

## **ERASMUS + PROJECT: CONFLICT MANAGEMENT IN EUROPEAN SCHOOLS**

### **PROJECT DESCRIPTION:**

The objectives are:

- 1) Acquiring methods of conflict management by pupils and teachers
- 2) Improving learning environments
- 3) Developing life skills in a multicultural context
- 4) Improving the understanding and the use of English as a community language

Through learning different methods of conflict management, students will be able to choose the best method for themselves which will allow them to face uptight situations in the classroom or at school. They won't need to be aggressive to uphold their role or to feel accepted by the community, neither will they feel uneasy and rejected. They will understand how to cope with conditions which might cause them to choose prolonged absences to avoid the problem until their definitive school leaving.

Students will learn that conflicts must be addressed and solved, they will realize that avoiding the problem prevents them from growing and achieving their educational goals. Teachers will learn how to recognize situations of conflict between pupils without being the further cause of conflict.

They will promote dialogue among students and the need of conflict management, to achieve solutions aimed at exploiting the destructive energy of conflict and turn it into a constructive and positive energy for the school environment.

The students will experiment that, after getting over the conflict, their self-esteem will increase and Consequently, they will feel so much more confident and will develop self-control.

The outcome of conflict management will be a peaceful coexistence, the acceptance of diversity, other culture's values interpreted as an enrichment of personal values, and not as a threat.

The improvement of a community language will be a fertile playground for the openness to dialogue in the multicultural context of our partnership and the reports of mobility activities will enlarge the restricted vision of local communities. All four objectives contribute to the social inclusion of students within the school community.

### **PARTNER SCHOOLS:**

**Pohjois-Hervanta School, Finland** is one of the two comprehensive schools in Hervanta, which is a large and relatively multicultural suburb in the city of Tampere, Finland. It is a comprehensive school providing basic education for mixed-gender pupils aged 7 to 16 (grades 1-10) and pre-school education for 6-year-old children. There is also an after-school club in the school premises.

In Pohjois-Hervanta School there are approximately 600 pupils and 60 teachers. Most pupils live relatively close to the school while several pupils have chosen the school due to its orientation in music and come to school by bus. Our school also has traditions in teaching robotics and coding.

The school also provides preparatory education for immigrant pupils before they are able to enter the normal classes. Because of the multicultural background of many pupils in Pohjois-Hervanta School, there is native language teaching comprising several languages. The pupils of Pohjois-Hervanta school also have various socio-economic backgrounds. There are also several teachers specialised in Finnish as a second language.



<https://www.tampere.fi/varhaiskasvatus-ja-koulutus/esiopetus-ja-perusopetus/koulut/pohjois-hervannan-koulu.html>

**Egri Balassi Bálint Általános Iskola, Hungary** is an eight-year school providing elementary education to boys and girls aged from 6 to 14. We currently have about 300 pupils spread over 15 classes. The staff consists of 32 teachers. We have specialized classes in English, German and Computer Science, which enables pupils to reach outstanding results in competitions both at regional and national levels. The majority of the students are from the housing estate, while about 20% of the pupils commute from the neighbouring villages.



[www.balassi-eger.hu](http://www.balassi-eger.hu)

**I.I.S. A. Volta, Pescara, Italy**, is a Technological Institute (courses: Mechanics, Mechatronics and Energy, Electronics and Electrotechnics, Chemistry, Materials and Biotechnologies, Computer Science and Telecommunications, Transport and Logistics), and a Scientific and Sport Gymnasium. There are 1400 students attending this school and 200 teachers. The Institute is located in an urban area. It is attended by a high number of students, normally coming from the lower middle class.



[www.iisvoltapescara.gov.it](http://www.iisvoltapescara.gov.it)

**Istituto Omnicomprensivo di Alanno, Italy**, includes kindergarten, primary, middle and secondary schools (Technical and professional rural schools). The students range from 3 to 19 years of age. There are 43 classes: five infant classes, thirteen primary classes, nine middle classes. The school has nearly 700 students and employs about 117 motivated and skilled teachers. There have students with a varied mix of talent. The school is set in a disadvantaged area.



[www.omnicomprensivoalanno.it](http://www.omnicomprensivoalanno.it)

**IES son ferrer, Mallorca, Spain** is a secondary high school where students are between the ages of 12 and 18. It also incorporates studies of basic vocational training in Computer Science and in Manufacturing and Assembly and vocational training of medium and higher level in Computer Science. The total number of students who attend the IES Son Ferrer is 535 and the teaching staff is 69.



[www.iessonferrer.net](http://www.iessonferrer.net)