

European Curriculum on Nonviolent Conflict Transformation (NVCT) for Educators

August 2018

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Introduction

The EduCATE project

From 2015 to 2018, six European organizations worked together to define a European Curriculum on Nonviolent Conflict Transformation (NVCT) for Educators in the framework of an Erasmus+ project called EduCATE (European Nonviolent Conflict Management for Educators: Advocacy and Training)¹. This innovative work aims to offer new ways to prepare teachers in Europe to learn and teach more effectively, even in difficult, conflictual situations, and specifically to deal with conflicts at school in a constructive and nonviolent spirit.

Starting point

Our common understanding is that conflicts at school are a permanent challenge in all European countries and that, in most countries, there is a lack of training for teachers – both pre-service and in-service – that equips them to handle these conflicts nonviolently. The origin of these conflicts is variously reported; for example: social problems and injustices, discrimination based on an ideology of exclusion (racism, sexism, homophobia, religious radicalism) or on stereotypes and cultural models (conformism) – each of which is present in classrooms all around Europe. Unmanaged, some of these conflicts can lead to situations of violence. This violence could be of different types like micro-violence, clashes, rumors, insults, group exclusion, threats, bullying, and sometimes direct violence².

All project partners consider such violence to be unacceptable, and build their training on the assumption that conflicts are inescapable as a natural part of life, but that education can help to transform situations of conflict into opportunities to learn and develop. Students will always encounter conflict (whether constructive or destructive, emerging or escalated conflicts) on a daily basis. They need to be trained to deal with conflict in general and with the destructive and violent ones in particular, to become familiar with and skilled in using analytical tools that enable them to understand the mechanism of conflicts. By developing the ability to transform conflict situations, teachers, students and indeed all people in schools can use them to learn about human relations, effective

communication, problem-solving and debate. However, to build nonviolent relationships at school and in society in general, rigorous training is required.

Project partners also believe that every person has the power to change and develop and, therefore, to help make the world a better place for everyone. Education for NVCT empowers people's capabilities to understand themselves and the situation; equips them with crucial knowledge and skills (such as nonviolent communication, conflict analysis, negotiation...), opens up opportunities for them to gain self-confidence ('the power to...') by using those skills, and creates an environment where, through cooperation and solidarity, they can achieve common goals ('power with'). Many teachers in many schools are dedicated to providing such education but they lack systematic support. The aim of the EduCATE project, and the curriculum offered here, is to fill this gap.

Need for a European curriculum for teacher training

To spread knowledge about and skills in nonviolent and constructive conflict transformation to students, the involvement of teachers is essential. Being professional does not mean avoiding conflicts. To provide teachers with the relevant knowledge and tools, formal and informal nonviolent conflict resolution education for teachers is essential. This education will help them to transform conflict occurring in their classroom, school or community into a learning occasion to build more adjusted and nonviolent relationships in the classroom and in the school.

The EduCATE partners want to promote NVCT education in regional and national curricula, in textbooks, and in teacher training curricula. We call for teachers to be equipped, without delay, with the strategies, abilities and resources they need to deal with conflict nonviolently and transform it so that it becomes an opportunity for personal and collective growth for all, and that will allow them to empower students to come to agreement among themselves.

To help develop NVCT training for educators, we have designed a European Curriculum on Nonviolent Conflict Transformation (NVCT) for Educators, based on the theoretical assumptions we outlined in our SoA Report on Teacher Training³. We hope that this will inspire teacher educators and educational policymakers to include NVCT education contents and methodologies in regional, national and European curricula, in textbooks and in pre-service and in-service teacher training.

1. EduCATE is a European Strategic Partnership project (n° 2015-1-FR01-KA201-015318). The six project partners are: the Center for Peace, Nonviolence and Human Rights of Osijek (Croatia), the Centro PsicoPedagogico per l'educazione e la gestione dei conflitti (CPP, Italy), the Coordination pour l'éducation à la non-violence et à la paix (France), the Escola de Cultura de Pau of the Autonomous University of Barcelona (Spain), the Evens Foundation (Belgium) and the University of Gothenburg (Sweden).

2. Cf. our *Position Paper. Teachers are Key. Training teachers in Nonviolent Conflict Transformation* (2018), 12 p.

3. Cf. *Teacher & Conflict: where are we? State of the Art Report on Teacher Training on Nonviolent Conflict Transformation in Europe*, EduCATE, 2018, p. 13-14.

I. Presentation of the curriculum

The general desired learning outcomes of the curriculum are to train, empower and inspire teachers and student teachers in nonviolent conflict transformation (NVCT), to familiarize them with the general concepts of NVCT, and to help them acquire the skills and competences required.

Developing a European curriculum

The curriculum development is based on the collaboration of six European partners, all experts in the field of nonviolent and constructive conflict-transformation education. The EduCATE partners first conducted research on conflict transformation education in five European countries (Croatia, France, Italy, Spain and Sweden) and produced a 'state of the art' of pre-service and in-service teacher education in conflict transformation in each country⁴. The goal of this report was to offer an overview and to identify examples of good practices in each country to learn from and be inspired by. This shared research and its results enlarged the partners' knowledge of the successful elements in good practices. This work, along with examination of relevant curricula developed in various countries, led to the second step: through a cooperative process of analysis and discussion, the EduCATE partners designed the modules of this European curriculum, following the European Credit Transfer and Accumulation System (ECTS) model.

In a third step, four partners (Croatia, Italy, Spain and Sweden) each developed a specific module, and the Coordination pour l'éducation à la non-violence et à la paix, as the EduCATE coordinator, compiled and wrote the curriculum⁵.

Testing the curriculum

During the process of developing this Curriculum, the four modules has been tested in a Pilot training organized by the partners 11th to 15th July 2017, in France. This training brought together 25 participants from the 5 participating partners (all except Evens Foundation, who was not included in this part of the project): 15 trainees (teachers) selected by the partners and 10 accompanying persons (5 trainers, one from

each participant partner, and 5 staff members, from the Educate partnership).

The goal was for the trainers to apply the modules and integrate them into the practice of a multi-day training, and for the trainers and trainees, to evaluate what worked well into our modules and what needed to be improved. For that purpose, all participants were asked to write a diary during this training and participated to a final general evaluation at the end of the training.

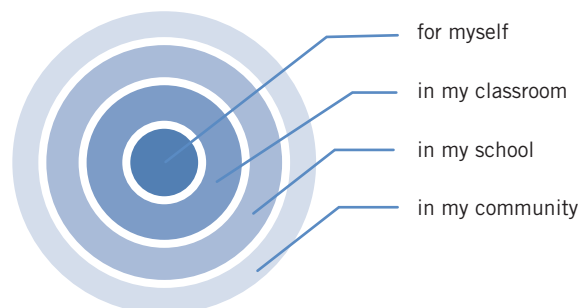
An innovative curriculum

Curricula on conflict transformation and peace education already exist in several European countries⁶. But this curriculum is innovative. It is the first curriculum on the matter designed and developed by a European team. And it is the first that addresses how the organization of the classroom, school and community can also contribute to NVCT and how NVCT can help build and organize the classroom, school and community in a safe and cooperative way.

General structures of the curriculum

Four modules...

This curriculum is articulated in four modules. Starting with the educators themselves. it covers four areas where change and learning happen (in myself, in my classroom, in my school and in my community), with the aim of not only transforming relationships between people but also embedding these changes in the classroom and the school organization (structure).



4. Cf. *Teacher & Conflict: where are we? State of the Art Report on Teacher Training on Nonviolent Conflict Transformation in Europe*, EduCATE, 2018, 167 pp.

5. CPP was in charge of the concepts of conflict, violence and nonviolence in all four modules, Escola de Pau developed content for community building in the four modules, the Center for Peace developed the content on nonviolent communication in all the modules and the University of Gothenburg was in charge of power and authority.

6. In France, *Programme pour l'éducation à la non-violence et à la paix* (2005) and *Prévention des violences et résolution non-violente des conflits. Proposition de formation des enseignants et des personnels d'éducation. Démarches et programmes* ((2017), produced by the Coordination pour l'éducation à la non-violence et à la paix; in Spain the project 'Competències i EpD' ; in Sweden, the implementation of the Higher Education Ordinance (1993:100) which included conflict transformation as a visible goal in the official, newly developed teacher education programs.

Therefore, the curriculum fosters reflection and action concerning two basic questions:

- What can I do for myself, my classroom, my school and my community?
- What procedures and structures can we develop to support NVCT in the classroom, school and community?

... and four dimensions

In approaching the transformation of relationships and structures, the curriculum takes into consideration the following entrances/interactions and interdependent dimensions:

- **Conflict, violence and nonviolence**, as a shift of perspective to distinguish conflict from violence and to conceive conflict as an opportunity for nonviolent transformation and opportunity for learning.
- **Power and authority**, in terms of the role of the teacher in relation to other people (students, colleagues, families, community...), and the potential to shift from relationships based on power *over* towards power *to* and power *with* (cooperation)⁷. This is also fundamental in the NVCT process⁸.
- **Nonviolent communication**, as a key tool to identify and express one's own emotions and needs, a crucial step in transforming conflict (reaching solutions that meet one's own needs without compromising those of others). Equally important is the fact that communication reflects power relations and can also help to transform the power of domination into power *to* and power *with* – *provention*⁹ of violence, building trust and friendships.
- **Community-building**, to foster internalization of nonviolence, inclusion and peaceful coexistence. Community-building in this curriculum has a twofold role, reflecting:

a) the interpretation of nonviolence as the link between theory and practice (determine nonviolence as an “internal attitude and a practical way of behaving” {Müller, Schweitzer, 2000:82-111}; as “rejecting violence on the one hand and the method of acting without violence on the other” {Gandhi; Mellon, Semelin, 1994: 9})

b) learning for life and learning from experience.



While clarifying the concepts of NVCT, this curriculum will enable trainers and trainees to deal with different dimensions of the culture of nonviolence transformation, such as emotions, self-esteem, empathy, respect, rules of positive communication, clear messages, authority, rules, sanctions, restorative justice, NVCT principles, mediation, cooperation, inclusion and solidarity.

For each module, the requirements and learning outcomes in terms of competences (skills, attitudes and knowledge) are specified.

7. Kohn, A. (2006, second edition). *Beyond discipline. From compliance to community*. Alexandria, VA: ASCD, 'How not to get control of the classroom' (Ch. 5).

8. Lisa VeneKlasen and Valeries Miller describe four 'expressions of power' (*A New Weave of Power*. Rugby (UK): Practical Action Publishing, 2002, p. 55).

9. Cf. Burton, John W. (1990) *Conflict: Resolution and Provention*. London: Palgrave Macmillian. Cf. the definition of *Provention* in the glossary (see Section VII. Handouts).

II - Implementation of the curriculum

Guidelines

It is best to go through the modules in sequence. However, to take into account knowledge already acquired or to meet specific needs, it is possible to enter the training through any one of the four modules.

Separating the modules over time, within the framework of semester training for example, has the advantage of giving participants time to appropriate the content and approach, while confronting them over a certain period of time with their professional practice, in either pre-service or in-service education.

It is also possible to offer these modules in a single 5/6-day session, if possible as a residential training, in order to experiment with the building of a temporary learning and exchanging community. This option has the advantage of deepening the work objects by linking them, as part of a more intense group dynamic.

NVCT approaches and skills cannot be learned in a day, or in a short course. Teachers can develop and deepen them throughout their lives and careers. At the same time, they do not need to wait to be experts to apply in their classroom or school what they have learnt. We recommend that, as long as they are aware of their level of proficiency, and choose activities accordingly, they start implementing the NVCT contents and methodologies as soon as possible.

Pedagogy

To implement this curriculum in training, the pedagogy and the trainer's and educator's approach must fully reflect its nonviolent content, in the sense of being inclusive, empathic, respectful of differences, unjudgmental, open to questioning and contradiction, multicultural and gender-sensitive. The pedagogy needs to be cooperative and interactive, critical, and aiming at behavioral change and commitment to social change, starting from the participants' personal and professional experiences and helping them to undertake professional practice analysis in a new way.

For the learning process of the participants, different forms of teaching are used. It may include brainstorming, short lectures, sharing groups, cooperative work, role play, group dynamics, exercises and games, artistic/drama and personal expression.

Based on our pedagogical perspective that learning takes place in social interactions, the modules create an interactive environment, so that the participants play an important role in their own learning while also

contributing to the learning processes of the other participants.

General approach

Two key outcomes are: a) understanding nonviolence as an internal attitude of rejecting violence and a practical way of behaving, and b) entering into a lifelong learning cycle (four pillars: learning to know, learning to do, learning to live together and learning to be¹⁰). Therefore, it is essential that trainers ensure that their pedagogy and coaching do not clash at any time with the basic postulates of nonviolent relations of equal dignity, and allow and create opportunities for learning through interaction between trainers and participants, through disagreements and conflicts. Trainers are role models, and this training should strengthen teachers to become role models in their schools too.

Target groups

This training's target groups are student teachers, teachers and other staff working in schools such as principals, assistants, administrative staff and caretakers. It can either be applied to the educational community of one school, either with teaching students, teachers from different schools, or even teachers from different countries. Implementing such training with the educational community of one school is an efficient way to transform the whole organization. On the other hand, training teachers from different schools is less likely to achieve organizational change, but it enables the exchange of good practices.

The training is also designed for the training of trainers and educators in teacher education and training.

10. Delors, Jacques and others (1998): *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century*, 1996, p. 95-108.

III. General learning outcomes

Following the training, the participant is expected to be able to:

Knowledge and understanding

- Define the concepts of nonviolent communication, authority, power, conflict and violence in relation to what they mean for her/himself, the classroom, the school and the community
- Explain nonviolent strategies for community-, school climate- and relationship-building
- Describe her/his own conflict situations by using theoretical frameworks and educational policy documents

Skills and abilities

- Develop self-awareness and nonviolent communication skills
- Analyze actual conflict situations in schools and develop proposals for a whole-school approach in nonviolent conflict transformation
- Demonstrate the ability to work with others in order to transform conflict into a learning opportunity

Approach and attitudes

- Establish a nonviolent environment in the classroom, school and community by dealing positively with her/his own and others' actions and reactions
- Create spaces for student empowerment and participation
- Construe conflict in a positive way and value it as an opportunity

IV. Modules

MODULE 1

NONVIOLENCE BEGINS WITH ME

What conflict/violence, nonviolence, nonviolent communication and power relations mean for me in my personal, professional and community life

Content

Community-building

- The process of building the training group: getting to know each other, setting the principles of group building, reflecting on what it means for myself to work in a team
- Awareness of oneself in relation to self-esteem, self-confidence, motivations and habitual reactions to conflict

Conflict, violence and nonviolence

- Clarification of one's representations of violence, conflict and nonviolence
- Self-examining and self-awareness about our behavior when faced with violence and in a conflict situation
- Autobiography: as violence is learnt, teachers need to be aware of the education they received as children

Nonviolent communication

- Presentation of basic principles of nonviolent communication
- Learning (1) how to become aware of our own patterns in a communication and (2) what underlies communication that leads to or fuels conflict; (3) identifying feelings and how one expresses feelings; (4) learning the connection between feelings and needs; (5) taking responsibility for our own feelings/needs

Power and authority

- Clarifying our representations of power
- Reflecting on our experiences of power

Learning outcomes

At the end of this module, the trainee will be able to:

Knowledge and understanding

- Define the term prevention as a way to strengthen one's abilities to address conflict in a constructive way
- Define what the term violence means (cf. WHO definition) and name different types and levels of violence (cf. J. Galtung categorization)
- Define what the term conflict means for oneself and for the culture that one belongs to (is conflict a learning opportunity or a disaster to avoid?) and name the areas of conflict
- Describe different attitudes to violence and conflict, and identify the reasons behind personal reactions when facing conflict
- Recognize one's own behavior in relation to violence and conflict
- Define the term nonviolence and identify some of one's own experiences of nonviolence
- Clarify the difference between pretension, demand and other types of communication, and nonviolent communication
- Analyze one's own behavioral patterns in communication
- Understand methods of active (empathic) listening and observing without evaluating – (self)-empathy
- Define the concept of power
- Reflect on and connect with one's own individual experiences of power (including honorary power)
- Identify the deep-rooted concept of power within ourselves

Skills and abilities

- Find common ground with other people
- Take care of settings and give everyone a chance to express their views
- Put things into perspective, express one perspective in a clear and adequate way and listen to other different perspectives
- Name a conflict, identify violence and see the difference between conflict and violence
- Cultivate self-awareness, self-esteem and self-confidence
- Observe one's own feelings without judgement (self-empathy)
- Observe one's processes of (not) listening
- Assess situations in which we had power or were being put in a position of power (superiority)
- Assess situations where we were put in a state of being lower in rank or position, or lesser in importance or value (inferiority)
- Assess situations in which we have put others in a position of lesser value

Approach and attitudes

- Approach the training as a temporary nonviolent learning community, with respectful settings for interactive and peer learning
- Approach conflict situations as learning opportunities
- Value diversity as an opportunity

Methods

- Introspective exercises and group dynamics
- Presentations
- Reflections on personal experiences and sharing them in small groups so that participants can also reflect on other people's experiences

Example of activities

- Getting to know each other; (self-)esteem, confidence and cooperation; group roles
- Working with a dictionary and checking the definition of words such as conflict, war, violence, rage, etc
- Working with the Conflict Diary
- Working with maieutic questions about conflict (see section VII. Handouts)
- Using the listening exercise and focusing on the common concept of conflict in and out of the school environment: listening to another person; expressing oneself
- Using the Hot Memories method by asking questions such as: 'When we, as children, had quarrels, how did adults around us react and what did they do? How do we feel now about these experiences?' (psychodrama work in group with protagonist)
- Being able to say 'No'? How to bring conflict into relationships?
- Defining and working on the difference between feelings and needs; how to recognize needs below these feelings; how to express oneself directly
- Practicing nonviolent communication from a life situation – working on sentences such as 'I feel neglected' and 'I feel misunderstood': describing what actually happened, how one felt, what needs were not met, and thinking of how to make a request to fulfil the need
- Identifying power dynamics; situations in which we have power, in which have put others in a lesser or subordinate position, or in which we were put in a lesser or subordinate position
- Reflecting on one's experiences and sharing them in small groups so that participants can also reflect on other people's experiences

MODULE 2

WHAT NVCT MEANS FOR MY CLASSROOM

Content

Community-building

- Presentation of *conflict prevention*: providing people with the abilities to address conflict in a constructive way
- *Conflict prevention* as involving strengthening personal skills such as self-esteem, self-confidence and self-empathy

Conflict, violence and nonviolence

- Being aware of adults' different reactions to conflict and to children quarreling
- Reading a conflict in the classroom and presentation of the conflict dynamic
- Presentation of different ways to transform conflicts in the classroom (dialogue, win-win solution, mediation)
- Cohesiveness between teachers about rules

Nonviolent communication

- Breaking patterns in a communication: expressing oneself in a nonviolent way and receiving messages with empathy: how to listen in to students; how to 'translate' students' feelings to make them more obvious to them and to oneself, with the goal of better understanding
- Modelling a nonviolent communication and nourishing a nonviolent, affirmative culture in the classroom

Authority and power

- Identification of the teacher's or pedagogue's power (to include/exclude children/pupils, to define the norm/normal)
- Clarification of the difference between an authoritarian leader, a democratic leader and a laissez-faire leader in relation to studies showing the consequences of the different leadership styles
- Clarification of the nature and approach of nonviolent leadership

Learning outcomes

At the end of this module, the trainee will be able to:

Knowledge and understanding

- Identify the *prevention* process as a tool of conflict transformation (personal and group dimension)

- Define the principles of cooperative learning (Johnson and Johnson)
- Describe the conflict dynamic and the negotiation and consensus-building process
- Identify different ways and tools to transform a conflict in a classroom (such as 'the Conflict Corner')
- Understand what underlies group processes in communication (prejudice, judgement, comparison, competition)
- Understand how to contribute to creating nonviolent communication in a classroom through empathic listening and receiving messages with empathy, and changing relationships from dominant to 'together with' power
- Name and describe the different styles of leadership
- Describe nonviolent leadership: authenticity, interest, confirmation, involvement and decision.

Skills and abilities

- Promote awareness of the other through: knowledge of the other, appreciation, confidence, empathy and cooperation
- Distinguish collaboration and cooperation, and organize cooperative learning activities
- Put into action what was learned and apply it to one's own system with our own settings
- Read a conflict
- Manage conflicts between colleagues
- Set clear instructions to enable children to quarrel without violence
- Set clear rituals in order to give children time to talk to each other and come to satisfactory agreement
- Act as a role model for NVCT
- Apply techniques of nonviolent communication: speech; understanding and expressing one's feelings and needs through active (empathic) listening; posing open-ended questions; listening to the student's feelings by observing and understanding their behavior
- Train students in basic understanding and skills of nonviolent communication
- Negotiate and facilitate the consensus-building process
- Give space to and explore the concept of resistance to violence or dominant power
- Find the balance between leading a group and at the same time being respectful of individual needs and wishes

Approach and attitudes

- Create a space for building respectful, nonviolent learning
- Be aware of one's responsibility and capacities for creating a respectful, nonviolent classroom environment as a facilitator in learning and in conflictual processes (NVCT)
- Develop an assertive attitude and show respect for students' and parents' feelings and needs

- Help students to create a respectful, nonviolent classroom environment

Methods

- Providing a shared experience for the participants
- Building workshops in order to enable experience of different leadership styles
- Using group dynamics and cooperative learning exercises
- Examples and case studies
- Role play
- Group and plenary discussion and reflection
- Individual work: 'How would I resolve this?' (written exercise)

Example of activities

- Each participant recommends a group-building activity they like and use, and place it in the *Provention Ladder*, presented and posted on the wall the day before
- *The Litigare bene* [To quarrel well] method of Daniele Novara and the Conflict Quadrant
- The *Conflict Corner*
- Active, empathic listening; direct expression of feelings and needs; summing up, paraphrasing, transformation of utterances, giving feedback
- Work on prejudice and stereotypes
- Presenting practical examples of nonviolent communication, and encouraging individual reflection (What am I observing about the situation in my classroom, or concerning a particular student? What am I feeling? What do I need right now? Do I have a request (strategy for change) for myself or someone else in the classroom?)
- Learning from each another and reflecting on the terms authority and power (empowering)
- Analyzing students' and teachers' own positions and observations. Helpful questions: Why did we organize our classroom the way we did? Why did we organize our learning and teaching activities in the way we did? Who is in charge? Does the school favor some people more than others? What could be changed to create a more equal environment? Are some more vulnerable than others?
- Using a case study or a classroom observation as a basis, asking participants to analyze the situation by using central theories (individually and in groups)
- Showing of videos portraying different leadership styles, for analysis and discussion

Recommended practicum

- Opportunity for reflection on NVCT in a classroom
- Opportunity for reaching decisions by consensus
- Common rules for communication, work and conflict resolution
- Informing parents about NVCT project at school

MODULE 3

WHAT NVCT MEANS FOR MY SCHOOL

Content

Community-building

- Building community in the (whole) school by involving all staff and stakeholders

Conflict, violence and nonviolence

- Applying structural measures to address conflict, such as protocols for conflict prevention, participation channels, review of school rules
- Introducing new practices to address conflict, such as peer mediation and restorative justice
- Offering Conflict Transformation Counselling to teachers and staff, and if possible to parents

Nonviolent communication

- Modelling nonviolent communication to students, school staff and parents
- Developing measures for lasting setting of rules on nonviolent communication including negotiation, consensus-building methods and anti-bullying measures

Authority and power

- Discovering values and official instructions which are organizing teachers' profession and the norm-critical pedagogy
- Analyzing the process of school conflict juridification, as well as school marketisation, and the consequences for the transfer of power from teachers/school to lawyers, parents and private investors, at the same time as it can be a protective power for children
- Operationalizing democratic and nonviolent values in the teacher's role as a leader and facilitator of learners

Learning outcomes

At the end of this module, the trainee will be able to:

Knowledge and understanding

- Understand the dimensions of a whole-school approach
- Define the *positive peace* dimension of NVCT as a whole-school approach
- Describe the power and dynamics of the group and the challenges of the dynamics of change

- Comprehend what s/he can contribute to the process of change (being and acting in and out of the group)
- Identify organizational conflict through state of disagreement, misunderstanding or conflict between students and adults, and between teachers and/or parents
- Describe restorative approaches to school rules and sanctions
- Define the importance of steering documents that provide instructions and guidelines on how schools and the teaching profession are organized
- Define the value of the profession (teachers are not value-free)
- Describe the part that students and teachers take in constructing social norms, and the role of norm-critical pedagogy

Skills and abilities

- Promote cohesion between the team of teachers, managers and school staff
- Plan participation processes in the school, involving all staff and (a significant number of) students
- Respond to potential violent situations at the school level
- Identify areas of improvement and find practical solutions in one's school to enable the healing process
- Nourish nonviolent and cooperative communication with other school staff
- Reflect on one's own reactions, feelings and needs when stepping out from the classroom into the school to advocate for change
- Take part effectively in an educational team, dealing with all aspects of the profession
- Prepare an action for change together with the pupils, for example by collecting information about difficult issues in the school

Approach and attitudes

- Be aware of one's own responsibility and capacities for creating a respectful, nonviolent school environment and for nourishing NVCT in the school, and also acknowledge and recognize the responsibility and capacities of colleagues (teachers and staff) and students in that field
- Promote a whole-school approach as the best way to foster nonviolent communication & NVCT (protocol)
- Support a school management that involves introduction of strategies, politics, structures and practices supporting the culture of NVCT, stimulating cooperation and solidarity, and strengthening democracy at school:
 - Inform and communicate about conflicts and NVCT
 - Operationalize democratic and nonviolent values in the teacher's role as a leader and learning facilitator

- Embrace students' participation in school decisions
- Create participation structures in the school to strengthen students' power in the school community, and strengthen democracy at school

Methods

- Student sponsorships
- Teacher peer training
- Restorative Practices in Schools (Johns Hopkins University School of Education) (<http://edpolicy.education.jhu.edu/restorative-practices-in-schools/>)
- Case studies and exchange of experiences
- Role play
- Individual work and group and plenary discussion and reflection

Example of activities

- Good practice: Index for Inclusion (Rogers School)
- Teacher training, peer training
- Involving parents in the choice to stop looking for 'the culprit' in quarrels
- Individual work: How would I resolve this situation? (written exercise)
- Individual reflection:
 - What am I observing about the situation in my school, or with a particular colleague, management or for example, cleaning staff?
 - What am I feeling?
 - What do I need right now?
 - Do I have a request (strategy for change) for myself or someone else in the school?
- Work with paraphrasing controversial statements or methods, using examples from one's own school
- 'Breaking the pattern' exercise: *Dance differently* (BITTL DREMPETIC, Karl Heinz (1993), *Gewaltfrei Handeln*, Nuremberg: City Verlag)
- Elaborating an action for change together with pupils by collecting information on sensitive issues at school
- Determining whether pupils, teachers or other staff have experienced being undervalued or put in a subordinate position, or put in a superior position
- Determining whether the teachers or staff have put others in an undervalued position or in a position of inferiority
- Changing the situation and evaluating the changes

Practicum

- Reflective practice
- Reaching decisions by consensus (policy paper, school motto)
- Common rules for communication
- Prevention of violence and nonviolent conflict resolution
- Listening program for students and parents
- Informing and including, workshops for parents

MODULE 4

WHAT NVCT MEANS FOR MY COMMUNITY

Content

Community-building

- Discovering the Learning Communities concept (7 principles: Egalitarian dialogue, Cultural intelligence, Transformation, Instrumental dimension, Solidarity, Creation of meaning, Equality of differences)
- Building relationships and networks with local and global actors; being aware of the school's potential role as an active actor of change beyond the school walls, and taking responsibility for the nonviolent transformation of the community

Conflict, violence and nonviolence

- Offering Conflict Transformation Counselling and pedagogical advice to parents ('Parents' school')

Nonviolent communication

- Becoming active in the community in using nonviolent communication as a powerful tool for social change, and starting deep cultural change
- Raising awareness of the importance of self-understanding before taking steps to promote nonviolent communication in the community
- Deepening understanding of the strength of nonviolent communication while working in the community
- Using nonviolent communication when engaging with the community (writing letters and messages in campaigns, listening program in community)

Learning outcomes

At the end of this module, the trainee will be able to:

Knowledge and understanding

- Describe the principles of Service Learning Communities as practice nonviolent methodology to build relationships at the community level
- Define participation processes in the community, including associations of student parents and local and/or global actors
- Identify how nonviolent communication can be a useful tool for acting in the community
- Understand the use of evaluation of effects, outcomes and impacts of interaction with the community through nonviolent communication and actions

Skills and abilities

- Build relationships in the community in practicing nonviolent methodologies and applying methods of networking and connecting
- Plan participation processes in the community, including associations of student parents and local and/or global actors
- Contribute to transforming communities into nonviolent ones
- Be aware of the importance of community in education, including unintentional and unconscious education
- Use nonviolent communication when participating in the wider community, especially when dealing with parents and education authorities (e.g. facilitating the process of decision-making by consensus, using Augusto Boal Theater and other art methods for social actions)

Example of activities

- Introspective activity to remind ourselves why we decided to become teachers, and what we hoped to transform
- Imagining how teachers can change the educational system and world (as an initial simulation of the community learning methodology)
- Explanation of the Community Learning and Service-learning methodologies (http://www.aufop.com/aufop/uploaded_files/revistas/1268689288.pdf)
- 'School for parents' at community level, and not only in schools
- Conflicts, quarrels... and other hassles exhibition to help provoke thinking about conflict at a school and community level
- Individual reflection (exercise 'The Soul Birth'):
- What am I observing about the situation in my community, or about a particular group, institution, authority, or partners?
 - What am I feeling?
 - What do I need right now?
 - Do I have a request (strategy for change) for myself or someone else in the community?
- Practicum:
 - Reflective practices
 - Listening program
 - Public events using nonviolent communication, such as the Theater of the Oppressed; campaigns
 - Exchange and cooperation with community-to-community activities

V. Assessment

Completion of the modules

The participant who has attended all the modules can choose to either:

- Receive a certificate of attendance, which will include a summary of the activities in the modules
- or
- Take part in a formal assessment in which learned knowledge and competences will be examined — this assessment will provide the participant with an opportunity to extend their learning process online

Formal assessment in four steps

The formal assessment aims to examine every participant in relation to the abovementioned learning outcomes. In the assessment phase, participants will be individually assessed. However, most parts of the assignment will be conducted in groups, since building networks and contributing to each other's learning is important.

The formal assessment assignment is based on the idea of learning from experiences with conflicts in schools. What actually happened in the conflict will be given less attention. Being able to share and show others (within a network and your own community) what you have accomplished in your own practice in school is regarded as a quality standard.

The assignment for your formal assessment consists of four steps:

Step 1: Observing – the Conflict Diary

The aim of this first task is to connect you with your daily practice as a teacher, student teacher, or other role at school (such as principal, assistant, caretaker, etc). It consists of writing a Conflict Diary during a period of four weeks after the training.

The first step of the assignment is an individual assignment. Your Conflict Diary is a personal and confidential document that will not be shared with others. The process of writing is seen as a way of detaching yourself from the conflicts you're recalling so that you can avoid automatic responses and think about them with clarity.

In your Conflict Diary, you describe conflicts you experience in your profession in school. We suggest that you cover all four categories:

- In myself
- In my classroom
- In my school
- In my community

Questions such as the following may help you: What happened? Who was involved? How did the people (or organization) in the conflict act? What do I know about their feelings and needs?

After the four weeks, you read your diary, with the aim of increasing your awareness and understanding. It is also possible to use the diary in the second step of the assignment, using the group to develop new learning (while respecting confidentiality).

Step 2: Analyzing conflicts

This second step in the assignment will be important to accompany teachers doing NVCT at school. This means to have the chance to continue assessment during the work after the end of TT time. The assessment will continue, conducted in an online group on a dedicated platform to be built to keep teachers connected, if possible. If not, it is important to accompany the work in local small groups. Your group will consist of 4-6 members

Every group member can choose one of their own conflicts to work with and share it on the platform. Your common language will be English.

It is possible to work with personal conflicts in a group without going into excessive details about it (this is not work on a single case) by focusing on something more general, such as: what kind of conflict was it (in the conflict quadrant)?

Possible questions are: What kind of intervention was made, if any? Can anybody in the group suggest a different kind of intervention in this type of situation? Could any concept or practice learned in the face-to-face training week be applied here (e.g. rules on nonviolent communication, concepts about power/authority, negotiation or mediation, etc).

You can start by uploading a short description of your conflict or with a sentence that may be interesting to use for transformation. To enlarge your understanding of the conflicts referred to in your group, you can interview each other, asking questions and giving explanations so that you understand the details.

The group will then be ready to apply theoretical ideas gained through the training in order to analyze the conflicts.

The following learning outcomes will be assessed during Step 2:

- Define the concepts of nonviolent communication, authority, power, conflict and violence in relation to what they mean for myself, the classroom, the school and the community
- Describe my own conflict situations by using theoretical frameworks and educational policy documents
- Analyze actual conflict situations in schools and develop proposals for a whole-school approach in NVCT.

- Create spaces for student empowerment and participation
- Construe conflict in a positive way and value it as an opportunity.

Step 3: Reflecting on your response to conflict

In the third step, you continue working in groups. While Step 2 focused on conflict and your understanding of it, in Step 3 you will focus on the responses to it of yourself and of others: What did I and others do? What did I and others try to do to manage the conflict? How did it work? What was missing?

The following learning outcomes will be assessed in Step 3:

- Explain nonviolent strategies for community-, school climate- and relationship-building
- Develop self-awareness and nonviolent communication skills

Also, in Step 3 you can interview each other again to ensure clarity.

Step 4: Developing your Action Plan

The focus of Step 4 is developing an Action Plan for your school and the community in which the school is located. One key matter to consider is who you can ask for support. It is recommended that, once you've developed your plan, you discuss it with your group.

You then need to present your Action Plan to your examiner. You can use a PowerPoint presentation (with six pictures). You can then use such a presentation to engage the parents of the pupils of the school and your community.

The following learning outcomes will be assessed in Step 4:

- Analyze actual conflict situations in schools and develop proposals for a whole-school approach in NVCT
- Demonstrate the ability to work with others in order to transform conflict into a learning opportunity
- Establish a nonviolent environment in the classroom, school and community

VI. Handouts

Conflict, violence and non-violence

Handout n° 1 - What are we talking about when we talk about « conflict »?

Handout n° 2 - Distinction between conflict and violence

Handout n° 3 - What is happening when a conflict happens in my classroom?

Handout n° 4 - Conflicts Quadrant

Handout n° 5 - A « rule » to be abolished

Handout n° 6 - The maieutic method arguing well

Handout n° 7 - The three protective functions of children quarrels

Community Building

Handout n° 8 – Provention in Nonviolent conflict transformation

Handout n° 9 - Cooperative learning Jigsaw

Nonviolent Communication

Handout n° 10 - Introduction in Nonviolent Communication

Handout n° 11 - Active listening (emphatic listening)

Handout n° 12 - Observing - Feelings - Needs - Requests - Negotiation

Handout n° 13 - Types of message. Types of communication in classroom

Handout n° 14 - Glossary.

Handout n° 1

WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT « CONFLICT »?

A. Individual work: What does “conflict” mean for myself?

Succession of instructions to be given one after the other, after few minutes.

1. Paint an image of “conflict”.
2. Write 3 words related to the word: “conflict”.
3. Is there an emotion? If not, add one to the list
4. Is there a concept, an idea? If not, add one.
5. Is there a desire? If not, add one.

B. Listening exercise in small groups

As a result, each participant has a paper with his/her work.

E. g., here is a list with words and images that often have been written in many groups (not necessary this group)

Images:

A bomb. A storm, a Knight, a broken egg, a wall ...
Two people with different dimensions, positions, objects ...
Many people and many different roles painted; yelling, with tears etc
Symbolic painting: walls or roads or abstract painting

Emotions: anger, fear, anxiety ...

Concepts: war, aggressivity, danger, evolution, possibility, to win, to lose, to learn, nature, force, quarrelling, fighting, violence ...

6. Sharing about the result:
What is “conflict” for each participant?
What emotions and concept and images have been used?

C. Plenary and questions:

When do one feels, do one says: “this is a conflict!”?
This moment looks more like a dot or more like a line?

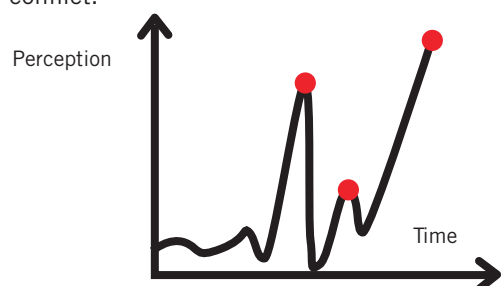
7. Is it felt like something positive or negative?
8. Is there a danger for anybody?
9. Is it really a conflict or is there any violence?
This is the main question. What was happening was violence or was it a conflict? (The tendency is to confuse violence with a bad conflict management.

That's prevent from working with conflicts as resources.)

10. Sharing: "domino" game. What did we learn about conflict concept?

11. Individual and personal learning. Who starts put his/her paper and take the floor. Then a second person put his/her next for some similarity.

12. Collective learning on the basic concept of conflict.



Handout n° 2 DISTINCTION BETWEEN CONFLICT AND VIOLENCE

<u>Violence</u>	<u>Conflict</u>
§ Intentional degradation of the opponent with the presence of irreversible damage either physical or psychological	§ contrast, contrariness, disagreement, opposition, critical resistance (without components of harm irreversible)
§ Willingness to solve the problem (conflict) wearers eliminating who brings the problem itself	§ [Intention/wish] to face the problem (conflict) keeping the relationship
§ Elimination of the relationship as a form of oversimplified and one-sided "solution"	§ Development of the relationship as possible, although difficult and problematic

Source: Daniele Novara (2011), p. 20.

Input as a conclusion: perception of conflict /violence. Difference between conflict (a relation between people) and war and violence (an action against somebody).

WHO's definition of "violence": *"the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."*

(<http://www.who.int/violenceprevention/approach/definition/en/>)

Literature: CPP Exhibition: Conflicts Quarrels and others ... hassels. *Book for teachers.*

Handout n° 3 WHAT IS HAPPENING WHEN A CONFLICT HAPPENS IN MY CLASSROOM?

A. Individual work: some time to think about and choose one real situation of conflict in class and write it down on a personal paper (This exercise may be done on a regular basis and it becomes a **Conflict Diary**).

B. Plenary work with questions: everyone uses one question after the other to focus on his/her case.

- Who is involved?
- Where is it happening?
- What is happening?
- How long does it last?
- Is it a conflict between children?
- Is it a conflict between children and a teacher?
- What about emotions and needs expressed by quarrelling people?
- What about the role involved?
- Has been broken a rule?
- How did the teacher cope with this situation?
- Is there a strategy shared by teachers about?

C. Introduction of the Conflicts Quadrant (Daniele Novara).

Handout n° 4 CONFLICTS QUADRANT

Literature: Daniele Novara (2011). *La grammatica dei conflitti*. Casale Monferrato: Sonda.

What kind of conflict am I involved in? Which may be my working area?

Area 1. Educational autobiography. What am I doing with the education I received? (language, history, feelings, attitudes).

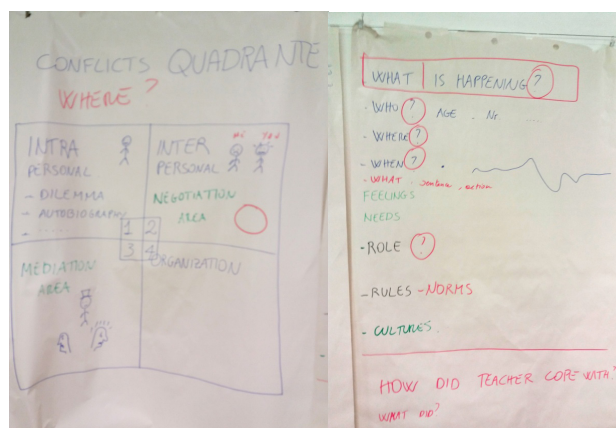
Area 2. Negotiation: how do I stay in conflicts? (Communication, emotions, needs ... difference pretension/demand ...).

Area 3: Is Mediation possible? What can I do to help who is in a conflict where I'm in a neutral position?

Area 4: How is the context in which the conflict is happening? Is there any rule that is not working very

well? Is there a good educational cohesiveness? Are there hidden conflicts between adults, teachers, parents?

First Intrapersonal conflict: I'm in conflict with myself, my history, the education I have received. Dilemma: what shall I do? Area of self awareness Autobiography	Second: Interpersonal conflict: I'm in conflict with you. We are in conflict with you. Area of negotiation
Third External conflict: he/she is in conflict with him/her, not with me. I may be in the Third position: judge, mediator, witness, publicum etc. Area of Mediation	Fourth Organizational conflict: The system in which we live is involved. There are some working problems in the school or community organization we live in. Some rules are not clear or there is no agreement on something. Area of pedagogical cohesiveness



Do anybody have had some experience of this kind of adult attitude against children quarreling?

An “education path” that blames and humiliates children reduces the personal self-esteem, leading towards violence and self-destruction.

In many schools when children are quarreling, somebody asks: “Who is the guilty? Who started quarreling?” Their conflict is treated by adults as a problem created by a “culprit”, somebody to blame. NVCT first step is to abolish this old “rule”.

For children, quarrels are natural, linked to the need of knowing themselves and learning how to stay with others. It is useful for them to understand the difference between violence and conflicts and *to learn by experience* how to quarrel in a more adequate way. Adults may learn from children, too.



Handout n° 5

A « RULE » TO BE ABOLISHED

Often in adult educational autobiography, it is easy to find the experience of being judged as a “bad child” because of a quarreling. In the past, quarrelling was considered wrong, expression of arrogance or even violence. The good child doesn’t argue, he/she obeys. This concept of conflict as a bad thing to be avoided has a long history and it is an obstacle to NVCT concepts and practices. This picture is from an Italian primary school. It shows children quarreling as devils. It considers “do not quarrel” as it were a rule. It is not. It is an impossible prescription.

Handout n° 6

THE MAIEUTIC METHOD ARGUING WELL

From Daniele Novara, Caterina di Chio (2013). *Litigare con metodo. Gestire i litigi dei bambini a scuola*, Trento: Erickson.

- 1) Do not look for the culprit
- 2) Do not impose solutions
- 3) Encourage the children to express the mutual
- 4) version of their differences
- 5) Encourage agreement among children

1. First step backward

- This is a central point of the method. Teachers agree to avoid inquisitorial questions. Nobody is attempting to find a culprit, as if a quarrel was something bad or wrong with a guilty part. Children need to quarrel, not to be blamed.
- If the rule is “do not argue!”, a short circuit is created: the child is no longer able to act from his natural, self-regulatory components. Instead he/she **begins to raise the antennas about what the adult is expecting and “demanding” from him/her**. This establishes a triangulation: children are no longer quarreling with each other, but their quarrel takes place according to the adult. Boys and girls then play using the adult as the judge, the one who decides what is right and wrong.

2. Second step backward

- Adults fear that children are not able to act alone when they are in a situation of conflict.
- This fear legitimates a rather coercive interventionism that gives children the message: what they have to do.
- A forced solution may be not adequate to the needs of children.

3. First step forward

- Encourage the children to express the mutual version of what happened.
- Emotions and needs expressed by children allow them to take a distance, give names
- Words or drawing for little kids
- The adult is responsible for this important act of divergent reciprocity.

4. Second step forward

- The litigants have the chance to express their reasons: it is now important that the adult maintains a **neutral position**, any version is legitimate
- Children actually try and find a form of agreement amongst themselves
- Gradually children learn by themselves and do not turn to adults anymore: they realize that process of awareness, of learning, which means learning to stay together. You learn to stay together when you can interact in critical situations.

Handout n° 7 THE THREE PROTECTIVE FUNCTIONS OF CHILDREN QUARRELS

1. Self regulative capacity

- Be able to find an agreement without help
- Regulate individual interests

2. Decentralization capacity

- Be able to see the problem from another point of view
- Be able to visualize the situation with an external eye
- Develop the mental plastic capacity

3. Creative-divergent capacity

- I have to surrender because the other one is more creative than me
- I’m going to look for something that I like more than what I wanted to share with my friend because he didn’t want to share it.
- It’s an **active surrender**

“Generally, when a teacher intervenes, her/his solution is different from the children one and it disturbs the harmony of the class. If one of this problem raises up, apart exceptional cases, we should leave children arranging it between themselves. From practicing it, we will become able to observe better children’ behaviours which adults still ignore. From these daily experiences a social construction gets established.” (Maria Montessori (2017). *La mente del bambino*, Milano: Garzanti, 220-221, trad. E. Passerini).

Handout n° 8 PROVENTION IN NONVIOLENT CONFLICT TRANSFORMATION

1. Input on (Burton’s) *provention* and on the (Paco Cascon’s) ladder of *provention*

The steps that have been followed through the activities are part of a group-building process that have been called *provention* by John W. Burton¹¹. Burton uses the expression conflict “provention” and not prevention, partly as a play on words with the verb “provide” (meaning that the provention process aims at providing people with the skills to confront conflicts by themselves), and partly to escape from the idea that conflicts are to be avoided, or prevented. From the nonviolent conflict transformation education, it is emphasized that the trick is not about preventing conflicts, but about avoiding conflicts become violent situations.

Provention consists of creating a sense of community and, at the same time, developing personal skills, both for teachers and students, to prevent violent crises in the process of a conflict and lay the foundations for peaceful coexistence. It develops the necessary steps to equip oneself with the strategies and resources needed to create the structures and relationships that can build a *nonviolent* community.

11. Burton, John W. (1990) *Conflict: Resolution and Provention*. London: Palgrave Macmillian.

The *Provention* process is conceived as progressive steps (the ladder of *provention*). These are, according to Paco Cascón (2001: 12): Group Building, Effective Communication or consensus; Cooperation and skills for conflict resolution. Within the Group Building steps, there are also smaller steps that refer to: Knowledge and recognition of oneself and others; Appreciation of oneself and others; and Trust building, as shown in the following diagram.

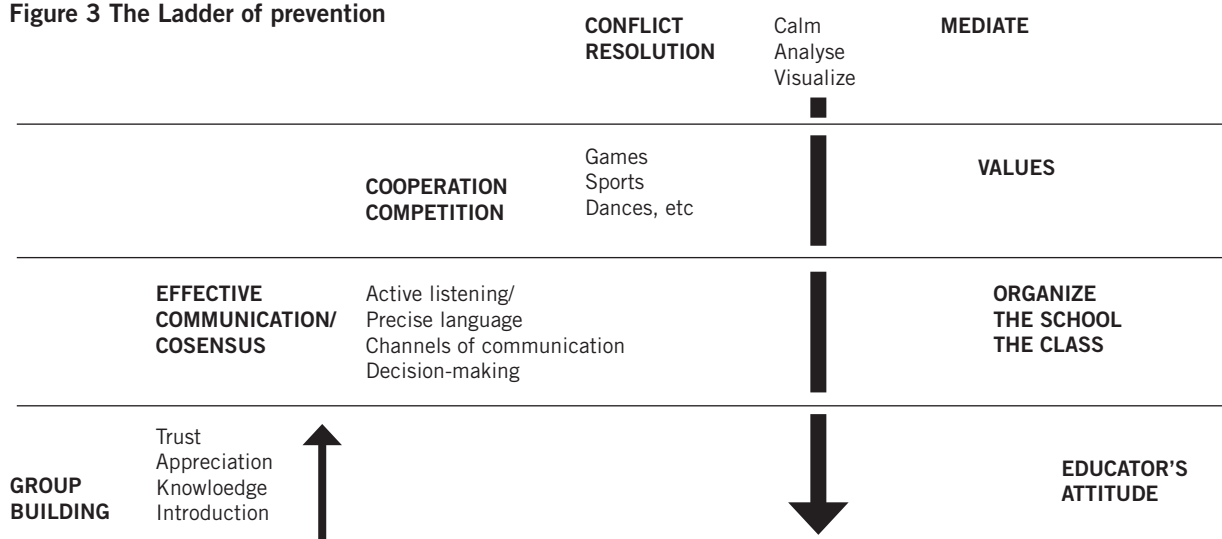
Stressing on provention is a very useful way to intervene before a conflict is made explicit, as a way to strengthen the competences of every person to face conflict in a nonviolent way.

Provention: is the process to PROvide people with the necessary competences to address conflict in a nonviolent way. It should take place before the conflict is becomes explicit.

Conflict analysis and negotiation: takes place when people involved in a conflict apply the skills they learned in the provention stage to analyse the conflict by themselves, and to negotiate among the people involved, without external help. The conflict analysis and negotiation stage occur when the conflict has become explicit, and there is some kind of confrontation.

Mediation: in the people involved in a conflict cannot solve a conflict by themselves, they might require the support of a third party that would help them to analyse and negotiate a conflict.

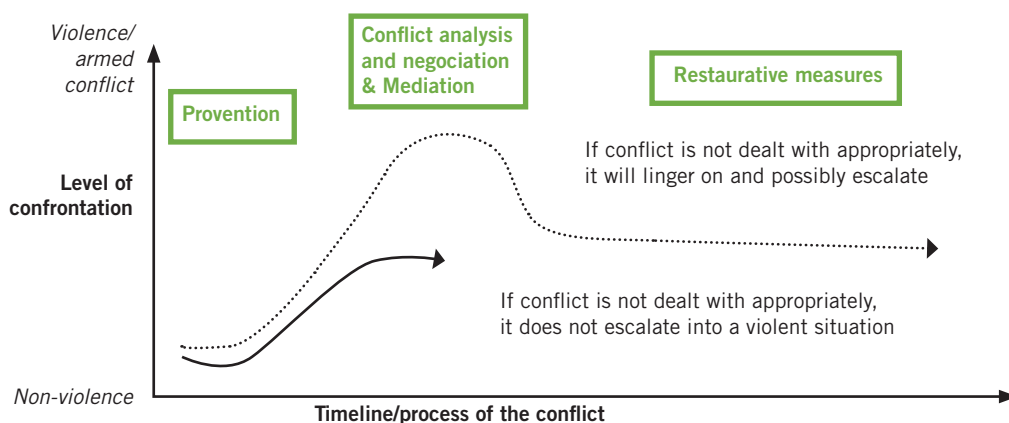
Figure 3 The Ladder of prevention



The above illustrator shows, on the steps to the left, the topics to be worked through with students, and on the right the implications these have for teaching staff.

Source: Cascón, Paco (2001) *Education in and for conflict*. Bellaterra: UNESCO Chair of Peace and Human Rights. <http://unesdoc.unesco.org/images/0013/001329/132945m.pdf>

Figure 4. Provention and other intervention strategies depending on the cycle of the conflict



Source: School for a culture of peace.

Restorative measures: if people has been harmed during the conflict, it is important that they set up measures to redress that pain.

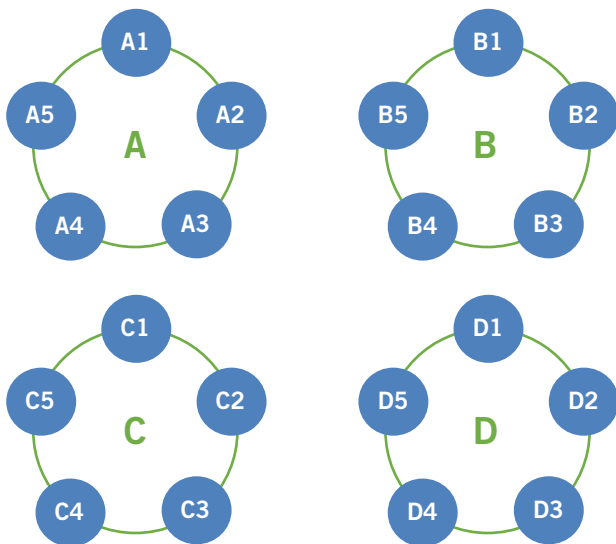
Ideally, the best is to use these strategies (prevention (1), conflict analysis and negotiation (2), mediation (3) and restorative measures (4)) depending on the timeline of the conflict (it is recommended not to promote mediation before trying that the people that are involved in a conflict try to resolve their differences by themselves: it is important to promote everyone's responsibility to solve conflicts by themselves, before searching for an external help, so that every student/ person learns how to do it.

Handout n° 9 COOPERATIVE LEARNING JIGSAW

Home group: Participants are asked to invent/adapt a cooperative learning activity, and to justify their criteria.

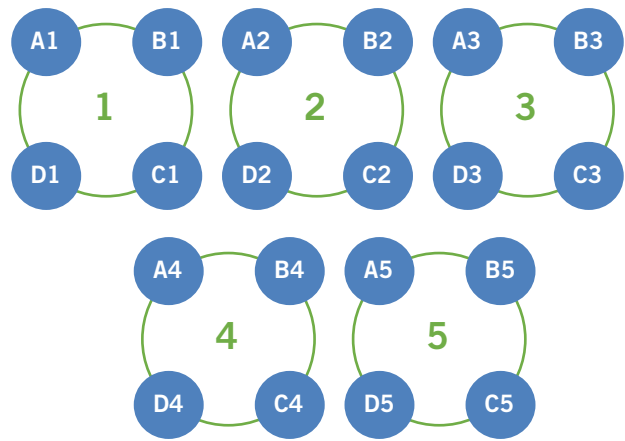
Expert Group (homogeneous): Four groups of five people read and share the following contents:

- A - What is Cooperative Learning
- B - Examples of cooperative learning activities
- C - Criticisms and challenges of Cooperative Learning
- D - How to evaluate Cooperative Learning activities



Home group (heterogeneous): Five groups of four people read and share the following contents:

- Group 1: one member of groups A, B, C, D
- Group 2: one member of groups A, B, C, D
- Group 3: one member of groups A, B, C, D
- Group 4: one member of groups A, B, C, D
- Group 5: one member of groups A, B, C, D



A - WHAT IS COOPERATIVE LEARNING

What are cooperative and collaborative learning?¹²

Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

Five key principles in Cooperative Learning¹³

The five key elements that differentiate cooperative learning from simply putting students into groups to learn (Johnson et al., 2006) are:

1. Positive interdependence: You'll know when you've succeeded in structuring positive interdependence when students perceive that they "sink or swim together." This can be achieved through mutual goals, division of tasks, dividing materials, roles, and by making part of each student's grade dependent on the performance of the rest of the group. Group members must believe that each person's efforts benefit not only him- or herself, but all group members as well.

2. Individual accountability: The essence of individual accountability in cooperative learning is "students learn together, but perform alone." This ensures that no one can "hitch-hike" on the work of others. A lesson's goals must be clear enough that students are able to measure whether (a) the group is successful in achieving them, and (b) individual members are successful in achieving them as well.

12. Concepts to Classroom: Cooperative and Collaborative Learning. <http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>

13. <https://serc.carleton.edu/introgeo/cooperative/whatis.html>

3. Face-to-Face (Promotive) Interaction: Important cognitive activities and interpersonal dynamics only occur when students promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge. It is through face-to-face, promotive interaction that members become personally committed to each other as well as to their mutual goals.

4. Interpersonal and Small Group Social Skills: In cooperative learning groups, students learn academic subject matter (taskwork) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management. Given the complexity of these skills, teachers can encourage much higher performance by teaching cooperative skill components within cooperative lessons. As students develop these skills, later group projects will probably run more smoothly and efficiently than early ones.

5. Group Processing: After completing their task, students must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed. Group processing involves both taskwork and teamwork, with an eye to improving it on the next project.

B - EXAMPLES OF COOPERATIVE LEARNING ACTIVITIES¹⁴

Jigsaw (Aronson and collaborators, 1978): Jigsaw is specially useful in knowledge areas where content is susceptible of being "fragmented" in different parts. This method enhances the interdependence among students given that the information is provided to the students in parts (as many as team members), as if they were jigsaw pieces. Each student gets a part of the necessary information to do the task, becoming "expert" in his/her jigsaw piece or knowledge part. The team members are responsible for knowing the corresponding information in depth, for teaching it and for learning the information presented by the rest of the team member.

Student Team Learning (Devries, Edwards and Slavin): It consists of a series of procedures whose objective is providing special relevance to the use of group objectives. The success of the team can only be truly attained if individual responsibility leads all the members to fulfill their duties. Within such procedures we can distinguish four methods:

- TGT: Team method – games- tournament (De Vries and Edwards, 1973) It consists of creating teams of 4 to 5 students and arrange a competition with the members of the other teams. The teams are the cooperative

element of the TGT (Teams-Games-Tournament). The TGT guarantee the implication and participation of each and every member of the group and allow them to compete with the other members of the other teams who have a similar level to their own, which reduces considerably the angst of the competition.

- STAD Student Team-Achievement Divisions (Slavin, 1986). This method has in common intergroup cooperation and intergroup competition with TGT. The students are divided into heterogeneous groups of four or five members. The teacher presents a topic to all the class, with all the explanations and exemplifications s/he considers necessary. The students work in teams for different sessions where they discuss, compare, widen, formulate questions, elaborate conceptual maps, basis of orientation, memorize, etc. and make sure all the members of the group have learned what they were asked to.

After that, the teacher assesses each student individually and transforms the individual qualification in group qualification using a system known as "performance in divisions". This method compares the performance of each student as regards the reference of a group of a similar level. Thus we make sure each student can contribute to the success of his/her team, given his/her possibilities, and it can also be the case that a student with a lower performance level provides a higher score to his/her team than another student with a higher performance level because s/he has been better placed in his/her division.

- TAI Team Assisted Individualization (Slavin et al, 1984). This method combines cooperative learning and individuated instruction: all the students work on the same, but each of them follows a specific program. The common learning task is structured in a personalized way for every member of the team, and within the team all the students help so as to attain the personal objectives of each of its members.

Other techniques include Group-Investigation (Sharan and Sharan, 1976), Jigsaw II (Slavin), Learning Together (Johnson i Johnson, 1999), Reciprocal Teaching (Palincsar i Brow, 1984 i Palincsar i Herrenhohl, 1999), CO-OP CO-OP (Kagan, 1985a, 1985c)...

C - COOPERATIVE LEARNING: CRITICAL PERSPECTIVES

Group issues

Vicki Randall (1999) cautions against abuse and overuse of group work. According to Randall, the many benefits of cooperative learning sometimes blind us to its drawbacks. She identifies the following practices as common weaknesses:

14. <http://grupsderecerca.uab.cat/grai/en/content/cooperative-learning-methods>

- Making members of the group responsible for each other's learning. This can place too great a burden on some students. In mixed-ability groups, the result is often that stronger students are left to teach weaker students and do most of the work.
- Encouraging only lower-level thinking and ignoring the strategies necessary for the inclusion of critical or higher-level thought. In small groups, there is sometimes only enough time to focus on the task at its most basic level.

Other dissenters highlight the overuse of cooperative groups to the detriment of students who benefit more from learning alone. Yet others recommend that we negotiate more with students to determine how they learn best and apply these ideas to the way we structure classes.

Another possible problem with cooperative learning involves racial and gender inequities. Research (Cohen 1986; Sadker et al. 1991; Linn and Burbules 1993) shows that in science, and perhaps in other areas of the curriculum as well, group learning may be LESS equitable for girls than autonomous learning. Group learning may reinforce stereotypes, biases, and views of science and math as a male domain. Male students may discredit females, and the classroom may become a microcosm of the "old boy" network that has frequently discouraged women and minorities from participating in certain curricular activities. Specifically, according to Sadker et al. (1991):

The different and contradictory findings of the relatively few studies analyzing cross-gender performance in cooperative learning organizations suggest that, by itself, the implementation of cooperative learning groups does not necessarily lead to a more equitable and effective learning environment for females and minorities.

Problem Personalities

As you observe students engaged in group work, something to watch for is a student on the sidelines or dominating the conversation. In most cases, it doesn't last. The student may be taking a break or have some particular expertise on the subject. If, however, other students complain or the issue seems protracted, you may have to intervene.

Hitchhikers: This behavior is rare, with only about 7% of students riding the group coattail according to Kaufman et al., 1999. It may be a problem of motivation or immaturity or it may simply be the case that the student is too shy or too passive to get involved with the group. Shy or unconfident students may be able to get involved with help from the rest of the group, so the first attempt to deal with the problem, if you wish to give the student the benefit of a doubt, would be an informal request to the group to make an effort to involve the shy student.

Dominant personalities/Perfectionists: Sometimes, it's the other way around. One student (occasionally two) will have high standards or intense involvement with a project to such a degree that they (often unintentionally) exclude their teammates.

Without assigning blame, it is possible to treat this problem just like hitchhiking; help the group to restructure their group dynamics by increasing interdependence, social skills procedures, processing, individual accountability, etc. If this fails, once again, it may be best to break up the group and let some people work on their own. Perfectionist students may prefer working alone.

<https://serc.carleton.edu/introgeo/cooperative/challen.html>

D - MONITOR AND INTERVENE

Evaluating Output

Evaluating group work can be challenging in the face of student preferences for full control over their individual grade and faculty's historical reliance on individual grading procedures. Pantiz (2003) provides a list of techniques that to some extent address both issues:

- "teacher observations during group work,
- group grading for projects,
- students grading each other or evaluating the level of contribution made by each member to a team project,
- extra credit given when groups exceed their previous average or when individuals within a group exceed their previous performance by a specified amount,
- use of a mastery approach whereby students may retake tests after receiving extra help from their groups or the teacher, and
- the use of quizzes, exams, or assignments graded to ensure individual accountability." (p. 195-6)

The Practice of Observation

This step may seem self-explanatory, but generating quantitative data from watching your groups isn't trivial. You are looking for specific actions or verbal cues related to your target behaviors. When a student engages in that action, the observer puts a tally mark on the group's observation form. This is a good reason to start small and only look at a few behaviors to begin with. But the observer should also keep notes about specific positive contributions made by group members to supplement the tally data, as well as to use in praising student actions during processing.

Intervening

In the process of observing your students working in groups, you will likely see patterns of behavior that impede their progress and thus you'll want to intervene. These might include misconceptions of the task and

concepts involved in the project or deficiencies in use of social skills and communication.

When faculty interact with groups, their role should be one that is supportive of cooperation rather than simply telling them what they are doing wrong and how to fix it. Kagan (1992) suggests that students should be advised to use the “three before me” method- seeking input from three sources before asking the instructor a question. Barkley, et al. (2005: 71-72), citing Johnson and Johnson (1984) and Silberman (1996), provide a number of strategies that promote supportive interaction:

- Be available to clarify instruction, review procedures, and answer questions about the assignment.
- Paraphrase or ask a question to clarify what a student has said.
- Compliment the student on an interesting or insightful comment.
- Elaborate on a student's statement or suggest a new perspective.
- Energize by using humour or by asking for additional contributions.
- Disagree with a student comment, but be gentle.
- Mediate between students.
- Pull together ideas by pointing out relationships.
- Summarize the group's major views.

Handout n° 10

INTRODUCTION IN NONVIOLENT COMMUNICATION

To communicate = to share (Latin word *communis*)

Communication is exchange of information, emotions and attitudes with following purposes and effects:

- to discover (to learn about myself, others, world and relationships)
- to build relationships
- to help
- to avouch (to pursue)
- to fun, thanks (appreciation) and celebration.

We understand communication as behaviour we can and need to develop, consciously change and improve it from behaviour which mirrors and supports dominant relationships in such behaviour which creates space for a relationship of equal dignity (appreciation of the difference without valuation - who is wrong or right) and co-operation that enriches life.

Dominant power relationships (power from „above“): dominance, elimination, assimilation. Cooperative power relations (power „with“).

Communication which supports structural violence

- Johan Galtung – Structural violence - impairment of fundamental human needs (family violence, state, gender, racial, police, cultural, peer violence).

Such communication is **life alienating communication** (M. Rosenberg 1999) - full of **judgements** (good/bad; right/wrong), **labelling, blaming, evaluating, comparing, demanding** (should/ must). You blame yourself or others.

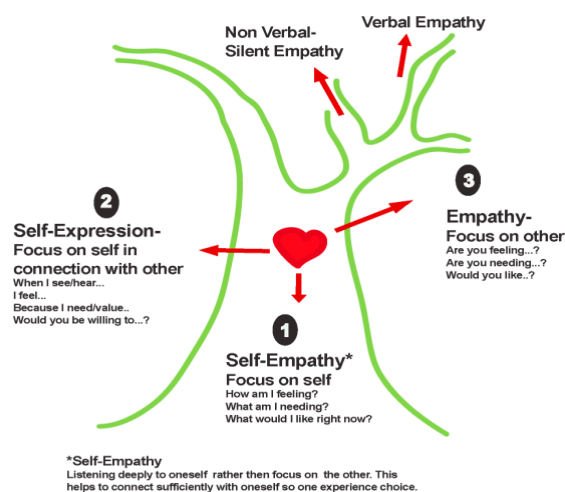
The following are places in communication where the power relationships could be transformed from dominant ones towards assertive & cooperative – nonviolent communication:

- **to discover** (to learn about myself, others, world and relationships) - **NVC**: how much and how I share about myself and insides I have/how much I receive?
- **to build relationships** - **NVC**: which kind of relationships – dominant or cooperative one?
- **to help** - **NVC**: do I empower person or I support the relationships of dominant power distribution?
- **to avouch (to pursue)** - **NVC**: whether or not I am trying to pursue my interest or attitude alone or negotiate, having in mind the ability to fulfill my needs while respecting the needs of the interlocutor
- **to fun, thanks (appreciation) and celebration.**

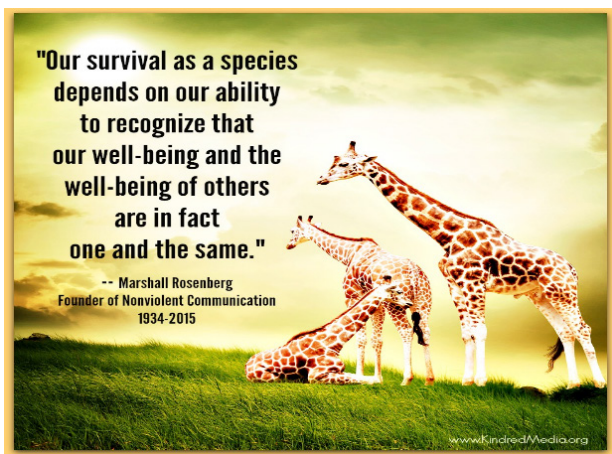
Nonviolent communication undermines the dominant distribution of power and supports and strengthens relationships based on equality of dignity and self-realization, and enriches the life through joy of giving and receiving. It has a developmental effect because it releases human potentials of courage, compassion, wisdom and creativity and networks (binds) them.

Nonviolent Communication is giving and receiving from hearth, language of life (Marshall Rosenberg)

NVC's tree of life: 3 options for connection



Rosenberg M. (2005). *Nonviolent Communication: A Language of Life*. Encinitas, CA: PuddleDancer Press.



Handout n° 11

NONVIOLENT COMMUNICATION ACTIVE LISTENING (EMPHATIC LISTENING)

Active listening:

A) is grounded on **an attitude** that the person I listen to has an insight into him/herself and the world and that he/she can articulate how they feel, what they think, want or do not want, what they need or do not need,

B) is **an act of will**: I want to give you my attention and my time; I want to hear your story, your emotions, your wishes; I will put effort for continuous observation of myself aiming, giving up interpreting and comparing what I am hearing with my own experience,

C) requires use of **communication skills**:

- I don't interrupt you
- my body language tells you that I am really listening to you, e.g. eye contact established
- I do not introduce my topics into the conversation, I do not talk about myself
- I ask open ended questions, so that you can say what you want and so that you can find solutions on your own
- I listen patiently
- I let silence happen and leave time for thinking to the person I listen to
- I paraphrase (reflect what I have heard), I sum up
- I give you support, I encourage you through gestures and facial expressions to search for and trust your own solutions
- I do not lecture you, I do not give advices, I do not put you down.

Listening is NOT APPROVING/DISAPPROVING - it is listening without judging/interpreting, allowing the other side to exist that way it shows itself in this moment.

Assertiveness is the ability of honest, clear, open and direct expression of one's own attitudes, feelings, needs and interests, whereby one assumes responsibility for oneself and for their actions, while interests and needs of others are not questioned but approached by respecting their integrity.

The equal dignity relation means openness and true appreciation of differences, which entails abandoning the attitudes of what is right and what is wrong or who is right and who is wrong.

Handout n° 12

NONVIOLENT COMMUNICATION OBSERVING - FEELINGS - NEEDS - REQUESTS - NEGOTIATION

Self-empathy & empathy

Nonviolent communication (M. Rosenberg) is about observing and expressing myself (self-empathy and self-expression) and receiving message with empathy.

Observing and expressing myself with self-empathy: **"I" messages** - where we choose to focus on:

1. **observable facts** - when you come home and ...
2. **our own feelings** - I become angry (sad...)...
3. **our needs** below feelings.... because I need support.... (to have fun...to share..time...),
4. **our clear requests** I would like that you

Communication through „I“ messages keeps us in touch with the life energy. Liberates us from self-created mental prisons, stress, depression, emotional slavery. Enriches our life and life of others.

We cannot listen and respond nonviolently if distressed or unhappy. Therefore, sometimes we need time out to give empathy to ourselves. Listen what is happening inside of you. Ask yourself: What am I observing/ feeling / needing / requesting? Sit with your needs and feel them alive in you. Honour the unmet needs. Choose a doable action, request.

Observing and **receiving message with empathy**: listening with empathy – where we, while receiving message, choose to focus on person we listen:

1. **observable facts** – Tell me more about what happened!
2. **your feelings** – Are you feeling...?
3. **your needs below feelings** – Are you needing...?
4. **your request** - Would like

Listening with empathy is NOT APPROVING/DISAPPROVING. It is listening without judging/interpreting, allowing the other side to exist that way

it shows itself in this moment. Listening with empathy helps person we listen that she/he better understands own behaviour, feeling and needs below feelings and to express, and even, re-consider own request. See more: active listening.

Important:

Our needs do not jeopardise anyone.

But the way how we fulfill our need could be in conflict with realization of needs of other people.

Therefore: **request** is my proposal how I would like to fulfill own need. But it is negotiable – I can through dialogue re-consider other strategies for fulfillment of my need. The same is when I receive request from others.

This is the place for creativity, for prevention of conflict, prevention of escalation of the conflict and conflict management in a nonviolent way.

List of needs:

- ~ **Interdependence** : acceptance, appreciation, cooperation, honesty, respect, support, trust, understanding, love, empathy, closeness..
- ~ **Physical nurturance**: air, food, rest, touch, movement, water..
- ~ **Integrity**: self-worth, creativity, authenticity...
- ~ **Spiritual**: peace, order, beauty, inspiration...
- ~ **Play, celebration**

Feelings – look for various definitions.

Our simple definition is that feelings are psycho-physical-spiritual reaction/response of person to stimuli from an external or internal environment – on fulfilled or not-fulfilled needs.

List of feelings when our needs are met: calm, happy, friendly, loving, relaxed, secure, relived, thankful, grateful, glad, free, content, confident...

List of feelings when our needs are not met: angry, afraid, bitter, annoyed, depressed, hurt, frightened, hostile, sad, upset, unhappy, worried, furious, anxious, jealous, lazy, hostile, embarrassed...

Feelings are not positive/good or negative/bad – they could be pleasant or unpleasant to us.

Handout n° 13

NONVIOLENT COMMUNICATION

TYPES OF MESSAGE

TYPES OF COMMUNICATION IN CLASSROOM

Types of messages

I messages: express one's observations, feelings, needs and demands

When I see you lie down on a couch after lunch I am angry because I am tired and I need rest and I would like you help me wash up the dishes.

You messages: blame others, judge, evaluate, criticize, insult

You are always late and that irritates me.

We messages: remove personal responsibility, cover personal feelings and influence others indirectly
We must love each other.

Impersonal messages: cover personal feelings or responsibility

It is high time that this corruption in society stops.

Types of communication in classroom

Passive: strong need to be linked with others, lack of self-worth, allow others to lead, they say YES when they mean NO, feel inferior and put themselves down, fail to communicate their feelings, needs and thoughts.

Aggressive: tell others to do things, never ask, ignore others and rush them, show no praise or respect to others, manipulate and dominate others, criticize, blame and interrupt others, do not listen, use You messages.

Passive-aggressive: use sarcasm, sabotage others, deny problems, have difficulty to acknowledge anger.

Assertive: use I statements, states their feeling and needs clearly and respectfully, have good eye contact and relaxed body posture, feel competent and in control, do not allow manipulation, feel connected to others, address issue as problems arise, listen careful without interruption.

Examples of exercises

1. Messages I do not like

Participant discuss and write down in the groups messages that make them angry, upset, or make them defend themselves or attack. They give examples in the plenum.

Based on the examples a list of different types of messages is made.

2. Direct and hidden expression of needs and feelings

A. Think about feelings and needs hidden in the following messages. How would you give yourself empathy?

I feel overloaded with work.

I am good for nothing.

I feel so ashamed because I could not answer student's question.

I feel misunderstood.

I must go on diet, because nobody loves me now.

B. Find out what feelings and needs are not expressed and transform the messages.

I will not tolerate your aggressive behaviour any more.

I am fed up with you and your shouting.

I feel tired of telling you constantly to come on time.

You ignore every opinion and you do not know to be flexible and change your attitude. You are stubborn.

How can anybody trust you? You always promise and do not do things.

C. Decide whether these sentences are observations or evaluations. If it is an evaluation, change it into observation.

John was angry with me last week for no reason.

Henry is very violent in his behaviour.

My girlfriend is a good person.

My children are so careless with toys.

Tom works too much in his office.

Handout n° 14

GLOSSARY FOR NONVIOLENT CONFLICT TRANSFORMATION EDUCATION

Key terms

- Aggressiveness and aggressivity
- Authority
- Benevolence
- Bullying at school
- Community
- Conflict
- Cooperation
- Emotion
- Empathy
- Mediation
- Nonviolence
- Prevention
- Sanction
- Self-esteem
- Violence

This glossary is based on a glossary written by a collective of French trainers and researchers within the Coordination pour l'éducation à la non-violence et à la paix and translated in English by Claire Pismont. It has

been amended and completed by the Educate partners. It presents some key terms in Nonviolent Conflict Transformation education. The authors are very well aware of the fact that there can be others.

Aggressiveness and aggressivity

This word is extremely ambiguous and frequently leads to confusion! In the Oxford Dictionary Aggressivity is defined as “aggressive behavior; aggression” and “aggressiveness”, in its first acceptance, as “hostile or violent behavior”.

On the other hand, for the neurobiologist Pierre Karli, aggressiveness intervenes as a strategy whose goals are either assertiveness and satisfaction of needs and desires, or defense against anything that threatens the integrity of oneself or of the group. If the common language associates the words attack, assault, aggressive and aggression with violence, biologists speak of aggressiveness as a vital energy for the development and protection of the human body. The second definition of “aggressiveness” in the Oxford Dictionary is “determination and forcefulness”.

The etymology of the word confirms this double point of view on the concept of aggressiveness. The verb “to aggress” comes from the Latin expression *ad-gressere*, meaning “march towards”. Thereon, the word can take two different meanings. On the one hand, aggressiveness and aggressivity can be linked to an intention to harm others, hoping to find satisfaction there. But on the other hand, aggressiveness is a component of the general dynamism and adaptive behaviors of an individual. This double meaning underlines the ambiguity of this notion.

This is the reason why some people prefer to use other words, that lean towards a more positive meaning. Jacques Sémelin speaks of nonviolent combativity as “an aggressiveness-assertion of oneself that respects the opponent without compromising with him”. Daniel Favre evokes “nonviolent self-affirmation”, a useful term as it is true that assertiveness of oneself can also be expressed through violence. Others use the word assertiveness as the art of sending a tough message with determination and nonviolence.

Beyond words, it is therefore necessary to establish a distinction between the vital force which enables a person to satisfy a need for security by protecting and defending himself from a violent act of aggression which must be prohibited and sanctioned. The most important thing to claim is that nonviolence is not passivity, but requires the ability to stand up for oneself.

Authority

*The word authority comes from the Latin *auctoritas*, from the *auctor* family of words (author meaning the one that is at the source) and from *augere* (to grow, to increase). Authority is a force which makes it possible to*

bring about the support of a group to one's suggestions; it enables the following of rules; the efficient running of a group's activities; and the organization of speaking arrangements.

Authority must be established: the authority of a teacher derives its legitimacy from her/his formal status. The institution gives her/him the authorization to choose an adapted teaching method, to evaluate academic results and to sanction the mistakes of the pupils. The authority of each and every one is reinforced when missions are well defined, when the rules are clear, when adults are united to overcome difficulties together and help the youth to build itself up.

Authority is also what elevates, helps one to grow and be empowered. The purpose of nonviolent education is to enable children to become strong too. For instance, student-mediator or delegate is given authority through an accreditation or an election, they learn to exercise the received authority and need to be recognized by their peers.

Authority must be carried out: authority is based on technical skills, but also on passion, strength of conviction, sense of responsibility, reliability and exemplarity. People have all the more authority when they listen to the needs and opinions of all, when they speak patiently and hand out authorizations. They maintain relationships based on trust and won't be walked over. They seek compromises based on specific goals. Authority is authentic and genuine, it is recognised by others. Propositions to possess authority undoubtedly emerge from a safe, nourishing and rewarding childhood. But we believe that we can develop our authority by working on ourselves, by training, by seeking a life balance and a stimulating environment. The "charismatic" authority of some can be an excellent engine, but in order to avoid any abuse of power it is useful to set up democratic rules and collective regulations.

Authority must be recognized: authority is the art of obtaining obedience without calling on threat or pressure. It implies the consent of the person to whom it is addressed in a relationship of mutual trust, even if this relationship is not free from conflict. Benevolent authority, far from authoritarianism and blind submission, goes hand in hand with citizen obedience. To obey is to choose to take account of the opinion of the person in charge, as much as she/he respects the collective framework, and so long as our conscience as citizens does not command us to object. For a teenager, obeying is often unpleasant, unless the young person feels this authority as protective and constructive. The adult must be coherent enough to be legitimate, and strong enough to deal with protests. At the same time, it is important in nonviolent education that teenagers are given space to express their ideas and reflections, including resistance. Adults need to be prepared to discuss issues they feel uncomfortable with.

Children need stable benchmarks to build trustworthy projects and to one day be able to behave autonomously in life, without their educators.

Benevolence

Benevolence is an inner attitude that makes us able to see the other without preconceptions, with a look of trust and kindness.

It is born out of the acceptance of one's own imperfections. This benevolence towards oneself is opposed to the tendency to project one's insufficiencies on the other, which turns the latter into a scapegoat and sets in motion the spiral of mutual provocations that lead to violence.

Benevolence does not mean being an angel. It allows itself to make judgments about unacceptable behaviors, but it forbids the general judgments that label people by sticking them in the boxes of these behaviors.

A benevolent school does not, as its detractors suspect, hand out good marks and unmerited compliments. But it welcomes young people as they are from an educational perspective. Under insolent demeanor, apathy, rejection of school, violence, it can see the calls for help and unfulfilled needs that they express. It responds in such a way that students feel respected, acknowledged and are more eager to learn. A benevolent school is the opposite of "the sorting school", it strives to encourage "success together" through mutual help, cooperation, and teaching methods that reach out to young people in difficulty. These methods are already being implemented by many teachers but is not yet the case for the school system as a whole.

By combining "benevolence" and "supervision", it is always a matter of caringly watching over each child, in each of the areas she/he spends time in: with family, in pre-schools, schools, recreational areas.

Educational benevolence is expressed at three levels:

- in the relationship with pupils, largely mentioned above,
- also in the choice of suggested activities (diversity, feasibility, proposal of collective challenges done by combining the capacities of all pupils, etc.)
- and finally, in the very organization of the premises: greeting capacities, especially towards new pupils, collective watch (measurement of progress, early detection of difficulties or personal distress, etc.), taking into account special conditions (disabilities, health issues, etc.), a form of sanction based on accountability rather than punishment.

Bullying at school

These refer to long-term physical, verbal or psychological violence perpetrated by one or more pupils or a whole

organisation with the intention of harming a victim in a weak position.

Here are seven characteristics of student bullying:

- Repeated assaults over a long period
- A disproportionate ratio of power which is always in favor of the assailant and his accomplices
- Committing reprehensible acts, powered solely by a desire to harm
- A victim who dares neither act nor denounce out of shame or fear of reprisals. It is subject to the law of silence
- Violence difficult to detect by adults
- Often passive witnesses, giving full power to the harasser and his accomplices
- A harasser who benefits from his audience and other students who watch on

It is a triangular relationship in which the victim-aggressor-spectator relationship is central, the harasser succeeding in making his fellow spectators the accomplices of his acts thus establishing a relationship of domination over the victim. So, to prevent or treat harassment, it is very important to focus on the group as a whole and to take a critical look at the whole prevailing system of norms, standards and deviations.

The risks facing the victim are:

- Social isolation: the child or teenager may develop thoughts of shame, loss of self-esteem, guilt.
- Psychic unavailability: it has impacts on school learning with a drop in performance and a risk of academic failure. It impedes the development of the social and relational skills of the child or teenager. It causes anxiety and even depression that can lead to suicide.
- The feeling of abandonment which suggests, on the long run, difficulties of social integration, or using violence.

Student bullying is not new. However today it is aggravated by the use of new information and communication technologies (SMS, mobile phones, internet messaging, forums, chats, emails, social networks, blogs). Harassment is no longer limited to the school space alone. The victim is prosecuted even in the privacy of his home, at any time and on any day of the week by messages in the form of humiliations, mockery, insults, defamation, discredit, intimidation, impersonation, physical threats, insistent contact ... This dimension of harassment has taken the name of cyber-harassment or cyberstalking.

Community

A community is commonly defined as a group of people living in the same place or having a particular characteristic in common.

At the classroom level, community should be understood as all the students and the teacher, taking a special care to

make sure that the most vulnerable or “different” students as compared to the group in general are part of the group.

At the school level, community means any actor involved or hired by the school; students, families of the students, teachers, director, cooking staff, cleaning staff and any other kind of staff of the school should be considered as part of the community level, due to the fact that purposely or unconsciously they are educating students through every step they take.

At the local level, community members can include civic organizations based in the neighborhood, shop owners around the school, religious or country associations, particularly if members of these associations are also members of the school community, and any kind of informal youth groups around the school.

Because students belong to all those communities, it makes sense to have them into account while analyzing and transforming conflicts in either level (Classroom, school or neighborhood).

Conflict

In Latin, conflictus means confrontation, clash (from conflare, “to clash”). It is the result of interference between opposing forces, as a result of divergent needs, desires, interests, ideas or values. More simply, it can be said that the word “conflict” expresses a disagreement between two or more parties, be they individuals or groups, when the disagreement is seen as cumbersome by either side. Situations that generate conflicts are part of social life and are inevitable. Because our culture is nurturing idea that conflict is connected mostly with violence, conflict should not be confused with violence.

The regulation of an interpersonal conflict or of a conflict within a group or between several groups is a dynamic and complex process. It involves unpleasant emotions such as surprise, anger, fear, and then reactions that aim, consciously or not, to restore individual serenity. The conflict always takes place in a context, with a more or less balanced power struggle at stake. In contrast to bullying, can power “walk” between the protagonist. For example, a pupil experiencing less power compared to the teacher can collect more power by becoming a group of students. In a bullying situation the victim would never dare to do so. At every stage of the process each protagonist will make a choice according to several criteria: the balance of power, an estimation of the seriousness of the problem involved, and the relation to the other. Each chooses between adapting to the desire of the other, withdrawing, being an opponent, or proposing a negotiation. Each posture is more or less adapted to the situation. And each posture can result in violent behavior or a nonviolent attitude.

Ignoring or pretending to ignore a conflict is not enough to get rid of the problem that is causing it. Moreover, we

consider that there is violence if one is constrained and forced by the abuse of power of the other; if a person is subjected to an unfair situation that causes suffering, if a person in danger is not assisted, or if she/he is manipulated in a pseudo negotiation.

Faced with a situation seen as unjust, legitimate opposition can degenerate into violent confrontation with physical or verbal aggression. But protest can also take the form of nonviolent resistance. The goal of nonviolent action is to rebalance the balance of power to allow space for dialogue. The process of regulation can then continue in a constructive confrontation where problems are solved by exchanging of points of view, negotiating and cooperating: it is a matter of creatively developing alternative solutions to meet the needs of oneself and the needs of others, to readjust the different behaviors and calm the tension. We are talking about a positive transformation of the conflict. In a group, systematic regulation of small disagreements can avoid the explosion of emotional crises which are expressions of conflicts that have not been known or intended to be solved otherwise.

We agree on the following 11 assumptions about conflict:

- 1 - The concept of conflict is a multifaceted concept.
- 2 - Conflict is a natural part of life and education can impact the ways in which conflict is managed.
- 3 - Conflicts occur on micro, meso or macro levels of society. Gender, race or ethnicity and similar identity-frames form the macro realm and can be seen as a type of conflict imposed by societal or cultural rules and conventions. Conflicts on the macro level can inform micro-level conflicts.
- 4 - Conflict parties are in one way or another interdependent; otherwise they would not be affected by conflict. The ways in which conflicting parties react depends on the ways in which they perceive both the situation and their counterpart(s).
- 5 - Conflict is an inherently dynamic process. Conflict situations and its actors will change all the time. A conflicting relationship can develop into a mature form of relationship.
- 6 - Nonviolent Conflict Transformation education is an opportunity to learn and develop. This is deeply rooted in the idea that school is a place for learning and since conflict is a learning opportunity, it should be dealt with in schools.
- 7 - Nonviolent Conflict Transformation education for teachers needs to focus on an understanding of the cultural and organisational context in which the conflict takes place and provide teachers with tools and knowledge to manage them rather than focusing on resolving an immediate conflict only.
- 8 - Pupil voices must be heard. Nonviolent Conflict Transformation education needs to take into account the ways in which pupils look at the world, allowing multiple perspectives to come forward instead of imposing an adult perspective. Consequently,

conflict transformation education must actively acknowledge, seek, and incorporate multiple perspectives.

- 9 - Nonviolent Conflict Transformation should have an emancipatory dimension. Although the teacher operates as an authority figure in formal school settings, it is important to pay attention to managing conflicts, in which pupils are involved, in ways which respect pupils' dignity and their value as a person in equal measure as the value and dignity of teachers.
- 10 - Schooling provides unique circumstances and catalysts for conflicts. As educational challenges for students, teachers, parents, and administrators change, they constantly bring new and unpredictable types of micro-level conflicts. Teachers thus may be faced with handling conflicts for which there are no blueprints yet.
- 11 - Nonviolent Conflict Transformation is more effective if its measures are embodied in the whole school and influence all the decisions made (such as rules, restorative sanctions, participation, cooperation between teachers).

Training in Nonviolent Conflict Transformation is therefore essential to improve "living together".

Cooperation

According to the etymology (from the Latin *cum* = together and *operare* = to work), to cooperate is to "do together". There is cooperation when people come together to combine their knowledge and skills to solve a problem or carry out a project.

The idea of cooperation developed significantly in the 19th century as an alternative to the excesses of liberalism with utopian socialists like Fourier in France or Owen in England. It became fully verbalised through the development of cooperatives of consumerism, of supply, of production and of commercialisation.

For there to be cooperation, a number of conditions must be met. First, people must feel bound by a community of destiny or interests, they also need to feel connected by a sense of positive interdependence: thereby there is mutual recognition of each individual's particular skills and strengths; It is necessary that the environment allows the participation and expression of each and every one.

For Morton Deutsch, American social psychologist and researcher in conflict resolution, cooperative relations, as compared with competitive ones, show more of these positive characteristics:

1. Effective communication
2. Friendliness, helpfulness and less obstructiveness
3. Coordination of effort, division of labor, orientation to task achievement, orderliness in discussion, high productivity

4. Feeling of agreement with the ideas of others and a sense of basic similarity in beliefs and values, as well as confidence in one's own ideas and in the value that other members attach to those ideas
5. Recognizing and respecting the other by being responsive to the other's needs.
6. Willingness to enhance the other's power
7. Defining conflicting interests as a mutual problem to be solved by collaborative effort.

Cooperating is not so easy; it is not enough to come together to become cooperators. Cooperation requires learning, development of knowledge and relational and social skills. Célestin Freinet, a French pedagogue and activist of cooperation between adults, developed a teaching method that implements cooperation. In his class he put in place a cooperation council which meets every week. It is a place to learn about democratic debate, managing conflicts, planning projects and regulating class life.

Cooperative learning is a method of teaching that involves getting students to work together in groups. It takes place in four stages: the proposal of a situation which involves a problem – or a socio-cognitive conflict – that needs to be solved, directives, cooperative activity and reflexive feedback. Roles are handed out to everyone: there is a person in charge of the school supplies, one in charge of time, another for speech distribution; a Secretary, a spokesperson, a facilitator, etc.

The reflective feedback allows an expression of the experience and the impressions during the cooperative activity and to reflect on the possible improvements to improve its effectiveness. Groups are carefully trained to establish positive interdependence between students. This positive interdependence is associated with empowerment: students must learn and at the same time contribute to the work of the group.

Emotion

Emotion is a body's physiological response to stimulation. This response allows him to survive by maintaining his balance and integrity.

This physiological response is a result of two regulatory systems: the autonomic nervous system (or neurovegetative system) and the endocrine system, both of which cooperate in order to maintain the stability of the microenvironment of the body. The "bandmasters" of these systems are located in the limbic brain: the amygdala and the hypothalamus.

This response impacts the whole person. It translates into bodily feelings, physical movements, often automatic thoughts, reactions. We speak of emotional discharge to describe the stage of expression of emotion.

The awareness of emotion concerns the area of the brain named neo cortex. When the emotion has become

conscious, it allows the individual to be informed of his needs and respond fairly to the stimulus that caused the emotion. In this case, the body regains its state of equilibrium before the emotional alert.

In some cases, however, the emotion no longer plays its positive role and can have harmful consequences for the physical and psychological health of the individual.

- When the emotional discharge time has not been able to take place, it is called emotional breakdown or repression, a process that is often unconscious.
- When the emotion is too strong and in particular repeated too often, regulatory resource devices can be worn out.
- When the individual is invaded by the emotions of others without being able to distinguish them from his own. This is called emotional contagion.

This last case is to be distinguished from empathy, the capacity to visualize what the other feels and thinks, to walk a mile in another's shoes without, however, merging with the other. This capability allows more effective communication.

Neuroscience research has shown how central emotions are in cognitive processes.

The main emotions, said to be universal, have been identified by Paul Ekman as being fear, sadness, joy, anger, disgust, surprise.

The model of Emotional Intelligence was formalized in the 1990s (notably by American psychologists Peter Salovey and John Mayer) and studies showed that educating about emotions was possible and allowed better performances in both personal and professional life.

Feelings are affective states of mind resulting from mental elaboration. They are more psychological than physiological. They are also more stable over time. These two factors distinguish them from the emotions that are concerned by feelings.

Empathy

Empathy is a capacity acquired during the psychogenesis to represent what one feels or thinks of the other or the others while distinguishing it from what one feels and from what one thinks oneself. It is the disposition to put oneself in the place of others while remaining at a distance, without merging with the other.

Carl Rogers said in 1962: "Empathy or empathic understanding consists in the correct perception of the frame of reference of others with the subjective harmonics and the personal values attached to them. To perceive empathically is to perceive the subjective world of another "as if" one was that person - without ever losing sight of the fact that it is a similar situation, "as

if". Empathic capacity implies, for example, that one experiences the pain or pleasure of another as a person experiences it, and that one perceives the cause as the person perceives it (that is, one explains the person's feelings or perceptions as the person explains them to himself), never forgetting that they are the experiences and perceptions of another. If this condition isn't complied with, or ceases to be considered, it is no longer a question of empathy but of identification. "

A major evolution of the concept of empathy took place at the very beginning of the 70s. Two components are now explicitly distinguished in empathy: a cognitive component and an affective component. The different conceptions agree to recognize in empathy a form of emotional reproduction, in the sense that the emotion arising in one could be similar to that perceived in the other. What distinguishes empathy from emotional contagion is that the other remains foreign to the cognitive dimension.

The cognitive component (cognitive empathy) is that of the teacher when she/he addresses her/his pupils, for to pass on knowledge it is necessary to have taken the measure of the level of reception of each pupil. Cognitive empathy is also that of the pervert who manipulates his victim. Empathy reduced to cognitive empathy is therefore not always virtuous. There may indeed be cognitive empathy and at the same time emotional breach.

The emotional dimension (emotional empathy), is triggered in situations of vis-à-vis: if you smile at me, I will tend to smile too. If you are sad, I will also be sad. One can imagine empathy as a more or less intense form of sharing but always "dosed" through the emotion of the other. If the measuring of the dosage is no longer there, one can consider that one is in the register of emotional contagion.

Mediation

The process whereby a third party (a mediator) proposes to act as an intermediary to help people in conflict to find, through a common agreement, a mutually agreed upon win / win solution.

This precise approach enables each of the antagonists to relate her/his version of the facts, her/his emotional experience at the time of the events and the facts, her/his unmet needs in the situation to clearly identify what is opposing them. They will eventually be able to empathize with their opponent and can work together to find solutions to prevent this from happening again.

Peer mediation, which is directly inspired by this process, is carried out mainly in the school environment and makes it possible to significantly reduce tense relations and, more generally, the school environment at an individual level, at the level of the classroom and the overall level of the grounds.

The role of the mediator is essentially to enable young people to solve tensions, to help them to find constructive solutions and to reconnect with one another.

Student mediators and the adults who supervise them, are trained to acquire psychosocial skills, mediation tools, an impartial status, non-judgment attitudes and empathic listening.

Peer mediation is not just a conflict management tool but a real educational project.

Vigilance will be required for the mediators at each stage of the regulation of the conflict:

- to establish whether the dispute falls within their competence as young mediators
- to be able to set the framework for an optimal running of the approach
- to listen to one another, remain impartial, never to judge nor moralize.
- to reformulate the words of each person: facts, emotions, needs / values
- to focus on a negotiated and achievable win / win solution.

Mediation allows the innumerable conflicts that unfold on the school premises over the days to find a space to talk:

- where each young person will be heard, understood, recognized in what he experiments in his own unique way.
- where his conflict will be taken into account, regulated and which will lead to a negotiated solution.
- where the youth helped by mediation can gradually take over the process himself and possess the tools to understand what he is going through.

School mediation offers the opportunity for every pupil to find meaning in his life as a pupil of today but above all as a future citizen.

Nonviolence

In 1919 Gandhi translated the Sanskrit term *ahimsa* into English as "non-violence". The word *ahimsa* is used in the philosophical texts of Hindu, Jainist and Buddhist literature. Etymologically, it is formed of the negative prefix *a* and the substantive *himsa* which signifies the desire to harm, to violate a living being. *Ahimsa* is therefore the mastery and renunciation of the desire for violence that is in human being.

Nonviolence therefore begins with the refusal of violence. It is first and foremost a personal choice. This choice is often guided by the profound feeling of the absurdity of violence, the danger of escalation that any act of violence unleashes, the uselessness of returning blows for blows mechanically. Nonviolence, in this sense, can be considered a wise way of life, a philosophy that gives meaning to an existence. But nonviolence is

not only the denial of violence. As emphasized by Jean-Marie Muller, “it is in a relationship of real opposition to violence and its aim is to destroy its causes and consequences. The non-opposition to violence is non-resistance. Nonviolence is not so much the rejection of violence as the struggle against violence.”

To resolve conflicts in a nonviolent manner, we must imagine the tangible means of active confrontation with the other in order to change the situation until the parties involved are satisfied. It can be learned.

In order to resolve interpersonal conflict in a nonviolent manner, one can use dialogue and negotiation with mutual gains, with the help of mediation, or use of the law, with the intervention of an arbitrator or a judge.

In the context of a social or political conflict, when negotiations are blocked, those who consider themselves victims of an injustice can organize a campaign of direct nonviolent actions: it is a question of refusing to collaborate with the injustice and refusing to resort to violence against people. Taking public opinion as a witness, proposing tangible solutions and starting to put them into practice are all means for nonviolent action. When all legal means have been tried in vain, some groups consider it legitimate to use nonviolent and illegal modes of action: thereby entering “civil disobedience”.

Provention

Provention is the process to PROvide people with the necessary competences to address conflict in a nonviolent way. It should take place before the conflict is becomes explicit.

John W. Burton¹⁵ uses the expression “provention” as a play on words, partly to escape from the idea that conflicts are to be avoided, or prevented, partly to play with the verb “provide” (meaning that the provention process aims at providing people with the skills to face conflicts by themselves). From the nonviolent conflict transformation education, indeed, it is emphasized that the aim should not be preventing conflicts, but to avoid conflicts to become violent situations.

Provention consists of creating a sense of community and, at the same time, developing personal skills, both for teachers and students, to prevent violent crises in the process of a conflict and lay the foundations for peaceful coexistence. It develops the necessary steps to equip oneself with the strategies and resources needed to create the structures and relationships that can build a *nonviolent* community.

The *Provention* process is conceived as progressive steps (the ladder of *provention*). These are, according to Paco

Cascón¹⁶; Group Building, Effective Communication or consensus; Cooperation and skills for conflict resolution. Within the Group Building steps, there are also smaller steps that refer to: Knowledge and recognition of oneself and others; Appreciation of oneself and others; and Trust building.

Stressing on provention is a very useful way to intervene before a conflict is made explicit, as a way to strengthen the competences of every person to face conflict in a nonviolent way.

Responsibility

The simplest definition is inspired by the Latin etymology (*respondere* = to act as the person responsible for, to answer for): the responsibility is to answer for the consequences of its actions (or the actions of the minor person under his supervision).

Responsibility in the moral sense manifests itself to the conscience as a duty to oneself, to another, to others and their environment, and to oneself. It starts with awareness and the intention (motivation) of one's actions and it supposes at least a part of freedom. Responsibility is applied by keeping our promises, taking on the mistakes we have made, by supporting the just sanctions of our transgressions. “Being responsible” also means being able to and/or being allowed to make our own decisions. But, like autonomy, it is a general and sometimes ideal notion. It is more tangible to specify “being responsible for something”: a project, a mission, an act, for which there can be an evaluation of the exercise of this responsibility.

Civil liability is defined in the Civil Code: each and every one is liable for the damage caused not only by the actual act, but also by the person's negligence or recklessness and for the damage caused by the act of people he needs to answer to, or the things that are in her/his custody. Redressing a harm caused by one's act is compulsory and independent of our intention or not to harm. It is not connected with the idea of “fault”, but with evidence of a causal relationship between the act and the damage. It is possible to receive preventive insurance to get help to redress the wrong, if necessary.

The criminal responsibility of a person is assessed according to one's age (the minimum being “the age of reason”), one's maturity, and one's awareness of the transgressive nature of one's act. It assumes that the act can be attributed to the person (be it factual or actual evidence); can be defined as a breach of the law (the legal element); and the assessment of the intentional element makes it possible to take into account aggravating or mitigated circumstances.

15. Burton, John W. (1990) *Conflict: Resolution and Provention*. London: Palgrave Macmillian.

16. Cascón, Paco (2001) *Education in and for conflict*. Bellaterra: UNESCO Chair of Peace and Human Rights. <http://unesdoc.unesco.org/images/0013/001329/132945m.pdf>

Education for responsibility must enable pupils, future men and women citizens to develop clear analyses, prudent attitudes and solidarity-based approaches. Thus, they will be able to adopt, in the face of various risks, autonomous and adapted behaviors, in foresight or when the situation arises. This education concerns the field of safety, health, but also the environment for sustainable development.

Rules

Rules are procedures, indications, signs that tell how things work, what is possible or not in a situation, what is acceptable or not in a relation.

Adults use rules to organize children education.

Different culture may use very different rules. The same thing may be acceptable or not, may work differently in different cultural context.

What makes a rule working is that the rule is clear and shared, common to people who use it.

NVCT introduces clear rules in education that may be different from traditional rules used in schools and in families.

The basic one is that adults have no permission to humiliate children for their mistakes or their “bad behavior”.

It is important for adults to share common rules in school and in classroom and to make it clear to everybody.

If a rule is not clear or is not understood by children and adults, is not a rule, cannot work.

When students are 10 years old or more, the rule has to be shared by them, too. This means that it is important to discuss with student about rules, in a framework of nonviolence, not of obedience. In a group (family, classroom, school), to define rules from the needs of all the members of the group is a respectful and efficient way to set up common rules.

So, the rule becomes an agreement, a safeguard pact for each person and for the group.

Sometimes the concept of “rule” is confused with other concepts like: prohibition, order, command, law.

The concept of rules is a big set. It includes laws and schools regulations, that are made by who has the power to make and change them.

There are “natural rules”, too: nobody can change them, science tries to understand and use them.

Children have the power to accept and to make rules since they can play.

Many laws and rules establish sanctions or punishments against a transgressor or lawbreaker.

Many rules and some law do not establish sanctions for transgressors, e.g. Daylight Saving Time or grammar or mathematics rules.

When adults are clear giving children adequate, useful, educative and common rules, shared by adults and also shared with children and students, this may work well without sanctions.

Sanction

A sanction is a measure taken to ensure compliance with laws and rules, and to bring the person who has transgressed them into awareness and a change in behavior.

Under law, the sanction is subject to the principle of proof or presumption of innocence (as long as guilt has not been proven), to the principle of legality (one can be punished only by a concise and clear text, in a wide range anticipated in advance by the law and that no one should be in the dark about) and the principle of proportionality (proportional to the gravity of the act committed), the principle of individualization (a sanction cannot be collective and must take into account the intentional element individually established) and the adversarial principle (each party is heard and given the opportunity to discuss the statement of facts and the legal means opponents have addressed).

A school ground is concerned by the rule of law and, for disciplinary sanctions, these principles apply to it.

A distinction is often made between “disciplinary sanctions” (for serious offenses), which are the responsibility of a Disciplinary Board or the head of the school, and “school sanctions”, for breaches of rules in the daily life of the classroom for example, which are left to the discretion of teachers and educational staff, within the framework of the rules of procedure.

In any case, the purpose of the sanction is to reassert the limits not to be exceeded. The sanction serves to guarantee the rule, itself made to facilitate the life of the group and the realization of its project, and to protect everyone within this group. The nature of the sanction must be laid down when the rules are drawn up and be known by all the persons concerned. It must be related to the act committed, be just and respectful of the dignity of the person.

The word punishment is from the same family as sorrow, pain, penal. In the educational field, punishment is a form of punishment that derives its effectiveness from the fear of reprisals in cases of transgression. Many punishments are impulsive responses to transgressions, subjective and sometimes perceived as unfair, especially

when they are humiliating or when they accumulate without being connected to a recent act.

The educational sanction is to be distinguished from punishment. It aims to make the child evolve, to empower him, and to make him think about the importance of the framework and the limits.

It can take various forms: by repairing the damage caused by this act, better understanding the meaning of the rule transgressed, examining the motives, the poorly expressed needs and the underlying problems, in order to find solutions acceptable to all.

Educational sanction is a tool for the integration of rules, and thus guarantees complying to them in the longer term.

Self-esteem

Self-esteem is the assessment of oneself in relation to one's own values. It is an internal process, which is built up from birth in relation to the look the child is given by his family and then at school. It is generally defined as the process through which an individual deal with himself, her/his performances, her/his abilities and attributes, positive or negative judgments. Self-esteem can change throughout the course of one's life.

Good self-esteem is a positive and fair evaluation of oneself. This is based on the one hand on the awareness of one's own strengths and weaknesses and, on the other hand, of one's intrinsic importance as a human being. It makes it possible to develop the necessary self-security to be able to live in society, to flourish, and to progress throughout life.

It is therefore a matter of learning about our human qualities, our abilities, the skills and knowledge we have and of developing them. This creates confidence in oneself, which makes it possible to approach serenely any new situation so as to no longer apprehend the other as a potential threat. It is not only a question of having "strengths" but above all of having a good representation, as well as a correct perception of one's difficulties, deficiencies, of one's capacity to learn, to accept oneself with benevolence in one's complexities and imperfections.

It is also an existential awareness: "I am a unique person and, therefore, I am infinitely respectable, like any other person."

Self-esteem therefore does not always reflect the real attributes of a person, but those which one judges one has or does not have. If this judgment does not correspond to reality there is either too much self-esteem involved or not enough self-esteem. Degrading family or social relationships are often the causes of low self-esteem, and too much self-esteem may prove to be a survival

strategy linked to the fundamental need for recognition. But these two attitudes prevent a correct assertion of oneself and are sources of conflict in human relations.

Hence the importance, generally recognized today, of encouraging conditions that allow the building-up of good self-esteem during the development of children.

Violence

From the point of view of its Latin etymology, the word "violence" has a double origin: *violare* which means "act of force" on someone or something, and *violentus*, which evokes an abuse of force. Violence is a force that a being imposes upon another or others, and which can go as far as the coercion exerted by intimidation and terror.

How to recognize a violent act? The definition of violence depends on the point of view one might pick.

The legal point of view: violence is an attack on the physical or psychological integrity of a person. Criminal Code enumerate all situations of criminal violence with the corresponding punishments: violence resulting in death without intent to give it; violence resulting in total inability to work for more than eight days; etc.


The point of view of the author of the act. In 1996, the World Health Assembly adopted a resolution stating that violence is a major and growing public health problem worldwide. And to define the contours of this new field of intervention, the WHO defines it as follows: violence, "the threat or intentional use of physical force or power, against oneself, against others or against a group or community that results in or is likely to result in trauma, death, psychological damage, poor development or deprivation." For an act to be characterized as violent, it must be intentional. The intention is the act and not the actual consequences. Even if I do not intend to hurt the other, I remain responsible for the act of giving the punch because I chose to give it. On the other hand if I stumble unhappily and jostle another person, there is no violence. This is an accident.

An important consequence of this decision by the WHO to recognize violence as a public health problem is that the promotion of the psychosocial skills of young people recognized as an effective factor in drug prevention will also be recognized as an effective factor in preventing violence.

The third point of view is that of the victim who suffers a physical, psychological or moral injury.

We should talk about 'acts of violence' rather than violence. A first distinction defines three spheres of violence:

- An act of self-inflicted violence such as suicide or voluntary mutilation, self-inflicted violence on oneself.

- 
- An act of collective violence exercised by a group or an institution, which may be economic, from the media, social or political. For example, violence in an institutional workplace (at work, in a prison, in a nursing home or a school), violence in public transport, on the street or in neighbourhoods, etc.
 - An act of interpersonal violence (violent conflict, harassment, racketeering, spreading rumors, etc.).

Another distinction relates to the types of violence: physical violence, verbal abuse, sexual violence, psychological violence and violence by deprivation or neglect. Keep in mind that in any violent behavior several of these types of violence can occur.

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