

The Importance Of Teacher Training: A Review Of The Last 10 Years In Spain

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1. Introduction

The information and communication society is characterised by constant rapid change, which has a direct impact on education and its main actors: students and teachers. Society is constantly evolving and, therefore, teachers must construct the curriculum and adapt teaching methods (Imbernón, 2014) according to the needs of students, in such a way that they respond to the challenges and requirements of society at all times (Perrenoud, 2004; Santoveña-Casal, 2012).

Since the late 1980s, studies such as those by Gartner and Lipsky (1989), Hopkins, Ainscow and West (1994) or Tuetteman et al. (2000) have been carried out analysing the processes and circumstances of schools that have implemented improvement projects with the aim of promoting student participation and belonging and the elimination of barriers of any kind in order to carry out and implement processes of inclusion and improvement of the teaching-learning processes (Booth et al., 2000; Dirube, 2002).

Lifelong learning is recognised as a right to which all citizens have access (Longworth, 2001) and is necessary for teachers as they need to acquire new skills, tools and didactic strategies to achieve their objective: that their students learn and adapt to new circumstances such as the arrival of information and communication technologies, which has led to a significant increase in the range of training on offer in different institutions (Santoveña-Casal, 2012).

Continuous and lifelong teacher training is a fundamental part of any education system (Eurydice Network, 2006; OECD, 2011; Schleicher, 2012) and is becoming increasingly important, as it makes it possible to update teaching and contribute to improving its quality (Domínguez, Calvo and Vázquez, 2015; Escudero, Cutanda and Trillo, 2017; Fernández and Montero, 2007; Imbernón, 2011; Tello and Aguaded, 2009; Zabalza, 2006).

Therefore, as the Eurydice Network (2006) or Mediavilla (2012) points out, lifelong learning and

retraining is necessary, and some authors such as Marcelo (2002) even consider it a "moral obligation" for a profession committed to knowledge.

Imbernón (2006, 2007) already pointed out that there is a multitude of lifelong learning offers, but these offer little or no innovation, and that it is also difficult to implement in the classroom as they are designed in a traditional and decontextualised way that does not respond to the demands of teachers who demand lifelong learning to have a real impact on their professional development and increase the quality of the teaching-learning process in their classrooms (Day, 2005; Nieto and Alfageme-González, 2017; Roegiers, 2000).

The studies by Bazán et al. (2010) and Álvarez Rojo (2007) on teachers' assessment of training show that greater effort is required to improve the design of course content to respond to the demand derived from daily professional practice and tend to be based on the acquisition of competences to improve and solve professional problems in specific contexts (Camargo et al., 2004; García and Castro, 2012; Grau, Gómez and Perandones, 2009; Úcar et al., 2007) and which should be focused on their applicability in the classroom.

Álvarez Rojo (2007) and Gómez (2011) point out that there are exceptions, and that the most useful training courses are those that involve peer work groups and useful tools for teaching innovation such as those also pointed out by Gairin (2008) with a methodology based on cases, exchanges, debates or readings.

Therefore, the aim of this study is to describe the training activities that have been approved and recognised by the education administration.

2. Material and method

The present study was carried out on the basis of the database of the education administration on the accreditation of teacher training activities by the administration.

From a database of 20039 rows (each row contained information on only one activity), a

preliminary screening was carried out to eliminate duplications, excluding activities that had been carried out in more than one edition of the same academic year and in more than one educational center (training in centers) or islands, considering only one of them.

Subsequently, a second screening was carried out to eliminate those activities that did not represent an improvement for the professional development of the teaching activity, such as language certification, academic training outside the curricula of official teaching, academic degrees (second degrees, masters, doctorate), higher music degrees, local study days, etc.

After the first two screenings, the activities were classified into the following categories using the following keywords:

- **Psychology:** child, child adolescent, psychology, family, interiority, relaxation, coeducation, violence, affective, sexual, affective-sexual, gender, values, emotional, emotion, focusing, behaviour, accompaniment, grief, development, self-knowledge, mindfulness, coach, coaching, relaxation, yoga, awareness, conscious, evolutionary, skills, intellectual, stress, disorder, anxiety, stress, intervention, fear, phobia, assertiveness, restorative, growth.
- **Pedagogy:** Montessori, Waldorf, project, problems, environments, holistic, multiple intelligences, neuroeducation, neuropsychology, neuropedagogy, free, play, gamification, inclusive, neurolinguistics, comic, cinema, environmental, environment, environmental, sustainability, creativity, story, cooperation, cooperative, free time, intelligence, classroom of the future, DUA, universal design of learning, enneatype, enneagram, innovation, educate, education, portfolio, portfolio, *flipped*, inverted, competence.
- **Psychopedagogy:** difficulties, ASD, autistic, asperger, disorder, hyperactivity, ADHD, attention to diversity, psychopedagogy, speech therapist, speech therapy, hearing, language, therapeutic, reading, writing, reading and writing, written expression, motor skills, orientation.
- **Didactics:** didactics, didactics of, learning, CLIL, CLIL, ELE, science, natural sciences, mathematics, language, foreign language, social sciences, physics, chemistry, biology, geology, religion, Godly play, history, geography, literature, programming, sequencing, development, curriculum, curriculum, assessment, rubric.
- **Healthy Habits:** healthy habits, drugs, drug dependence, addiction, diet, food, nutrition,

dietetics, food, risk, life support, first aid, emergencies, prevention, medical, resuscitation, CPR, defibrillator, AED, AED, cures, health, obesity, TCA, food, overweight, anorexia, road safety.

- **Classroom and school management:** management, library, tutoring, tutorial, conflict, mediation, coexistence, family, leader, leadership, organisation, directive, management, coordination, abandonment, digital, tic, office automation, Google, Gsuite, office, Word, Excel, PowerPoint, information technologies, TAC, learning technologies, interactive, software, 2.0, internet, social networking, web, blogs, presentations, applications, apps, Moodle, network, online, mobile, Mobile, cloud, Chromebook, digital book, PDI, Smart Board, Smartboard.

3. Results and Discussion

Table 1 shows the screening process carried out on the original database, of the 20039 training activities that were recognised from 2011 to 2021. Duplications were eliminated from those activities for which individual teachers had requested approval for activities carried out outside the autonomous community, or by entities that offer training activities and did not take charge of the processing to include them in the teachers' files.

Table 1. Database screening process

Entities	Discarded	Reduction	Net	Reason for reduction
Initial	-	-	20039	Raw database
First screening	12196	60.86%	7993	Elimination of duplicate input and repeated activities or more than one issue
Second screening	5273	43.23%	6923	Not directly related to the improvement of teaching activity (learning, classroom or student management).

The different training activities that had been classified into the five main categories were divided into sub-categories to facilitate the analysis, which are shown below and further detailed in Annex 1.

- **Psychology**
 - General (developmental psychology, learner psychology...)
 - Behavioural problems
 - Coaching and Interiority (including practices such as mindfulness, yoga, relaxation, or techniques to combat anxiety and stress)
 - Interculturality
 - Coeducation
 - Coexistence

- Inclusive
- Affective/sexual
- Violence
- Cyber-violence
- Education in Values
- Pedagogy
 - Neuro-linguistic programming
 - Game-based learning (including educational escape room, gamification)
 - Neurosciences
 - Multiple intelligences
 - Project-based learning and problem-based learning (PBL)
 - Cooperative learning
 - Competence-based learning and work
 - Leisure education
 - Environmental education and pedagogy (including work in school gardens)
 - Montessori Pedagogy
 - Holistic Pedagogy and Enneagrams
 - Creativity
 - Stories and Literature as a didactic resource
 - Film as an educational resource
 - Comics as a didactic resource
 - Information and Communication Technology (ICT)
- Psychopedagogy
 - Attention to diversity (including training on autism spectrum disorder, attention deficit disorders with and without hyperactivity, functional and sensory diversity).
 - Literacy
 - Learning difficulties (general and specific learning difficulties not related to hearing, language or literacy)
 - Guidance (guidance processes and support for academic pathways)
 - Speech therapy (specific hearing and language difficulties)
- Didactics
 - General didactics (general structure of teaching and learning processes)
 - Specific didactics (focused on teaching-learning processes in a specific subject or field).
 - CLIL (foreign language learning approach)
 - Programming (preparation of teaching programmes for competitive examinations and selection processes).
- Health
 - Occupational and educational risks

- Diet and healthy eating (including eating disorders)
- Drugs (including protocols for the prevention of different addictions)
- First aid
- Management
 - Management (including leadership and supervision of teams or departments)
 - Library (including the management of school libraries, as well as their dynamisation).
 - School dropout and failure
 - Family
 - Conflict resolution

Table 2 shows the percentages of the different training activities approved by the administration, classified by the main categories described above, and by the academic year in which they were carried out.

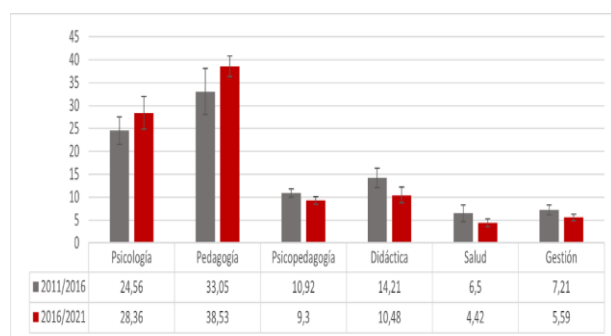
Table 2. Percentage of activities according to the categories established in the different academic years.

Academic year	Psychology	Pedagogy	Psychopedagogy	Didactics	Health	Management
2011/2012	19,35	44,42	10,13	15,19	3,64	7,27
2012/2013	25,47	36,49	10,33	13,25	8,09	6,37
2013/2014	25,05	32,21	10,34	17,30	7,55	7,55
2014/2015	27,22	34,21	11,64	13,39	7,42	6,11
2015/2016	25,71	35,73	12,15	11,91	5,78	8,73
2016/2017	26,47	39,76	9,86	11,74	5,87	6,31
2017/2018	24,13	45,31	9,92	11,13	3,75	5,76
2018/2019	28,29	40,70	8,66	12,14	4,39	5,81
2019/2020	33,70	40,08	9,85	8,18	3,74	4,44
2020/2021	29,23	43,33	8,21	9,23	4,36	5,64

Source: own elaboration

To make it easier to read in general terms, figure 1 shows the grouping in five-year periods (2011/2016 and 2016/2021) to study the variation and trend of the main categories analysed. The figure shows how training activities related to psychology and pedagogy have increased significantly, while the rest of the categories (psycho-pedagogy, didactics, health and management) have decreased in the period between 2016 and 2021.

Chart 1. Teacher Training Activities (In Percentage) According To The Established Categories. Prepared By The Authors.



Source: own elaboration

Tables 3 and 4 show the variation rate (in percentage) of the activities by subcategories, in which the increases or decreases are not based on the total number of activities in each period, but on the percentage variation of each category with respect to itself. It should be borne in mind that those training courses that can have a direct impact on the improvement of learning are those related to pedagogy (and its various methodologies) and didactics (learning planning) as well as in the field of psycho-pedagogy (related to learning problems and specific educational needs).

Table 3 shows the rate of change (in percentage) of the subcategories into which the training activities of the categories of Psychopedagogy, Didactics, Health and Management have been divided, as they are the ones that show a negative growth rate as a whole. The only two subcategories that have had a positive growth in the period 2016/2021 have been those of guidance (psycho-pedagogy) and library (management), by 30.83% and 13.93% respectively compared to the previous period (2011/2016).

Table 3. Breakdown and rate of change of the subcategories in the main category of Psychopedagogy, Didactics, Health and Management

Psychopedagogy				
Attention to diversity	Literacy	General	Orientation	Speech therapy
0,74%	-41,04%	-26,33%	30,83	-42,44%
Didactics				
General	Specific	AICLE	Programming	
-42,63%	-18,39%	-17,53%	-19,57%	
Health				
Risks	Diet and nutrition	Drugs	First aid	
-16,05%	-42,89%	-65,11%	-30,53%	
Management				
Address	Library	School Dropout and Failure	Family	Conflict and mediation
-4,06%	13,93%	-77,86%	-32,22%	-18,99%

Note: Percentage increases are marked in bold.

Source: own elaboration

The latest assessments of the PISA report show that there is no significant improvement in the different skills assessed, so it can be inferred that the actions of teachers have not had a significant

impact and improvement in increasing school and academic performance (Ministry of Education and Vocational Training, 2018).

Table 4 shows the variation in the type of training approved by the educational administration of the Balearic Islands in the category of Psychology and Pedagogy. The psychology category includes training activities that deal with aspects related to the individual (general psychology, behaviour, development, interiority, values) or the relationship between them (interculturality, coeducation, coexistence, affective-sexual diversity, violence and violence in networks).

It is worth noting that training activities on values education have practically disappeared, having been reduced by more than 90%, while other aspects have also decreased less markedly (between 5 and 20%), such as activities on coexistence, behavioural problems, violence or those working on multiculturalism.

At the same time, there is an increase in the number of training courses on aspects related to affective-sexual diversity, and an increase of more than 50% in training courses on general psychology and coeducation, with the number of activities on violence exercised through networks almost doubling.

Table 4. Breakdown and rate of change of the subcategories in the main category of Psychology and Pedagogy

Psychology						
General	Conduct	Interiority	Interculturality	Coeducation		
52,61%	-16,40%	30,22%	-20,09%	61,11%		
Coexistence	Affective	Violence	Cyber-violence	Values		
-18,31%	9,87%	-5,45%	91,79%	-91,28%		
Pedagogy						
Inclusive	Games	Neuroeducation	Multiple intelligences	ABP	Cooperative	NLP
-13,66%	94,22%	149,44%	83,88%	262,17%	54,70%	24,72%
Stories	Competences	Free time	Cinema	Comic	ICT	
-66,14%	22,48%	-83,07%	-26,64%	-28,05%	-5,47%	

Note: Percentage increases are marked in bold.

Source: own elaboration

Activities linked to interiority (coaching, mindfulness, yoga) have increased by 30.22%, a considerable increase since in the first period (2011-2016) it was already 8.5%, reaching 11.07%, i.e. one out of ten activities was related to these aspects.

It is also worth highlighting the substantial increase in various categories related to different methodologies such as those involving games (game-based learning, gamification, *escape room*, etc.), creativity, cooperative learning, which have increased (although without doubling), work by competences or by projects (PBL).

In the autonomous community of Catalonia, different initiatives of pedagogical renovation have been promoted by implementing collaborative work, by competences as well as other so-called active methodologies under two umbrellas, the so-called "*Escola Nova 21*" (a programme that included almost 500 educational centres) and "*Xarxa de competències bàsiques*" (with more than 700 centres), and it has been seen that none of these methodological programmes that included specific training in these categories did not lead to a significant improvement in the academic performance of pupils, through external evaluations, both *Escola Nova 21* (Martí and Tarrasón, 2021) and the *Xarxa de Competències bàsiques* by the Catalan government itself (Consell Superior d'Avaluació del Sistema Educatiu, 2020). What is most striking is the increase in categories such as multiple intelligences, those related to neuroscience in general, or in supposed applications such as neurolinguistic programming or multiple intelligences, since these theories have been refuted and classified in various studies as pseudoscience and despite the efforts invested, There is still a lack of real translation of neuroscientific research, since, as Bruer (1997) and later Goswami (2006) explained, neuroscientific claims are very widespread among education professionals, who show great interest in these topics and their possible applications in the educational sphere. Unfortunately, neuromyths are widespread among the educational community across the globe, such as in Asia, Europe and Latin America (Dekker et al., 2012; Deligiannidi and Howard Jones, 2015; Gleichgerricht et al., 2015; Karakus et al., 2015; Pei et al., 2015) as well as in Spain thanks to the work of Ferrero et al. (2016).

4. Conclusions and foresight

Teacher training approved by the administration does not only focus on purely academic content or on improving learning performance, but also on improving classroom (and school) management at the level of the educational community or of each of its individuals (including their intrinsic psychological aspects). The training courses can be homologated for any stage of non-university education (infant, primary, compulsory secondary, post-compulsory or vocational training) both for job vacancies and for the accreditation of six-year training periods (100h in six years). Bearing in mind that one of the pillars of education is academic training and the learning of knowledge that is not acquired in informal or non-formal educational environments, it is striking that didactics, being the discipline that enables an

improvement in both general and specific (subject) learning processes, tends to decrease.

Since independent studies have already shown no effect on students' academic performance, the high demand for such training is not justified, and it is to be hoped that in the coming years training will focus on those aspects that can have a direct and favourable impact on academic performance.

This study is limited only to training activities approved by the education administration, but which have been developed by external bodies (with the approval of the education authorities), so this study should be extended to training activities that the administration has designed for the training of its teachers.

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6. ANNEX

Psychology									
Course	General	Conduct	Coach	Interculturality	Coeducation	Coexistence	Affective	Violence	Values
2011/2012	2,61	1,92	7,54	0,41	1,10	1,37	2,19	2,19	0,14
2012/2013	3,29	3,11	6,58	0,00	0,91	1,65	8,41	2,01	0,18
2013/2014	2,30	2,71	6,89	0,21	0,84	1,88	8,14	1,67	0,63
2014/2015	2,49	2,34	10,59	0,16	0,47	2,34	7,48	2,34	0,16
2015/2016	3,66	2,40	9,97	0,13	0,63	1,39	6,31	2,65	0,38
2016/2017	4,34	2,34	8,79	0,35	0,70	1,99	6,80	2,34	0,23
2017/2018	4,45	2,01	11,35	0,00	0,43	1,29	4,31	1,58	0,29
2018/2019	4,37	1,50	12,70	0,14	1,50	0,82	6,42	1,64	0,82
2019/2020	5,05	1,93	11,89	0,15	2,38	1,34	9,66	2,97	0,74
2020/2021	3,78	2,70	11,08	0,00	1,62	1,35	7,57	1,89	0,81

Pedagogy									
Course	NLP	Games	Neurosciences	IIMM	ABP	Coop.	Competences	T.Free	E.environmental
2011/2012	0,41	0,82	0,00	0,41	1,10	2,06	2,34	0,55	1,92
2012/2013	0,18	1,10	0,00	0,55	0,55	2,74	3,74	0,37	1,10
2013/2014	0,63	2,09	0,21	0,21	1,04	2,71	3,55	0,21	1,46
2014/2015	0,31	1,56	0,78	0,78	0,78	2,18	3,42	0,78	0,47
2015/2016	0,13	1,14	0,51	1,52	2,40	2,90	1,62	0,63	0,76
2016/2017	0,35	1,52	0,47	1,76	5,04	3,75	5,49	0,35	0,82
2017/2018	0,14	3,02	1,44	1,87	5,17	4,45	3,84	0,00	0,43
2018/2019	0,55	2,32	1,09	1,09	3,83	4,64	2,92	0,00	0,55
2019/2020	0,30	3,27	0,59	1,04	5,05	2,82	3,12	0,00	0,59
2020/2021	0,81	2,70	0,00	0,81	2,70	3,51	3,79	0,00	0,27

Pedagogy (continued)							
Course	Montessori	Holistic	Creativity	Stories	Cinema	Comic	ICT
2011/2012	0,00	0,00	0,55	0,69	1,92	0,14	22,77
2012/2013	0,00	0,00	0,00	0,91	1,10	0,00	17,92
2013/2014	0,00	0,63	0,42	0,42	0,42	0,21	14,20
2014/2015	0,31	0,47	0,62	0,47	1,09	0,16	14,95
2015/2016	0,00	0,38	0,13	0,25	0,63	0,13	14,77
2016/2017	0,47	0,35	0,59	0,23	0,70	0,12	15,94
2017/2018	0,86	0,00	0,43	0,29	1,29	0,14	16,09
2018/2019	0,14	0,00	0,68	0,14	0,55	0,14	15,85
2019/2020	0,74	0,00	0,45	0,15	0,59	0,00	12,93
2020/2021	0,00	0,00	1,35	0,00	0,81	0,00	23,24

Psychopedagogy					
Course	Attention to diversity	Literacy	Learning difficulties	Orientation	Speech therapy
2011/2012	5,62	2,88	1,23	0,41	0,55
2012/2013	6,22	2,56	2,19	0,00	0,00
2013/2014	5,01	3,76	1,67	0,42	0,00
2014/2015	7,01	2,96	1,71	0,62	0,16
2015/2016	7,07	3,03	2,02	0,25	0,63
2016/2017	5,86	2,70	1,52	0,23	0,12
2017/2018	7,18	1,72	1,15	0,14	0,43
2018/2019	5,74	1,91	1,09	0,27	0,14
2019/2020	7,13	0,89	1,49	0,89	0,15
2020/2021	5,41	1,08	1,08	1,08	0,00

Didactics				
Course	General	Specific	AICLE	programming
2011/2012	3,16	7,96	0,41	4,53
2012/2013	2,56	7,31	1,10	3,11
2013/2014	5,43	6,47	3,97	2,30
2014/2015	2,18	6,70	3,12	2,34
2015/2016	2,53	6,19	1,14	2,90
2016/2017	1,99	6,21	1,41	2,81
2017/2018	1,58	5,32	2,01	3,02
2018/2019	1,91	6,15	1,78	3,01
2019/2020	0,59	5,20	1,34	1,63
2020/2021	3,24	4,86	0,27	1,35

Health				
Course	Risks	Diet	Drugs	First Aid
2011/2012	0,69	1,37	0,82	0,96
2012/2013	5,12	1,28	0,91	1,28
2013/2014	4,80	1,88	0,42	0,84
2014/2015	4,98	1,09	0,78	1,09
2015/2016	4,04	1,14	0,51	0,51

2016/2017	4,10	0,82	0,23	1,06
2017/2018	2,44	0,72	0,29	0,57
2018/2019	3,01	0,96	0,27	0,41
2019/2020	2,97	0,30	0,30	0,45
2020/2021	2,97	1,08	0,00	0,54

Management					
Course	Leadership	Library	School dropout and failure	Family	Conflicts
2011/2012	0,69	0,96	0,82	3,70	1,51
2012/2013	0,91	0,37	0,37	2,01	3,11
2013/2014	1,25	0,42	0,42	2,92	2,92
2014/2015	0,62	0,16	0,31	2,34	3,12
2015/2016	2,02	0,51	0,13	3,16	3,54
2016/2017	1,64	0,12	0,23	2,23	2,46
2017/2018	0,72	0,57	0,14	2,01	2,73
2018/2019	1,09	0,68	0,00	1,78	2,60
2019/2020	0,74	0,89	0,00	1,78	1,34
2020/2021	1,08	0,81	0,00	1,89	2,16