/her, if necessary, that you will have to communicate it to someone else to guarantee his/her safety. The whole school does not need to know what happened.

7. Activate as quickly as possible the school's anti-harassment or anti-violence protocols. If you need to report to the family and authorities, produce a written report describing exactly what the boy or girl has related.

8. Find specialized help. If you think it is an urgent situation and the victim is in imminent danger, contact the police and/or the school's psychologists.

9. Explain the next step to the victim. Provide clear explanations to the boys and girls and their families. This situation requires a quick specialized response.

10. Do not encourage victims to defend physically themselves against aggressors: they could either be hurt or expelled.

A procedural guide for the meeting with the victim or witnesses, which recommends how to deal with the situation, the type of questions to ask and support that should be offered in each stage of the interview and the keys for assessing the risk of suicidal behaviour, is provided in Annex 4.

6.4.3. Strategies for putting a stop to passive witnesses

6.4.3.1 Protective schoolmates

According to research, victims prefer other students as intermediaries⁶. When it comes to reporting what happened, victims choose a friend first, followed by a family member and finally a teacher. The school can help with the choice of a schoolmate to relate the experiences if it selects a group of committed students with sufficient social skills for integrating new students and supporting the most vulnerable ones.

The role of the protective schoolmate may be very useful when racist and xenophobic incidents occur. Firstly, this companion or observer can provide an experience of friendship to the victim, who will have someone to trust. Simple gestures such as offering to listen, providing advice or inviting them to participate in games and sports activities can be of great help. In addition, the role of a protective schoolmate would provide an assertive behaviour model, a social behaviour model and boost the self-esteem and even the protection experienced by the victim.

Teachers must select the protective schoolmates, although this person should assume the role voluntarily and under the guidance of the teacher. Protective school friends can vary regularly and do not necessarily have to be from the same year as the harassed student. The objective of such individuals will always be to provide friendship in different ways, offer protection if necessary and serve as an example of social strategies. Activities such as meeting with the protected friend at the school gate and accompanying him/her to the classroom; inviting them to play; giving them advice when difficult problems arise; sharing break time; going with them to the bathroom; writing notes and calling them by phone to encourage them. All these are part of the role of the protective schoolmate. Teachers must oversee the selection of activities, although students themselves can use their own strategies to make their role more fulfilling. The role must be defined in guidance sessions so that these students are able to behave as excellent companions in order to welcome and support their peers.

⁶ Various anti-harassment programmes include measures for working with peers, such as mediation or protective school friends. Although recent meta-analyses, such as that by Farrington and Ttofi (2009), question the effectiveness of this for reducing harassment and victimisation, we consider it here is an effective strategy for encouraging the socialisation of students from minorities and as a channel for enabling awareness of incidents.

Good practice

PEER TUTORING

The IES Front Maritim Guidance and Counselling Department has developed a Peer Tutoring Programme designed as a preventive measure against school violence and bullying in secondary education, where third-year secondary education students will be voluntarily appointed tutors of first-year secondary education students.

This resource will also help students to resolve other problems or difficulties, such as moving from primary to secondary school, adapting to a new school, peer conflicts unrelated to violence, etc.

Peer tutoring is institutional in nature, i.e. rather than a set of isolated actions performed by students, it involves the creation of a general culture of peace and non-violence that encompasses the whole educational community and requires everyone's involvement.

General objectives of peer tutoring:

1. Make the educational community aware of the effects of violence.
2. Raise the educational community's awareness of the effects of peer violence and communicate the personal consequences of this phenomenon.
3. Facilitate the integration process of new first-year secondary education students.
4. Create a reference (tutor) to enhance self-esteem and reduce the insecurity caused by spaces and unknown situations.
5. Redress the imbalance of power and force associated with violence and harassment from a preventive and dissuasive perspective.
6. Integrate "zero tolerance" as a feature of the school.

<http://www.noalacoso.org/TEI.pdf>

6.4.3.2. From passive participant to committed witness

Viewers of hate incidents, even if they have a seemingly passive attitude towards aggressions that they witness, are active participants in what happened as they encourage the aggressors and increase the victimisation of victims. This is the case regardless of whether they just watch what is happening, laugh or actively incite the aggression. Either active participation during the aggression or indifference are perceived as inherent elements of the attack by victims. These increase their shame and pain.

All students need to be aware of the impossibility of remaining on the sidelines in aggressions suffered by others and their positioning, albeit unconscious, that they take when they observe without doing anything. The following should be the action objectives of schools to sensitise witnesses to act and prevent abuse and/or report it:

- ▶ Raise awareness of harassment and the ability of witnesses to recognise intimidatory behaviour and abuse.
- ▶ Break stereotypes about victims to favour the development of empathic responses.
- ▶ Become aware of the covering up of the aggressor if the aggression is not reported.
- ▶ Raise awareness of the need to prevent abuse and harassment and/or report it. Some good reasons to act:
- ▶ No one has the right to abuse anyone else.
- ▶ Solidarity with those who are weakest is an ethical principle.
- ▶ Being the first to act will help others to follow the same path and everyone together will make it easier to stop the aggression.
- ▶ Silence will be considered by the aggressor as a sign of approval of his/her behaviour.
- ▶ Silence will be yet another blow for the victim.
- ▶ Friendship cannot be based on fear.
- ▶ There is only one moment to fight injustice: now. If you do not do so now, you will grow tolerating it.
- ▶ The aggressor needs help to stop being aggressive with things he/she does not like.
- ▶ You do not need to fight to avoid aggression, simply inform an adult.
- ▶ Helping the victim will make you feel better.

6.4.4. Interviews with parents/guardians

The collaboration and commitment of those responsible for students involved in hate incidents is a key and necessary factor for their eradication and re-establishing equal treatment and respect for dignity in schools. It is also preferable for the school to act as a mediator between families and to avoid, as far as possible, the families of aggressors and victims interacting without its collaboration, particularly initially. The following should be done when talking to parents:

- ▶ Conduct the interview in a calm and empathetic environment.
- ▶ Make sure that the school and families have the same goal, so their involvement with and commitment to the case is requested.
- ▶ Focus on behaviours and not on students.
- ▶ Acknowledge the efforts of the family in attending the interview and its commitment to actions initiated by the school.
- ▶ Convey confidence that things will get better.

Sometimes it will be the mothers and/or fathers of victims who inform of racist or xenophobic attacks suffered by their children, on other occasions, will be the teacher who does it. In the case of aggressors, it is usually more difficult for those responsible for minors to be aware of what happened, although they do sometimes have the version from their children. If the parents communicate the situation, it is advisable to:

- ▶ Accept the emotional climate of the situation in silence, listening and showing empathy.
- ▶ Respect the version of the parents/guardians and avoid offering simplistic solutions, without knowing all the details, or making comments.
- ▶ Ensure parents/guardians that the matter will be immediately investigated and that the anti-harassment protocol will be activated.
- ▶ Arrange a follow-up interview with parents/guardians.
- ▶ Inform parents of the procedures for action available to the school.
- ▶ Agree with parents/guardians on the steps to take.
- ▶ Write up the minutes of the meeting and read them to the parents/guardians.
- ▶ Activate the protocol after the meeting and immediately inform the team responsible or management.

If parents/guardians are going to be informed of the situation:

- ▶ They will probably be slightly nervous or uncomfortable when they come to the meeting. Welcome them and give them time to relax a little. Thank them for their presence, as often they will have had to make an effort to attend.
 - ▶ Clarify with them the reason for the meeting, that its objective is always to lend support and to develop strategies for the betterment of students.
 - ▶ Update on the school's perspective of the behaviour of students.
 - ▶ Report on the school's position and zero tolerance towards hatred and discrimination.
 - ▶ Show empathy for parents/guardians, whether they are the victim's or the aggressor's. Avoid judging families.
 - ▶ Listen to parents and respect their feelings.
 - ▶ Find out if they were aware of what happened. If they were not, invite them to ask the minors to check the information.
 - ▶ Ask them what they think and feel about what has happened to find out their system of beliefs and gauge their commitment to the school's actions.
- ▶ Outline the strategies that the school has established and the steps that are going to be taken.
 - ▶ Offer information on the school's programmes for minors involved in hate incidents, whether victims or aggressors, to help them overcome the situation and minimise its effects.
 - ▶ Provide information, if requested, on other institutions that can offer professional support.
 - ▶ If available, offer parents some guidelines on how to deal with the problem with their children. Discourage them from contacting other parents/guardians involved. Other responses that parents should avoid are: play down the feelings of children in connection with the incident, encourage them to face up to them, advise them to ignore or avoid bullies, encourage them to run away or advise them to always stay with their friends. All these strategies can fail.
 - ▶ Write up the minutes and read them to the parents/guardians.
 - ▶ Arrange a follow-up meeting.

6.4.5. Recommended actions with aggressors

Recognition and awareness by the school of hate and discrimination problems within its walls will not only be crucial for the protection of victims but can also play a vital role in how aggressors develop as adults and the eradication of breeding grounds for racism and xenophobia in society, preventing the radicalisation of aggressors.

It is recommended to:

- ▶ Involve students in the measures that the school is going to adopt and the willingness to prevent such cases from being repeated in future.
- ▶ All measures must be focused on assuming responsibility for one's actions and therefore be educational and proportionate.
- ▶ In addition to punitive and remedial actions, others of a preventive nature that improve the attitudes and abilities of aggressor students should be included. These can include:
 - ▶ Workshops for the development of social and empathetic skills.
 - ▶ Emotional and anger management workshops.
 - ▶ Develop cooperative work activities in the school and/or community that help establish ties with different people.
 - ▶ De-radicalisation programmes.

6.4.5.1. Preventing the radicalisation of aggressors

Often, harassment behaviour is considered an isolated behavioural problem; however, such behaviour is sometimes illustrative of the radicalisation process of students linked to violent groups or gangs. Responding quickly to these situations has proven to be the most promising way out of the process of radicalisation.

Various studies in Europe⁷ have shown that young people rarely associate themselves with radical violent groups for ideological reasons initially. The reasons they join such groups have to do with looking for protection against different people, acquiring a circle of friends, escaping from problems in their home life and the need for emotional thrills. It is therefore possible for some students, without having developed any extremist ideology, to participate in activities organised by radical groups, display intolerant symbols and make racist and xenophobic comments in school and over the Internet, and even take part in hate-motivated incidents.

The longer young people remain in these groups, the more difficult it is to guarantee their leaving them. Staying in such groups not only means maintaining the friendship, identity and security gained, but also developing an ideological motivation. Progressive indoctrination, increased cohesion of the group -generated through the successful history of clashes with others, media attention received, etc. - and the difficulty of maintaining harmonious relations with one's surroundings lead to gradual isolation, greater stigma -by being recognised as belonging to a radical group- and greater difficulties in disassociating oneself from it.

⁷ Bjorgo, T. (1997).

Various initiatives in Europe⁸ -public and civil- encourage radicalised young people leaving violent groups. A common conclusion of all of them is the complexity of the measures to be taken. Beyond repressive measures, it is important the role played by different social institutions in the fabric of a preventive network. For example, the school, by using teaching methodologies and educational contents that promote tolerance and connection with a democratic society. The school can also take action with young supporters and those who have recently joined violent radical groups through strategies that encourage them to leave and disengage from such groups.

The main objective with supporters and followers of violent radical groups would be to prevent them from forming part of the hardcore of the organisation and trying to capture other students. For this, recognised European programmes stress the need to show them that their radicalisation would lead to gradual isolation, emphasising the negative aspects of the extremist group and the disadvantages of belonging to it. Careers advisers, teachers and tutors can guide talks helping students to become aware of the path that they are following. However, disassociating oneself from a violent radical group can lead to feelings of loneliness, insecurity, depression, guilt and shame for students. Schools need to be aware of these consequences, offering psychological support and providing an environment and alternative activities for the student to promote their stability.

⁸ Demant, T., Wagenaar, W. and Van Donselaar, J. (2009).

6.4.5.2. The radicalisation processes of young people in racist and xenophobic movements

The radicalisation process involves the development and adoption of political attitudes and modes of behaviour that diverge substantially from those legitimately established by social, cultural, religious, political institutions, etc. This is not necessarily negative in itself, but becomes so when it encourages or leads to the use of violence to defend a cause.

There is no single radicalisation process, but rather one for each individual. However, it is possible to point out common integration elements and establish certain correlations between the experiences of young people and the likelihood of ending up involved in the process.

Young people often connect to violent radical groups through a family member or friend, particularly adolescents or young adults. However, this also occurs through the recruitment processes of racist and xenophobic groups, through the Internet, the holding of social events, festivals and concerts, creating of video games or, simply, manipulation of existing social tensions.

Violent radical groups are very active on the Internet, where they carefully select which articles and stories to publish to add credibility to their claims and complaints about the threat suffered by white culture. They also enable online interaction or the use of discussion forums to reinforce their message and group conformity. Although the Internet helps to create different levels of access to content, depending on the degree of commitment of its members it is rare that these pages entice those who are not initially interested. Their aim is to reinforce present beliefs and encourage meetings with others.

The holding of social events for members and their friends serve as “open days” for displaying the camaraderie and social support of group members. The meetings can be justified for various reasons, such as the holding of sports events or acts to raise funds for certain social groups in need -and who say that they are being harmed by the presence of foreigners, sale of drugs associated with a particular ethnic minority, etc.-. These same experiences can be recreated with regular and routine meetings in certain places, such as a park, where young people know that they will always find others with whom they can occupy their time. There are times when these meetings arise because of concerts or music festivals⁹ which, as previously mentioned, are part of a strategy for spreading hatred and generating great emotional excitement, especially if the experience is accompanied by the consumption of alcohol or other drugs.

Like music, self-created video games are a successful platform for spreading hatred through their messages and attacking people of different cultures, who normally appear stereotyped and dehumanised. The game not only exposes players to the message of hatred but also, by rewarding violent behaviour towards enemies defined by their ethnic or religious origin or any other trait, desensitises and promotes the practice of actual violence against these targets.

9 The dissemination of Oi! and R.A.C. (Rock Against Communism) music was ruled as a criminal act by the Supreme Court in STS 372/2011, which stated that its lyrics are characterised “by including references to Nazi, fascist and racist ideologies with explicit incitement to violence against immigrants or Jews”, as well as other groups such as homosexuals or the disabled.

Manipulating existing social tensions to exploit experiences of fear, anger or distrust is another common strategy. Creating fake incidents between groups who live together and offer defence and support to one of them is a way of beginning recruitment using psychological strategies of reciprocity and hidden commitment.

Individual susceptibility to being recruited is higher when students feel alienated, aggrieved, suffer from low self-esteem or look for a sense of identity, or have needs for protection, affiliation or revenge. Violent radical groups can provide a sense of belonging and opportunity to feel safe for those who feel rejected, those who believe they do not fit anywhere, those who have been unfairly treated or those who have been victims of abuse. The group also provides a “cause” for which to fight and gives meaning to both the future and life in general by fighting those defined as “them”. Lack of integration in positive social activities in the home or school environment is also a risk factor for young people.

Violent radical groups have a series of expectations about their members concerning the adoption of their ideology, acceptance of the rules and dedication of time and energy to activities organised. Exposure to the ideology occurs gradually but loyalty is a prerequisite continuously demanded right from the beginning. Conformity and obedience are achieved through specific techniques that generate a new social identity in members. Criticism is sanctioned through punishments and attacks. It is the group leader who defines the ideology and rules, which cannot be questioned. Aversion to everything outside the group, including the media and family, who are accused of forming part of a conspiracy against the group and justify the fight undertaken, ends up fomenting hostility which gradually alienates young people from their environments and families.

The radicalisation process is therefore cumulative and not the result of any single incident. The following are indicators of the radicalisation of young people:

- ▶ Changes in beliefs and the view of the world in the form of increased conflicts with those who do not share their ideology.
- ▶ Changes in identity. The racist and xenophobic group becomes the dominant identity group to the detriment of others such as the family or support groups.
- ▶ Changes in behaviour, which may result in leaving school, alienation from friends and family and/or an increased interest in music and video games.
- ▶ Changes in Internet use, not only quantitative but also accompanied by greater secrecy concerning pages visited and downloads made.
- ▶ Greater inclination towards criminal behaviour. Criminal acts become normal and are considered justifiable or necessary to defend one's values.
- ▶ Changes in appearance. Although most of the time they try to make sure that their appearance does not give them away as members of the group, occasionally they shave their head, wear tattoos, symbols, clothing and footwear which symbolise their beliefs.

Every individual has a different reason for abandoning radicalisation, if indeed this actually happens¹⁰. All of the following can lead to abandon the group: the disappointment of finding out that the group is not as expected. Internal conflicts or conflicts with other groups of similar ideology. Conflicts between the values defended and actual behaviour, regarding consumption of alcohol or drugs. Becoming fed up of a life dominated by hatred and anger. Changes in personal perspective resulting from major life events or the accumulation of minor daily events. However, abandonment is a process that can take weeks or even years, includes relapses and the need to overcome the losses related to it. Not having a social network, identity, problems of being accepted or known by rival groups are all barriers that the young person will have to face together with possible feelings of guilt, shame and sadness. Helping a young person out of this situation requires understanding the entire process.

10 International Peace Institute (2008).

6.4.5.3. Support strategies in the school for leaving a racist and xenophobic group

The existence of a reference adult figure who catalyses the process of change can make a difference to young people leaving a group. This figure is proposed as a strategy for combating radicalisation irrespective of whether aggressions or criminal acts have occurred or not. In no case does it substitute the activation of anti-harassment protocols or reporting to the police.

An adviser, tutor, teacher or psychologist can represent this figure. Their main role will be to help bring about change through open and unbiased communication. It is important that this person is interested in the views of the student. It is important that the student knows that this person supports them and they are valued even if their actions are not. The reference figure must therefore be able to distinguish between the person and the behaviour.

In performing this role, direct confrontation with the position defended by the student is counter-productive and will probably only encourage radicalisation. The “conspiracy theory” can serve as an effective vaccine against persuasive attempts. One technique that has been effective is “motivational interviewing”¹¹. The purpose of the interview is to increase the awareness and critical thinking of the young person by identifying the benefits and costs of their choices without any direct intervention from the interviewer. It can be used at any time in the radicalisation process, even when the young person is not thinking about abandoning the group. A guide is provided in Annex 4 with the recommended interventions in each of the “motivational interviewing” stages.





7

ANNEXES

1. Glossary of terms and concepts.
2. National and European Union rules and regulations.
3. Evaluation materials: questionnaires and interviews.
4. The procedure of the meeting with victims, witnesses and perpetrators of a harassment incident.
5. Successful educational practices.

ANNEX 1

GLOSSARY OF TERMS AND CONCEPTS

Bullying:	According to Directives 43/2000/CE and 78/2000/CE, bullying is any hostile behaviour on grounds of discrimination, aiming to violate the dignity of a person or the group he/she belongs to, and to create an intimidating, hostile, degrading, humiliating or offensive environment in schools.
Bilingualism:	In a migration process, concurrence of mother tongue (L1) and a second language (L2) which is the official language in the country or institution that receives the individual.
Additive bilingualism:	Arises when students add a L2 while continuing to develop conceptually and academically in their L1.
Subtractive bilingualism:	The L2 is developed to the detriment of L1, ignoring the linguistic richness and transfer of psycholinguistic structures from L1 to the learning of L2.
Hate Crime:	According to the Ministerial Council of the OSCE (December 2003) it is “a criminal offence, including offences against persons and property, when the victim, the place or object of the offence are selected because of their connection, relationship, affiliation, support for or actual or alleged belonging to a group that might be based on “race”, national or ethnic origin, language, colour, religion, age, physical or mental disability, sexual orientation or other similar factors, whether real or alleged”.
Discrimination:	(updated definitions according to Directives 43/2000/EC and 78/2000/EC).
Direct discrimination:	If a person is, has been or might be treated less favourably than another in a similar situation.
Indirect discrimination:	The disadvantage that an apparently neutral action, position or view can have on a person, apart from those cases in which this can be justified by a legitimate aim.
Multiple discrimination:	Situation, which simultaneously involves two or more discrimination factors.
Discriminatory incident:	According to the European Commission against Racism and Intolerance (ECRI) of the Council of Europe in its General Policy Recommendation no. 11, “On combating racism and racial discrimination in policing”, it is “any incident which is perceived to be racist by the victim or any other person”.

Hate speech:	According to the Committee of Ministers of the Council of Europe (R (97)20, of 30 October 1997) it shall be understood as “covering all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, immigrants and people of immigrant origin”.
Stereotype:	Pre-set social image of someone or something which, having become a prejudice, resists any change. It is used in social psychology. Its use is often pejorative and is sometimes synonymous with a stigma.
Ethnicity:	Ethnicity or ethnic group: Human population group sharing phenotypic traits, language, customs and other cultural uses and awareness of common identity. In socio-political language, it has replaced the old term “race” (for example, Romani ethnic group).
Ghettoisation:	Process of territorial, social and cultural isolation of certain human groups, ethnic or not, and which often leads to the continuous degradation of the social, cultural and economic structure of the group, and occasionally to the most extreme marginalisation. By extension, García Castaño et al. refer to “symbolic ghettoisation” as a form of discrimination against a social group, based on their language -low prestige and international importance-, probably due to association with their ethnic, cultural background, etc.
Personal identity:	Features that express the basic attributes of a person (example national origin, mother tongue, etc.). It implies important emotional and social ties.
Hate incident:	Situation that violates the dignity of people, caused by hostile behaviour against a person or group chosen by their characteristics or attributes as a group. The difference between a hate incident and crime is that the former cannot be a criminal offence as it is not included in the Criminal Code.
Multiliteracy:	Pedagogy that aims to adapt to the realities of growing local diversity and global connectivity, in which language and other forms of meaning are dynamic resources of representation that are constantly recomposed by their users while they work to achieve their various cultural purposes.
Assimilationism:	Educational approach to responding to cultural diversity where the immigrant must adopt the norms and customs of the host society to be considered a full citizen (cultural unification).
Multiculturalism:	Educational approach to responding to cultural diversity, which accepts the existence of different cultures and the possibility of them coexisting in the same territory without giving up their identity. The implementation of this approach can involve each school teaching the languages and cultures of origin of its students or allowing the creation of exclusive schools for each community or ethnic group.

Interculturalism:	Educational approach to responding to cultural diversity that recognises cultural pluralism, beyond confirming the existence of different cultures, and respecting the identity of each culture. The aim of this approach is the construction of a plural, cohesive and democratic society based on intercultural coexistence and the contributions of all cultures on an equal footing.
Prejudice:	According to the RAE (Royal Spanish Academy), this is judging things prematurely or without full knowledge. In social psychology, prejudice is an attitude, which is normally the result of socialisation and is usually negative and unfounded towards certain things or persons.
Racism:	Behaviour, which, accepting the existence of various human races, considers others inferior to one's own, and tends to confuse ethnic groups with races. It therefore denigrates those considered inferior through discriminatory actions against its members. Social psychology interprets it as a stable frame of mind to carry out racist actions.
New racism:	Having revealed the biological finding that there are no different races in humanity, racism targets other "ethnic groups" different to the one which racists consider as their own.
Racial discrimination:	Any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise on an equal footing of fundamental human rights and freedoms in political, economic, social or cultural spheres or any other area of public life.
Xenophobia:	Active rejection of a foreigner or member of another nationality.



ANNEX 2 RULES AND REGULATIONS

This Annex includes the main rules and regulations developed by the European Union, with special emphasis on the directives and decisions as the main acts that confer rights in combating racism and racial discrimination:

a) United Nations

- ▶ United Nations Declaration on the Elimination of All Forms of Racial Discrimination of 20 November 1963
- ▶ International Convention on the Elimination of All Forms of Racial Discrimination of 21 December 1965, ratified by Spain on 23 April 1969 (BOE no. 118, of 17 May 1969).
- ▶ International Covenant on Civil and Political Rights, of 19 December 1966, ratified by Spain (BOE no. 103, of 30 April 1977).
- ▶ International Covenant on Economic, Social and Cultural Rights, of 16 December 1966, ratified by Spain on 30 April 1977 (BOE no. 103 of 30 April 1977).
- ▶ Declaration of Principles on Tolerance, of 16 November 1995.
- ▶ Declaration and Programme of Action of Durban, September 2001
- ▶ 1971 International Year to Combat Racism and Racial Discrimination.
- ▶ Decade to Combat Racism and Racial Discrimination (1973-1982)
- ▶ First World Conference to Combat Racism and Racial Discrimination, held in Geneva in 1978.
- ▶ Second World Conference to Combat Racism and Racial Discrimination, held in Geneva in 1983.
- ▶ Second Decade to Combat Racism and Racial Discrimination (1983-1992).
- ▶ Third Decade to Combat Racism and Racial Discrimination (1993-2002).
- ▶ Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance (1993).



b) European Union

b.1. Summary of the regulatory framework of the European Union

Treaties	Treaty on European Union	Article 2	The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights , including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail .
		Article 3	The Union shall combat social exclusion and discrimination, and shall promote social justice and protection, equality between women and men, solidarity between generations and protection of the rights of the child.
	Charter of Fundamental Rights, Article 21	It prohibits discrimination based on thirteen grounds of discrimination . It is pertinent to highlight article 51, which establishes the scope of the Charter of Fundamental Rights. Said article states that “the provisions of this Charter are addressed to the institutions and bodies of the Union with due regard for the principle of subsidiarity and to the Member States only when they are implementing Union law”. Therefore, it is limited to the application of Community law.	
	Treaty on the Functioning of the EU	Article 18	Within the scope of application of the Treaties, and without prejudice to any special provisions contained therein, any discrimination on grounds of nationality shall be prohibited. The European Parliament and the Council, acting in accordance with the ordinary legislative procedure, may adopt rules designed to prohibit such discrimination.
		Article 19	The Council, acting unanimously in accordance with a special legislative procedure and after obtaining the consent of the European Parliament, may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

b.2. Rules and regulations of the European Union

Directive 2000/43/CE of the Council, of 29 June 2000	On the application of the principle of equal treatment between persons irrespective of their racial or ethnic origin.
Directive 2000/78/CE of the Council, of 27 November 2000	On establishing a general framework for equal treatment in employment and occupation.
Framework decision Marco 2008/913/JAI, of the Council, of 28 November 2013	On combating certain forms and expressions of racism and xenophobia by means of criminal law.

c) Council of Europe

- ▶ Convention for the Protection of Human Rights and Fundamental Freedoms, November 1950 (ECHR) ratified by Spain (BOE no. 243, of 10 October 1979) and Protocol 12, of 4 November 2000, ratified by Spain (BOE no. 64 of 14 March 2008)
- ▶ European Social Charter of 18 October, 1961, ratified by Spain (BOE no. 153 of 21 June 1980).
- ▶ Framework Convention for the Protection of National Minorities No. 157 of the Council of Europe, Strasbourg 1 February 1995, ratified by Spain (BOE no. 20, of 23 January 1998).
- ▶ Convention on Cybercrime, done in Budapest on 23 November 2001, ratified by Spain (BOE no. 226, of 17 September 2010).
- ▶ Additional Protocol to the Convention on Cybercrime concerning the criminalisation of acts of a racist and xenophobic nature committed through computer systems ratified by Spain (BOE no. 26, of 30 January 2015).

d) Spanish regulations

d1) Specific regulations on non-discrimination

- ▶ Act 62/2003 of 30 December on fiscal, administrative and social order measures transposes into the Spanish legal framework Directive 43/2000 regarding discrimination on racial or ethnic origin in many areas¹ and 78/2000, concerning all grounds of discrimination under the TFEU but confined to the workplace.²
- ▶ Organic Act 4/2000 of 11 January, on Rights and Freedoms of foreigners in Spain and their social integration.
- ▶ Royal Decree 557/2011, of 20 April, approving the Rules of Organic Law 4/2000 on the rights and freedoms of foreigners in Spain and their social integration, after its reform by Organic Law 2/2009.
- ▶ Act 19/2007, of 11 July against violence, racism, xenophobia and intolerance in sport.

¹ The areas mentioned in Directive 43/2000 are as follows: conditions of access to employment, access to all types and levels of vocational guidance, employment and working conditions, membership and involvement in workers' or employers' organisations, social protection, including social security and healthcare, social advantages, education and access to goods and services.

² The reasons cited in Directive 78/2000 are religion or beliefs, disability, age and sexual orientation.



d2) Education regulations

- ▶ Organic Act 2/2006 on Education, published in [B.O.E. no. 106, of 4 May 2006](#). In Chapter 1, on principles and aims of education, the Act explicitly states in its article 1.c), “Transmission and implementation that favour personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice, and which also help overcome any type of discrimination” as one of the guiding principles of education. These guiding principles apply to all articles relating to different levels of education and the autonomy of schools. This section is particularly important because it affects the school’s education project and rules on organisation, operation and coexistence. They also give schools significant capacity to adopt measures against racism, xenophobia and racial discrimination.
- ▶ Organic Act 8/2013, of 9 December, for the Improvement of Educational Quality (LOMCE), published in [B.O.E. of 10 December 2013](#). The new law amends but does not replace the text of Organic Law 02/2006 of 3 May, on Education. LOMCE essentially includes amendments concerning attention to diversity, both in Primary Education and in Compulsory and Higher Secondary Education, tailoring these to students and the training of teachers in diversity.

Annex 3 ASSESSMENT MATERIALS: QUESTIONNAIRES AND INTERVIEWS

A) MODIFIED AGGRESSION SCALE

Characteristics: 9 items and 2 sub-scales to assess the presence of bullying and angry behaviour.

Application age: 10 to 15 years old.

Cronbach's Alpha: Bullying: 0.83; Anger: 0.70

Scoring instructions:

Point values are assigned as follows:

Never = 0	Never=0
1 or 2 times = 1	Seldom = 1
3 or 4 times = 2	Sometimes = 2
5 times or more = 3	Often = 3
	Always = 4

The scores on the bullying sub-scale (items from 1 to 5) are calculated by adding the valuations of the sub-scale items. This sub-scale has a possible range of 0 to 15.

Items 6 to 9 constitute the anger sub-scale. Because each of the items have different answer options, the scores need to be converted to each item in z scores and those z scores then added.

High scores indicate a higher level of bullying and angry behaviour related to emotional control problems that may underlie the bullying behaviour.

Instructions: Indicate how many times this has happened to you in the last 30 days.

In the last 30 days...

	Never	1 or 2 times	3 or 4 times	5 times or more	
1. I have pushed, slapped or kicked other students					
2. I have insulted other students.					
3. I said things about other students to make others laugh					
4. I made fun of other students					
5. I threatened to hit or hurt another student					
6. I have been angry most of the day					
7. I have been in a bad mood, so the smallest things have made me explode					
	Never	Seldom	Sometimes	Often	Always
8. I have got angry					
9. I took out my anger on an innocent person					

References:

Bosworth, K., Espelage, D. L., & Simon, T. R. (1999). Factors associated with bullying behavior in middle school students. *Journal of Early Adolescence*, 19, 341–362.
Copyright © 1999 Sage Publications. Reprinted with the permission of the publisher Sage Publications. From: Factors associated with bullying behavior in middle school students. *Journal of Early Adolescence*, 19, 341–362 by Kris Bosworth, Dorothy L. Espelage, & Thomas R. Simon.

B) DISCRIMINATORY BULLYING SCALES FOR VICTIMS

My life at school. Checklist

Characteristics:

40 items on aspects of school, including harassment. Six items are used to calculate a Bullying Victimisation Rate.

Application age:

8 to 17 years old.

Presentation of Checklist

Students need an explanation about why the questionnaire is being conducted, for example “We would like to know what happens to people at school. Several things appear in this booklet that may have happened to you during the past week”.

The first item at least should be read aloud to students. They must be explained how to answer the questions.

Each item can be read aloud, and if there any children with a reading age of under 8 years old who may need individual assistance.

Achieve the right environment:

Students must work individually. Each student must have as much privacy as possible. There should be no discussions between students, while the checklist is being completed.

Scoring instructions:

Bullying victimisation rate: items 4, 8, 10, 24, 37 and 39. The rate must be used with groups of forty students or more to establish bullying victimisation levels at school. For groups of fewer than forty students, the rate may not be sufficiently reliable to enable valid comparisons. For schools with small classes, the Victimisation Rate must be calculated for the whole school.

Steps for calculating the Bullying Victimisation Rate

- ▶ Step one: for each of the six items above, count the number of times that a cross is placed in the “more than once” category. Do this separately for each of the six main items (items 4, 8, 10, 24, 37, 39).
- ▶ Step two: divide the scores of each item separated by the number of completed checklists. This will give the percentage of answers per student in each item.
- ▶ Step three: add up the six percentages.
- ▶ Step four: divide this number by six. Use two decimals, e.g. 7.12 or 8.03. This figure is the “Bullying Victimisation Rate” for your school.

Interpretation of results:

Gender differences. The answers of boys are normally around two to three times higher than those of girls. This does not necessarily mean that boys are intimidated more frequently than girls are. Girls are more likely to participate in bullying in more subtle and indirect ways. This behaviour is not mentioned in the checklist. The six items used to record the bullying rate are biased towards greater physical bullying. Consequently, by using the bullying rate, it is easier to detect bullying suffered by boys than that suffered by girls. However, physical and verbal harassment generally coexist, so a high bullying rate can be interpreted as an indication of the likelihood of a high level of general bullying at school, and vice versa. For the same reasons, girls who are bullied might not be so easily identified with the six items alone. Other items, for example 35, “they made fun of me”, or 33, “they told lies about me” can be useful for identifying the bullying of girls. Alternatively, additional items relating to indirect forms of bullying can be included.

References: Arora, C. M. J., & Thompson, D. A. (1987). My Life in School Checklist. Cited in Sharp, S. (1999). Bullying behaviour in schools. Windsor, Berkshire: NFER-NELSON. Updated by Wolverhampton LEA (1992).

Checklist. Mark with an x the answer that best indicates what happened to you last week at school

	Never	Once	More than once
1. They gave me nicknames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. They said something nice about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. They said bad things about my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. They hit and kicked me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Someone was nice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Someone was unkind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Someone shared something with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Someone said they were going to hit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Someone asked me for my lunch/sweets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Someone tried to get me to give them my money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. They frightened me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. They played with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. They excluded me from games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. They laughed at me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have had a group of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I got into a fight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. They made me smile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. They tried to get me into trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. They helped me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I came with friends to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. They played jokes on me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. They played something nice with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. They came to my house to visit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. They tried to harm me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. They spoke to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. They took something from me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. They said something bad about my appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. They shouted at me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. They tripped me up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. They threatened to say things about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. They spoiled my homework/tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. They hid something of mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. They told lies about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. They helped me with my task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. They made fun of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. They made me laugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. They tried to break something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. They gave me something nice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. They tried to hit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. They told me that they liked me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

Now think about the unpleasant incident that most upset you.

1. The person that did it to you was

- Older than you ☐
 Younger than you ☐
 The same age ☐

2. Where did it happen?

- In the classroom ☐
 In the bathrooms ☐
 In the corridor ☐
 In the playground ☐
 Outside school ☐
 Elsewhere ☐

3. Did you tell an adult from the school?

- ☐ Yes ☐ No

4. Did you tell your parents?

- ☐ Yes ☐ No

5. If you told someone, did they help you?

- ☐ Yes ☐ No

6. Do you think the school needs to do something to stop these types of things happening?

- ☐ Yes ☐ No

HOW DO I FEEL AT SCHOOL?

Mark the box that shows how you feel:

I feel	Happy	Sad
On my way to school	<input type="checkbox"/>	<input type="checkbox"/>
When I am waiting outside	<input type="checkbox"/>	<input type="checkbox"/>
When I am in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
During break time	<input type="checkbox"/>	<input type="checkbox"/>
At lunchtime	<input type="checkbox"/>	<input type="checkbox"/>
In the dining hall	<input type="checkbox"/>	<input type="checkbox"/>

Is there anywhere at school where you feel unhappy?

Do you tell the teacher if you are not happy?

What can we do to make you feel safer?

Annex 4 THE PROCEDURE OF THE MEETING WITH VICTIMS, WITNESSES AND PERPETRATORS OF A HARASSMENT INCIDENT

Meeting with victims and witnesses of a harassment incident

Ideally, the teacher who will meet with the victim/witness should know as much as possible about them: family situation, academic record, language, cognitive and communicative development. That information will be very useful for planning the interview, where should take place, how to start it and its length. If it is not possible to have information in advance, the interviewer should pay attention to these variables at the start of the interview in order to interpret what the student is saying and to adapt the communication to that of the victim.

The interview should ideally (Bull et al., 2009¹) be divided into **four stages** which provide the child the opportunity of describing the events in their own words, and which later make it possible to ask closed and more specific questions.

First stage: Understanding, rapport building

It is important that the victim feels safe in the interview situation. They must therefore feel relaxed and comfortable. We must ensure that the meeting is done discreetly, that it does not interrupt activities where the absence of the victim will be obvious and that it is conducted in a place that respects the student's intimacy.

As far as possible, begin the interview by talking about neutral matters. For example, if the teacher does not know the child they can begin by asking them how they would like to be called. The interviewer can also discuss any aspect of interest to the victim in order to give them the opportunity to start speaking confidently. The interviewer can take advantage of this to find out information on their present situation, social and communicative development. If we have managed to identify any significant event of neutral content in the life of the victim, the interviewer could say that they would like to get to know them a little better and ask for more information about that event. The aim is for the victim to start describing something that has happened to them in detail. If they do not do so or stick to a specific event, the interviewer must ask questions to redirect the response (tell me a little bit more about that; tell me what happened in the afternoon...). This chat provides essential information to help the

¹ Bull, R., Valentine, T and Williams, T. (2009) *Handbook of Psychology of Investigative Interviewing: current developments and future directions*. Wiley.

ANEXO 4

The procedure of the meeting with victims, witnesses and perpetrators of a harassment incident

interviewer to decide on what type of questions ask later in the interview. The number of words per phrase that the child uses in the rapport-building phase may help the interviewer determine the suitable length of questions to be asked subsequently.

Another of the objectives of this stage is to get the victim to start to assume the role of the narrator of situations that only they will know. Some children assume that they are interviewed because they have done something wrong. They may also feel guilty, so we need to be very tactful when explaining the need for them to tell the truth and not questioning what they say.

There are also cultural differences regarding the type of questions that adults ask children. For example, there are cultures in which children are not normally asked questions when adults know the answer. If the incident took place in the presence of adults, it is likely that some children will not understand why they are interviewed, and this will determine their answers. Very small children often think that all what they know adults know as well, so it is better to make them think that the interviewer does not have any idea of what happened.

If the victim has any type of disability, special care must be taken to develop effective interview strategies that play down its impact. In the case of particularly vulnerable victims, it is possible that they will not be aware of the situations of abuse that they are suffering. If this were the case, it would be advisable to apply special interview protocols such as the recommendations by Manzanero et al. (2013)²

Second stage: free recall

At the end of this stage, it should be explained to the child what the interview is about -if conducted at the request of the teacher- but without going into too much detail. This will help them to understand what is expected of them and to provide a real version. We will ask them to tell us what happened in their own words.

Open questions can be asked, but only very general ones, in order to focus on experiences relevant to the interview (do you know why we are here today? Is there something you would like to tell me? Tell me everything you remember about that situation). If the child responds positively to these questions it is time to ask them for their own version of the events.

In this stage, the interviewer will act as a facilitator (collaborator), and not as an interrogator. It is essential to avoid inappropriate questions in the early stages of the interview; all efforts must be focused on obtaining information about the child, spontaneously and not influenced by the interviewer.

The interviewer must resist the temptation of talking even when the child appears to have finished. Tolerance and patience is necessary with pauses and silences, even if they are long. The interviewer's silence is a way of inviting the victim to continue to talk.

2 Manzanero, L. Rcio, M. Alemany, A. and Cendrá, J. (2013) Support for Victims with Intellectual Disability. María Valcarcel Foundation. http://sid.usal.es/idocs/F8/FDO26831/atencion_victimizacion_manzanero.pdf

It is very likely that if the student has been the victim of similar attacks on different occasions they will find it difficult to stick to one specific event. When this happens, victims tend to give us a script of what has been happening to them. Often these accounts do not contain details or provide apparently contradictory information, or conflict with the interviewer's prior knowledge. When this happens, we must move on to the third stage, asking questions that help to focus solely on the account.

Third stage: focusing the information

To focus the account on what happened, we must ask more specific questions that refer to an actual event (tell me what it was like the first time; tell me about the last time it happened to you; what happened during the last break time...) or which help us to obtain more information.

We can use **open questions**. When the child has finished giving their account (the length of which will vary depending on various factors and age), we can start to ask questions. Open questions are asked so that the child can provide information. The questions must be gentle though, without pressurising them, using information provided by the child without introducing any other. We must let the victim know that maybe they will not remember, and make it clear to them that it may be fine on occasions to simply answer by saying "I don't know".

Questions that use the expression "why?" should be avoided as they are often interpreted as putting the blame on the victim. Repeating questions that the child has just answered should be avoided too, as this is usually interpreted as criticism of their original response, or that their first answer is incorrect, and tends to lead to victims, particularly the youngest, changing their answer.

It is also possible to use **specific but non-leading questions**. They help to broaden and clarify information, but they do not have to be leading in the sense that the question implies the answer. The child, and the adult, may try to answer the questions according to what they think the interviewer wants to hear. During this stage, questions that require a "yes" or "no" answer, or only allow two possible answers, should not be asked. Care needs to be taken with the language because children find it very difficult to remember events if adult language is used. It may be appropriate to ask the date of the incident, the day of the week or time; it is better to use life events that have meaning for the victim (before holidays, a birthday, after break time, etc.). It is possible that some of the information obtained during the first stage will give us information on the victim's routines that can be used later.

It is also possible during this stage to help the victim remember by re-establishing the context -getting them to remember the physical conditions (place, people, temperature, noise) in which the incident took place-. Questions that help the victim to describe their aggressors can also be introduced -normally we do not have good vocabulary for this- (who does he/she look like? why? in what year do you think he/she is? why?). We need to try to discover "literally" the verbal assault suffered by children and the chain of incidents produced.

Closed questions can be used when specific questions have not been sufficiently productive. Such questions allow few possible answers, but preferably more than two. For example, we can ask them about the aggressors, who else was present, or about any specific aspect of the situation.

In-depth questions must be left until the final stage of the interview, as they largely depend on what was answered in the previous stages. It is also better to ask them only when certain issues have been overlooked in all the previous stages.

ANEXO 4

The procedure of the meeting with victims, witnesses and perpetrators of a harassment incident

Once we have found out the victim's version of events, we can explore how they feel. Let them express their feelings and concerns. We can also ask them how they would like the situation to end up, what they would like to do themselves and how they would like us to help them.

The aim is to ascertain the victim's perception of their own abilities to cope with the situation and give them, during the interview, during private sessions or in the classroom, new abilities to boost their self-efficacy, self-esteem and skills to deal with attacks. For example, children can be helped by rehearsing responses to the teasing that they have to face, using I-messages to communicate assertively.

If the victim shows any fear during the interview, we must let them do so without playing down their feelings. We must provide an assertive response, making them see that we understand what they are feeling, and assuring them that we will not stop them from dealing with the situation. We must explain to them that we are there to help them, to rectify a situation that affects us all and that what they are telling us will not mean they will become the victim of any revenge attack. We must say this and assure ourselves that this is the case. If we have a protective "school mates programme", it is time to speak to the victim about it and ask them if we can share their problem with a "protective school mate".

Crying is a normal emotional expression. We should let the victim cry during the interview, but without focusing on the expression of the emotion. Offer them a tissue or water. Change the subject we are talking about if we see them becoming tongue-tied. If the victim expresses hopelessness or wants to end it all, do not be afraid to ask questions. Allow the person to express their feelings and their concern without judging them. Say things like "I am here to help you", "Let's talk" and "I am here for you". If the interviewer believes there to be a suicide attempt risk, they must seek specialised help. The reader will find further information about this matter in the "Attention to suicide risk" section.

Fourth stage: closing the interview

The aim of this stage is for the victim to come out of the interview with greater hope and strength rather than distressed. For this, we will review the most relevant parts of what they told us, and the actions that we are going to implement. This summary should be in a language suited to the victim and not using adult language.

The student should be allowed to ask all the questions they want or add anything they wish to what they said previously.

The student will be informed of the next steps to be taken, according to the school's protocols and help requested in the previous stage.

Attention to suicide risk

Although it is uncommon behaviour³, suicide is the most serious consequence of violent racist and xenophobic experiences suffered by minors. We should also consider that although both prepubescent suicide attempts and actual suicides are exceptional, they do increase in adolescence.

Stressful life events, particularly peer harassment in schools, have been related to suicidal ideation and behaviour and high levels of emotional distress. Particularly concerning are the results of the study *“Child and Adolescent Self Harm in Europe (CASE)”*, from an Irish sample, which revealed that 19.4% of adolescents recognised that they had been the victims of peer harassment. The likelihood of these adolescents making a suicide attempt was four times higher than those who had not suffered this experience. If, in addition to harassment, any psychopathological disorders are present, such as depressive symptoms, there is a high relationship with suicidal behaviour, particularly among males. Cyberbullying is the latest form of peer harassment. Although it is less studied, it is also a risk of suicidal ideation and behaviour in both victims and aggressors.

Alarm: risk of suicidal behaviour

The following behaviours are common among people who are considering suicide:

- ▶ Threatening to hurt or kill themselves.
- ▶ Looking for ways to commit suicide or talking about a suicide plan.
- ▶ Talking, writing or drawing about death, dying or suicide (particularly when this was uncharacteristic of the person or very unusual).
- ▶ Expressing feelings of hopelessness.
- ▶ Expressing feelings of anger, rage or revenge.
- ▶ Becoming involved in unnecessarily risky or irresponsible behaviour.
- ▶ Expressing feelings of being trapped, not seeing a way out.
- ▶ Increased use of alcohol or other drugs.
- ▶ Withdrawing from or avoiding contact with friends, family members or their surroundings.
- ▶ Being anxious or agitated.
- ▶ Lower school performance.
- ▶ Abnormal sleep patterns, such as not sleeping or sleeping all the time.
- ▶ Dramatic changes in mood, such as feelings of joy after a long period of sadness or depression.
- ▶ Getting rid of their possessions or saying goodbye to their family and friends.
- ▶ Losing interest in many activities in which they previously took part.
- ▶ Saying that there is no reason to live and that life is an absurdity.

Reference: Adapted from the clinical practice guidelines for prevention and treatment of suicidal behaviour. Ministry of Health, Social Policy and Equality (2011).

³ Ministry of Health, Social Policy and Equality (2011). Clinical practice guidelines for prevention and treatment of suicidal behaviour. http://www.guiasalud.es/GPC/GPC_481_Conducta_Suicida_Avaliat_vol1_compl.pdf



Interviews with aggressors: the stages of motivational interviewing

The technique outlined below is intended for young people connected with violent radical groups who have participated as aggressors in harassment incidents at school.

Although the interview is a continuation of the stages related to the motivation of the young person, it is very likely that these stages will not occur linearly; there may be backwards and forwards movements, which are characteristics of the change process. During each stage the interviewer must try to be as neutral as possible, encourage the young person to explore the pros and cons of their choices and develop by themselves a motivation for change.

Precontemplation stage

The young person is not interested in abandoning the radicalisation process, probably has not even considered it. The intervention would involve:

- ▶ Appreciating that the decision to join the group is an individual decision, which the student has a right to (“it is your life and I respect your right to make your own decisions”).
- ▶ Providing information about the possible dangers of the decision, which can help the person to generate reasons for change (“if the group promotes the use of violence and illegal methods, you may end up being reported”).
- ▶ Encouraging self-exploration (“how do you feel as a member of the group?”)
- ▶ Let the young person know that you are available to talk if and when they decide.

Contemplation stage

The young person experiences some ambivalence, but is not ready to abandon the group in the near future. The interviewer must:

- ▶ Validate the experience of the person.
- ▶ Recognise that ambivalence is completely normal and that often situations have positive and negative aspects.
- ▶ Help the person to identify and explore the pros and cons of belonging to the group: “What is it you like about being a member of the group? Is there anything you do not like? What would be good about leaving the group? What might you lose if you leave? What would be good if you stay? What would be the costs of staying? Who sets the rules of the group? What happens if you do not agree with them? What are you expected to do as a member of the group? Are people free to leave the group? Do you know anyone who has left it?”
- ▶ Ask about things that have changed since they were in the previous situation (precontemplation).
- ▶ Assure the young person that they have control over their decisions, what they do and when they do things (“it depends solely on deciding whether white supremacy is right for you and if you want to get involved or not. Whatever your decision, I am here to support you”).

Preparation stage

The young person considers leaving and looks at ways of getting away. They plan to act in the near future. The intervention of the interviewer involves:

- ▶ Recognising the importance of making the change (“I imagine it is a big decision for you”).
- ▶ Developing a plan of action and identifying the steps to take, for not only leaving or spending less time in the group but also filling the space previously occupied in their life. It is possible to foster an ideological change by encouraging the person to participate in social actions that promote change without the use of violence, teaching them to interact with people with different beliefs in a positive and conciliatory manner; encourage critical thinking, teaching the young person to question ideas, texts and leaders of racist and xenophobic thinking⁴.
- ▶ Identifying potential difficulties and strategies for tackling them (“If you stop writing in the forum, how do you think others will react? Is there anything you can say to them to make it easier to stop your participation?”).
- ▶ Helping the young person to identify social support that can help them maintain the change. Helping them through new school friends or encouraging them to participate in sports teams provides a social network that reduces isolation, offers alternative narratives and helps them to find common interests with others.

Action stage

Ties are severed with the violent radical group and the young person must adapt to the new situation. This can take at least 3 to 6 months. The interviewer must:

- ▶ Recognise their achievements
- ▶ Continue with the support strategies of the previous stage. Bear in mind that the young person may need psychological support or the support of social workers. Put the young person in touch with these services.

Relapse stage

- ▶ If this occurs, recognise that it is normal.
- ▶ Help identify the factors leading to relapse and strengthen the strategies to combat them, for example by strengthening the social network if they have experienced loneliness and isolation.

4 There are different movements that provide strategies for dismantling the conspiracy theory and helping to combat racist and xenophobic beliefs. Some can be found at: exit white power (<http://exitwhitepower.com>) or how to stop rumours (<http://www.frenaelrumor.org/data/files/pdfs/guia-frenaelrumor.pdf>).

ANNEX 5.

SUCCESSFUL EDUCATIONAL PRACTICES



Accem

Address: Pza. Santa María Soledad Torres Acosta 2. 3ª planta. C.P. 28004 Localidad Madrid

Autonomous Region Madrid

Website/email www.accem.es
discriminacion@accem.es; programas@accem.es

General objective

The general objective of the Programme for the support for victims of discrimination is to improve the attention that potential or actual victims of racial discrimination receive, help prevent discriminatory practices and promote equal treatment and opportunities in Spanish society.

Successful educational action

Name of programme or initiative:	Programme for the Support of victims of racial or ethnic discrimination (Ministry of Employment and Social Security-FAMI)
Why is this initiative relevant?	This experience aims to provide more comprehensive and appropriate support for victims of ethnic discrimination, help to prevent situations of racism, discrimination and intolerance, and promote equal treatment in Spanish society.
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	The programme's main objective is to combat racial or ethnic discrimination. However, its various actions also consider other causes of discrimination and "diversities" (gender, sexual orientation, age, disability, religion or convictions, etc.).

What does this experience consist of?

This programme provides a support and advice service for potential or actual victims of racial or ethnic discrimination.

To respond to discriminatory practices, the situations identified are documented, incidents detected are analysed and investigated, and information, guidance and support (social and legal) are offered to those affected.

There is also a focus on working to avoid racial or ethnic discrimination, raising awareness about these problems and promoting equal treatment in different areas of our society. To this end, dissemination, information and awareness-raising actions are implemented with different target groups: people liable to suffer this type of discrimination, professionals from different fields, students at different educational levels, community actors and resources, etc.

Information and materials are also designed, prepared and disseminated through different channels: the website of the organisation, publications and brochures, newsletters, visual materials, etc.

Finally, networking and participation in platforms and fora associated with this subject matter are also part of the programme's actions, in order to establish coordination, cooperation, exchange and mutual learning mechanisms.

Specific objectives

- 1) Provide a social and legal support and advisory service for potential or actual victims of racial or ethnic discrimination. Identify and document cases of discrimination.
- 2) Develop information and awareness-raising actions addressed to professionals from social entities, public service workers, etc., on equal treatment and non-discrimination.
- 3) Develop information, awareness-raising and dissemination actions addressed to groups of users of Accem schemes, help them to know their rights, what to do and where to go in these situations.
- 4) Develop education and awareness-raising actions on tolerance, equal treatment and non-discrimination to prevent or reduce the presence or proliferation of racism and discrimination by racial or ethnic origin in the Spanish society.
- 5) Collect, prepare and distribute information on existing regulations, reports, resources and news of interest in this area through the Accem website or other channels.
- 6) Strengthen networking and establish coordination, cooperation, exchange and mutual learning mechanisms.

Actors involved in its implementation

To implement this programme's actions, there is a collaboration with the following organisations:

- Other non-governmental organisations and social institutions;
- Local, provincial and regional administrations;
- Schools and parents' associations (AMPAS);
- Community and/or neighbourhood resources (associations, social service centres, health centres, etc.);
- Networks, platforms, working groups, agencies and specialised fora.

Characteristics of the targeted population of the initiative

The programme is designed for:

- Immigrants (third country nationals) which might be discriminated by racial or ethnic origin.
- Immigrants (third country nationals) who believe that they have been victims of racial or ethnic discrimination (actual or potential victims) and who require the support, guidance and advice of a professional on equal treatment.
- Other target groups such as: general public interested in this matter, professionals from Accem and other social organisations, certain public services professionals, suppliers of goods and services such as housing, teaching, health, students and other members of the educational community, etc.

Resources assigned to the initiative

The programme is funded by the Ministry of Employment and Social Security (Directorate-General for Migration) and the Asylum, Migration and Integration Fund (AMIF).

The project has a total of 12 part-time workers.

Contents of the initiative

The programme has been carried out since 2012 in five cities where the organisation is present: Gijón (Asturias), Burgos (Castilla y León), Madrid (Madrid region), Valencia (Valencia region) and Seville (Andalusia). As previously mentioned, the following content-related actions are implemented:

1. A social and legal support and advisory service is provided for potential or actual victims of racial or ethnic discrimination. Discriminatory incidents detected are recorded, documented and investigated, advice is offered for dealing with these circumstances and communication and mediation actions implemented with the alleged discriminatory actors.
2. Awareness-raising, dissemination and training actions on equal treatment are implemented with staff from the organisation and other professionals from social institutions and public services.
3. Information and awareness-raising workshops are designed and given with potential victims of racial discrimination to promote understanding of their rights, what to do and where to go in these situations.
4. Workshops are conducted to prevent racism and racial discrimination -reflection and group discussion activities, entertain-oriented and participative dynamics, audiovisual or eyewitness testimonies, racism prevention weeks- in schools and other spaces.
5. Information, communication and dissemination actions are promoted to raise awareness of and teach equal treatment and non-discrimination: preparation of teaching materials, publication of brochures and posters, publication of visual materials and web content, etc. In this context:
 - a) A quarterly newsletter of important news on "Equality, Diversity, Non-discrimination" is published and disseminated to promote diversity, equal treatment and the combating of discrimination.
 - b) Two workbooks have been prepared and distributed (Combating racial or ethnic discrimination. Approach to the key concepts and Audiovisual materials for working towards equal treatment), practical tools designed to further the promotion and defence of the equal rights of all people. Click on this link to download the materials.
 - c) An information pack on the subject matter entitled "Equal treatment and non-discrimination" has been prepared and distributed, and is available on the Accem website. It is an information space with tools and resources, events and news, publications, links and other resources of interest on the matter. Click on the following link to access the pack on Equal Treatment and Non-discrimination.

Brief description of the system for monitoring and assessing the initiative

The monitoring and assessment mechanisms used to assess the quality and the impact of the project:

- Through state-level coordination, continuous and permanent contact is maintained with the staff running the project to plan, promote, coordinate and support the various actions implemented.
- Information and data are compiled on the actions carried out: various tools and records have been created to account for the activities performed and collect the necessary information for its assessment.
- A set of indicators has been defined to measure the achievement of the objectives and results.
- Reports on the results have been prepared which are sent to the responsible authority.
- Different assessment mechanisms (questionnaires, direct observation...) are used to gather information from the beneficiaries of the actions to improve the services and activities provided.
- A Quality Management System (the ISO 9001:2008 standard) is used for the monitoring and continuous improvement of the services offered (ES10/9125 certificate).

Main conclusions

Some of the main achievements to date include:

- Since its introduction, the different actions of the programme have resulted in a significant number of beneficiaries (around 9940).
- It helped to generate greater understanding, awareness, knowledge and visibility of the problems of racial discrimination in Spanish society.
- It has improved the skills of the staff in the organisation and other actors for identifying and dealing with discriminatory acts.
- It has contributed to the empowerment and the improvement of the skills of people affected by racism and discrimination for tackling these situations.
- It has contributed to the systematisation and the improvement of work methodologies and intervention in this field.

Factors that ensure the success of the initiative include:

- The importance of working with methodologies and approaches adapted to the beneficiaries, according to their needs and knowledge, and the objectives pursued.
- The importance of building close ties and cooperation with actors in the territory in which the programme is being implemented, promoting the mobilisation and the involvement of new actors in combating racism, discrimination and intolerance.

Challenges

Some of the main challenges identified are as follows:

1. Broaden the knowledge, information and awareness of citizens in general on the right to equality and non-discrimination. There is a lack of awareness and great lack of knowledge in this respect at all levels of Spanish society.
2. Improve and strengthen the mechanisms for protecting victims of racial or ethnic discrimination and/or for other reasons, so that they can feel truly supported and are encouraged to report the incidents suffered.
3. Promote and strengthen actions designed to train and/or prepare different actors (NGOs, public service professionals, companies, lawyers, judges, public prosecutors, etc.) to prevent, identify and tackle discrimination for various reasons.

Rivas Vaciamadrid City Council. Department of Education. Madrid Region

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Successful educational action

Name of programme or initiative:	Includ-ed project:: Successful Educational Actions
Why is this initiative relevant?	Because it has been promoted at a municipal level among all schools in the locality, with 50% of schools in the municipality participating.
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	Successful Educational Actions help to achieve the academic improvement of all students and coexistence in any context. Work is carried out in the classrooms with all students, valuing and taking advantage of the diversity and variety of students and families and members of the community: different ethnic backgrounds, socio-economic and sociocultural profiles, skills. The classrooms of state schools, state-assisted private schools, nursery (0-3 and 3-6), primary, secondary and higher secondary, line 1 or line 5 schools and special education schools are all included.

What does this experience consist of ?

The City Council offers Successful Educational Actions to all schools in the municipality. These actions have been scientifically validated internationally through the Includ-ed Programme. Those actions which provide learning improvements for all children in any context, as well as an improvement in coexistence are also offered.

A collaboration agreement was signed in 2010 with the University of Barcelona through the Centre for Research in Theories and Practices to Overcome Inequalities (CREA). The agreement was extended in December 2014 until the end of 2018.

The framework that provides technical support, bearing in mind the characteristics of the locality, is the Municipal Support for Schools Programme (PAMCE). The project is offered to all schools, stipulating minimum requirements that must be fulfilled to ensure its quality (training for all teachers, implementing Interactive Groups on all levels at least once a quarter, weekly or fortnightly, evaluation of teachers, volunteers and students, etc.). The whole community comes to work together.

General objective

- Find out the conclusions of the INCLUD-ED project: Strategies for inclusion and social cohesion in Europe through the education.
- Embrace educational actions designed to promote the success of people in the context of the information society and o improve coexistence.
- Find out how these successful actions are being implemented in nursery, primary and secondary education schools.
- Promote the knowledge and the implementation of the dialogic model of conflict resolution in all schools.

Specific objectives

- Know the principles of Dialogic Learning as a conceptual framework and reflect on their importance in the development of successful educational actions.
- Develop successful strategies in classrooms and schools, analysing and assessing the results.
- Carry out further analysis and improvement of the development of Interactive Groups.
- Incorporate other successful educational actions (development/analysis/assessment), related to:
 - o Dialogic Reading: Dialogic Literary Gatherings, Godmothers and Godfathers of Reading, Accompanied Reading.
 - o Training of family members with instrumental dimensional.
 - o Extension of learning time.
- Generate local support networks.
- Involve more departments and/or areas of activity.

Actors involved in its implementation

Rivas City Council, Centre for Research in Theories and Practices that Overcome Inequalities (CREA), University of Barcelona.

Main coordination and advisory service: members of the Madrid Learning Communities project.

Parents' associations and families (AMPAS), Department of Education (technical staff, admin. staff, Support Service for the Educational Community), 15 schools.

Includ-ed Project Monitoring Committee of the Rivas Municipal Education Council: sectors of the educational community and other social actors (parents associations, university researchers, representatives of various political parties, unions).

7

Characteristics of the target population of the initiative

Rivas is one of Europe's youngest cities, 53% of the population is under 35 years of age. The average age is 34.1 years, with 18% of the population is at school age (14,758). Culturally, the population of the locality is heterogeneous. There are people of Moroccan origin, Roma culture and a range of other nationalities. The population is also heterogeneous in socio-economic terms, with a majority of families having a medium-high economic status alongside others with a low one.

Resources assigned to the initiative

Human resources:

- Volunteers: in 2014/2015 there were around 600 weekly volunteers, including family members, university students in work practice, former students, fourth-year secondary education and higher secondary education students, teachers, non-teaching staff from schools (admin. staff, cafeteria and other staff), people from care homes, friends and relatives of coordinators, neighbours from the locality and volunteers from outside.
- Coordinators belonging to the Madrid Learning Communities Team: 2 members plus 3 temporary and 4 during 2013-14.
- Students: in 2013-14 approximately 3,500 students.
- Teaching staff: more than 200 teachers from the first year of nursery education through to higher secondary education.
- Technical and administrative staff from the city council: 3 part-time workers.

Funding:

- Budget of the City Council for project training, monitoring and assessment.
- Annual addendum to the collaboration agreement for the training, transport, meals and accommodation of CREA staff. Infrastructure:
- Schools
- Municipal centres

Contents of the initiative

CREA's contribution to the successful educational actions: Interactive Groups (IG)

- Dialogic Reading
- Training of relatives.
- Extension of learning time.
- Dialogic coexistence model. Advice and training for schools for implementation.

Advice and training for professionals, municipal technical staff and multidisciplinary teams. Advice and training for family members, volunteers and the educational community.

Training provided:

- Dialogic learning
- Participation of family members
- Dialogic reading
- Gender Violence Prevention
- Specific training in different successful educational actions
- Inclusive learning.
- Dialogic conflict prevention and resolution model.

Monitoring and accompaniment of successful educational actions in each school and with each teacher, relatives, etc. Evaluation of successful educational actions with teachers, volunteers and students (preparation of evaluation instruments).

Evaluation of the implementation of the project and what this has meant as a transforming element in terms of: participation of families, relationship between different sectors, how it improves the relationship of boys and girls in and outside the school, among families, between families and teachers, of families with the Department of Education.

Presentation of the experience in national and international conferences and the local councils of other localities.

Publication in local and national press.

Brief description of the system for monitoring and assessing the initiative

During the academic year each of the successful educational actions implemented by each teacher in each school is monitored by visiting the classroom, which also serves as practical training for teachers and volunteers.

Periodic meetings with management teams and project coordinators (both the teachers and volunteers in each school).

Quarterly assessments in some schools jointly with teachers and volunteers, and in other schools in separate sessions for teachers and volunteers or by educational levels.

End-of-year assessment in schools with teachers, volunteers and students using questionnaires and/or discussion groups.

Assessment of successful educational actions, their organisation and implementation, difficulties, role of volunteers, improvement in instrumental results and improvement in coexistence.

The Municipal Support for Schools Programme does an assessment by stages together with the schools.

Main conclusions

The whole educational community is involved in student learning through the interaction of its members and through dialogic learning:

- Improvement in learning of all students in any context
- Improvement in coexistence in and outside schools of both students and families
- Actual transformation of socio-educational context improving participation
- Creation of high expectations in all sectors of the community.

The monitoring committee, which has evolved with the project, has achieved a true educational community with a common objective.

There has been a surprising evolution of the project growing in number of schools, classrooms, families and volunteers involved, as well as the minimum requirements after the 2nd, 3rd or 4th year project assessments.

This experience has created a local network based on very solid education not present in other similar localities.

Challenges

Transform the vision of teachers.

Turn difficulties into opportunities: dream.

Find volunteers.

Involve families of all ethnic groups. Steadily increase the number of involved:

- Schools, Teachers, Profiles of Families and Volunteers, Departments (Education, Children's, Senior Citizens', Women's), and Associations (Arabic Delicatessen, Fundación Secretariado Gitano, Asociación El Fanal, ACCEM), Successful Educational Actions

Disseminate: logo, meetings, conferences, pool of volunteers.

Continue to improve the academic results of students, particularly of those most vulnerable, obtaining results such as that of the first Roma ethnic student to pass the final exam of the Madrid region's bilingual programme (external test performed by Trinity College from London).

Rivas should become a great learning community where contexts and environments work as part of a network: City council, nursery schools, schools, secondary schools, various government departments, associations, coordinators of volunteers work at the schools.

Transformation of schools into Learning Communities, one of which was transformed in 2012. Another carried out awareness-raising in September 2015.

Cepaim Foundation

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Actuación educativa

Name of programme or initiative:	Programme for the promotion of integration and intercultural coexistence in the education field.
Why is this initiative relevant?	This is a programme that promotes coexistence and combats racism through non-specific preventive activities (without working directly on racism and xenophobia help to generate spaces of intercultural coexistence).
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	Ethnic, racial and religious diversity.

What does this experience consist of?

This project is designed as a collaboration with schools to enable, facilitate and promote the process of building an intercultural education environment in which students of very different cultural origins coexist. Intercultural Education aims at building educational spaces where the different forms of expression of are visible and respected.

To build intercultural coexistence environments in our schools, the programme focused on establishing the role of the intercultural mediator and promotes mediation actions for social integration.

Through classroom activities, joint activities involving teachers, students and families, action groups that plan, prepare, develop and evaluate activities for the rest of the students, a succession of intercultural actions are shaped aiming at improving coexistence in schools.

The project is carried out in three towns in three different autonomous regions: Navalmoral de la Mata (Extremadura), Bolaños de Calatrava (Castilla La Mancha) and Lepe (Andalusia).

General objective

Promote spaces for intercultural mediation in educational environments with students, teachers and families to achieve greater social cohesion in the educational community.

Specific objectives

1. Promote non-formal education-based intercultural initiatives that help to create and/or strengthen coexistence and youth participation
2. Promote leisure and free-time strategies that foster relations of boys/girls, young people, teachers and families with different cultural backgrounds.
3. Create training spaces for teachers and families, providing teaching tools and materials for multicultural contexts.
4. Promote study guidance actions, coaching, educational support and social skills for coexistence.
5. Organise internal and external coordination spaces among various actors involved in the project.

Actors involved in its implementation

- Schools Parents' associations
- Local Councils
- Associations from territories where it is implemented
- Volunteers

Characteristics of the target population of the initiative

Students, teachers and families from schools located in areas of social exclusion with a high immigrant population rate.

Resources assigned to the initiative

Human resources: 1 coordinator; 3 mediators; 5 volunteers; school teachers; 3 specialists from city/town councils.

Infrastructure: The infrastructure for each school for community-type activities is provided by the city/town councils.

Funding: Ministry of Employment and Social Security, Asylum, Migration and Integration Fund (AMIF).

Contents of the initiative

- The creation of participation and communication spaces in non-formal education to promote: the role of young people, active listening, cooperation and empathy. These contribute to improving coexistence in the educational community. It is based on the methodology known as: “peer mediation”, “school peer mediation” or “youth mediators”.
- The promotion of leisure and free-time spaces under a preventive perspective that help to establish open, flexible and respectful relationships that improve integration and coexistence at schools and in the neighbourhood.
- Support teachers and parents, providing them tools, training and teaching materials on managing diversity in multicultural contexts. This is carried out by means of workshops, meetings or conferences.
- The consolidation of new relationship and intervention strategies in the educational community where each of the actors (school, family and community) acquires a position of importance to promote proposals to improve coexistence.
- Strengthen the coordination between various technical players involved in the project.

Brief description of the system for monitoring and assessing the initiative

Monitoring system:

- The Cepaim Foundation has a quality system that meets the requirements of the ISO 9001:2008 standard. The organisation has a Quality Department which ensures that all the processes adapt to that standard.
- In each territory the technical managers of the programme hold fortnightly and monthly meetings with the heads of each school and the city/town councils.

Specific, intermediate and final assessment:

- There is an assessment At the end of each activity.
- In June there is an annual interim assessment of the programme's results (qualitative and quantitative).
- There is a final annual assessment in December, although this is an intermediate assessment as this programme was started in 2013.

Main conclusions

The programme is having very good results in the schools and neighbourhoods where it is being implemented for the following reasons:

- The programme directly involves all educational community actors in its planning, implementation and assessment: Students, teachers, families, local councils and entities.
- The action groups, which are the programme's methodological basis, enable this involvement and networking of entities.
- Preventive and non-specific actions to improve coexistence are helping to establish relationships among the population (both students and families).
- An important factor to consolidate the positive results is the persistence of the programme.
- The results have an impact on the school, and are also improving coexistence in the neighbourhoods.

Challenges

- Greater involvement of fathers in the process, as mothers participate in 90% of cases.
- Convey the activities to the neighbourhoods to develop community-type actions that strengthen coexistence not only in schools, but also in the area.
- Greater involvement of city/town councils and other entities to strengthen networking and achieve better community coexistence and social cohesion results.
- The sustainability of the programme, as it depends 100% on annual public funding calls. One solution would be long-term funding of the programme.
- Innovation and research in new actions to maintain the motivation and involvement of the entire educational community in the implementation of the programme.

Movement against Intolerance

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Autonomous Region Madrid region

Website /Email <http://movimientocontralaintolerancia.com/intolerancia@terra.com>

Successful educational action

Name of programme or initiative:	Workshops on Multiculturalism and Acceptance of Diversity in Schools	
Why is this initiative relevant?	<p>We are witnessing the development of very diverse social, cultural and religious societies in which outbreaks of intolerance, discrimination, racism and xenophobia occur. These hinder the coexistence and social integration of immigrants and ethnic, cultural and religious minorities. It is therefore essential to raise awareness of and promote multiculturalism and acceptance of diversity in schools.</p> <p>Schools are an important space of coexistence for adolescents from different countries, and where prejudices and discriminatory and racist attitudes are displayed. It is therefore vital that tolerance, solidarity and multiculturalism are promoted at school, as well as appreciation of educational diversity as a source of enrichment. The Workshops on Multiculturalism and Acceptance of Diversity in Schools is designed to carry out preventive awareness activities on racist and xenophobic behaviours in order to counteract these behaviours and to improve the management of diversity guided by tolerance and intercultural perspective.</p>	
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	Students: Immigrants, students of diverse ethnic, racial and national origin, Roma people, religious diversity (Muslims), etc.	

What does this experience consist of?

"Workshops on Multiculturalism and Acceptance of Diversity in Schools" are delivered to first year of secondary education students, in public schools, state-funded private schools and private schools. They are carried out in schools at request and after information meetings about the content and objective with the Director, tutor, careers adviser and/or school teacher. Two sessions with appropriate materials, including musical and visual tools are used. Work is done on the neutralisation of prejudices, stereotypes and any type of discrimination and intolerance, promotion of knowledge and teaching values of tolerance and multiculturalism essential to the school community.

Objetivo general

1. Prevent the appearance of racist, xenophobic and related intolerant behaviours.
2. General objective
3. Neutralise stereotypes, prejudices, discriminatory topics and misconceptions that prevent acceptance of diversity.
4. Encourage values of Tolerance, Non-Violence, Human
5. Rights and respect for People's Dignity.
6. Encourage understanding of the importance of a diverse, inclusive and democratic society for the person's all-round development.

Specific objectives

- Identify stereotypes and prejudices that lead to discrimination.
- Develop empathy, acceptance of diversity, integration and multiculturalism.
- Develop Sympathetic Tolerance and Equal Treatment.
- Develop understanding of Universal Human Rights and understanding of the Human Rights of women as an inherent part of them.
- Expel myths, stereotypes and prejudices that uphold the inferiority of women.

Actors involved in its implementation

The actors involved are members of the Educational Community: head teacher, directors of studies, careers advisers, teachers, as well as students and tutors (mothers, fathers) and others.

7

Characteristics of the target population of the initiative

The target population are school users: adolescents under 14 years old and teachers.

Resources assigned to the initiative

Human resources: programme staff, teachers from the organisation to run the workshops and support volunteers.

Technical resources: videos, computers, music DVDs: "Rap against Racism" and "Reggae against Intolerance"

Economic resources: the workshops are held within the framework of a programme funded by the General Secretariat for Immigration and Emigration and EIF funds from the European Union.

Brief description of the system for monitoring and assessing the initiative

Monitoring is 3-phase:

- The first is offering and organizing the activity with the schools, where duration, dynamics and objectives are explained. -The second is the actual development of the activity; where the time frame and pace of the activity and whether the agreed beneficiaries are reached are monitored.
- The third phase is the evaluation of the activity, covering the receptiveness of the school and its interest, involvement and assessment for future occasions. The evaluation is done quarterly, with the coordination team meetings and an overall assessment of the impact on different areas and designed to promote the dissemination of knowledge in the defined fields of activity.

Main conclusions

- The Workshops on Multiculturalism in Schools is the organisation's star programme. These workshops are carried out in all the cities where the organisation is based (Madrid, Valencia, Zaragoza, Valladolid, Seville and Malaga). They have been done every year for the last ten years. Funding for the programme has allowed a continued work in schools where the presence of immigrants or problems with acceptance of diversity can lead to intolerance.
- Every year an average of 360 workshops for 9000 students are taking place, at the request of schools.
- Demand is increasing and actually exceeds the capacity of the programme according to the available resources. Schools value the programme very positively. The programme is complemented by other local or regional support for other school activities, although with a similar objective. This results in around a thousand school days per year, and 25,000 participating students.

Challenges

- The main challenge is the limitation of resources for this activity which does not allow to cover all the demand of schools.
- This activity is part of a Preventive Awareness Activities Plan, through which other additional school activities in several municipalities are performed.

Autonomous Region of the Canary Islands

Address:

Autonomous Region

Canary Islands Region

Página web/
Correo electrónico

<http://www.gobiernodecanarias.org/medusa/ecoescuela/acosoescolar/>

Successful educational action

Name of programme or initiative:

School Bullying Prevention and Support Programme

Why is this initiative relevant?

It is essential that any situation of school violence is made visible, so that zero tolerance to violence is a reality and not just a mere desire. But most of all any bullying should be made visible, and the end of this abuse and protection and safety at school of students who have suffered from bullying and their families should be guaranteed. Therefore teachers must have the necessary tools and training to deal with such situations.

Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)

School bullying is not related to any specific type of diversity or difference. In fact, any type of diversity, in the broadest sense of the concept, can trigger bullying.

What does this experience consist of?

In the Canary Islands we have had since 2006 a programme to prevent, detect and intervene in conflicts of coexistence related to peer violence and school bullying. The School Bullying Prevention and Support Service is managed, coordinated and supervised within this programme and served by a team of psychologists specialised in school bullying. This service provides "Immediate Telephone Support" from Monday to Friday from 8:00 to 20:00 hours (901930303). Whenever potential bullying is detected in a phone call, the protocol is activated starting a "psychoeducational intervention" in the school.

As a result of this experience, we have designed and published the General Framework for Action in the event of bullying. To date, all the protocols published have shown us "what steps should be taken" if a possible case of school bullying is detected. It is necessary to proceed quickly and efficiently, immediately implementing a series of actions. With the General Framework for Action we indicate "how to take each of those steps".

Teachers will be able to observe the implementation of each action and prepare how to deal with the alleged victim, how to interview the observer students, how to deal with the alleged aggressor student, how to diagnose the situation and how to deal with all the families involved. The materials are presented in audio-visual format, with examples of each type of interview; and in printed format, with texts that describe each of the strategies and skills needed for each step of the protocol.

General objective

Ensure that all schools in the Canary Islands have an anti-bullying protocol and know how to apply it, guaranteeing effective actions to prevent, detect and stop any bullying situation.

Specific objectives

- Make progress in the prevention of school violence, providing an educational and practical tool for building a model of positive coexistence based on a culture of peace.
- Make visible the reality of this phenomenon present in all schools, raising the awareness of teachers and training them in an attitude of zero tolerance to all types of violence.
- Have in each school a guide teacher for the "anti-bullying protocol". This must be a teacher accessible to all the students who is legitimately able to implement the protocol.
- Encourage the reporting of bullying at schools, trying to avoid its reporting to the police and the law if the student is under 14 years old.

Actors involved in its implementation

- The head teacher's office or the Director of each school must submit the proposed anti-bullying protocol to the school board for its approval and inclusion in the coexistence plan.
- The education inspectorate will ensure the correct application of the anti-bullying protocol in each school.
- The Directorate General for Educational Planning, Innovation and Promotion will implement a plan to disseminate the General Framework for Action in case of school bullying, plus a training plan for the teachers responsible for implementing the protocol in each school.

7

Characteristics of the target population of the initiative

School community of each of the non-university school levels in the Autonomous Region of the Canary Islands. The General Framework for Action, with all its materials, is published on the Department's website (keywords: Canaries school bullying), available for any school outside our region.

Resources assigned to the initiative

- The Coexistence Area Technical Team from the Directorate General for Educational Planning, Innovation and Promotion was responsible for designing the materials.
- The production of the videos was the final product of a Service Learning project, which included the participation of students from the Coexistence Improvement Programme (attention to diversity measure, authorised in 50 secondary schools) at the IES Lila school in Grand Canary Island.
- This initiative was funded through the TSP (Technology at the Service of People) Project, a European Regional Development Fund project.

Contents of the initiative

The General Framework for Action in case of possible school bullying is presented in web format and consists of:

1. Comic video highlighting the three most frequent errors when responding to the reporting of bullying.
2. Protocol for action in diagram format.
3. Guide for teachers detailing the following strategies on:
 - General considerations for all staff: strategies that each teacher must apply if informed of an alleged case of bullying.
 - Immediate actions, broken down into four phases:
 - Detection and reception phase; interviews with the informant and the alleged victim.
 - Analysis of initial situation phase.
 - Intervention phase: diagnosis and containment of bullying; education session with the observer student group, education session with each student responsible for the bullying and interviews with the family of the bullying students, and repeat interview with the family of the students who suffered it.
 - Decision-making phase: analysis of post-intervention situation and accompaniment and monitoring plan.
- Preventive actions in the coexistence plan: short, medium and long-term.
4. Videos with examples of interviews: with the victim, with the observer group, with the student responsible for the bullying, with that student's family and with the family of the bullying victim.

Main conclusions

In the last three academic years the anti-bullying protocol has been activated in 426 cases, of which 43% (184 cases) were confirmed as school bullying. We can state from our ten-year study that around 90% of confirmed school bullying cases are situations that can be dealt with by the school itself, with educational intervention. These are situations classified as a mild-medium level of perceived suffering by the victim, in which a series of immediate actions, firmly implemented and with zero tolerance to violence, can stop the bullying and ensure the protection and safety of the students who have been suffering it. Not knowing how to carry out these actions results in inadequate and improvised responses by the school, which can worsen the situation instead of resolving it. Hence the importance of properly implementing the protocol.

10% of confirmed cases are serious or severe situations. In these figures it must be provided a true clinical picture requiring

Valencia region

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Autonomous Region Valencia Region

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http://www.cece.gva.es/eva/docs/convivencia/doc_previ.pdf

Successful educational action

Name of programme or initiative	Detection, advice and intervention in violent situations in schools through the Central Record of Incidents of the Plan PREVI (Plan for the Prevention of Violence and Promotion of Coexistence).
Why is this initiative relevant?	Having information about violent incidents in schools is essential for determining the right prevention strategies and actions.
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	Severe and very severe violent situations such as peer aggression, bullying, cyberbullying, child abuse, gender violence, attacks on teachers and non-teaching staff, of any discriminatory origin.

What does this experience consist of?

This is a digital tool of the Department of Education, Research, Culture and Sport of the Valencia region for immediately reporting incidents that occur in schools and which might seriously affect coexistence in the school. The notification includes the description of actions taken by the school to deal with the situation, and the response of the inspectorate. This instrument enables to request specific support to the PREVI Attention and Intervention Units.

Created at the Coexistence Observatory in the Valencia region in 2005, regulated in 2007 and updated in 2012. This instrument is currently under review under Order 62/2014, of 28 July, which updates the coexistence plans and regulates intervention protocols in schools in case of situations of peer aggression, bullying, cyberbullying, abuse, gender violence, attacks on teachers, etc.

General objective

Obtaining precise up-to-date information on the situation in schools is about specific data rather than perceptions, helping the administration to quantitatively and qualitatively analyse conflicts in schools and promote prevention and intervention measures in the school itself and for the education system.

Specific objectives

- Immediately report and record serious and very serious incidents to the school inspector and inform on the appropriate actions to take.
- Inform the Attention and Intervention Unit of the PREVI for immediate intervention in serious incidents that require action.
- Provide school management teams with advisory and intervention support in those cases where intervention is difficult due to its complexity and technical requirements.
- Inform schools and the policy makers about the most frequent coexistence problems and their seriousness and evolution over time; observe how they are resolved and the needs of schools in order to implement preventive measures.

Actors involved in its implementation

Detection: The whole educational community.

Communication: Management Team, Area Inspectorate and the PREVI Attention and Intervention Unit, which comprises an inspector and/or careers adviser; the competent Directorate General of the Department of Education, Innovation, Culture and Sport.

Intervention: Management team, teachers, students and family; PREVI Attention and Intervention Unit, if required.

Other actors: Community Services and Local Authorities, Social Services and SEAFI (Specialist Family and Childcare Services), Paediatrics, Mental Health, Office of the Public Prosecutor, NGOs, etc.

The record is designed for all public, and state-assisted private schools of all non-university educational levels in the Valencia region. It is also used by private schools, on their own initiative.

Characteristics of the target population of the initiative

The record is designed for all public, and state-assisted private schools of all non-university educational levels in the Valencia region. It is also used by private schools, on their own initiative.

Resources assigned to the initiative

Human resources.

Specifics of the Plan PREVI: A technical adviser from the competent Directorate General of the Department of Education, Research, Culture and Sport; a PREVI Attention and Intervention Unit in each regional board of education, consisting of an inspector and a careers adviser specialist.

General: The school management, the Inspectorate staff for each geographical area.

Technical resources: PREVI REGPER software program of the Department of Education, Innovation, Culture and Sport, its maintenance and the platform.

Funding: Specific diagnostic materials necessary for the development of the intervention units; specific and specialised training for intervention teams, school heads and/or careers advisers.

Brief description of the monitoring and assessment system

Each year the Directorate General on coexistence prepares the Annual report on the state of coexistence in schools in the Valencia region. The report includes the analysis of recorded incidents, the annual reports of the PREVI Attention and Intervention Units, data on the development of coexistence plans presented by the headships of schools, final conclusions and proposals which will result in modifications of the recording system and new prevention actions in schools.

Work is currently being carried out on amending this instrument and incident recording to incorporate Order 62/2014, of 28 July, which updates the coexistence plans and regulates intervention protocols in schools in cases of peer aggression, bullying, cyberbullying, abuse, gender violence, attacks on teachers, etc.

This information is made available to the Department of Education, Innovation, Culture and Sport of the Valencia Region, in order to carry out the duties for which it is responsible.

Contents of the initiative

Incidents involving violence inflicted on people or property and which by their nature, intensity, consequences and/or repetition harm coexistence in a school are reported. The following data are provided in each incident:

Type of violence (verbal, physical, against personal property, caused by exclusion, sexual, on facilities (vandalism) and malicious use of ICT (SMS, chats, social networks, email). During the 2012-2013 academic year, a series of improvements were introduced that include greater specification of ICT-related incidents, gender violence and a more refined school bullying detection system.

For people involved (year, age, sex, and role in the incident) no identifying details are included; only in the "clarifications" section information on the evolution of the incident and analysis of conflicts are sometimes included.

Information about the incident: description of the scene of the incident, witnesses, and the existence or not of an imbalance of power, repetition, whether there is any consumption of substances and other indicators.

Reporting of actions carried out at the school: interviews and meetings with those involved, the family, and the introduction of corrective educational measures and/or initiation of disciplinary proceedings.

Reporting also on the notification to the Inspectorate and whether its direct intervention has been necessary.

The Inspectorate notifies and/or activates advice or intervention of the PREVI Attention and Intervention Unit.

Main conclusions

- This tool enables direct and quick communication, the educational community and school headships trigger, education inspectorate and the PREVI Attention and Intervention Units.
- The situations recorded in schools mean that this tool must be constantly reviewed. As a result, a further step is being taken through the implementation of specific intervention procedures to resolve other additional situations to those described which must be resolved daily.

The incidents require greater specialisation of school managers, careers advisers and PREVI Intervention Units. That is why, quick and flexible links must be established to work with other institutions, raising awareness for prevention, training professionals and accompanying schools staff. Hence the importance of properly implementing the protocol.

Challenges

- The Observatory is needed to analyse the situation, update the structure and act to improve the system as a whole. The Department of Education, Innovation, Culture, Sport of the Valencia region is going to promote the Education Observatory where all these analyses will be presented.
- Public Institutions responsible for education must provide legal, technical, scientific and human support for problems that arise in schools.

Catalonia	
Autonomous Region:	Catalonia
Website/Email:	Departament d'Ensenyament. Generalitat de Catalunya http://ensenyament.gencat.cat/ca/index.html atencioalacomunitateducativa@gencat.cat http://www.xtec.cat/web/centres/convivencia atencioalacomunitateducativa.ensenyament@gencat.cat eif.ensenyament@gencat.cat

Successful educational action	
Name of programme or initiative:	1. Software application for preparation of Coexistence Project. 2. Prevention, detection and intervention Protocol in hate and discrimination situations.
Why is this initiative relevant?	In the context of prevention, detection and intervention in hate and discrimination situations, the Protocol offers a systemised flow of coordinated actions in the broad framework of the coexistence project.
Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.)	The protocol covers situations of ethnic and racial diversity, disability, affective-sexual orientation and gender, the types of discrimination that most affect schools.

What does this experience consist of ?	<p>1. Software application for preparation of the Coexistence project.</p> <p>The Departament d'Ensenyament offers secondary schools guidance and support for preparing the Coexistence project which reflects all the actions carried out by a school to enable all students and the educational community to achieve positive coexistence. The project aims to ensure actions that are characterised by educational consistency and continuity. This project is based on the needs and culture of the school, it has a general and comprehensive approach and is the result of community participation. To prepare the Coexistence project, schools have a software application to aid diagnosis and offer actions and resources to meet the specific objectives of each school.</p>
	<p>2. Prevention, detection and intervention Protocol in hate and discrimination situations.</p> <p>Schools will also be provided with various protocols to improve coexistence. Specifically, the prevention, detection and intervention Protocol in hate and discrimination situations defines a common framework and helps coordinate the different educational actors involved through a systemised flow. This protocol emphasises especially the implementation of strategies to prevent hate and discriminatory behaviour in order to promote coexistence in schools and enable students to exercise respectful, committed and responsible citizenship.</p>

General objective	<p>1. Software application for preparation of the Coexistence project. Provide schools with a tool for preparing the Coexistence project.</p> <p>2. Prevention, detection and intervention protocol in hate and discrimination situations. Provide secondary schools with a tool for preventing, detecting and intervening in hate and discrimination situations.</p>
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Specific objectives	
1. Software application for preparation of the Coexistence project.	<ul style="list-style-type: none"> • Provide a diagnostic tool. • Provide guidance tailored to each situation. • Provide a knowledge bank (resources, rules, training). • Promote community projects. • Promote a culture of evaluation.
2. Prevention, detection and intervention Protocol in hate and discrimination situations.	<ul style="list-style-type: none"> • Promote the implementation of preventive measures in secondary schools. • Facilitate the detection of hate and discriminatory behaviour that can affect the well-being of people and violate their basic rights. • Promote educational interventions in hate and discrimination situations with secondary school students and their families.
Establish a flow of coordination between different members of the school educational community covered by the protocol.	
Actors involved in its implementation	
School community	



Characteristics of the target population of the initiative

Schools

Resources assigned to the initiative

- LIC (Language, Interculturalism and Social Cohesion) advisory teams.
- Support from Departament d'Ensenyament technical staff.
- Telematics training.

Brief description of the system for monitoring and assessing the initiative

The software application suggests a set of assessment indicators for schools, which they can adopt as their own or edit for contextualisation purposes.

Challenges

Dissemination and training

IES Francisco Montoya

Address: C. Maleno, 15 04716 Las Norias de Daza- El Ejido (ALMERÍA)

Autonomous Region: Andalusia

Website/Email: Yamna Marraoui. Ponencia de Mediación. Sevilla 23 y 24 sep. 2015
iesfranciscomontoya@gmail.com

Successful educational action

Name of programme or initiative: **Peer Mediation Programme at the IES Francisco Montoya**

Why is this initiative relevant? It is a measure which improves coexistence, acquisition of values and interculturalism.

Types of diversity that it affects (ethnic and racial diversity, disability, religious diversity, LGTB, etc.) Students from the IES Francisco Montoya, 65% of whom are immigrant students.

General objective

Peaceful resolution of conflicts and improvement in coexistence

Specific objectives

- Prevent school violence in schools, promoting the learning of a tool, such as school mediation, for the constructive resolution of conflicts.
- Teach the necessary strategies and skills to mediate in conflicts.
- Build a socio-affective climate among people who participate in mediation activities and training for this, so that they can experience an interpersonal encounter.
- A student mediator is potentially a mediator in societies in adulthood.

Actors involved in its implementation

- Teachers who have received prior training in this field
- The careers adviser
- The management team
- Other collaborators such as the social educator and the intercultural mediator
- Student assistants
- Student mediators

What does this experience consist of ?

When conflicts arise between students in our school, a possible way of resolving this is through our student mediators.
Origin:

- The idea arose during the 2004/2005 academic year.
- The context determined the need: arrival of immigrant students, most of whom were not enrolled in school.
- The role of the student mediator differs to the present one: At the beginning these were Moroccan and Guinean students with fluency in Spanish language whose objectives were to guide late arrival students and act as translators between families and teachers.
- During the 2009/2010 academic year, training of teachers through the Centre for Professional Studies who in turn will train students.
- Since then, our students have been responsible for mediating in peer conflicts, preventing violence and striving for the peaceful resolution of conflicts.

Student mediators are selected from students who have completed the Student Assistant Programme the year prior to the first year of compulsory secondary education. Candidates to be a student mediator, should also be student assistants, perform the tasks of that programme and be positively evaluated the previous academic year.

Training of mediator students:

- Training is done in out-of-school hours. Two or three days.
- Carried out by teachers involved in the programme (head of the school centre, Escuela Espacio de Paz coordinator, careers adviser and social educator).
- The following actions are performed: group dynamics, activities related to active listening, assertiveness, conflict resolution, etc.
- The mediation process is reviewed (phases, documents, monitoring of mediations performed, etc.).
- Mediator couples are organised. (Posters and advertising).
- Simulations of practical cases carried out.
- Each day there are a couple of standby mediators announced on the screens on the floors and on a schedule on the noticeboard.

Other experiences of interest: [Pedro Lozano, Educational Project, Sevilla, 23 and 24 September 2015.](#)
[Fran Ramirez, Coexistence Groups, Sevilla, 23 and 24 September 2015.](#)

Characteristics of the target population of the initiative

Compensatory education school with 550 students, 65% of whom are immigrant students from up to 12 different nationalities, with most being Moroccan and Spanish in that order. Students are from compulsory secondary education, higher secondary education, basic training and intermediate level vocational training.

26% are special education needs, the majority for coming from a different socio-cultural level.

Resources assigned to the initiative

People are the key: the programme could not be implemented without interested students and committed teachers.

Student mediators have their own office during break times, the so-called mediation corner. Every day there is a couple of male and female student mediators available. Students are rewarded by giving them lunch on training days and at the end of each year with a coexistence meeting outside the school, in recognition of their work.

Contents of the initiative

Those characteristic of school peer mediation. The phases outlined below are followed throughout the entire mediation process:

1. Initial collaboration: there must be previous agreement between the parties to closely cooperate to resolve the conflict, clarifying the contents and objectives of the mediation process. This makes it necessary for the mediator to establish a suitable environment (time, place and spaces) that engenders trust between the parties, communicating to each of them what the mediator knows about the situation, as well as agreeing the rules that each party must follow (communication of confidentiality and phases of process to follow).
2. Analysis of problems: collection of facts, identification and recognition of general characteristics (visible and invisible) of the conflicts presented, clarification of positions, needs and interests of parties, determination of priorities and delimitation of the characteristics of possible agreements. This phase also includes the necessary communication process so that each of the parties understands the other's interests.
3. Preparation of possible options: the aim is to discuss the criteria for preparing a solution by each party presenting the known or desired options that satisfy the interests of each person, with new possible options being created collaboratively and developing new alternatives based on hypothetical scenarios.
4. Evaluation of possible solutions and decision-making: weighing up of proposed solutions in relation to the interests presented by both parties, bearing in mind the consequences, costs and benefits of each one.
5. Formalisation of agreement: the aim is to formalise the agreement through a written contract which establishes the agreement, the planning of its implementation and the procedure for its control and verification.
6. Follow-up and evaluation: this final phase involves monitoring the agreement or solution adopted to resolve the conflict, so that it can be reviewed by the parties if necessary. This stage includes a general evaluation of the mediation process implemented.

Brief description of the system for monitoring and assessing the initiative

- Student mediators must submit the book which records all their help and mediations performed during the school year.
- Complete the self-assessment questionnaire.
- Participate in a coexistence meeting outside the school.
- At the end of year party they will receive a diploma, gift and recognition from the school.

Main conclusions

The programme has a wide range of benefits:

- Improves coexistence, the school climate and acquisition of values.
- Preparation of future mediators in society.
- Prevents violence and develops communication skills and comprehensive training.
- Fosters significant learning.

Challenges

Teacher involvement is a determining factor because teachers need both prior training and being able to train student mediators in out-of-school hours. Once the programme starts, they should ensure that everything runs according to the set objectives.

Students' participation is also decisive: mediation is voluntary and requires an additional effort of selfless service to others.

8

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