Teacher & conflict: where are we ?

State of the Art Report on Teacher training on Nonviolen conflict transformation in Europe

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Introduction

This report is one of the outputs of the project EdUCATe (EUropean nonviolent Conflict transformation for educators: Advocacy and Training), a European Strategic Partnership project (n° 2015-1-FR01-KA201-015318). It concerns the intellectual output Curriculum for training teachers in nonviolent conflict transformation. One of the aims of the EdUCATe project is to advocate for more comprehensive teacher education on nonviolent conflict transformation in European countries. All project partners are highly involved in this type of education in their countries. However, there is no systematic up-to-date information on conflict transformation education for teachers, particularly not concerning the way in which teachers are taught it. To address this gap, the project partners of five European countries (Croatia, France, Italy, Spain and Sweden) produced a State of the Art Report on pre-service and in-service teacher education in nonviolent conflict transformation for their country.

The goal of this output is threefold: (1) to provide a state of the art description about teacher education in nonviolent conflict transformation in five European countries; (2) to identify three examples of good practices in each country; and (3) to provide insights about why these practices are considered to be good practices of nonviolent conflict transformation for teachers. Furthermore, an introduction and a conclusion are included in the report. They were assembled by Elena Passerini, Ivana Cosic and Ilse Hakvoort, whilst the individual countries' reports have been written separately by experts from each partner organisation (Ivana Cosic for Croatia, Christian Renoux and Magda Hennebo for France, Elena Passerini for Italy, Cecile Barbeito for Spain and Ilse Hakvoort & Arja Kostiainen for Sweden).

Variation in conditions

During the preparation of this report, we identified how the conditions for working within conflict transformation education in pre- and in-service education for teachers vary in the five partner countries. For example these varying condotions can be found not only in the number of inhabitants in each country (approximately 4.300.000, 66.700.000, 60.000.000, 46.450.000, and 10.000.000 inhabitants in Croatia, France, Italy, Spain, and Sweden, respectively), and subsequently the total number of student teachers and teachers in pre- and in-service training (our target group), but also in the way education is organized by existing educational bodies and private actors, the national policy documents on conflict transformation education and decision-making processes. For comparison and understanding, information about these differences is provided in

each country's up-to-date descriptions on teacher education for nonviolent conflict transformation. In addition, the different authors each used their unique style to explain the situation in their country in order to highlight important features about to conflict transformation education for teachers at the national level that could lead to identifying three good practices.

Conflict transformation education for teachers within three defined categories

In each country covered in this report, different ways of training teachers in non-violent conflict transformation can be found. For the State of the Art Report, teacher education practices within the following three categories have been examined: 1. Teacher education institutes/universities (formal pre-service teacher training); 2. Life long learning for teachers (formal in-service training); and 3. non-formal training organisations – private initiatives, free-lancers, NGOs etc. (non-formal pre-service training). After studying various practices, three practices have been chosen as good practices by each partner. Following an inductive approach, each partner initially developed selection criteria for choosing three practices in conflict transformation education for teachers during their investigation. These criteria are presented in their respective chapters. The selected criteria by the five countries will be synthesized and commented upon in the conclusion.

Information Collection

Information about practices has been collected by the five partners in various ways.

Pre-existing information/ Written sources

Internet has been used to find information about the offer of conflict transformation courses for teachers, their content, learning outcomes and target populations. Concerning formal pre-service teacher education, the Swedish project partner found most of the needed information openly available on the Internet; this was hardly the case for the other partners. Some partners also used pre-existing reports or articles.

While part of the information was found openly, other information had to be obtained by sending out a questionnaire, or by contacting conflict transformation education trainers and organisations. In other words, the available information on conflict transformation education for teachers depended highly on how pre- and in-service conflict transformation education is organised in the respective countries.

Questionnaire and key informants

To collect information, the project partners developed a questionnaire that was sent to formal and non-formal organisations working on conflict transformation education for teachers. The questions for the questionnaire were discussed, adjusted and translated from English into five European languages (the questionnaire in different languages can be found in the Appendix). One advantage of using the same questions was that similar information could be collected. Very rapidly partners discovered that the questionnaire was not really working as planned and that an additional effort was needed to collect information (such as individual follow-up questions, reflecting on the small numbers of responses). Some partners, such as the Spanish team, used key informants in different regions (Educational Department coordinators of Conflict transformation policies, outstanding teachers), to help them identify significant practices, as key respondents of the questionnaire.

Methodology discussion

All the partners were involved in the process of discussing, adjusting and translating the questions. Some of the countries conducted one or two pilots with colleagues in the field to find out if the questions were clear, others did not. We encountered several problems with sending out the questionnaire.

As a first problem, we noticed a very low response rate. We can ask ourselves if organisations often receive questionnaires to fill out and thus ours was just one more or one too many? Or maybe they did not fully grasp the questionnaire's purpose or perhaps the questions were not clear? When sufficient time was available, partners tried to contact various organisations by phone to talk to them individually. This extra effort to reach organisations increased the number we were able to map slightly. Some organisations explained that they encountered difficulties in filling out the form electronically.

The second problem can be described as the way the five partners used the questionnaire. During the process of researching the State of the Art on conflict transformation education for teachers, some partners sent the questionnaire to all possible organisations (e.g., France), others (e.g., Spain and Sweden) used the questionnaire to approach actors/organisations that did not provide information about their training/course on the internet. Consequently, the five State of Art Reports, and the chosen Practices, are based on different amounts and forms of information. This means that conclusions about the three examples of good practices in each country need to be read and understood in relation to the collected information. For example, when extensive data was available about the provided trainings/courses within a certain category, the good practice chosen represented a stronger choice compared to those where

data from just a handful organisations was available. In the case of the latter, the chosen practice needs to be seen as an example that meets the criteria – though other trainings/courses could likely meet them as well.

EdUCATe Conceptual framework

In order to find a common language for the diverse conceptualisations and perspectives on the concepts of *conflict*, *conflict transformation* and *non-violence* among the partners and to make it easier for their potential audience, we found it useful to work within a conceptual framework that focuses on discussions arising from ideas around conflict and conflict transformation, one that also takes into account the disciplinary background for studying conflict within educational settings.

Every project partner has experienced that the people we dialogue with (whether a colleague in conflict transformation education, a teacher, a pupil, a politician or decision-makers on educational matters) interpret conflict, violence, conflict transformation and non-violence slightly or largely different from their own understanding. It could be said that this is a reflection of the international and national discourses on conflict and conflict transformation in education, as their disciplinary approaches are scattered, and lack clarity and a united language. Over the last 10-20 years, whether as a researcher and/or teacher trainer, every project member has contributed to finding a common language by explaining the concepts they use themselves.

In order for our target audience, the European teachers and student teachers, to develop knowledge and skills to handle classroom and school conflicts non-violently and constructively, they need to understand the central ideas behind the jargon. Thus, in our conceptual framework we focus on the notions of conflict and violence as well as on the disciplinary perspectives that inform research on conflict, violence and non-violence in educational settings framing our thinking. From there, we develop 11 assumptions about the notions of conflict and conflict transformation shared by all partner organisations. These assumptions are regarded as shared knowledge. They are used as a base for our reasoning, and therefore they will not be tested.

The Concept of Conflict

As this project brought together partners from different European countries, all with experience in conflict transformation education for teachers, each partner came to the project with an idea of what conflict represents for them. We quickly noticed that our understandings of conflict and non-violence diverge. As a case in point, the Italian language treats the words *conflict* and *war* as synonyms, whereas this is not really the case with the other partners' languages. Nevertheless, this has made

us more reflective of the differences between what we understand as *war* and what we understand as *conflict*. For example, the English language usually describes *war* as *armed conflict*, assuming that war would be just another type of conflict.

Morton Deutsch (1973) has argued that conflict can have constructive as well as destructive potential. We found it a good starting point to highlight the differences between understandings of conflict and war, in that conflict is a necessary part of life that one manages skilfully, whereas war is not. Thus, the kinds of knowledge and skills that we are interested in sharing through this project would focus on the transformation of conflict situations that are a natural part of school life, as they shape relationships, emotions, interests, and behaviours. Conflict happens in every organisation and in every relationship, among children and between parents and children. If we consider conflicts to be expressions of differences in interests, opinions, needs, and wishes (following scholars like Bickmore, 2002, 2004; Deutsch, 2014; Johnson & Johnson, 2009; Lederach, 2003; Valsiner & Cairns, 1992; Cahn & Abigail, 2013), then we can understand conflicts as calls for learning (e.g., Hakvoort, 2002; Hakvoort & Olsson, 2014), for personal and social development, and as opportunities for change. Overcoming conflicts skilfully can lead to increased learning. It is the context in which pupils, teachers and other actors in the school operate that shapes the nature of the conflict and its transformation. Thus, this report describes how different European countries organise the support for their teachers and teacher trainees to acquire and maintain the knowledge and skills that lead to non-violent conflict transformation.

Scholarly work on conflict often positions it as an interaction between at least two parties in which one party has needs, ideas, or desires he or she considers too important to give up, and finds its fulfilment blocked by another party (e.g., Cahn & Abigail, 2013; Davies, 2004). Thus, although conflict may actually occur *in relation* with somebody, it may feel as *against* somebody. It can lead to feelings of separation from the other. Reactions to conflict may manifest themselves as attitudes toward a perceived opponent; feelings of disagreement, incompatibility, and injustice; or behaviourally as words and deeds (Novara, 2011). Feelings like anger, fear, impotence, loneliness, unhappiness are also connected with conflict (Novara 2011). The participating parties are often not conscious of those feelings and are usually not able to name them and recognise them as emotions and not attacks.

Scholars in the field of handling conflicts have used a variety of related terms to explain conflicts. Some of those concepts are: prevention and escalation (Glasl, 1997), conflict transformation (Galtung 1996; Lederach, 2003), and conflict resolution (Cohen, 2005; Bickmore, 2002; Deutsch, 2014; Johnson & Johnson, 1996). Most scholars, independent of the term used,

find that conflicts are a natural part of life, learning opportunities and will invariably occur in school settings. For our project, we chose to work with the concept of conflict transformation. The notion of constructive conflict transformation implies knowledge and skills that highlight the constructive and positive aspects of conflicts while mitigating the negative ones. It focuses on the notion of relation rather than separateness in order to bring about new possibilities and learning.

Nonviolent Conflict Transformation

Gandhi (1869-1948) led many nonviolent actions of protest in opposition to the political authorities, using civil disobedience to end the discriminations, the social injustices and the colonization of his country. He was able to mobilize his supporters, to establish power relations with the authorities, dialogues, negotiate and convince. For years, it seems that he did not develop a particular reflection on the conflict. Instead, in presenting his practice, which he called *satyagraha* (force of truth), he focused on the notion of nonviolent resistance. This is, for example, what emerges from the first work that systematically presents the methods of Gandhi (Gregg 1934). It is interesting Rufus Jones, an influential American Quaker who visited Gandhi in India in 1927, links satyagraha, nonviolence and conflict resolution:

In peace secured by true non-violent resistance there is no longer any inner conflict but a new channel found in which both the formely conflicting energies are at work in the same direction and in harmony. Here the outer condition reflects the inner condition. This is perhaps one reason why Gandhi calls this mode of solving conflicts « Satayagraha » - holding to truth. Such a peace is enduring. [Jones 1938].

In the following years, Gandhi gave more precise details on non-violent conflict transformation (Weber 2001). He stressed the need to distinguish between those involved in the conflict and the conflict itself: "The essence of non-violence technique is that it seeks to liquidate antagonisms but not antagonists themselves" (*Harijan*, 29 April 1939). In this spirit, it is a question of convincing and not of compelling the adversary: " it is often forgotten that it is never the intention of a Satyagrahi to embarrass the wrong doer […]. The Satyagrahis object is to convert, not to coerce, the wrong doer" (*Harijan*, 25 March 1939). It sets the objective of non-violence to convert enemies into friends: "It is the acid test of non-violence that, in a non-violent conflict, there is no rancour left behind, and in the end the enemies are converted into friends" (*Harijan*, 12 November 1938).

These basic principles are taken up and developed by the nonviolent Civil Rights movement in the United States. Among other initiatives, scholars of the International Peace Research Association (IPRA), established the Nonviolence and Peace Movements commission as one of

its commissions. In different countries, Gandhi's theories on conflict resolution or management have been analyzed (Bondurant,1965, Galtung 1955, Galtung 1971, Mehta 1991, Rath 1989, Weber 1991, 2001). Gene Sharpe, an American political scientist, systematically studies these Gandhian methods and analyzes in detail non-violent action in its relations with power and conflict (Sharpe 1973, 1979]). Other scholars take up and develop Gandhi's ideas in the field of interpersonal and group relations, taking into account the transformation of conflicts in everyday life (Juergensmeyer 1985, 1986). Beginning in the 1970s, the psychologist Marshall Rosenberg, starting from the refusal of the image of the enemy, specifies for his part the Gandhian reflection in the field of communication by developing a specific method of nonviolent communication in which the attitude and language adopted in the conflict is central to (Rosenberg 1999, 2004, 2012). He founded the Center for NonViolent Communication (CNVC) in 1984, an international organization to promote his ideas. Another scholar and member of IPRA's nonviolence and peace movements commission is Pat Patfoort (1995, 2002) who developed a nonviolent approach to work with schools, teachers, parents and pupils.

In 1990s, the important development of conflict transformation in schools is very often linked to nonviolence. In the framework of the UN International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), several studies on education on nonviolence and to nonviolent conflict resolution in school have been published by scholars, associations and UNESCO in different languages (Bayada 2009; Muller 2002; Coordination 2005 and 2011; Verdiani 2002). In 2015, Education in a Culture of Nonviolence and Peace, including nonviolent conflict resolution, is included in the Sustainable Development Goals set by the UN General Assembly for 2015-2030.[1]

Conflict Transformation in School Settings

At present theoretical roots and traces of nonviolent and constructive conflict transformation in educational settings are commonly found in research and programs from social psychology (e.g., Coleman, Deutsch & Marcus, 2014; Johnson & Johnson, 1996), developmental psychology (Piaget, 1932; Selman, 1971; Vygotsky & Kozulin, 1935), humanistic psychology (e.g., in particular need theory, Maslow, 1954; Burton, 1966), psychoanalytic (Miller, 1997; Fornari, 2011; Bion, 1961), and system theory (e.g., Bronfenbrenner, 1979; von Bertalanffy, 1968). What they all have in common is that they see conflicts as opportunities for change, learning, innovation and creative thinking.

When it comes to approaching conflict transformation, it needs to be noted that the partners in this EU project clearly vary in their use of related terms. For example, the Swedish partner finds the terms prevention and escalation useful because of its need to position itself in relation to the dominant emphasis in Swedish education on law-violations, harassment and discrimination. The Croatian partner uses a bottom-up approach led by the question "What will teachers need to be good teachers in a world in which new types of conflicts occur and develop daily?" On the other hand, the Italian partner is concerned with the understanding of the difference between violence, mismanaged conflict and well-managed conflict. A good understanding would give teachers the opportunity to get out of the logic of discipline and punishment and with this provide children and adults an environment to argue well, developing their skills to live together, being able to learn from problems and difficulties, trying to stem violence and effectively establish limits to mismanaging conflicts.

Children can have a natural propensity toward conflict transformation and are usually very good at handling their conflicts without an adult's intervention. When this is not the case, we expect teachers to facilitate pupils' conflict transformation in the best possible ways. The existence of conflicts in schools can be regarded in various ways, e.g. as an effort towards cooperation (Johnson & Johnson, 1996), as necessary changes (Lederach, 2003), and for learning and development (Shartz & Hartrup, 1992). When teachers manage to support and facilitate pupils through conflicts to express their goals, needs and feelings in a constructive way (Deutsch, 1949, 2014), discuss possible ways to meet individual different goals, needs and feelings, then it is considered that those situations are handled non-violently and can be transformed into deeper learning. It is vital that teachers are able to handle conflicts constructively with other adults, as they have the responsibility to facilitate their pupils' conflicts. Thus conflict transformation for us represents strategies and processes that teachers use to facilitate pupils to listen to motives, thoughts and feelings with respect to the other person's viewpoint of the situation and to better understand their own motives, thoughts and feelings.

Thus we expect teacher trainings to help teachers develop an ability to explore unknown and sometimes repellent motives, thoughts, values and feelings and to model this ability with their pupils. All this serves to develop more understanding and better alternatives. For a teacher to be able to model non-violent conflict transformation, it implies that they can use their knowledge and skills to handle even the conflicts they encounter with their colleagues and other adults (like parents) in a constructive and non-violent way.

For conflict transformation to have long-lasting effects (sustainable outcomes), teachers and pupils need to develop their knowledge and skills for constructively managing the conflicts they encounter.

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1. http://www.un.org/sustainabledevelopment/education/#b7990e9a6d4827466

Assumptions:
Although the partners in this European project base their own work on the ideas and perspectives they have developed over many years, they all agree on eleven common assumptions regarding conflict and nonviolent conflict transformation in educational settings. The first four assumptions are related to the concept of conflict, while the seven other assumptions relate to conflict and learning, particularly in formal school environments.

Assumption One:
The concept of conflict is a multifaceted concept.
Assumption Two: Conflict is a natural part of life and education can impact the ways in which conflict is transformed.

Assumption Three:
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.

Assumption Four:
Conflict parties are interdependent in one way or another; 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).

Assumption Five:
Conflict is an inherently dynamic process. Conflictual situations and its actors will change all the time. A conflicting relationship can develop into a mature form of relationship.

Assumption Six:
Conflict transformation education is an opportunity to learn and develop. This is deeply rooted in the idea that school is a place for learning. Since conflict is a learning opportunity, it should be dealt with in schools.

Assumption Seven:
Conflict transformation education for teachers needs to focus on an understanding of the cultural and organisational context in which conflicts takes place and provide teachers with tools and knowledge to manage them rather than focusing only on resolving an immediate conflict.

Assumption Eight:
Pupil's voices must be heard. 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.

Assumption Nine:
Conflict transformation should include an emancipatory dimension. Although the teacher operates as an authority figure within formal school settings, it is important to pay attention to transforming 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.

Assumption Ten:
Schooling provides unique circumstances and catalysts for conflicts. As educational challenges for students, teachers, parents, and administrators change, they constantly introduce new and unpredictable types of micro-level conflicts. Thus teachers may be faced with handling conflicts for which no blueprints exist yet.

Assumption Eleven:
Conflict transformation is more effective if its measures are embodied within the whole school and influence all the decisions made (such as rules, restorative sanctions, participation, cooperation between teachers).

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1. Teacher training in Croatia

1.1 Introduction

Teachers' professional development in Croatia reflects both a socialist legacy and current European and global policy trends. For example, the way in which Croatian schools and teacher trainings are organized has not changed much since socialist times. At the same time, Croatia has signed many international treaties and conventions on human and children's rights that have informed current legislation as well as strategic documents on nonviolence. Thus, the existing laws and regulations reflect a discourse that recognizes global and European trends in education. However, in practice, their interpretation and implementation may have very different and perhaps unexpected applications.

Currently, Croatia is experiencing some challenges regarding a nationally shared consensus on educational priorities. Political parties disagree on how the Strategy for Education, Science and Technology (SfEST), an all-encompassing long-term policy guideline, passed by the parliament in 2014, is going to go ahead. Among other things, the SfEST anticipated changes in the way teacher training is organized. Recently, however, there have been strong disagreements over how the SfEST would be implemented. Another reflection of political disagreement on educational priorities is the parliament's rejection of the Report of the Ombudsperson for Children for 2016. The report suggested, among other things, that nonviolence become one of four key strategic items for stakeholders involved with children (2016: 29).

What follows is an outline of the current state of affairs and an overview of changes as planned in strategic documents so far:

- Analysis of approaches to nonviolence in Croatian education
- Description of teacher training, both pre-service and in-service
- Overview of organizations and institutions involved in teacher training in nonviolent conflict transformation (NVCT), which were contacted for the purposes of this report
- Responses of these organizations to the EduCATe questionnaire
- Three examples of good practices of teacher training in NVCT in Croatia

1.1.1 Concepts and discourses underlying nonviolence in Croatian education

This part of the report offers an explanation of key approaches to nonviolence in educational settings in

Croatia. First, the existing legal framework is analyzed, followed by reform proposals and the discourse used by organizations that offer teacher training.

1.1.2 The legal framework on nonviolence

In documents published by the Ministry of Science, Education and Sports (MoSES) and other state institutions that carry out state policies, a trend can be observed whereby nonviolence seems to be gradually moving from an abstract towards a more palpable and specific idea. Previously, nonviolence seemed to be seen as self-explanatory, and, although it is not explicitly stated as a concept, an orientation towards nonviolence is evident in the pledge towards peace-building as expressed in Article 3 of the Law on Education in Primary and Secondary Schools (MoSES, 2008/2014). Similarly, Article 4 states a commitment to:

educating students in accord with general cultural and civilizational values, human and children's rights, enabling them to live in a multicultural world, with respect and tolerance to diversity, and enabling them in being responsible actors in a democratic society.

The quotation above could be interpreted as supporting values of nonviolence and, indeed, nonviolent conflict resolution, although they are not explicitly identified as tools for achieving diversity, tolerance and democracy. Croatia also has a *Law on Mediation* (2011), but this law does not mention school settings and teachers, and has therefore not been considered in this report.

It could be claimed that nonviolence as a value exists in specific programs and strategies dealing with children or schools. For example, the *Program of activities for violence prevention among children and young people* (Government of the Republic of Croatia, 2004) has four points that specifically mention nonviolent conflict transformation (NVCT). The *National Strategy for prevention of behavioral disturbances of children and young people* (Government of the Republic of Croatia – GoRC, 2009) mentions mandatory workshops for children on the topic of "nonviolent behavior" (p.29), whereas the *National Plan of activities for the protection of rights and interests of children* (GoRC, 2006) includes ideas such as "nonviolent discipline and respect for children's rights" (p.73). The recent *Strategy for the protection of children's rights* (GoRC, 2014a) talks about the lack of qualified psychologists and pedagogues who could "become engaged in resolution and transformation of conflicts" (p.51.

All this suggests a fairly inconsistent use of the concept of nonviolence in the various documents. Nevertheless, those specific programs and strategies reference the concept more clearly than the core laws. Table HR1.1 below provides an overview of legal and policy documents that mention nonviolence in educational contexts. The documents are organized in the order of policy strength.

The names of the documents relevant to nonviolence suggest that the strategic and regulatory discourse so far has focused on the notion of the rights and interests of children on the one hand, and the prevention of violence and other undesirable behaviors on the other. NVCT features in these documents, but does not have a regulation or strategy dedicated exclusively to it. Thus, it cannot be claimed that NVCT presents a prominent basis for law or policymaking in Croatia thus far; on the contrary, the existing documents imply a policy position that treats nonviolence in a rather declarative fashion.

The analysis of legal and strategic documents related to nonviolence in school settings has shown that the concept of nonviolence is inconsistently used and that a specific regulation or strategy for implementing NVCT is lacking. For NVCT to become a more prominent and consistent concept in educational settings, it is necessary to develop specific regulations that are oriented towards it.

1.1.3 Teachers' role in managing conflicts

This section takes a closer look at the way in which the relevant documents view teachers' role in managing conflicts in schools. By and large, the documents describe what teachers should do when violence has happened. Some of the documents state that teachers should prevent violence from happening.

The Law on education in primary and secondary schools (MoSES, 2008/2014) states in its Article 70:

Teachers and other school staff must take measures toward the protection of the rights of students. They must report any violation of those rights, particularly in cases of physical or psychological violence, sexual abuse, neglect, abuse or exploitation of students to the head teacher, who has the duty to report this to social services. (accessed 22.9.2016)

This quotation suggests that the discourse on nonviolence is currently more determined by legal and psychological frameworks than educational perspectives. It shows that the law sees teachers as mere reporters of incidents and not as experts able to help and intervene. Indeed, teachers seem responsible only for identifying cases, rather than taking measures to manage or prevent incidents in their daily interaction with students. The *Protocol for dealing with cases of child abuse and neglect* (GoRC, 2014b) further reinforces the role of teachers as reporters of cases of abuse and neglect. For example, it prescribes very specific actions for teachers to take in cases of violence, but does not give specific recommendations to teachers on what to do to prevent violence, other than referring to existing prevention programs, without mentioning what those are (Point 2.5, p.23).

Table HR1.1: Overview of documents relevant to nonviolence in educational settings

Laws, regulations, strategy documents	Year passed	Concept used	Relevant article
Constitution of the Republic of Croatia	1990 (+amendments)	peacebuilding	Article 3
Law on primary and secondary education	2008 (+amendments)	diversity, tolerance, democracy	Article 4; Article 70; Article 115; Article 142 (7)
Programme of activities for violence prevention among children and young people	2004	nonviolent conflict management	Point 5, 8, 9 and 14
National Plan of activities for the protection of rights and interests of children 2006-2012	2006	nonviolent discipline and respect of children's rights	P. 73 and 109
National Strategy for prevention of behavioral disturbances in children and young people 2009-2012	2009	nonviolent behavior	P. 29
Draft of the National strategy for the protection of children's rights 2014-2020	2014	nonviolent environment	D.8.; D.9.; F11
Regulation for educational workers on measures for the protection of rights of students and the reporting of incidences of violations of those rights	2013	Violence	Article 5 (1), Article 13 (1) Article 22 (11), Article 23 (1-7), Article 24 (1)
Protocol for dealing with cases of child abuse and neglect	2014	children's rights	Point 2.5
Draft proposal of curriculum for the interdisciplinary topic Citizenship education	2016	nonviolent conflict management	C2.3. & C3.3.
Draft proposal of curriculum for the interdisciplinary topic Personal and social skills	2016	nonviolent conflict management	Domain *me & others*

Similarly, the Regulation for educational workers on measures for the protection of rights of students and the reporting of incidences of violations of those rights (MoSES, 2013) also puts teachers in a position where they identify cases of violations of students' rights. Their role also lies in organizing "prevention programs" and calling experts to talk to students and parents. Equally, the Strategy for the protection of children's rights assumes that psychologists and pedagogues would engage in "resolution and management of conflicts" (p. 51), rather than classroom teachers. Thus, regulation seems to treat teachers as those who intervene only when there is cause to assume that a student's rights have been violated, but does not address what can be done in the build-up before an incident happens. This perspective indicates an underlying assumption of conflict as an unnatural occurrence, something that is not part of everyday school life. This policy position is in complete contrast with the EduCATe assumptions, which treat conflict as an unavoidable and integral part of life.

We believe that teachers play a more active role in handling conflicts in schools and that the legal framework should recognize this. Only one paragraph in the *Regulation for educational workers on measures for the protection of rights of students and the reporting of incidences of violations of those rights* (MoSES, 2013) refers to teachers' professional development. According to Article 23 (5), schools must organize teacher professional development on the prevention of violence and the protection of the rights of students at least once a year. It is, however, unclear how this is to be enforced and regulated. There is, therefore, room to develop a normative framework to support teachers to intentionally live nonviolence in their conduct with students, parents, other teachers and stakeholders.

There are also promotional and declarative supports of nonviolence expressed by Croatian educational institutions. For example, each year the MoSES awards the *Luka Ritz* prize to students who have done something special to promote nonviolence in their schools.

Due to the lack of specific policy documents on teacher training for NVCT, it could be said that the current regulatory framework has an intuitive, interpretative link between teachers' professional development and NVCT, rather than an explicit, direct one. Indeed, we believe that teachers play a more active role in handling conflicts in schools, and do not sit idly until incidents need to be reported. There is an opportunity to address this in the regulatory and policy framework, and to strengthen teachers' and school staffs' commitment to managing conflicts nonviolently and provide them with a platform to learn the skills needed for that.

1.1.4 Nonviolence in reform proposals

The *Curriculum reform proposal draft* (Jokic et al, 2016) also reflects the values and principles of nonviolent conflict resolution, specifically mentioning nonviolent conflict resolution as an educational outcome. This is important because the discourse so far has been on children's rights and the prevention of violence, which is something where teachers and children are only marginally involved. By making nonviolent conflict resolution an educational outcome, both students and teachers have a chance to actively engage in it.

Although many NGOs situate nonviolent conflict resolution primarily within citizenship education, the curriculum reform proposal does this only in part. NVCT is also understood as a personal and social skill, but those skills can be used in participating in public and political life as well.

In the curriculum proposal on the interdisciplinary topic *Personal and social development*, the impetus is laid on the management and resolution of conflict, a crucial topic in the curricular domain "me and others". Nonviolent conflict resolution as part of personal and social development could be linked to a wide array of other school topics such as debate, theatre, peace education, psychology, sociology, religious studies and ethics. In the curriculum proposal on the interdisciplinary topic *Citizenship education*, the focus is more on nonviolent dispositions, such as nonviolent communication and behavior in advancing the quality of life of the school, and advancing the local community.

At this point it is important to mention that the curriculum reform was put on hold in June 2016, without any clear indication thus far as to how its curricular proposals will be dealt with. As mentioned above, political disagreements on strategic priorities in education have largely stalled ongoing reform processes, while the new government is about to make decisions on its educational priorities.

This section has analyzed the main concepts in documents relating to nonviolent conflict resolution in educational settings. It showed that the legal discourse takes the perspective of 'violence prevention' or 'children's rights', and that the term 'nonviolence' is used sparingly and inconsistently. Regulations situate teachers as reporters of incidents, rather than facilitators of nonviolence. Furthermore, there seems to be a difference in the way in which learning is organized, depending on whether nonviolence or conflict management is the main focus. The curriculum reform proposal in its current shape mentions NVCT as an educational outcome, assuming a more active role of teachers and students.

1.2 Understanding teacher training in Croatia: procedures and stakeholders

This section describes the actors involved in teacher training. For pre-service training, the actors are the faculties at Croatian universities, which provide training that leads to a teacher diploma. Teachers' in-service

Table HR1.2: Laws, regulations and policy documents relevant to teachers' CPD

Laws, regulations, strategy documents	Year	Relevant article
Law on Primary and Secondary Education	2008 (+amendments)	Article 4; Article 70; Article 115; Article 142 (7)
Law on the Education and Teacher Training Agency	2006	Article 4 (3);
New Colors of Knowledge: Strategy for Education, Science and Technology	2014	Lifelong education, Goal 4: to improve the continuous professional development of teachers (p.36-38).
Statute of the Education and Teacher Training Agency	2007	Article 4 (3)

professional development courses are accredited by the Education and Teacher Training Agency (ETTA), an extension of the Ministry of Education (MoSES). In contrast to teacher pre-service training, any organization, be it non-governmental, academic, commercial or international, can offer courses for teachers' professional in-service development.

Teachers' professional development is defined in several articles of the Law on Primary and Secondary Education (2008/2014), the Law on the Education and Teacher Training Agency (2006) and the Statute of the Education and Teacher Training Agency (2007), as presented in Table HR1.2. There seems to be a general consensus that Croatian teacher training revolves around acquiring abstract knowledge on a particular subject as opposed to, say, practicing teaching methods. This is particularly evident in the pre-service teacher trainings. The minimum length of in-school placement is 20 hours, the lowest in the EU (European Commission, 2014), which suggests that future educators receive little real-life training with students.

To qualify as a teacher for children aged 11 and older, a university student needs to achieve 180 European Credit Transfer and Accumulation System (ECTS) points overall, out of which a minimum of 55 points must be from the field of pedagogy, psychology, didactics and teaching methods (PPDM). The 55 points training leads to what the law calls *pedagogic competences* (Law on Primary and Secondary Education, 2008/2014; Article 105 (6)). To qualify as a teacher for children under 11 years of age, a teacher needs to collect 240 ECTS points in primary education (*ibid* (5)).

The PPDM course can be achieved over the course of one year, but this type of education does not lead to a specific qualification and is instead defined as "continuous education" (ASHE personal communication, 16 March 2016). For example, if one were to become a physics teacher, one would attend the Department of Physics for a degree in Physics. In addition to that one would attend PPDM training at a higher-education institution where those courses are provided. At the moment, each of the higher-education institutions that provides PPDM independently chooses what this course consists of. There is little way for students to gauge which institution's PPDM training is good and which one isn't.

Croatian teachers' in-service education needs to be considered through the complex relationship between the Education and Teacher Training Agency (ETTA) and other professional development providers. The TALIS 2013 study showed that Croatia had the highest proportion of teachers (97%) who participated in a professional development activity over 12 months prior to the survey and that they spent less lesson time (9%) than average on keeping order in their classrooms (OECD, 2013). Although those seem like good trends, the general sentiment is that those trainings are not effective in systematically improving teachers' classroom practices:

All teachers have the right to a minimum of 20 hours of professional development per year, and a great number of them participates in these activities. There are different types of professional development; a large number of programs and topics for different target groups in Croatia and abroad. However, those courses are not congruent with one another, they are planned independently and they do not lead to a standardization of competences of teachers of different profiles. (Croatian Parliament, 2014, p.81)

This suggests that there may be inconsistencies in teacher professional development. A case in point: only 9% of Croatian teachers have been trained in how to teach in a multicultural classroom environment (European Commission, 2015), although this commitment is stated in Article 4 of the Law on Primary and Secondary Education. It could be said that Croatia has relevant legislation on teacher training in place, but that, in practice, teacher training is not so effective.

One of the reasons for this may be a lack of real commitment to continuous improvement, including a transparent way of evaluating the quality of both pre-service and in-service teacher training. This links back to political indecision on strategic priorities in education.

Without transparent criteria on what good training constitutes, and with a host of different stakeholders, in-service professional development is often an area of contention. Thus, in-service teacher training needs to be understood through the complicated relationship between the ETTA and other organizations that can provide teacher professional development courses. In

the case of NVCT, this is reflected in the interrelationship of the ETTA and non-governmental organizations.

It is also important to note that head teachers can make all the difference for in-service teacher training, because they approve or refuse teachers' applications to attend professional development courses, especially when the training takes place during school days. Head teachers also can choose to pay for the trainings in full or in part, or leave it to individual teachers to pay.

This section described how pre-service and in-service teacher professional development in Croatia works. It can be said that teacher training in Croatia is nominally a centralized affair, as much of it is defined by national law. However, the laws do not seem to yield the desired effects in practice. The practice suggests that there are many individual stakeholders who operate in a policy landscape with little clarity on the nature of good teacher training. The quality of pre-service teacher training depends on each of the higher-education institutions that provide it. Currently, it is impossible to gauge the effectiveness of those trainings. Similarly, in-service teacher training is offered by different organizations, but it is unclear which ones work and which do not.

1.2.1 Tracking the dissonances pre-service: educational roles and teacher professional development

To get a better grasp on how teacher professional development in Croatia works, both pre-service and in-service, it is important to note that Croatian teacher training is organized in three different groups: (1) teachers teaching children younger than 11; (2) teachers teaching children older than 11, and (3) educational specialists like pedagogues, social pedagogues, speech therapists and Special Educational Needs (SEN) educators. These roles are also telling of the ways in which primary and secondary schools are structured.

Schools are led by a professional pedagogic team. It consists of the headteacher and professionals with degrees in pedagogy, social pedagogy and psychology, and SEN specialists (rehabilitation and education). Many schools do not have a fully staffed professional pedagogic leadership team. The professionals are usually not involved in teaching directly; and if they are, they spend very little time teaching. The team maintains the school's educational mission and vision. Their primary tasks are making sure that the school is functioning well and improving. Pedagogues and psychologists usually handle cases of violence and other violations of children's rights. Furthermore, they provide counsel and guidance for students, parents, teachers and the school.

The professionals on the school leadership team undergo special undergraduate and graduate training, aimed at developing skills for their particular roles in the schools. This means that their educational training would be more extensive and comprehensive than that of teachers who are mostly involved with instruction of a particular subject. The training of the pedagogic professionals is undertaken either in social-science and humanity faculties or in faculties for education rehabilitation sciences. Countrywide, there are six such programs for pedagogues: two at the University of Zagreb and one each in Osijek, Zadar, Split and Rijeka.

Another point important to consider when looking at teacher education in Croatia, is the key stage at which the teacher will be teaching. There are differences in teacher training depending on preschool, primary and secondary education.

Early-year and primary school education (until 11 years of age) requires a different type of teacher training than secondary education. Therefore, teachers teaching children younger than 11 all train at a different type of faculty from teachers teaching students older than 11. The preschool and early-childhood route (0-6 years) is taught as a separate course, requiring special teaching skills. Equally, there is a specialist teaching degree for the first four years of primary education (6-10 year-olds). In other words, those university courses qualify students to become teachers of specific age groups. There are six such faculties, normally offering both the degree in preschool and primary education, in Zagreb, Pula, Rijeka, Split, Osijek and Zadar. These trainings usually have more comprehensive pedagogical and psychological training than for teachers who teach students aged 11 and older. They also lead to a Master's degree and require 240 ECTS credits.

Teachers teaching students aged 11 upwards train in basic pedagogy, psychology, didactics and teaching methods (PPDM) training, consisting of 55 ECTS credits of their overall 180. Many humanities and social-science faculties, be they private or public, offer PPDM training because it is a good source of additional income. The Agency for Science and Higher Education had no information on how many faculties offer PPDM, because they see PPDM as part of a teachers' degree (ASHE, personal communication, 2016), rather than a full degree. Subject matter counts for 125 ECTS points. The PPDM course can also be attended by anybody who would like to extend their teaching knowledge – for example, artists, health professionals and craftspeople. For the purposes of this report, we contacted those that that are public and provide pedagogic training for future secondary school teachers.

Another noteworthy point about pre-service training that leads to a teacher qualification is that the content and quality of the training very much depends on the individual institution. No body currently oversees the quality of programs provided. Those who want to become teachers have no way of knowing about the quality of the courses on offer.

Pre-service teacher education affects in-service teacher education in the sense that in-service PD programs are

an extension of pre-service training. ETTA advisors for particular academic fields, in effect, mirror the degrees that teachers receive during their pre-service training. For example, ETTA advisors for pedagogues offer accredited trainings specifically for pedagogues, while ETTA advisors for biology are in charge of in-service training for biology teachers.

1.2.2 Getting to know the stakeholders in-service

The previous section noted the apparent difficulty of measuring the quality of the pre-service teacher trainings. This section argues that the same applies to in-service teacher training, which is further complicated by the collaboration of different stakeholders.

According to the law, teachers "have the right and duty to continuous professional development in courses approved by the Ministry" (2008/2014 Article, 115 (1)).

Officially, MoSES passes regulations on teacher training and development. At the moment, there seems to be no specific regulation in relation to teacher professional development in the area of NVCT. Thus, the degree to which it is implemented depends on the Education and Teacher Training Agency (ETTA) and on external organizations that are willing to provide teacher training in this area.

ETTA is responsible for organizing teacher professional development (Croatian Parliament, 2006, Article 4 (3)). It also has the sole authority to accredit professional development courses. Accredited courses are easier to justify when teachers need to be absent from school, are easier to reimburse, and cumulatively lead to career promotion.

Apart from the ETTA, the Agency for Vocational Education and Training and Adult Education (AVETAE) and the National Center for the External Evaluation of Education (NCEEE) can also provide in-service teacher training.

Commercial providers, religious organizations and other countries' cultural institutes, such as the German Goethe-Institute, also provide teacher training for their specific areas of expertise. The small number of teachers they train and the very specific area focus excluded them from being contacted for the purposes of this report.

Croatian NGOs have a long tradition of offering teacher trainings in nonviolence. After the war in Croatia in the mid-1990s, NGOs were involved in peace building efforts and the promotion of nonviolence more generally. With time, many of them have been adjusting more specifically to the needs of educational settings, including a teacher audience.

1.2.3 Areas of contention

Teacher training where NGOs and the ETTA cooperate seem to be areas of regular contention, particularly

when it comes to accrediting NGO training. There is a sense among NGOs that ETTA is not harnessing the knowledge and expertise that NGOs have built up over the last 25 years – for example, that on NVCT.

The experiences of NGO respondents concerning cooperation with ETTA indicate a sense of dissatisfaction, supposedly due to ETTA's declarative support but opaqueness of procedure when it comes to collaborating. One case in point is an anti-bullying and anti-harassment program of UNICEF, described in more detail as one of good practice examples in section 1.8. The program seems to have been discontinued after it was handed over to MoSES and ETTA. The program underwent internal and external (independent) evaluation and was, on that basis, described by UNICEF as one of its more successful programs.

The joint UNICEF and MoSES recommendations for follow-up activities of this program particularly highlighted the need for continuity and the professional development of teachers in this area; for example:

> All educational experts should have the knowledge, skills and competencies to be actively involved in violence prevention in schools. This needs to be a crucial component of professional development and training of all those working in schools to build awareness and to adequately equip them to solve those issues … The sustainable prevention of bullying needs to include social/emotional and life competencies into formal teacher training programs *(ibid p3-4).*

No new information on this program could be found on the ETTA and MoSES websites, although they are nominally carrying on with the program.

Among NGOs, ETTA is regarded as notoriously unresponsive to correspondence. This perception is consistent with our experience in preparing this report. Of over 20 ETTA employees repeatedly contacted for the purposes of this report, none agreed to participate in the EduCATe questionnaire. For that reason, this report does not report any direct experience of state institutions[2] offering in-service teacher training on NVCT. The inability to contact ETTA advisors has also been a difficulty for other researchers (see, for example, Bukovic, Pazur, Spajic-Vrkas & Travar, 2016).

This section has revealed an apparent difficulty in collaboration between the different stakeholders involved in teacher continuous professional development.

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2. The only official reply received was to an email that was originally sent to MoSES about legal and policy documents on NVCT, and forwarded to ETTA (email sent on 19 September; ETTA response received on 4 October 2016).

1.3 Collection of information

Information in this report was collected between March and September 2016. The methods applied were: (1) examining websites of relevant institutions; (2) speaking to informants, and (3) administering and analyzing the EduCATe online questionnaire. The questionnaire was translated into Croatian. The respondents' answers were translated from Croatian back into English. Unstructured interviews with informants from NGOs and universities, as well as with one ETTA employee were conducted to obtain a fuller picture.

Higher-education institutions providing in-service teacher training were identified based on a table of all higher-education programs published by ASHE. After email consultation with ASHE, 38 faculties that offer in-service teacher training were identified. Six of those provide training for early primary educators, six provide training for specialist educators, and the rest offer PPDM courses. PPDM courses were identified by searching for programs that lead to teaching degrees in the ASHE table. The exact names of the faculties and departments can be found in Tables HR1.3 and HR1.4. Emails with information about the EduCATe program and a request to participate in the online survey were sent out both to lecturers of relevant courses and to generic/info email addresses of the faculty or department in question.

Each website of the selected faculties and departments was examined more thoroughly for documents such as study plans and syllabi. Where the relevant documents were available, a word search for 'conflict' and 'nonviolent' was made, to identify the specific courses covering nonviolent conflict resolution. Where this was not possible, a choice whether or not to consider the course relevant was made based on the title of the course offered. In some cases, no online information was available on courses offered – for example, at the University of Zagreb Faculty for [early-years and primary] Teacher Education. All courses were put into a table in Croatian; then the courses relevant to NVCT were translated into English and presented here.

As ETTA is the state agency that provides accredited courses for teacher professional development, one of the purposes of this research was understanding ETTA's role in facilitating CPD that leads to strengthening teachers' skills in NVCT. The ETTA website contains the email contacts of all its educational advisors, including those working in local ETTA offices. All ETTA advisors for pedagogy, classroom management, and psychology in primary and secondary schools in all offices across the country were informed of the EduCATe program and asked to participate in the online questionnaire. Emails were also sent to generic/info ETTA email addresses.

NGOs were contacted by consulting personal and professional contacts who work in the field and through web research. Talking to an informant usually opened up new information about another NGO, or a slightly different approach to NVCT, which then yielded more contacts. As Croatia is a relatively small country (4m inhabitants), the network of NGO activists is relatively tight-knit.

1.4 Presentation of information

This section presents information on teacher training on NVCT in Croatia. In general terms, both pre-service and in-service training seems to treat NVCT as parts of other educational goals, rather than as an end in itself. Nonviolent conflict management is usually to be found as a topic within a pre-service or in-service course, and not often as a course in its own right.

This section first examines how universities incorporate NVCT into their courses for future teachers. In-service trainings organized by ETTA are then outlined, followed by those organized by NGOs. Finally, data from the EduCATe online questionnaire is presented.

1.4.1 Nonviolence in pre-service teacher education

Among the pre-service courses that were reviewed, no course had a specific title containing the words 'nonviolent conflict transformation or a similar combination. In most cases, conflict management, transformation or resolution, as well as nonviolent communication would be parts of courses aimed at advancing professional pedagogies. Nonviolent values and nonviolent behavior could be found in pre-service courses that in some ways have to do with democratic or citizenship skills.

Generally, it can be said that educationalists who choose to become pedagogues or early and primary school teachers (up to 11 years of age) have more exposure to courses related to nonviolent conflict resolution than secondary school teachers (see also Tables HR1.3 and HR1.4).

Of the 10 responses to the EduCATe questionnaire from higher-education institutions, four noted that they did not provide any training in NVCT.

NVCT in pre-service education appears to be related the most to communication skills. Those trainings are geared towards becoming more proficient at communicating in constructive ways, be this as part of school or classroom management, improved collaboration with parents, or as a way of assisting students in advancing their communication skills. In some cases, all of these components combined can be found as part of a pedagogy degree, as for example in the University of Osijek's elective course Education for nonviolence and cooperation. Other than psychology and social pedagogy, NVCT is linked to democratic values and citizenship skills within the context of teacher education (for

Table HR1.3: Courses relevant to NVCT for degrees in pedagogy and primary teacher education

Faculty of education and rehabilitation sciences, University of Zagreb	Bachelor in social pedagogy: Interactional-communicational aspect of education (elective course); Training of communication skills Bachelor in speech therapy: Interpersonal communication; Interactional-communicational aspect of education (elective course); Nonverbal communication (elective course)
Faculty of humanities and social sciences, University of Rijeka	Bachelor in pedagogy: Pedagogic communication
Faculty of humanities and social sciences, University of Osijek	Bachelor in pedagogy: Pedagogic communication (elective course); Education for nonviolence and cooperation (elective course) Master in pedagogy: social pedagogy
Faculty of humanities and social sciences, University of Zagreb	Master in pedagogy: Basics of social pedagogy; Children's rights in education; Pedagogic re-socialization; Human rights and citizenship education
Faculty of humanities and social sciences, University of Split	Bachelor in pedagogy: Effective communication for pedagogues
Department of pedagogy, University of Zadar	Bachelor in pedagogy: – (no courses containing nonviolence, communication or mediation) Master in pedagogy: Pedagogic counseling
Faculty of education sciences, University of Pula	Master in primary school education: Psychology of communicating (elective course); Education for human rights and democratic citizenship (elective course)
Faculty of education sciences, University of Osijek	Master in primary school education: Nonviolent communication (elective course)
Faculty of (early years and primary) teacher education, University of Rijeka	Master in primary school education: Verbal communication
Faculty of (early years and primary) teacher education, University of Split	Master in primary school education: Pedagogic communication (elective course); Social pedagogy (elective course)
Faculty of (early years and primary) teacher education, University of Zagreb	List of courses unavailable online
Department for (early years and primary) teacher education, University of Zadar	Masters in primary school education: Ethics and human rights (elective course); Developmental psychology 3 (mandatory course)

example at the University Juraj Dobrila in Pula, Faculty of Educational Sciences).

Even though there are courses related to NVCT for future pedagogues and early-years/primary school teachers, most of these courses are elective (not mandatory). It is therefore possible that students become educators without developing sensitivity on the importance of NVCT as a skill for successful interpersonal interaction and prevention of violence.

Teachers who undergo a PPDM course, on the other hand, seem to have even fewer options to learn about NVCT.

For simplicity and better understanding, the term PPDM is used throughout this report. This abbreviation reflects the legal requirement for basic training of 55 credits in pedagogy, psychology, didactics and teaching methods (PPDM), required for anybody who wants to teach children older than 11. In reality, PPDM trainings all have different names in Croatian, depending on the institution that offers them.

Croatian universities vary in the ways they are organized. Some universities have university-wide PPDM training, as in Zadar or Pula; others, such as in Zagreb, have several PPDM courses offered by individual faculties, university centers or two or more faculties in collaboration. The

lack of a body that evaluates the quality of PPDMs makes it impossible to make comparisons between them.

One limitation of this research is that it was not possible to review the names of all the courses offered in PPDM training across the country. The first difficulty was in identifying all PPDM courses. The Agency for Science and Higher Education (ASHE) had no precise information on their number. To identify PPDMs, it recommended a search of all BA and MA courses countrywide for signs that they offer teacher diplomas. After this was done manually, each institution's website was visited, but not every faculty had online information on what its PPDM course consisted of. There was little information on the actual content or syllabi of the courses offered at PPDMs.

Table HR1.4 displays PPDMs offered at faculties and universities across Croatia, highlighting some of the courses that may relate to NVCT. All of these institutions have slightly different courses that lead to the 55 required ECTS credits.

An example of a PPDM course found online is that of the University of Zagreb's Center for Croatian Studies. The PPDM consists of the following courses, leading to 60 ECTS credits:

The list does not give much away in terms of gauging the extent to which students are trained in NVCT.

Table HR1.4: Institutions with PPDM courses

University	Faculties offering PPDMs	Selection of courses that may relate to nonviolent conflict transformation
PPDMs at University of Zagreb	Academy of graphic arts Faculty of philosophy of the Society of Jesus Faculty of humanities and social sciences Center for Croatian studies Faculty for Catholic theology Faculty of kinesiology Music academy Faculty of science Faculty of (early years and primary) teacher education	Pedagogic management, Teachers' competences
PPDMs at University of Split	Faculty of humanities and social sciences Faculty of kinesiology Faculty of science Academy of arts	Project management, Communication in kinesiology, Positive psychology, Classroom management, The psychology of self-confidence
PPDMs at University of Rijeka	Academy of applied arts Faculty of humanities and social sciences Department of physics Department for informatics Department of mathematics	Educational psychology Pt 2 – Individual difference and classroom dynamic; Pedagogic communication, Counselling in schools
PPDMs at University of Osijek	Faculty of humanities and social sciences Department for biology Department of physics Department of chemistry Department of mathematics Academy of arts	Tolerance and diversity in a classroom
University of Pula	One PPDM for entire university	Not available online
University of Zadar	One PPDM for entire university	Not available online

General pedagogy	5 ECTS
Seminar in General pedagogy	3 ECTS
Didactics	5 ECTS
Seminar in Didactics	3 ECTS
Developmental psychology	5 ECTS
Seminar in Developmental psychology	3 ECTS
School pedagogy	4 ECTS
Pedagogic psychology	4 ECTS
Media psychology	4 ECTS
Teaching methods	8 ECTS
Teaching practice	8 ECTS
School visits	8 ECTS

Source: https://www.hrstud.unizg.hr/ppdmn/popis_predmeta

Nevertheless, from the descriptive and unfocused names of the courses, it can be speculated that none of them is oriented towards achieving practical, multilayered and continuous proficiency at handling conflict in school environments constructively and nonviolently. A general sentiment expressed by informants from universities was that these trainings are seen as useful and applicable, but do not seem to carry the same weight among university staff and students as hard knowledge of subject matter.

1.4.2 NVCT in state institutions offering CPD

The Education and Teacher Training Agency (ETTA) organizes professional training on the national, inter-county and county level. But one cannot not speak of a uniform type of professional development for all teachers in the country. According to the most recent report published by ETTA, there are 123 educational advisors working for the agency in Zagreb, Rijeka, Osijek and Split (ETTA, 2014). Each of these advisors organizes professional development courses for teachers of pre-school, primary and secondary education. Each advisor is in charge of the continuous professional development of about 800 to 1,200 teachers in their specific topic or subject.

ETTA advisors get support from teachers who are county leaders in their professional field or subject.[3] There are about 1,212 such county leaders (ETTA, 2014, 2016). These are regular school teachers, appointed for two years by ETTA. They carry out at least two professional development gatherings in their subject per year for about 50 teachers from the county.

The collected data suggests that there is virtually no consistency in ETTA-organized and accredited in-service

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3. In Croatian they are called voditelji županijskih strunih vijea, which roughly translates as professional committee county leaders

Table HR1.5: ETTA trainings including words 'nonviolent' and 'conflict' as per their website

Date	type of training	Module	Leader
25-26 February 2010	National curriculum framework and Citizenship education	PD for teacher mediators (1st cycle)	Nevenka Loncaric Jelacic, senior ETTA advisor
29-30 April 2010	National curriculum framework and Citizenship education	PD for teacher mediators (2nd cycle)	Nevenka Loncaric Jelacic, senior ETTA advisor
4-5 November 2010	National curriculum framework and Citizenship education	PD for teacher mediators (3rd cycle)	Nevenka Loncaric Jelacic, senior ETTA advisor
9-12 January 2012	Kohlberg's theory of cognitive moral development	Module for religious education teachers	Renata Ozorlic Dominic, senior ETTA advisor for international cooperation
2-4 April 2012	Sustainable development: a positive look into the future	Conference	ETTA advisors for Chemistry, Biology and Geography
18 January 2013	The role of head teachers in the prevention and resolution of conflicts	For head teachers	Inga Seme Stojnovic, senior ETTA advisor for head teachers in kindergartens
21-24 October 2013	Fighting violence and addiction with education and prevention	For teachers leading prevention programs in their schools	N/A
5 November 2013	Conference for the UNICEF program Growing together	Workshop: conflicts among children	N/A
17-19 March 2013	Head teachers' conference	Presentation: How to communicate during a conflict	Zeljka Butorac
27 May 2014	Schoahacademy seminar on the Holocaust	Cost-free seminar for teachers	Schoahacademy

Websites accessed 22 Sept 2016.

teacher training on NVCT. Therefore, we cannot speak of strategically planned and implemented teacher training in this area. A search on the ETTA website using the words 'conflict' and 'nonviolent' showed that, between 2010 and 2016, there have been 10 professional development courses on some forms of nonviolent conflict resolution, as shown in Table HR1.5.

The information available online suggests that ETTA does not organize systematic training on NVCT. Even if we treat small-group seminars that last over several days and timed presentations within large conferences equally, it becomes clear that exposure to 10 events over a period of four years (there is no data beyond 2014) is insufficient for teachers' professional development in skills of NVCT. An additional problem is the heterogeneity of programs offered, which reflects a confusion of values and priorities in NVCT. This is consistent with observations made in the EU Education and Training Monitor that noted insufficient transparency (2014, 2015).

The information about ETTA obtained for this report, both online and in conversations with respondents, suggests that accredited in-service training on NVCT is sporadic and intermittent. This can be most likely attributed to the lack of a unifying strategic idea on teacher training for nonviolent conflict resolution. Slow, centralized administration may also play a role (Rado, 2010).

Administrative contexts where policy implementation depends on political fashions rather than arguments that lead to particular strategic outcomes are typical of post-socialist settings such as Croatia (see also Gardinier, 2014). For that reason, state institutions (like ETTA) appear shortsighted as they very much depend on the state of affairs of current politics, rather than a particular strategic outlook. People working 'inside the system' make decisions – for example, on teachers' professional development – without a clearly stated, nationally shared goal for teacher training. This generates a context that declaratively and constantly welcomes new ideas, discourses, principles and objectives, but is administratively shut down to such a degree that it does not let new ideas take hold (e.g. Silova & Eklof, 2013; Silova & Rappleye, 2014; Silova, 2010).

Based on the information gathered, currently there seems to be no indication of a need to pursue nonviolence and conflict transformation as part of a larger, overarching and systematic goal for teachers. Therefore, decisions on those matters still seem to rest on the individual ETTA advisors, on their good will and professional discretion, as well as on the individual efforts of NGOs interested in those topics.

1.4.3 CPD on NVCT provided by NGOs

In Croatia, non-governmental organizations (NGOs) can offer in-service teacher training only. Most of the continuous professional development programs for teachers relating to NVCT are adapted from former general training on peace, debating skills, and active or democratic citizenship. Table HR1.6 displays the names of the NGOs/INGOs contacted for this report.

Table HR1.6: NGOs contacted for information about teacher training for NVCT

Name of the organization	Main activities
Center for Peace, Nonviolence and Human Rights	Projects contributing to building a society based on peace and nonviolence
Forum for Freedom in Education	Implementation of educational standards for a modern democratic society
Center for Peace Studies	Projects contributing to enhancing peace, diversity and tolerance
The GOOD Initiative	NGO advocacy network for implementing citizenship education in formal education
Parents' association Step by Step (Udruga roditelja Korak po korak)	Activities for a society that values children's rights and the involvement of parents
Nansen Dialogue Center	Activities promoting peace, diversity and dialogue
Little Step (Mali korak)	Trainings in mediation in 1990s and early 2000s
Center for Human Rights and Democratic Citizenship/ Croatian Youth Network	Activities promoting informed participation of young people in society
Center Circles (Centar krugovi)	Counsel on how to live affirmatively, in nonviolence and diversity
UNICEF Croatia	Activities for securing good life opportunities for every child
Croatian Debating Society	Activities promoting skills for active citizenship based on debating skills
Center for Theatre Education (Centar za dramski odgoj)	Uses theatrical methods and tools to promote humanistic education

According to the NGO informants, NGOs are the most important providers of nonviolence training in Croatia over the past 25 years. This is because they have been multipliers of ideas on peacebuilding and nonviolence since the end of the wars in the region. In the 1990s and early 2000s there has been considerable external funding and vast involvement by the international community to build civil society and help people recover after the war. There also is a mediation movement, with several NGOs belonging to this network.

Many people, especially those working in educational institutions, have been reached with such programs. The Croatian partner in EduCATe, the *Center for Peace, Nonviolence and Human Rights*, organized CPD on this topic for teachers in post-war communities, which lasted over six years. All this suggests that most Croatian NGOs have rich experience of using different methods of nonviolence and conflict transformation.

Some of the trainings, for example 'Mediation' provided by the *Forum for Freedom in Education*, which is aimed specifically at teachers, has been sustained over the years and expanded upon the original training. As an example, the 'Mediation' training consistently receives high marks from participants, provides them with continuous professional support and advice, and seems to continually build on existing knowledge. This teacher training is described in more detail as one of good practice examples in section 1.8.

NGO training efforts have achieved some success in Croatia. The advocacy of several NGOs, which came together under '*The GOOD Initiative',* resulted in 12 schools running citizenship education programs (MoSES, 2012). The GOOD Initiative uses existing and shared expertise across the NGOs to instill values of nonviolence, peace, democracy, debate and conflict transformation in Croatian education. The GOOD Initiative NGOs believe that NVCT should be learned within the subject of citizenship education.

The GOOD Initiative advocates for citizenship education to become an independent school subject in the statutory curriculum. Since a ministerial decision in 2014, citizenship education is considered as an interdisciplinary subject only (MoSES, 2014). However, some primary schools in the Rijeka region have begun to teach citizenship education as an elective subject in 2016/17.

Apart from local NGOs, international organizations such as UNICEF have played a significant role in conducting in-service teacher training on nonviolence over the past 15 years. The idea underlying the training was the prevention of violence among children by creating educational settings that are enabling and nonviolent (Pregrad, 2015).

As Croatia is a relatively small country, the community of NGO activists is rather tight-knit, with most active NGOs located in Zagreb. For this report, NGOs were approached after some desk research and conversations with personal and professional contacts who work in the field. Questionnaires were then sent out.

1.4.4 Respondents' answers to the EduCATe questionnaire

Of about 70 emails sent to listed organizations providing pre-service and in-service teacher training, we received 16 responses. Six responses (37.5%) came from NGOs and 10 (62.5%) from higher-education institutions. Of the latter 10, four did not offer this type of training for future teachers.

The respondents had diverse ways of conceptualizing NVCT:

5 understood it as 'education for peace'
4 as 'nonviolent communication'
2 as 'soft skills'
1 as 'mediation'
1 as 'intercultural education'
1 as 'conflict management'
1 as 'assertiveness'
1 as 'supporting children in handling vulnerability'

As with the analysis of institutional online content and the legal framework, these findings indicate that there is not one way to conceptualize the skills of NVCT among Croatian institutions that provide teacher CPD in this area. The respondents use different theoretical perspectives to approach NVCT, but all regard it as a necessary part of their work.

Only five respondents answered the question on the introduction of NVCT into teacher training. All the answers indicate that Croatian teachers would welcome such CPD training. The arguments given for this were related to (1) increasing teachers' competences in handling sensitive situations with students, parents and stakeholders; (2) increasing teachers' leadership potential, and (3) the potential of such training to contribute to positive transformation of society. These answers suggest that the one-third of respondents who answered this question were adamant about the necessity of such training. In hindsight, this question could have been formulated differently in order to invite more reflective responses.

The question about the kind of support necessary to help teachers to become more skillful in NVCT was answered by 12 respondents. The responses included ideas such as: (1) good pre-service introduction to the topic, with a focus on practical and experiential learning; (2) continuous professional development; (3) mentoring; (4) whole-school orientation towards the values of NVCT; (5) external supervision; (6) professional support by Gestalt therapists; (7) administrative support from policy institutions, and (8) learning not only about theory and knowledge, but also how to handle one's own and others' emotions. These responses indicate the need for a multi-level, systemic and sustainable approach for fostering NVCT in schools.

The question on the main challenges in implementing teacher CPD in NVCT was answered 10 times. Here, the main concern was how to scale these trainings. Half of all respondents see institutional support as a prerequisite for successful nationwide training in NVCT. They also believe that this institutional support is lacking. Other challenges mentioned were:

Not all teachers are truly interested to learn and further develop their skills in this area

Some teachers believe there is no need for CPD once a teacher's diploma is obtained – respondents noted that

these kinds of skills are best fostered when all teachers of a school are on board and not just those who are interested

Another comment was made about teachers' schedules and the logistics of running CPD in general.

1.5 Summary of the information collected

Croatia has a commitment both to prevent violence and to teachers' continuous professional development. However, these aims do not seem to have been brought together in practice in the shape of a commitment to teachers' CPD in NVCT.

The concept of nonviolence can be found in part within Croatian policies on violence prevention as well as the protection of children's rights. In teacher education, nonviolence and conflict transformation can be usually found in courses on professional communication, citizenship education, and personal and social development. NVCT is thus usually mentioned as a part of other goals, but not as an end in itself.

Also, there are no specific laws or regulations that explicitly situate teachers as facilitators of nonviolence in educational contexts, or as 'managers/transformers of conflict'. This approach to teachers is also reflected in teachers' PD. NVCT as a competence is hardly mentioned explicitly in Croatia, both in pre-service and in-service teacher education.

In pre-service teacher training, NVCT is almost always a part of another educational goal, rather than an end in itself. Similarly, the available data on accredited in-service teacher training indicates very eclectic coverage of NVCT. NGOs in Croatia seem to offer the most consistent training in NVCT for teachers, but they report being limited by the number of teachers that they can reach and by administrative procedures stemming from issues around CPD program accreditation.

The main shortfall identified in this research is a lack of systematic efforts to build teachers' skills in NVCT: teachers are not positioned as active facilitators of nonviolence. The achievements of stakeholders involved in teacher training in NVCT seem to be intermittent, sporadic and/or localized. This is further exacerbated by administrative processes that slow down attempts to raise the quality of teacher training in NVCT, as well as a general lack of strategic and political consensus around educational issues.

1.6 Conclusion

This section investigated the state of the art of teacher training in NVCT in Croatia. It looked at laws, regulations and strategic documents relevant to NVCT in educational settings. It examined the ways in which Croatian teachers train for NVCT, both pre-and in-

service. It analyzed stakeholders' responses to the EduCATe online questionnaire on their experiences with teacher training in NVCT.

The main finding of this report is that there is an intuitive rather than direct connection between teacher training and NVCT. This can be seen in the lack of consistent mention of NVCT in educational laws, regulations and other policy documents; it is also reflected in teacher trainings in universities and with in-service CPD providers, as well as documented in the stakeholders' own experiences (shared in an online questionnaire and unstructured interviews). An explicit and consistent identification of teachers as active facilitators of nonviolence in educational contexts would address this shortfall.

The findings, furthermore, suggest that NGOs have been compensating for the lack of state training in this area since the mid-1990s, and that more formal, institutionalized attention and commitment is required to really root NVCT training as a necessary part of teachers' continuous professional development.

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1.8 The three good examples

This report does not include courses offered by ETTA, as it chose not to participate in the research. The criteria applied for the selection of cases were:

1. The successful trainings on this topic seem to include an approach that offers **learning on a range of levels of interaction**: personal (me-related); relational (me-others); group-focused, and institution-centered. The trainings have received high marks in the participant evaluations.

2. The trainings share a **focus on communication**, with more tacit understanding of underlying values such as peace, humanism, virtue, democracy, social contract, justice and human rights. These values seem to surface because of or in the process of the improvement of the learned communication skills, but are not forced on the participants.

3. The trainings are ongoing and have existed for more than five years. They have a certain **continuity** (whether as teacher trainings or in their influence on the policy world)**.**

4. The trainings have an **interactive, experiential and exploratory approach to learning** – insights from them are directly applicable. The trainings are workshop-like, rather than theoretical. This approach is changing the widespread perception in Croatia that relevant knowledge is about hard facts, rather than soft skills.

5. The values underlying the trainings have had an **influence on educational policy changes**.

Example 1:
Forum for Freedom in Education
Title: Mediation in schools

Summary table

Country: Croatia
Educational level: In-service
Approach: Focus on communication skills and reflection
Contact: Ana Munivrana, Forum for Freedom in Education, Kralja Držislava 12, 10000 Zagreb
www.fso.hr, akarlovic@fso.hr
Target group: Educators

Brief description of the practice

The program Mediation explores and provides answers to the questions of how to build good, healthy, honest and close relationships; how to communicate better and be understood; how to prevent conflict, and how to resolve it once it occurs.

A mediator is a neutral person who helps conflicted parties in coming to a mutually satisfying resolution of conflict. This allows relationships to remain good and be enduring.

The basic Meditation program lasts 2 days (16 hours), and the advanced program (40 hours) 6 months. Each program is conducted by 2 trainers (with a background in pedagogy, psychology, social pedagogy, and sociology).

The trainings consist of theory, practice, exchange of good practice, and the sharing of educational and promotional materials. The main goal of the program is to develop participants' competencies, such as: becoming aware of one's own reactions in a conflict, applying nonviolent communication and active listening skills, and practicing mediation step by step. The participants are also encouraged to use learned skills for setting up violence prevention programs in their own schools.

Objectives of the training/educational outcomes

- Define what is conflict and how it comes about
- Describe how basic psychological needs relate to conflict
- Explain the role of emotions in conflict
- Recognize the reasons for conflict and conflicted parties
- Differentiate between positions, interests and needs in a conflict
- Recognize one's own ways and style of reacting to conflict
- Explain some of the theoretical models of conflict resolution

- Define assertive communication and give examples for it
- Describe active listening skills
- Differentiate between open and closed questions and know how to apply them
- Paraphrase and reflect the other's message
- Describe the term 'nonviolent communication'
- Use I-sentences and feedback
- Define the term 'mediation'
- List the main principles of mediation
- Explain the history of mediation
- Describe the legal framework for mediation in Croatia
- Differentiate between school, student, court, family and organizational mediation
- Explain what the steps in mediation are
- Understand the different needs and interests of different parties involved in the conflict
- Know the advantages and disadvantages of applying mediation
- Know the difference between mediation, negotiation, arbitration and dispute resolution in court
- Discuss ethical principles of mediation
- Recognize which conflicts can be resolved with mediation, and which can not

Learning approach

In the seminar, participants are encouraged to expand their view on conflicts in general. The seminars are led by experienced mediation trainers who are excellent group leaders and pedagogues. They have an affirmative and supportive role in participants' learning, and maintain rapport with participants even after the seminar.

The learning setting consists of a group of 20-22 participants, which allows an interactive and practical approach. Learning is grounded in real-life case studies. Mediation is learned in steps. Participants receive a manual called *We can work it out!*, as well as other relevant materials.

Implementation method

Frontal teaching, PPTs, workshops, simulations, individual and group work, vignettes, literature.

Challenges and opportunities of the context

Ideally, there would be a similar course already at university level that could be built upon in teachers' continuing professional development. Also, there should be support for teachers who are in challenging schools and experience conflicts in their daily practice. This support should be provided by the Ministry of Education or the Education and Teacher Training Agency (ETTA) in the form of supervision and through collaborative efforts of the Forum and ETTA, whose advisors would be well-prepared in this field.

The program could also last longer. With the help of additional institutional support and funding, stronger continuing supervision and support for the implementing schools could be established, which would be very beneficial for the participating schools.

Results and impacts

A Center for Mediation was established in Zagreb in 2009. It offers support in mediation to alumni, conducts research and evaluates mediation work. It also advocates for cooperation, nonviolence and dialogue.

Between 2009 and 2016, over 2,000 Croatian educational practitioners have participated in the basic training, and over 600 of them have finished the advanced training. Around 500 Croatian schools employ staff holding at least a basic mediation certificate from this program. This process continues to widen to other schools.

The Ministry of justice has acknowledged the Forum's Advanced Mediation Program (40 hours) as equivalent to the state's Basic Mediators Training. This allows program participants to be recognized as registered mediators.

Most of the education activities are offered free of charge, as part of the numerous projects that the Forum for Freedom in Education manages, as a recipient of international and EU funds.

The Forum also organizes an annual Conference for School Mediators that gathers good practices and features international keynote speakers.

Each mediation program (basic and advanced) comes with a comprehensive and original manual.

Each year since 2011, a creative contest for schools, 'Color the World', is organized, where children's works in the field of tolerance are awarded and promoted. The call for participation can be viewed at https://www.youtube.com/watch?v=mjzO3SvDsS8

Results/Feedback

Quotations from participants:

"I use mediation as a tool to resolve conflicts among students and they take to it very well."
"I can't wait for the workshop with my class so that I can share with them everything I learned and heard here. I am very satisfied, and can only recommend this further."
"Mediation opens communication between people, it enables dialogue and focuses on the resolution of problems. It looks at the future. It facilitates and enhances students' abilities for problem resolution."
"I am very pleased. The course has a positive approach. There is respect [for] the individual and freedom. Communication improves, regardless of the outcome."

Impacts

Partnerships with numerous schools
Development of curricular materials and campaigns for students, teachers and schools
Second annual conference on school mediation held in 2016
Manifesto of school mediation published (http://www.fso.hr/wp-content/uploads/2016/03/2016-Manifesto.pdf)
School mediation videos are available on the Forum's YouTube channel: https://www.youtube.com/user/forumfso

Strengths

Sustainability – long experience in funding, project transformation and good visibility
Experience – a great trainers' network
Continuity – a team dedicated solely to the program
Rootedness in mediation principles such as fairness, balancing power, intercultural appreciation, dialogue and cooperation
A self-reflective, experiential approach to learning
Direct application in everyday life

Further information

Contact: Ana Munivrana, akarlovic@fso.hr;
00385997059677

Example 2: Faculty of Education, University of Osijek
Title: Nonviolent communication for future teachers of primary school children
Summary table

Country: Croatia
Educational level: Elective course of the first year of the integrated study for primary school teachers
Approach
Based on Rosenberg's (2003) principles of non-violent communications, this course is self-reflective and allows students to tackle and practice all prerequisites of nonviolent communication, including observing without evaluating, identifying and expressing their feelings, identifying the needs at the roots of their feelings, and expressing their wishes. It is aimed at helping students to better understand both themselves and other people around them. The course focuses on empathy (as opposed to sympathy) and active listening. It attempts to make a connection between the emotions that students themselves are going through and the sense of understanding the emotions of others. This is considered particularly necessary for their future work. Students are also taught how to recognize group situations of violence (bullying among pupils) and how to best tackle/prevent them (i.e. through mediation and 'whole school approach' antibullying strategies). The whole course is interactive and mainly based on group work and workshops.
Contact: ivana.sekol.mail@gmail.com
Target group: Future teachers in primary schools

Brief description of the practice

This one-semester elective course for primary school teachers aims to support students in understanding their professional role as an educator better. This is first achieved by helping students to understand the ways in which they communicate and see themselves. This ultimately helps them to understand others' needs better.

Week 1 focuses on learning about what communication is and how it is learned.

Week 2: Students learn about verbal and non-verbal communication.

Week 3: Students learn about the importance of perception and context in interpersonal communication.

After that, the three main themes are combined into a framework for nonviolent communication.

Weeks 4-6: Students work mostly on self-reflection. For that it is crucial to note how to observe without judgment (Week 4). In Week 5, students learn about recognizing and expressing their emotions. In Week 6 they learn how to recognize the needs that underlie a particular emotion.

Week 7: Students learn how to use what they have observed to formulate I-sentences.

From Week 8 onwards, the focus is more on the relational and interactional aspect of communication.

Week 8: Students learn about empathy.

Week 9: They learn tools and procedures of resolving conflicts in school, and about mediation.

Week 10: Students build strategies on how to build a safe environment within a classroom.

Week 11: They hear about bullying.

Week 12: They learn about the 4 levels of prevention of bullying.

Objectives of the practice

- Students practice nonviolent communication
- Students strengthen skills of nonviolent communication
- Students experience and understand different elements of nonviolent communication
- Students are able to apply basic principles of mediation
- Students recognize different types of conflicts and problems
- Students understand different levels of communication, from the individual to the societal level, and the cultural context

Learning approach

The course has a very personal approach to learning. The focus is on recognizing emotions without prejudice and judgment; after that it is about observing the needs underlying particular emotions in oneself and in others. The course then works with practicing the skills of listening to and communicating those needs in the best ways possible.

The goal of learning here is for it to have a practical application. Students should be able to apply what they have learned both in their private and professional lives. The learning process should equip students with the confidence that they have the capacity to understand

children they will be working with, to understand their colleagues, to understand themselves, their own needs and feelings, and to resolve conflictual and difficult situations, particularly in their professional lives.

Implementation method

The classes combine workshops and frontal teaching. Normally, the students are first presented with a problem, asked about their reflections on it or how they would resolve it. Sometimes the lessons start with frontal teaching and finish with workshops.

During the class, students' experiences and solutions are tied in with theory on the topic.

Case studies, posters, presentations, group work, real-life stories summarized in vignettes and individual work serve as teaching and learning methods.

At the end of each session, students receive literature so they can read up more about what they have learned in class.

Challenges and opportunities of the context

As this is a first-year undergraduate course, the question is whether it is too early to expose students to these ideas. On the other hand, this is a good way of building students' professional identity and confidence and motivating them for their future practice.

The course lasts only one semester. There are no add-on courses later in the undergraduate program.

This course should be mandatory for all future teachers, and not just an elective course for primary school teachers.

Results and impacts

Increases students' self-confidence
Improves students' communication skills
Strengthens students' professional identity

Results
Students are happy and proud. They can see a practical application of their newly learned skills.
The course had a rating of 4.9 (5 is best, 1 is worst)

Impacts
Students change their behavior as a result. They get used to teamwork and become more relaxed about sharing their views and emotions with their cohort. The cohort becomes more cohesive. They get to know each other better.

Strengths

(written by EduCATe team)

Self-reflective approach
Workshops and experiential learning
Encompasses different levels of interaction
Students learn about different approaches to conflict resolution
Direct application in regular life

Further information

Contact: ivana.sekol.mail@gmail.com

Example 3: UNICEF office Zagreb
Title: For a safe and enabling environment in schools (2003-2011)

Summary table

Country: Croatia
Educational level: Whole-school approach for diminishing violence in schools
Approach
The main objective of this program to tackle bullying in schools using a whole-school approach. The goal of the program was to educate teachers, students and the wider public about bullying. Teachers in particular were trained to take on a more active role in resolving instances of bullying and especially for building and maintaining a culture of nonviolence in their schools. Parallel to the professional development program for teachers, there was a public campaign about bullying and school violence in general.
Contact: info@unicef.hr
Target group: school staff and students

Brief description of the practice:

This was a large-scale violence-prevention program in cooperation between the UNICEF office in Croatia, the MoSES and ETTA. The program was started by UNICEF Croatia in 2003 and was handed over to MoSES and ETTA in 2011, after which there is no new information about activities on the program. Over the period of eight years when UNICEF implemented the program, 301 schools[4] (mainly primary schools) participated in it. The three program evaluations conducted at the time registered a decrease in bullying in schools and an increased teacher response rate to violence in school. This prompted UNICEF to declare it as one of the more successful anti-bullying program conducted by their organization. Following on that, spin-off program have been implemented in Bulgaria, Kazakhstan, Montenegro, Serbia and Slovenia (UNICEF, 2014). The *Safe and enabling environment in schools* (SEES) program consisted of a public campaign and of the actual school prevention program, with handbooks developed both for teachers and parents. The public campaign aimed to educate the public about violence in schools, whilst the school program sought to lower the incidence of peer violence in schools, to enhance safe and enabling school environments, and include children in school policy-making and activities against violence.

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4. There are about 1,611 self-contained primary and secondary schools in Croatia (National Bureau of Statistics, 2016)

Objectives of the program:

- to decrease the number of bullying instances in schools
- to make schools violence-free
- to support teachers in recognizing instances of violence and to equip them with adequate skills and intervention protocols
- to support teachers in modeling nonviolence to students
- to strengthen formal, informal and tacit scripts which manifest values of nonviolence and tolerance inside the school and beyond
- to cultivate a sense of shared responsibility across the entire school
- to make the general public more aware of violence in schools

Learning Approach:

The professional development of teachers has been led by the premise that teachers chose to ignore violence because they did not know how to handle this professionally. This problem was addressed head-on, by making teachers aware how their (non)action contributed to more violence in schools.

The backbone of the program were mentors - critical friends who worked with each individual school. Each school had a coordinator and a coordinating committee, formed of the school's leadership and teachers. The committee was crucial for organizing activities with teachers and students, but also for communicating activities to the public. The mentors helped adjusting the goals of the program to the particular circumstances and needs of each individual school. Although the program had a clear structure, it was malleable and adaptable. General steps were followed in this order:

Step 1. Raising awareness of a problem's existence
Step 2. Defining the elements of a protective network
Step 3. Establishing and implementing a protective network
Step 4. Collaborating with other stakeholders in the local community
Step 5. Encouraging students to seek help
Step 6. Supporting schools to react according to their own school protocols
Step 7. Enabling schools to become safer places.

Implementation method:

The onus in this project was to establish a whole-school approach to violence prevention. This meant working with each school individually to face the problem and then to change routines and behaviors to create violence-free school settings. UNICEF's Handbook titled For a safe and enabling environment in prevention of peer violence (2015) provides a detailed description of the approach.

Challenges and opportunities of the context:

It appears that the program, although successful, has been discontinued. The ETTA website offers no information about the program at this time, and neither does the website of the Ministry of Education, although the program is officially still in their charge. There is also no information on additional evaluations of the project.

Results and impacts:

Results:
Over 300 participating schools
Violence in schools has decreased
Documents detailing methods for prevention of peer violence at the national level have been established
A network of violence-free schools was established
A booklet for parents For a safe and enabling environment in schools was published both in Croatian and English
Program handbook for teachers was published both in Croatian and English
The program has been extended to other countries
An attempt at institutionalizing the program with MoSES and ETTA has been made

Impacts:
The public is more aware of violence as a problem in schools
Teachers know how to recognize and how to act in delicate situations
More students feel safe at school
A sense of shared responsibility for incidences of violence has been established

Strengths:
(written by EduCATe team)
The whole-school approach includes different levels of interaction and different stakeholders
Adjustable to individual schools
Critical friends and mentors adjust the core of the program to each schools' individual needs
Focuses on building shared responsibility of teachers and students
A large-scale initiative
Helped in raising public awareness
Provides hands-on, practical solutions and protocols

Further information:
Contact: info@unicef.hr

References for Example 3

Pregrad J (2015) *For a safe and enabling environment in schools - prevention of peer violence. Programme Handbook*, Zagreb: UNICEF. Available from: http://unicef.hr/wp-content/uploads/2016/01/SVAC_handbook_web_100dpi1.pdf.
UNICEF (2014) *Ending violence aganist children: six strategies for action.* Available from: https://www.unicef.org/publications/files/Ending_Violence_Against_Children_Six_strategies_for_action_EN_2_Sept_2014.pdf.

2. Teacher training in France

2.1 Introduction

The *Coordination pour l'éducation à la non-violence et à la paix* (the Coordination) has been working and advocating in the field of education for nonviolence and peace for more than 15 years. It started in 2000 after the United Nations, in its resolution A/RES/53/25, declared the International Decade for a Culture of Peace and Nonviolence for the Children of the World (2001-2010). That initiated a global movement for a culture of nonviolence and peace that the Coordination founders wished to promote. Today, it is a network of 86 French organizations that support or work for education in nonviolence and peace.[5] Supported by a committee of 130 people,[6] it is an umbrella body for the main organizations that train in nonviolent conflict transformation (NVCT) in schools.

Since 2001, the Coordination has advocated for the official introduction of a law on education for nonviolence and peace in schools. In July 2011, due to this advocacy work, a first proposal of such a law, signed by 59 MPs, was registered in the Senate. In 2012, the Coordination was invited by the Department of National Education to be part of the concertation process in order to define the framework of the upcoming orientation law for schools. It made a proposal to introduce in this law nonviolence and peace education. This was not taken into account by the Department.

During the debates in parliament, the Coordination advocated to MPs that amendments be made in order to include education for nonviolence and peace in schools in the law. Finally, the law, passed in June 2013, included training on nonviolent conflict resolution in teachers' education.[7] It was the first time the word 'nonviolent' appeared in a French legal text.

At the same time, the Coordination led a working group, with both the Ministerial Delegation to the Prevention and Fight against Violence in Schools and 30 other associations, to write an inter-association text explaining the concept and the background of NVCT for teachers, and defining the framework and the objective of such training for teachers, classrooms and school managements. This text was validated by the Department of National Education in April 2014.[8]

The Coordination has since set up internally *Pôle Formation* (Training Hub), which has elaborated a collective proposal on the curriculum for NVCT (with nine modules) for pre-service and in-service teacher trainings in order to help to efficiently implement the 2013 law countrywide. 12 organizations are already part of this hub.

2.2 Organizations approached with the questionnaire

To research current competences in France on NVCT training for teachers, we identified three types of organizations to approach with the questionnaire.

2.2.1 Associations

First, we reached out to associations working in the field of teacher training on NVCT. The questionnaire was sent to 15 of them, all members of the Coordination. Most of them are members of the Training Hub. They are the major actors in NVCT training in schools, both for pupils and teachers, and many have governmental accreditation.[9]

These associations are diverse: some focus on training for peer mediation or nonviolent communication, for example, while others use yoga practice adapted for children or theatre activities.

2.2.2 Teacher schools

Secondly, we approached the *Écoles Supérieures du Professorat et de l'Éducation* (ESPE), which are state schools in charge of the two-year pre-service training of teachers.
The 2013 law gave to them a new mission: training teachers in violence prevention and nonviolent conflict resolution. It is, thus of great interest to know whether this new mission has already been implemented and, if so, how.
The questionnaire was sent to all 32 ESPEs.

2.2.3 In-service training services

Lastly, we contacted *Délégations Académiques à la Formation Continue* – DAFCO (Academic Delegations to

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5. http://education-nvp.org/la-coordination/membres/
6. http://education-nvp.org/la-coordination/comite-de-parrainage/
7. Law n° 2013-595, Loi d'orientation et de programmation pour la refondation de l'école de la République (8 July 2013).
8. See Section 5.2.

9. These associations are: Amely Mediation, Association pour la Communication NonViolente (ACNV), Association le Valdocco, Centre de ressources sur la non-violence de Midi-Pyrénées, Éclaireuses et Éclaireurs de France, École de la Paix Grenoble, Génération Médiateurs, Graine de Citoyen, Initiatives et Changement, Institut de Formation du Mouvement pour une Alternative Non-violente (IFMAN), Office Central de la Coopération à l'École (OCCE), RYE.

Figure FR2.1: Map of the academies and academic regions

C : Créteil
P : Paris
V : Versailles

LILLE

AMIENS

ROUEN

CAEN

RENNES

NANTES

ORLÉANS-TOURS

REIMS

NANCY-METZ

STRASBOURG

DIJON

BESANÇON

POITIERS

LIMOGES

LYON

CLERMONT-FERRAND

GRENOBLE

MARTINIQUE

GUADELOUPE

BORDEAUX

AIX-MARSEILLE

LA RÉUNION

TOULOUSE

MONTPELLIER

NICE

GUYANE

Région académique

Académie

CORSE

MAYOTTE

WALLIS-ET-FUTUNA

POLYNÉSIE FRANÇAISE

NOUVELLE-CALÉDONIE

ST-PIERRE-ET-MIQUELON

© Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche – Décembre 2015

Source: Ministère de l'Education nationale et de l'Enseignement supérieur et de la recherche – December 2015

Continuous Training) and *Délégations Académiques à la Formation* – DAFOR (Academic Delegations to Training). Both are services of the Department of National Education, in charge of providing in-service training to teachers. We wanted to know what they provide in terms of nonviolent conflict resolution training.
We approached around 32 DAFCOs and DAFORs.

2.3 The French educational system

The French education system is both strongly centralized (Department of National Education), decentralized (academies) and deconcentrated (local authorities).[10]

10. An overview of the French education system is given by Eurycice: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Overview

2.3.1 Statistics and principles

Statistics
In 2012, the French system provided schooling for 12.7m pupils and apprentices. It employs around 1m people, including 875,000 teachers in primary and secondary schools.
In 2012, domestic expenditure on education came to €146bn, 6.8% of national wealth.
A total of 16.8% of pupils are in private schools.

Principles
The French constitution states that it is the duty of the state to "provide free, compulsory, secular education at all levels". The French school system was founded on general principles that were inspired by the 1789 Revolution, and built on and perfected by a set of legislative texts from the 19th century to the present day.

State schooling is politically neutral and has been secular (*laïc*) since the Education Act of 1882, while staff have been secular since 1886.

2.3.2 Structures and responsibilities

On the central level

The National Education framework is decided by the French Parliament, which votes on the educational laws presented by the government. The last educational law was voted on in 2013 under the ministry of Vincent Peillon. The *Code de l'Education* (Education Code) collects all the laws concerning education and new educational laws amend it.

The Department of National Education, Higher Education and Research (DNEHER) is in charge of defining and implementing national educational policy.[11] The current minister is Najat Vallaud-Belkacem (since 2014).

The DNEHER establishes the general guidelines for pre-schools (*écoles maternelles*), elementary schools (*école*), and lower (*collèges*) and upper (*lycées*) secondary schools. It pays for all educational staff, recruits lower and upper secondary school teachers (through national competitions), and decides on appointments countrywide (through a national process). It recruits and trains inspectors, who are responsible for controlling the quality of the education system.

The Department defines the details of curricula at all education levels, relying on the *Conseil supérieur des programs (*High Council of Curricula), created in 2013 and composed of university professors, researchers, experts in education, MPs and representatives of civil society. The curricula are referred to the *Socle commun des connaissances et compétences* (Common Core of Knowledge and Skills), first defined in France in 2005 based on the recommendation of the European Parliament and the European Council on "key competences for education and lifelong learning".

This Common Core of Knowledge and Skills establishes what every French pupil needs to know at the end of mandatory schooling. A new Common Core of Knowledge, Skills and Culture (*Socle commun de connaissances, de compétences et de culture*) was defined in 2015 by the High Council of Curricula. All the curricula will be renewed between 2015 and 2017.

The academies

Throughout French national territory, the state education system is organized by academic regions (*régions académiques*) and, within them, by academies (*académies*) (see Figure FR2.1). The 17 academic regions and 30 academies are led by rectors (*recteurs),* appointed by the French President during a Ministers Council session. [12]

As representatives of the Department and chancellors of the universities, the rectors at the head of the Local Education Offices (*rectorats*), are Chief Education Officers and ensure implementation of national education policy at local level.

Elementary school teachers are recruited, trained, appointed and evaluated at the academies level. Secondary teachers are also evaluated at this level.

The local authorities

Several decentralized regional authorities have become increasingly involved in the French educational system, ensuring its material operation (construction and maintenance of school buildings, school transport, supply of educational materials, etc). The municipalities are in charge of these logistical aspects for pre-schools and elementary schools, the departments for the lower secondary schools, and the regions for the upper secondary schools.

Since the 'school rhythm reform' (concerning school schedules), decided in 2013, the municipalities have been strongly involved in organizing extracurricular activities.

Agricultural education

The agricultural education accounts 812 educational institutions from lower secondary schools to higher education institutions.[13] It offers education to 146 000 pupils (secondary) and 21 000 students (higher education). The Department of Agriculture is in charge of defining and implementing national agricultural educational policy in collaboration with the DNEHER.

2.3.3 Organization of education

Mandatory schooling is from six to 16 years old (first year of *lycée*). It is organized in pre-primary, primary and secondary education.

Pre-primary education
Pre-primary education, in nursery school (*école maternelle*), is optional for all children aged three to six. Two-year-olds can also be admitted if places are

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11. The Department of National Education and the Department of the Higher Education and Research were joined up in 2014.
12. There are 26 academies in metropolitan France and four oversea: Guadeloupe, French Guyana, Martinique and Réunion. Mayotte, New Caledonia, as community sui generis, and the overseas collectivities (French Polynesia, Saint Barthélemy, Saint Martin, Saint Pierre and Miquelon and Wallis and Futuna) have a vice-rectorate or services of National Education.

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13. See www.educagri.fr/lenseignement-agricole-public.html.

available. Nursery school receives almost 100% of children from the age of three.

Primary education
Five years of primary education, in elementary school, are compulsory for six to 11-year-olds. Children go on automatically to secondary education. There are no admission exams.

Secondary education
Secondary education consists of four years at *collège* (lower secondary education) and three years at *lycée* (upper secondary education).

Higher education
Since 2002, the university cycle has been structured into three years of *Licence* (Bachelor's degree), two years of Master (Master's degree) and three years of *Doctorat* (Doctorate), following the European diploma structure (Bologna system).

2.3.4 Teachers' status

Tenured teachers at all levels of education in the public sector (from pre-primary to higher) belong to the state civil service. Contractual teachers are recruited on specific missions (e.g. as short replacements of tenured teachers). They amount to 0.5% at primary level and 6.7% at secondary level.

All teachers in pre-primary and primary school have the same status and are called *professeurs des écoles*. In secondary schools, teachers have different status and obligations, principally according to the way they were recruited, through different types of national competitions (*CAPES* or *agrégation*).

In 2013, the new Education Law reorganized the recruitment and pre-service training of teachers from pre-primary to secondary school.

2.4 Overview of teacher training in France

2.4.1 Recruitment and pre-service training

Since the reform of initial teacher training implemented in 2013, teachers of pre-primary, primary and secondary education, to be recruited, must get a Master's degree in education and go through a competitive examination at the end of the first year of the Master's.

MEEF Master

A specific Master's degree was created for those who want to be a teacher: *Métiers de l'Enseignement, de l'Éducation et de la Formation* (MEEF - Teaching, Education and Training Professions). Students can undertake this program once they have graduated from a Bachelor's course in any subject.

Students of the MEEF Master can choose one of four options:
Primary school, to become a school teacher
Secondary school, to become a teacher in a *collège* or *lycée*
Educational support to become *conseiller principal d'éducation* (CPE – chief education advisor) in a *collège* or *lycée*
Practice and training engineering to train adults in different ways.

The MEEF curriculum is organized with 60 ECTS a year (120 ECTS in total).

ESPE

This Master's program is undertaken in an *Ecole supérieure pour le Professorat et l'Education* (ESPE – Higher Schools of Teaching and Education), established also in 2013.[14] There is 32 ESPE: on per academy, plus one in New Caledonia and one in French Polynesia. The ESPEs are part of the university system as members of the Communauté d'universités et établissements (COMUE - Association of universities and higher-education institutions), which gathers the various universities in a region. They are organized in the National Network of the ESPE, which gathers 33 members.[15]

The ESPE professors consist of university professors and primary and secondary school teachers, some of these last ones working part-time in schools.

Each ESPE has its own MEEF Master's curriculum (called a *maquette*), which follows some national guidelines and is validated by the Department of National Education, Higher Education and Research.

During the school year 2013-2014, 26,815 students were registered in the ESPEs.

Competitions

To become a teacher or chief education advisor (CPE), students must go through a competitive examination at the end of the first year of the MEEF Master's. A specific competition is organized for each option: for primary, a local competition (by academy); for secondary, a national competition (CAPES or *agrégation*).

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14. Formerly, teachers were trained in an Institut Universitaire pour la Formation des Maîtres (IUFM). The IUFMs were created by the Jospin law in 1989, replacing the Ecoles normales d'instituteurs, Ecoles normales nationales d'apprentissage and Centres pédagogiques régionaux, which were, in the main, old institutions from the end of the 19th century.
15. Cf. www.reseau-espe.fr. The École nationale supérieure de formation de l'enseignement agricole (ENSFEA) is also part of this network.

These competitive examinations have been changed to ensure better evaluation of candidates' theoretical knowledge and readiness for teaching. A student who gets the MEEF degree but does not pass the competition cannot become a teacher or CPE.

Trainees

In the second year of the MEEF, students who pass the competitive examination become teachers or CPE trainees, and their training is then separated into initial training (50%) and work with pupils (50%). The initial training and time in school are organized both by the ESPEs and the DAFPEN – Délégation Académique à la Formation des Personnels de l'Education Nationale (Academic Delegation to Training of National Education Personnel).

At the end of this second year, the trainee teachers have to pass the second year of the MEEF Master's in the ESPEs and are inspected and evaluated. If the evaluation is positive, the trainee teacher becomes a tenured civil servant. Otherwise, a second training year could be proposed or the trainee teacher may leave the educational system.

Agricultural education

The École nationale supérieure de formation de l'enseignement agricole (ENSFEA - National High School of the Agricultural Education) is in charge of training the teachers in the specific agricultural education.[16] The teachers for general education are trained by the DNEHER in the ESPE.

2.4.2 In-service training

Structures

"Initial teacher training should be part of a continuum of training through the career" said Michael Davidson, in charge of the PISA program at the OECD, at the presentation of the 2013 law with former National Education Minister Vincent Peillon. Indeed, this is what the 2013 law is trying to achieve.

According to the 2013 law, ESPEs will also progressively be in charge of in-service training for teachers. This is not yet the case, however. In-service training for teachers is still the responsibility of each rectorate, through the *Délégations Académiques à la*

Formation des Personnels de l'Education Nationale - DAFPEN (Academic Delegations to National Education personnel's training)[17], the *Délégations Académiques à la Formation Continue* – DAFCO (Academic Delegations to In-Service Training) or the *Délégations académiques à la Formation* – DAFOR (Academic Delegations to Training).[18] DAFPEN, DAFCOs and DAFORs are to be integrated in the ESPEs within two years.

The *Centres Académiques pour la Formation Continue* – CAFOC (Academic In-Service Training Centers) are the training centers for the trainers.

In-service training for teachers is piloted by the Department of National Education through the *Plan national de la formation* – PNF (National Training Plan). This plan gives guidance for the training of all educational and administrative staff in national education. Its actions fall within an accompanying Strategy for Local Education Offices, in each academy, which aims to train teacher trainers and resources teams in charge of the implementation of teacher training in collaboration with the ESPEs. And each Local Education Office proposes in its academy an Academic Training Plan (*Plan académique de formation* – PAF) as a local version of the National Training Plan.

To implement the in-service training programs, the DAFCOs and CAFORs use their own trainers or contract with relevant experts (psychologists, management trainers, scientists, etc.). They also contract with different associations that have developed specific competences.

Different options for in-service training

The trainings are intended to meet education and teaching needs through an annual program of training modules. For elementary school teachers, the academies offer 18 hours per year and per teacher, which can be completed thanks to departmental traineeships, but this option is used less and less. The OECD statistics show that, while French teachers benefit from 3.5 days of training per year, teachers from other developed countries of the OECD have eight days per year of in-service training.

Aside from the national and academic training plans, educational and administrative staff have other training possibilities. The 'individual right to training' (*droit individuel à la formation*) is for trainings that are not included in the training plans. It was aimed to enable staff to acquire new competences (for professional mobility). They have the right to 20 hours of training out of the National Training Plan per year of service. The trainings can be provided by public establishments (academic

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16. This High School is part of the COME named Université fédérale Toulouse Midi-Pyrénées (www.univ-toulouse.fr/universite/presentation)

17. Some of these new DAFPEN present themselves as in charge of the coordination of all pre- and inservice training for all the National Education personnel (including primary and secondary school teachers). Cf. e.g. the DAFPEN in the Academy of Toulouse (www.actoulouse.fr/cid65796/organigramme-et-contacts.html) or that of the Academy of Bordeaux (http://www.ac-bordeaux.fr/pid32660/dafpen.html)

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18. Like the DAFPEN, the DAFCOs are also in charge of training of National Education personnel. Cf. List of the DAFCO: www.education.gouv.fr/cid1078/les-delegations-academiques-a-la-formationcontinue-dafco.html

services for in-service training, for instance) or private organizations. On 1 January 2015, the individual right to training was replaced with the 'personal account for training' (*compte personnel pour la formation*), which allows 24 hours per year of service until 120 hours of training are reached, and then 12 hours per year until 150 hours of training are reached, that amount being the maximum hours of training one can do within the frame of the personal account for training.

The professional training leave (*congé de formation professionnelle*) allows a member of staff to take three years maximum of work leave to improve his/her personal training through professional or personal training courses that are not offered to them by the French administration. Teachers are paid 85% of their wage during the first year of the leave.

With the prospect of in-service training more in sync with the needs of staff (contents, format, modalities), a national committee of orientation of training has been set up to formulate proposals to restore the training to its central place.

2.5 NGO involvement in teacher training on NVCT

The prevention and fight against violence in schools has been a growing concern in the academic world and in the Department of National Education over these last decades.

2.5.1 European and International Observatories of School Violence

Much academic research into violence in schools has been conducted in French universities, especially by the European Observatory of School Violence, founded in 1998, in the University of Bordeaux by a European federation of researchers on violence in schools (president: Prof. Eric Debarbieux – 1998-2012). It was transformed into the International Observatory of Violence in School, an NGO, governed by the French 'Law of 1901', based now in the ESPE in Nice and presided over by Prof. Catherine Blaya.[19] (The European Observatory remains as a branch of the international one.)

The International Observatory of Violence in School (IOVS) informs the public, decision-makers, stakeholders and educators about major research and practice on the issue. It seeks to privilege North-South dialogue, in order to spread good practices and practical exchanges for countries that do not have easy access to the scientific community, but are developing important intervention programs.

In 2005, the IOVS founded *The International Journal of Violence and Schools* (IJVS), which became *The International Journal on School Climate and Violence Prevention.* It is a blind- and peer-reviewed scientific journal, which seeks to promote progress in knowledge on school climate and the prevention of violence in schools, leading to greater wellbeing of students and staff.[20] This journal aims to encourage international research on violence, effective prevention of violence and improvement of school climate.

2.5.2 Ministerial delegation on violence in school

In September 2012, the Department of National Education created within it a Ministerial Delegation on the Prevention and Fight against Violence in Schools (*Délégation ministérielle chargée de la prévention et de la lutte contre la violence en milieu scolaire*) in order to identify priorities and propose concrete actions.[21] The Department has a responsibility to protect pupils and staff from violence, and a poor school climate is source of suffering and school failures.[22] The first *délégué*, at the head of the Delegation, was Prof. Eric Debarbieux. The Department states:

> "one of the levers to prevent and fight violence in schools is the pre- and in-service training of staff. They are in fact the first to be confronted with acts of violence and must be able to detect the first signs of crisis or harassment and respond appropriately. The prevention of violence and the improvement of the school climate are an integral part of the pre-service training provided by the Higher Schools of Teaching and Education (ESPE)".[23]

The Ministerial Delegation (which has no independent website or pages on a website) has concentrated its efforts on the fight against bullying, creating a 'No to Bullying' Day and a national competition 'Mobilizing against Bullying'.[24] It has also federated different actors engaged in school climate work in different academies. From this collaboration was born in April 2016 a new structure: academic groups called *Climat scolaire* (School Climate).[25]

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19. http://www.ijvs.org/3-6345-Presentation.php. Eric Debarbieux et Catherine Blaya are both members of the Supporting Committee of the Coordination pour l'éducation à la non-violence et à la paix.

20. http://www.ijvs.org/3-6218-International-Journal-on-School-Climate-and-Violence-Prevention-Journal-International-sur-le-Climat-Scolaire-et-la-Prevention-de-la-Violence.php
21. http://www.education.gouv.fr/cid66168/deplacement-de-vincent-peillon-dans-l-academie-d-amiensinstallation-de-la-delegation-ministerielle-chargee-de-la-prevention-et-de-la-lutte-contre-les-violencesen-milieu-scolaire.html
22. www.gouvernement.fr/action/la-lutte-contre-le-harcelement-et-les-violences-en-milieu-scolaire
23. Ibid.
24. www.education.gouv.fr/cid87616/ceremonie-de-remise-des-prix-mobilisons-nous-contre-leharcelement-vendredi-3-avril-2015.html
25. http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100367

Two working groups of associations have worked in cooperation with the Ministerial Delegation on Education for nonviolence and peace: one has written a Charter of School Mediation.[26] Another wrote a document on teacher training on nonviolent conflict resolution.[27] Both texts have been validated by the Department of National Education and are available on the *Climat scolaire* website.

2.5.3 Website Climat scolaire

The website *Climat scolaire* was created by the Canopé Network (*Réseau-Canopé*), formerly the National Center for Pedagogical Documentation (CNDP), which is part of the Department of National Education, in charge of publishing and spreading pedagogical resources.[28]

This website offers pedagogical reflections, tools and resources on school climate.[29] One part is about "Violence prevention". On this website, conflict resolution is mainly covered through peer mediation (8 articles), which is defined as "a cooperative process that facilitates non-violent conflict resolution".[30]

In July 2016, a new resource was added to this website, about the importance of conflict transformation at school in general.[31] This is an important evolution in the Department of National Education because, for a long time, conflict transformation was mainly understood as crisis management, expressed in terms of security and operated in cooperation with the police (an aspect that has been reinforced these last two years by the fear of terrorist actions in schools).

2.5.4 Teacher training on NVCT

Pre-service training

Different trainings have been organized in some Instituts Universitaires pour la Formation des Maîtres (IUFM) (university institutes for teacher training) and also in some ESPEs on conflict transformation and on some aspects of the NVCT, such as nonviolent communication and peer mediation. This has often involved local

initiatives by trainers with special competences or through contact with relevant experts or associations in this area. For example, in the 2000s, Elisabeth Maheu, trainer at the IUFM of Rouen, was officially in charge of training on violence prevention and conflict regulation for several years.

As noted above, the education law passed in July 2013 includes training on nonviolent conflict resolution in teacher education. Article 70 of this law specifies, in relation to the ESPEs, that "within the framework of their missions ... they organize [...] training in the prevention and non-violent resolution of conflicts".[32] This new mission is recalled in the ESPE articles.[33]

As the ESPEs are today in charge of pre-service training, training in violence prevention and nonviolent conflict resolution has to be organized for trainee teachers in all ESPEs. When the ESPEs take charge of in-service training in the coming years, this will be expanded to all teachers.

In-service training

Some training on violence prevention and conflict regulation has taken place in the past in different academies, especially on peer mediation.

In the 2016-2017 National Training Plan (PNF), one of the priority actions is school climate, which is related to the fight against bullying and cyber-violence, and crisis management.[34] The Academic Training Plans (PAFs) are versions of this national plan. For example, the 2016-2017 PAF of Bordeaux Academy proposes training to fight against peer bullying.[35] The PAF of Marseille Academy also proposes training on bullying for school-climate trainers.[36] However, the 2016-2017 PNF does not mention either conflict or nonviolence, and we did not find training on these items in the PAFs we checked.

2.5.5 Pupil training on NVCT

The first Core Base of Knowledge and Skills (2006), defining social and civic competence (n°7), declares that "Life in society is based on [...] the will to resolve

26. https://www.reseau-canope.fr/climatsscolaire/agir/ressource/ressourceId/mediation-par-les-pairs-unecharte- nationale-de-qualite.html. This working group has been led by the Coordination pour l'éducation à la non-violence et à la paix.
27. https://www.reseau-canope.fr/climatsscolaire/article/texte-inter-associatif-pour-leducation-et-laformation-a-la-resolution-non-violente-des-conflits.html.
28. https://www.reseau-canope.fr/
29. https://www.reseau-canope.fr/climatsscolaire/accueil.html
30. « La médiation est un processus coopératif qui facilite la résolution non violente d'un conflit » (https://www.reseau-canope.fr/climatsscolaire/agir/ressource/axeId/justicescolaire/essourceId/mediation-par-les-pairs-regulation-et-gestion-des-conflits.html).
31. « Savoir prendre en compte les conflits à l'école pour un meilleur climat scolaire »(https://www.reseau-canope.fr/climatsscolaire/agir/ressource/axeId/prevention-desviolences/themeId/gestion-de-crise-dans-lecole/ressourceId/savoir-prendre-en-compte-les-conflits-alecole-pour-un-meilleur-climat-scolaire.html).

32. « Dans le cadre de leurs missions [...] elles organisent [...] des formations à la prévention et à la résolution non violente des conflits » (Law n° 2013-595, art. 70, § 15). Source: www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984&categorieLien=id
33. Cf., e.g., the art. 2 of the Articles of the ESPE - Languedoc-Roussillon (p. 3). Source: http://www.espe-lr.fr/images/PDF/Onglet-Organisation/Statut-et-reglementinterieur/Statuts_ESPE_191214.pdf
34. Cf. www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100446
35. https://portailrh.ac-bordeaux.fr/sofia/nthem/treeview/opentree/0
36. https://appli.ac-aix-marseille.fr/dafip/paf/module.php?m=37025

conflicts peacefully", but does not draw any concrete consequences for pupil training.[37]

The new Common Core of Knowledge, Skills and Culture (2015), about the 'Training of the individual and the citizen' (Domain 3), says that "the pupil learns how to resolve conflict without aggressiveness, to avoid resorting to violence thanks to his means of expression, communication and argumentation".[38] Here, pupil training is focused on violence prevention and conflict resolution. The Coordination pour l'éducation à la non-violence et à la paix has lobbied to introduce the phrase "in a nonviolent way" instead of "without aggressiveness". The change was first accepted but withdrawn in the final version of the text. However, this new Common Core is an open door for nonviolent conflict training for pupils in all schools.

2.5.6 NGOs and training on NVCT

Teacher training

In-service training
The different in-service training services of the Department of National Education have long experience of cooperation with many associations. Some organizations are considered as partners of the Department and have permanent contracts with it, including teacher training sessions.[39] But nonviolent conflict resolution is not their main field of competences.

Some associations with expertise in this field work in in-service teacher training, in some academies, generally in relation to nonviolent communication or peer mediation. The pedagogical team needs to be trained before training the pupils themselves.

Pre-service training
As pre-service training is included in the university system, it is more difficult for associations to take part in it. The teachers and trainers in the ESPEs are not so familiar to work with associations. In some cases, through personal contacts, some associations working in the field of nonviolent conflict resolution or some of their trainers have been invited to give some trainings in the ESPEs.

Pupil training
Many associations have experience in training pupils in nonviolent communication or in peer mediation.

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37. «La vie en société se fonde sur […] la volonté de résoudre pacifiquement les conflits » (Decree n° 2006-830 from July, 11th 2006, p. 21). Source: http://cache.media.education.gouv.fr/file/51/3/3513.pdf
38. «L'élève apprend à résoudre les conflits sans agressivité, à éviter le recours à la violence grâce à sa maîtrise de moyens d'expression, de communication et d'argumentation. » (Decree n° 2015-372 du 31-3-2015 - J.O. du 2-4-2015). Source: www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=87834#socle_commun
39. http://collectif-cape.fr/collectif

Thousands of pupils have already received a training in that field even if it is not always explicitly presented as nonviolent conflict resolution.

To train pupils in school, an organization needs to receive academic or national accreditation from the National Education system. However, the head of an establishment can decide to authorize an association that does not have ministerial accreditation to act in its establishment.

2.6 Summary of collected information

2.6.1 The organizations

The questionnaire elicited nine responses from the three different types of organizations approached:

5 ESPEs: Centre Val de Loire, Créteil, Corsica, Dijon and Paris
1 in-service training institution for teachers: the *Centre Académique pour la Formation Continue* (CAFOC) of Amiens
4 associations: Génération Médiateurs, Réseau Yoga dans l'Education (RYE), Amely Accès au droit-médiation, Institut de Formation du Mouvement pour une Alternative Non-violente (IFMAN)
All the respondents offer nonviolent conflict resolution training.

2.6.2 Naming the training

The organizations describe their training in different ways:

conflict resolution
violence prevention
education on peace and nonviolence
conflict management and peer mediation
yoga and relaxation techniques adapted to education
life-skills
creating and maintaining a serene class climate and using new technologies in the service of togetherness: prevention and conflict management

IFMAN has different names for the trainings they offer according to the theme addressed.

2.6.3 Methods and contents

When asked to describe the training they offer, the nine organizations described various methods. 'Mediation' and 'communication' were often cited. The trainings focus on transmitting to students the values of empathy, non-judgement, impartiality, togetherness, active listening and benevolence.

Génération Médiateurs and IFMAN run trainings that insist on practical work based on the personal experience of the trainees. They carry out practical workshops with activities and games designed to learn mediation and conflict transformation techniques (Génération Médiateurs, IFMAN and Amely).

The ESPEs that answered the questionnaire differ in the ways they approach the training. The ESPE of Dijon combines theoretical, conceptual lessons with practical activities, while the ESPE of Créteil said it hired three outside contributors: a personal development coach, a yoga instructor and a psychologist. On the other hand, the ESPE of Paris co-decides and co-animates the class with the students according to their needs and objectives.

The length of the trainings is very varied. Some associations offer between one-hour and four-hour trainings. Others said the training ran for 21 hours over three days. IFMAN's training lasts six days, while the ESPEs offer 20 to 36 hours of training per semester.

2.6.4 Outcomes

The organizations insisted on very different aspects when asked about good practices and what worked well in the training:

RYE highlighted relaxation techniques.
Amely noted a reduction in conflicts one or two months after the training.
IFMAN remarked on an improvement in child-parent relationships, and better conflict management in classes thanks to tools put in place to install a serene atmosphere in the classroom.
The ESPE of Créteil stated that after the trainings there was 'better listening' by students.
The ESPE of Dijon cited better classroom management.
The ESPE of Paris mentioned better group working.
The CAFOC of Amiens said that working from concrete examples brought up by the teachers themselves worked well.
Génération Médiateurs said that the training worked well when the class showed goodwill and had already reflected on violence.

2.6.5 Expectations

Few organizations wanted to change their training curriculum. However:

IFMAN expressed regrets about the length of training, which it wished to be longer.
Other associations wished to professionalize the video support they used and to be more focused on conflict transformation rather than conflict prevention.
One of the ESPEs wanted the training to involve a full teaching unit.

We asked the organizations how they thought conflict resolution should be taught: as an essential daily practice in class, as a subject that is part of the national curriculum, or as a continuous part of the interdisciplinary project. One said it should be an essential daily practice in the class, two that it should be an integral part of the national curriculum, and another that it should be a continuous part of the interdisciplinary project. The others thought it should be all three.

Answers about the supports they thought were needed for teachers were varied:

Some mentioned the need for audiovisual material.
Some (again) wished the trainings to last longer.
Others insisted on psychosocial competences, self-awareness and self-knowledge.
It was highlighted that practical cases were essential as well as efficient, and that the training should be interactive.
Goodwill is also necessary, according to most of the answers.
A few answers insisted that the teachers need to have a good knowledge of social networks.

Almost all the organizations wished to benefit from the outcome of the EduCATe project.

2.7 Criteria for selecting three good examples of practices

The criteria applied for the selection of cases were:

1. the training offers a **multilevel approach**, focused on the personal (myself) and the relational (myself with others) with an interest in interaction with groups and institutions.
2. the training is based on an **interactive pedagogy** and experiential activities, mixing theory with practical exercises and workshops.
3. The training has a certain **continuity.**
4. We want to present experiences covering **different aspects** of the nonviolent conflict transformation training.

2.8 The three good examples

Example 1:
ESPE Centre - Val de Loire

The ESPE Centre Val de Loire (academy Orléans-Tours) has developed a training on Nonviolent communication.

This pre-service training for future primary and secondary school teachers is based on the principles of Nonviolent Communication according

to Marshall Rosenberg. It aims for students to better manage conflicts between adults and children.

The goal is to develop empathy, self-esteem and assertiveness to fight harassment.

The training uses role plays to work on emotions, needs and communication.

Different videos are used as supports to analyse problematic situations and then to reflect on possible nonviolent transformation of these situations.

Contact: Sylvie Quittelier
ESPE Centre - Val de Loire
72 rue du Faubourg de Bourgogne
F - 45000 Orléans

Example 2: CAFOC of Amiens

The Academic In-Service Training Center (CAFOC) of Amiens has developed a training on "Anticipating and dealing with situations of conflict".

This training alternates phases of conceptual inputs and practical scenarios constructed on the basis of real situations experienced by participants. The topics of the training are the nature of conflicts, birth of conflicts, reactions to conflict, effective transformation tools, negotiation in order to durably get out of a conflict.

The training uses scenario based on concrete examples provided by participants, and different audiovisual tools.

Contact: CAFOC Amiens
20 boulevard d'Alsace-Lorraine
F - 80063 Amiens

Example 3:
Association Génération Médiateurs

Many trainings offered by non-formal education organizations meet the criteria of good practices and it is very difficult to choose only one of them. Since it was set up in 1999, Génération Médiateurs works in violence prevention with young people. To this end, it trains adults with the aim of creating a ripple effect: the trained teachers will train the pupils and the youth in their care. The trainings are clearly related to nonviolence culture and Génération Médiateurs is one of the founding associations of the Coordination pour l'éducation à la non-violence et à la paix.

The teachers are trained in nonviolent conflict transformation and peer mediation. The training lasts three days, with 21 hours of training. It is focused on psychosocial competences and

mediation approaches. The trainers aim to transmit the values of non-judgment, impartiality, active listening, reformulation and benevolence to the adults so they will then transmit these to the children.

The training is organized in four parts:
Others and me – self-knowledge, expressing feelings and needs, etc.
Listening and communication – verbal and non-verbal communication, reformulation, nonviolent communication, etc.
Conflict mechanisms – conflict drivers, responsible or not responsible, etc.
Mediation techniques

These ideas are conveyed with the help of interactive and participative games and workshops, often in groups.

Génération Médiateurs has a National accreditation delivered by the Department of National Education, working with schools and National Education in-service training services. Its trainers operate throughout France, as well as in overseas regions and have trained thousands of teachers and pupils.

Génération Médiateurs also conducts training in some countries in Africa and Asia.

Website: www.gemediat.org
Contact:
Génération Médiateurs
80 rue de l'abbé Carton
75014 Paris
gemediat@wanadoo.fr

3. Teacher training in Italy

3.1 Schools in Italy

How big is the school system in Italy? Briefly, as of 31 December 2015, with a total number of inhabitants in Italy of 60,665,551 (8.3% foreign nationals), there were approximately:

> 10,000,000 in schools – pupils, students, teachers and other staff
> 30,000,000 connected with schools – including parents, relatives, neighbors, etc

The 10m people in schools work and learn inside a large and complex organizational system. It involves the central government (MIUR – Ministry of Education, University and Research), municipalities, regions, teacher unions, and the various educational institutions, which have a degree of autonomy on teacher training. The autonomy of schools is written in the laws, but there is little state funding. It is sometimes possible to get funding from municipalities for projects, including teacher training and conflict transformation projects. That is how CPP's projects are funded.

Governments over the decades have developed various school reform laws, often started by one government and interrupted by the next (Italy has had 64 governments since 1946.) This means that Italian schools are difficult to reform, and there are conservative tendencies. Many difficulties arised because of cuts in public spending.

The dominant feature of the history of Italian schools is, arguably, the number of political conflicts over education. Many actors have something to ask or say about school, including many outside the schools such as political parties and voters in general. Typical are the political conflicts about state school versus private schools ('with no cost to the state', usually Catholic as well as pedagogical schools such as Montessori and Steiner). There are of course conflicts between teacher unions and governments, and teacher training is one issue. There are also difficulties in managing conflicts between teachers and parents (not to mention students).

The last reform of the national education and training system (called *La buona scuola*), in July 2015, provoked a number of protests, despite the government's attempt to collect opinions, proposals and suggestions from citizens via the Internet. The law 107/2015 stopped the cuts in spending for public schools.

Figure IT3.1[41] shows the percentage changes in the number of pupils, classes and teaching posts since 2007/08. Figure IT3.2 shows the number of pupils with disabilities and of posts of special-needs teachers (in Italy there are no special classes for handicapped students; schools are inclusive).

It seems evident that the road of reform is an uphill struggle, given that in recent years the number of pupils per class has increased and the number of teachers has decreased.

During 2015-2018 more teachers have been employed. We do not describe here the decision-making processes that affect schools, given the complexity and size of what's involved, the various legislative changes, and regional diversity.

Table IT3.1: Statistics on Italian schools[40]

Schools 7(statal) 2014/2015	No. of schools /institutions	No. of schools (units)	No. of students	No. of classes	No. of teaching posts
	8,519	41,383	7,881,632 (210,909 with disability) (739,468 not Italian citizens)	368,341	721,590 (110,000: special needs teachers)
Pre-primary		13,461	1,021,339	43,383	
Primary		15,284	2,596,200	132,178	
Secondary 1st Grade		7,254	1,651,605	76,772	
Secondary 2nd Grade		5,384	2,612,488	116,008	
Schools (private)	No. of institutions	No. of schools 13,625	No. of students 993,544	No. of classes	No. of teachers

40. http://www.istruzione.it/allegati/2014/Avvio_Anno_Scolastico2014_2015_3.pdf
Here more data: http://dati.istruzione.it/opendata/esploraidati/
Here data about teachers number: https://www.orizzontescuola.it/insegnanti-italia-ad-insegnante-ruolocorrisponde-un-docente-precario-ccco-tutti-dati-unica-infografica

41. http://www.istruzione.it/allegati/2014/Avvio_Anno_Scolastico2014_2015_3.pdf

3.2 The questionnaire

We translated the questionnaire into Italian and, to find relevant organizations or institutions, used the following list of phrases for web research:

conflict management, conflict transformation, conflict resolution, classroom management, peace-education, non-violent-education, value-education, mediation, restorative justice, restorative practice

We sent out the questionnaire to 44 organizations that we have worked with in the past two years. They cover the three categories of:

Teacher training institution/university
Lifelong learning for teachers/educational staff – formal training
Non-formal training organizations – private initiatives, freelancers, NGOs, etc

In particular, they consist of:
11 social enterprises
9 associations
16 private organizations
6 public institutions
2 foundations

CPP, after internal discussion with the director, decided to contact only organizations working in the field of conflict transformation, so as not to create confusion among our clients, as we have many years of expertise on this topic and work specifically in this area since 1989. The name of our Institute was *Psycho pedagogical centre for peace*; now it is *Psycho pedagogical centre for education and conflict management*. The word 'peace' is confusing, is abused and belongs to different contexts, and it did not identify our working area accurately, which is education and training, not 'peace between nations'. We carried out Internet research using as key phrase: training on conflict transformation for teachers/ educators.

CPP already knew about most of the organizations we found under this label, whether they had trained or staff or asked us to deliver training. CPP was listed as first option in the Google search. A small number of NGOs were also found, as well as private organizations and psychologists offering courses of a few hours (5–18).

We thus decided to present something different as the 'state of the art' in Italy that would aid understanding of the sense and meaning of the three good examples of practices we selected. We therefore focus on the questions:

How does a person become a professional teacher in Italy?
What kind of pre-service and in-service training is offered to teachers?
Do teachers learn about 'conflict', 'conflict transformation' and '(non)violence' during their ordinary training?
If so, how? Who offers this kind of training?
How do teachers manage conflicts in their everyday school experience?

3.2.1 How do you become a teacher in Italy?

The diploma to become a primary school teacher that used to be necessary until 1996 was replaced by a degree in Primary Education. The diploma to become an educator for ages 0–6 was replaced by a degree in Educational Science only in 2001.[42] For secondary teaching (after university degree), the Scuole di Specializzazione per l'Insegnamento Secondario – SSIS (Specialization Schools for Secondary School Teachers) were brought into service in 1999 but replaced in 2010 by Tirocinio Formativo Attivo (TFA) (Active Training). Teachers are hired by winning competitive exams, but in the last decades the exam have not been regular and this has made many "substitute teachers" hired for one year or less. This disorganized situation is suppose to end with the new law 107 and the competitive exam made during 2016/2017. The winners will have to do 50 hours of training in the first year of probation, including 20 hours of 'distance learning' via the Internet. The teachers' contract encourages this form of 'distance training'.

This means that the formal training for secondary school teachers is based on disciplines and universities, and lacks pedagogical training. In a nutshell, *effective, stable and lasting organization of teacher training, especially in-service, is lacking*. Pre-service training is theoretical, based on the knowledge of separate disciplines, especially for secondary teachers. Matters such as how to make a group work and learn are not on the compulsory agenda. (There are exceptions in certain areas for kindergarten and primary teachers.)

Another serious problem is the weakness of the teachers' job evaluation, as well as assessment of the effectiveness of a school.

The National Institute for the Educational Evaluation of Instruction and Training (INVALSI), carries out national tests (although in some cases teachers make pupils prepare for the tests). The president of INVALSI is the first to say that evaluation and measurement are very different things.[43] In our view, the work of teacher evaluation would be better done with deeply innovative pedagogical approaches. We agree with the statement made on the website of INDIRE - National Institute for Documentation, Innovation and Educational Research that

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42. See, from a teachers Union: http://www.flcgil.it/files/pdf/20110831/scheda-flc-cgil-titoli-di-studionecessari-per-l-accesso-ai-vari-insegnamenti.pdf, and from MIUR: http://www.miur.it/Documenti/universita/Offerta_formativa/Formazione_iniziale_insegnanti_corsi_uni/D M_10_092010_n.249.pdf
43. Interview at: https://www.comune.bologna.it/iperbole/coscost/valutazione/Ajello_Invalsi.pdf

we need to bridge the gap between theoretical education and professional training in teachers' everyday job.[44]

Recent reform has attempted to address these problems, but, first, it is useful to focus on the cultural reason for training based on disciplines. The path to become a teacher in Italy does not resemble a 'school for teachers'; instead, it is a kind of steeplechase, competitive and complicated, with slow, uncertain procedures that require from aspiring teachers willingness to adapt and sacrifice oneself rather than professional skills. Many teachers teach for many years with a one-year contract (or shorter). Many thousands of them were not given a regular position until after the 2015 reform, but these problems are not really solved in 2017. Usually, the situation is that those who teach, especially in secondary schools, have permission to teach but never learned how people learn at 11 years old, or 17 or, later, as adults. The assumption appears to be that, to teach, 'you learn by doing'.

Teachers in kindergartens and primary schools are an exception to this rule because they have collaborated with each other for decades, so they teach each other constantly. In fact, their schools seem to be the best Italian schools.

There are attempts to work on teaching methods, to focus attention on student learning and not only on disciplines, but teacher training is a professional obligation only since 2015.
Why is teacher training so weak in Italy?
A well-known psychoanalyst recently stated:

> No one can teach how to teach, like, after all, no one can teach you to learn. We do not know how it is learned, there is no technique for learning: we only know that it happens. It's hard to describe the subjective movement in learning, but the only thing certain is that there is not a direct relationship between what the teacher does and how you learn.
>
> Massimo Recalcati, *L'ora di lezione. Per un'erotica dell'insegnamento*,
> Einaudi, 2014, p.116, § 'The mystery of learning'

We do not share this belief. We know from experience, for example, that it is possible to teach to manage conflicts. But why do people believe that it is impossible to teach teaching?

To understand this assumption, which is prevalent within the Italian school system, we must go back to the roots, in the Gentile Reform of 1923. Neo-idealist philosopher Giovanni Gentile (1875-1944) was minister of education in Mussolini's first cabinet). His philosophy excluded the idea of teaching to teach, but his design of the Italian education system bequeathed forms that are still partially recognizable in the secondary school system. Gentile wrote:

> There isn't any knowledge that teaches the art of doing school. I mean to do school really, in certain days, at certain times, with certain pupils, always new ones, always with new spirit, always in different circumstances, about problems that never repeat themselves. The school, like everything, is … an absolute act without precedents and without successors; such an act, in which all that we have learned is nothing compared to what we have yet to know.[45]

The difficulties of the state system in organizing the learning process of teachers, as well as in developing better teaching methods, may derive from this root. Gentile did not believe that it is possible to learn from your own and others' experience, to recognize the contribution and merit of colleagues who work in the most effective ways. We know Gentile was wrong. It is possible to learn how to teach and it is possible to teach in different ways and to work as a group of teachers, sharing methods and decision. Gentile believed "absolute act" philosophy and his influence is still visible. Giovanni Gentile designed a very class-based, sexist, selective and elitist school system that conformed to what the fascist regime wanted. He was killed in 1944 by a group of young partisans, but his concept about teaching long outlived him. Teaching according to him is an 'act', and is not teachable (he did not think of teaching as a relationship and certainly not as an organizational phenomenon, materially determined). According to Gentile, 'real' knowledge of a subject meant the ability to teach it.

We, and all our colleagues, know that it is possible for adults to learn, it is our common experience. Teachers may learn new methods of teaching, student teachers may learn in a deeply pedagogical logic of mutual learning, leading to the growth of the entire system, including all its parts.

3.2.2 The double frame of training: state and 'informal'

How did teachers manage this situation? As a reaction to the academic training, some teachers started to organize themselves. 'Free and independent' training opportunities arose, therefore, different from the typical academic courses, based on lectures. For example, the *Movimento di Cooperazione Educativa* (MCE) (Cooperative Educational Movement) was founded

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44. http://www.indire.it/progetto/modelli-formativi/

45. Giovanni Gentile, *Sommario di pedagogia come scienza filosofica, I, Pedagogia generale,* Gius. Laterza & figli, Bari 1923, p.114, italiano : «Non c'è un sapere che insegni l'arte di fare scuola; se per fare scuola s'intende farla davvero, a certi giorni, a certe ore, via via, a certi alunni, sempre nuovi, con animo sempre nuovo, in circostanze sempre diverse, su problemi che mai non si ripetono. Anche la scuola, come tutto, è … un atto assoluto senza precedenti e senza seguenti; un atto, in cui tutto quello che abbiamo appreso è nulla rispetto a quello che dobbiamo ancora sapere.».sta in Luigi Cajani, *Formazione iniziale e formazione in servizio degli insegnanti: cenni su esperienze italiane ed europee.*

in 1951 "to create a research movement that places the children at the center of the educational process, to build the conditions for popular education, as a guarantee for civil and democratic renewal".

Teachers, having the right to train themselves, made possible multifaceted training experiences, separate from the direct intervention of the state and schools. Some of them were inspired by the works of Italian pedagogue Daniele Novara (b.1957), as well as by many other translated authors, including the Belgian Pat Patfoort who worked in Italy, too. These interesting training experiences were widespread from the 1970s to the 1990s, but are few and far between – especially given the population of 10m people at school every day in Italy.

Table IT3.2 summarzes the double channel of teacher training in Italy:

Law 107/2015 schools reform – *La Buona Scuola* (The Good School)[46]

Teacher training becomes a duty, not only a right. It is financed by the state.

Key quotes:

"In-service teacher training is mandatory, permanent and structural."
"The expenditure of €40 million per year from the year 2016 has been authorized."
"Initiation of a regular system of national competitive exams for recruitment…"

Previously, teacher training was not mandatory, and the system of employing teachers was not standardized. Now each teacher is given €500 extra each year and

46. See law at: http://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg

Table IT3.2: Teacher training in Italy

STATE TEACHER TRAINING	INFORMAL TRAINING
1923 School reform of Giovanni Gentile	**1907** Maria Montessori founds the Children's Home in Rome
1925 INDIRE is founded in Florence (as an exhibition on 'active' teaching by Giuseppe Lombardo Radice)	**1934** M. Montessori leaves fascist Italy. She returns in '47. Italy participates in the Montessori Movement with private schools
1929 Agreement between State and Catholic Church	**1951** Foundation of MCE (''a minority', as acknowledged by Mario Lodi
1948 Constitution of the Republic	**1954** Don Lorenzo Milani opens school in Barbiana
1962 Unified School for 11-14 year-olds	**1960** Gianni Rodari began to publish a new kind of literature for children with Einaudi
Numerous attempts to reform	**1962** Beginning of the annual meeting of the CEM Mondialità, promoted by the Xaverian Fathers
1974 Delegates Decrees. Parents and students have roles in the governing bodies of the school	**1967** *Letter to a teacher* (book by the school of Barbiana, Tuscany) on classism in school
1977 Renewal of primary school programs	**1968** Student protests against authoritarian schools
1999 INVALSI – National Institute for the Educational Evaluation of Instruction and Training	**1975** (18 Oct) *Corriere della Sera* newspaper publishes "Abolish the TV and compulsory education" by Pier Paolo Pasolini.
1991-2000: SSIS (academic teacher training)	**1975** Danilo Dolci founds the Educational Centre of Mirto (Sicily), which becomes a state school in 1983.
2000-present: TFA (active teacher training)	**1989** CPP (Psycho-Pedagogical Institute for Peace) is founded in Piacenza.
Since 2008: Schools budget cuts	On the initiative of CPP, REAP (Network for Peace Education) seeks to organize more than 50 groups working on nonviolence during the '90s.
Public competitive exams to select teachers (1999, 2012, 2016).	**1999** CPP adds 'Conflict Management' to its name and specializes in learning processes in situations of conflict. Interactive Exhibition 'Conflicts, quarrels… and other hassles'.
2015, July: Law 107 "In-service training of teachers is mandatory, permanent and structural."	**2013** 'Arguing Well' method of Daniele Novara is published by Erickson. CPP becomes Psycho-Pedagogical Centre for Education and Conflict Management.

must spend it on a variety of things, including training. (It remains to be seen how the funding will be used by teachers in practice.). In the last decade, most of teacher training was about special needs of students and IT, not about methodology and pedagogy.

The law states:

Law 107/2015 Article 1, paragraph 121. In order to support the continuing training of teachers and to enhance their professional skills, the electronic card for teacher training of all levels is established in compliance with the spending limit set out in paragraph 123. The Charter, the nominal amount of **€ 500 per annum**, which can be used for the purchase of books (…), **to purchase hardware and software, to enroll in courses to upgrade professional skills and qualification** of the activities carried out by accredited organizations from the Ministry of Education, University and Research, in graduate courses, master's degrees (…) or university master's courses on the professional profile, theater and cinema, for entry to museums, exhibitions and cultural events and live performances, as well as for initiatives consistent with activities identified as part of the Three-year Plan of Training of the schools and the National Training Plan referred to in paragraph 124. The sum referred to the Charter is not additional pay or taxable income.

124. As part of the obligations of a teacher, **in-service teacher training is mandatory, permanent and structural**. The training activities are defined by the individual schools in line with the Three-year Plan of Training and the results obtained from the improvement plans of educational institutions covered by the Regulation of the decree of the President of the Republic March 28, 2013, n. 80, on the basis of national priorities outlined in the National Training Plan, adopted every three years by the Minister of Education, University and Research, in consultation with representative trade union organizations.

125. For the implementation of the National Training Plan and for the realization of the training activities referred to in paragraphs 121 to 124 the expenditure **of €40 million per year from the year 2016** has been authorized.

181 b) … reorganization, adaptation and simplification of the system of initial training and access to teaching positions in secondary schools, in order to make it functional to social and cultural promotion of the profession, through:

the introduction of a unified and coordinated system that includes both **the initial training of teachers** and the procedures for access to the profession, entrusting the different training courses organized by universities (…) with a clear division of roles and responsibilities within a framework of structured cooperation…

3.2.3 How teacher training works

Teacher training (Capo VI ART 63-71) is traditionally considered to be a right and contract issue (not a duty[47]), and is planned by the teachers' Council. Completion or enrollment in degree programs for graduate teachers in service is a priority (art. 64 par. 7). The contract gives priority to university education and the training of staff working in special situations, who can access additional funds.

Most important is the theme of the total number of hours recognized for teachers that does *not* include training. For secondary teachers, this does not even include moments of collaboration between teachers, except at the level of class meetings, school council, etc. Only primary teachers have two hours a week recognized for work of co-design and co-operation. The weekly classroom hours of teachers are: "25 hours in nursery school, 22 hours per week in elementary school and 18 hours a week in secondary and artistic schools, distributed in no less than five days a week. 22 hours a week of teaching are established for elementary teachers, plus 2 hours to spend, even in a flexible manner and on a multi-week, on educational programming to be implemented in formal meetings of the teachers concerned, not in coincidence with the time in classes."

That is, only primary school teachers have two hours a week to work together on their activities. In secondary schools, the teacher work is done individually; there are no hours of collaboration between teachers, but only large meetings of teachers staff.

The leading newspaper *Corriere della Sera* has published a table attempting to show the real working time of a teacher – around 38 hours a week. 'Teacher training' is not even mentioned.[48]

3.2.4 Is conflict transformation the subject of training?

The expression 'peace education' has sometimes appeared in ministerial circulars, generally as an aspiration, without leading to any results in schools. 'Peace education' is a generic 'educational objective' and is not funded, or backed up with defined work procedures, even in the most recent law. For example:

Law 107/2015 Article 1 paragraph 7

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47. This means that teachers are not paid for attending training. Italian teachers are not as well paid as other European teachers. See http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/d897a8ab-9caa-41a6-9993-ee496b84b0c3/CCNL%20scuola%202006_2009.pdf
48. http://www.corriere.it/Primo_Piano/Cronache/2012/12/01/pop_prof.shtml

The schools, in the limits of the human and financial resources available under current legislation (…) initiatives and project activities, to achieve the training objectives identified as **priorities** among the following:

a) promotion and enhancement of language skills, with particular reference to Italian as well as English language and other languages of the European Union (…);

b) strengthening of mathematical logic and scientific skills;

c) the upgrading of skills in the practice and musical culture, art and history of art, in cinema, in the technical and in the media production and dissemination of images and sounds, including through the involvement of museums and other public and private institutions operating in these sectors;

d) development of competencies in the field of active and democratic citizenship through the promotion of intercultural education and peace, respect of differences and dialogue between cultures, the support of responsibility and solidarity and care for common goods and awareness of the rights and duties; strengthening of training in law, economics and finance as well as entrepreneurial education;

16. The three-year plan of training shall ensure implementation of the principles of promoting equal opportunities in schools of every grade education **to gender equality, prevention of gender violence and all forms of discrimination** (…).

In general, curricula do not treat conflict transformation as a **crucial and ordinary part of a teacher's job**. If teachers are aware of the themes of children's quarrels and conflict transformation, it is because they have come across them in non-institutional training. Maybe they have been customers of ours, or have participated in a regional project of CPP (or what used to be REAP, for instance: http://serenoregis.org/), funded by a municipality or by themselves, voluntarily. (The beautiful tradition, present in Sweden and Germany, of free university courses for participants cannot be found in Italy.)

In the ordinary paths that graduates follow to become teachers, the themes of conflict and conflict transformation are absent.

Some money is spent on relation to 'bullying' by municipalities and school authorities; even small children in kindergarten may be accused of bullying.[49]

However, many Italians have contributed to thought, research and practices on effective and advanced conflict transformation, peace education, autonomy

and nonviolence: first of all Maria Montessori, then Aldo Capitini, Don Lorenzo Milani, Pier Paolo Pasolini, Mario Lodi, Danilo Dolci, Gianni Rodari, to name the most famous. They all left an important legacy (and not just in books). But the Italian school system has not been enough influenced by, for example, Montessori's concepts.

3.2.5 CPP's contribution

The CPP is a training institution recognized by the Ministry (MIUR), but has no funding and is totally autonomous. Teachers now have €500 per year that can be spent on their training. CPP's seminars are attended by teachers who want to be helped to build their teaching skills and gain tools to better organize their work at school. The key word of CPP's approach is "maieutic". It is a word coming from Ancient Greek. It means the art of the midwife and it is a metaphor. It is the key word of Socrates' philosophy: it refers to the work of the midwife who is not giving birth but is necessary to help the pregnant woman to give birth to a safe and living child.

Table IT3.3: How CPP works

Theoretical	Conflict concept. free from guilt, condemnation and fears
Methodological	Focus on **adults' education**. Work on adults' educational autobiography relating to conflict. Work on methodology in schools and groups: how do teachers manage group potentials and problems?
Didactic works	The method 'Arguing well' by Daniele Novara, tested in 2011/2012. A network of pre-primary and primary schools, state and Montessori, are working in this way on children's quarrels. **Interactive Exhibition** *Conflicts, quarrels … and other hassles* for 11-14 year-olds create a visible approach to conflict management in schools. Individual **pedagogical counselling** for parents and teachers and individual **maieutic counselling** about conflicts. **Seminars and training for adults** about conflict management (annual course 'So-stare nel conflitto' and Three-year school on the maieutic approach)

3.3 Summary of the collected information

Teacher training on NVCT in Italy has a long history but it is very far to be understood as a key concept in education

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49. According to some parents, a toddler of 20 months may be a 'bully' if he or she bites a mate, although a persecutory intent cannot be present at that age. This confusion is an effect of a mistranslation in Italian of the English word 'bullying'. See Daniele Novara, Luigi Regoliosi, *I bulli non sanno litigare! Milano,* Rizzoli, 2018.

and in teacher training. The state system is changing a lot in the last three years, but the lack of in service and pre-service teacher training for decades is visible. The Minister has a Plan for mandatory teacher training for 2016/2019, but NVCT is far to be a key concept of a new approach to teacher training, the word "conflict management" is referred to the School Director. But now every single teacher can choose to use 500 euro per year for teacher training on NVCT, if they want the can do it and join CPP or choose teacher training about something connected to NVCT. Here is the list made by the Ministry of Education, a few of them can do NVCT: http://www.istruzione.it/allegati/2016/23_11_16_Elenco_enti_accreditati_e_qualificati.pdf

We therefore present three good practices developed by our own institute and one developed in a different context by Laborpace in Genova.

3.4 Criteria for selection of good practices

Practices for students of different ages: one for children (3-10 years old), one for secondary schools (11-14). Practices for adults.

Practices based on the skills of students, teachers, adults. Sustainability is a criterion of the most importance. Practices have to be sustainable for each of the participants.

The same practice has to connect different actors. Conflict is about the relationship between people, so the practice has to be practical and relational, it is not a theoretical training.

The practice has to start a network effect: it connects different schools in a common project.

Some years of experience with evident results. A third part, different from the one offering the practice and different from the schools or teachers or children involved in the project, states that the practice is interesting or effective. It is not just a statement, but something more.

Results regarding students, teachers and schools' organization: the practice has a systemic effect, is not limited inside the classroom or limited to the case of one person looking for help.

Possibility to transfer the practices to different schools. Coherence with the Socratic approach to conflict management developed by CPP.

3.5 The good examples
Example 1: 'Arguing well' method of Daniele Novara

Summary table

Country: Italy
Educational level: Primary and pre-primary schools
Approach: Maieutic approach
Contact: Daniele Novara, Marta Versiglia, www.cppp.it, daniele.novara@cppp.it, elena.passerini@cppp.it
Target group: Teachers in pre-primary and primary schools

Brief description of the practice

The *Litigare bene* experiment started in December 2011 and ended in May 2012. It is described in *Litigare con metodo. Gestire i litigi dei bambini a scuola* (A method for arguing. Managing children's quarrels at school), by Daniele Novara and Caterina Di Chio, Erickson, Trento, 2013.

Before the training, the University of Turin collaborated in the observation of children's quarrels and teachers' interventions. Four months later, after schools had started applying the method and building the 'Conflict Corner', the university carried out a second observation.

During teacher training (two to three meetings suffice to start the project), teachers agree to change their response to children's quarrels. *This agreement reduces the complexity of conflict transformation training.* Teachers can find a common strategy about children's quarrels (other kind of conflicts are not on the agenda). They agree to stop asking for a culprit, to seek a fair and fast solution decided by adults. They stop 'reacting' to quarrels and learn how to set up a 'Conflict Corner'. Then they build a Conflict Corner together with their pupils in each classroom, explaining how it works and how to use it.

Teachers apply the method of two steps back and two steps forward when they observe a quarrel among children, and introduce the class to use of the Conflict Corner, where children can talk, listen and argue – without hurting and without having to stay silent. They may express their emotions, and often come to agreement or experience clarification. Usually, within a few weeks, the children themselves are able to use the Conflict Corner independently, without the help of the teacher.

This method is effective. Several pre-primary and primary schools are working in the 'Arguing Well Network', included some Montessori schools.

The 'Arguing Well' method – four steps

1) Step back: Do not look for the culprit.

This is the most difficult task for the adult, who often tends to intervene. It is difficult to identify a culprit in a quarrel among children; often the intervention of an adult increases the perception of the seriousness of the problem.

2) Step back: Do not impose the solution

The adult fears that the children will not succeed alone and that the quarrel may get worse. Fear generates a coercive action: 'Stop it, make peace ...'

3) Step forward: Promote a mutual version of the quarrel

It is important that each child can explain the facts and present their reasons. Negative emotions diminish very quickly in children; a good talk facilitates settlement. In some cases, adults can suggest that they write or draw their reasons (on their own) and then discuss together.

4) Step forward: Promote any agreement that the children come to by themselves

All the reasons given are legitimate. Everyone can express themselves by communicating their own version.

Children gradually learn how to deal with conflict by themselves and do not need to appeal anymore to adults.

Objectives of the practice

• To change teachers' approach to children quarrelling

• To let children learn from their own conflict in a safe and effective way, using a pedagogical method

• To let children learn from their own experience of quarrel inside the conflict corner, using ritual objects like the ball of yarn and the two chairs

Approach

The maieutic approach is based on the capabilities of children and teachers. The new rituals and the four-step approach by teachers have an impact on the whole school system.

Implementation process

Experimenting (2011/2012)
Implementation in many schools
National network
Open teacher training

Challenges and opportunities

Children's quarrels are both a challenge, and an opportunity for teachers to let them learn to 'fight well' in a safe context.

The experiment showed that the method made it easier for many schools to desist from the traditional approach to children quarrelling, based on the traditional 'rule': 'do not quarrel'.

The method is easier to apply in Montessori schools, but works in public schools, too. The change in teachers' approach to children quarrelling and the 'Arguing Well' method helps teachers, they know what to do in case of children quarreling, their behavior is predictable, there are not big differences between colleagues due to diversity in reaction to children quarreling. It is a reduction of complexity, but it works and adults may learn from children that quarreling without violence is possible. They offer a positive alternative to parents who are used to the culture of punishment.

Results and impacts

Results

Children are not quarreling as much as previously, and do it in a better way. They learn to listen to each other and to express their feelings. They are given the chance do find their own solution to their conflict and usually they do it well. They stop asking the teacher to be a judge in their quarrels. (Statistics about children quarreling before and after the implementation of the method are provided in the book mentioned above.)

This initiative, therefore, is shown to influence the whole school system's culture when it comes to conflict. Boys and girls, classes, teachers, school staff and families are informed about the 'conflict corner' and its meaning.

The traditional application of 'simple justice' in conflict transformation among students leads to ineffective and poor communicative outcomes. Looking for the culprit, for the right solution, moves the conflict to the logic of judgement, and then to possible punishment. This is absolutely antithetical to a relational approach to conflict. Both quarreling people have a point of view and something to say. Teachers and parents experience failure when they desperately try to solve quarrels among pupils or children according to the logic of 'the culprit'. This type of intervention fails to produce real solutions and creates extreme dependence on the teacher and on the parent as distributor of 'justice'. Justice is always requested by children, who can't experience autonomy and growth.

'Arguing Well' makes it possible for students to quarrel without falling into the logic of guilt, instead enhancing their social and civic competences.

Impacts

Since 2013 the 'Litigare bene' method has been implemented by hundreds of teachers from public and private schools, including Montessori, which are connected in a network. They met in conference in April 2016, sharing their videos made in school, showing how children had been using the conflict corner, and sharing their experience as teachers using the four-step method.

The conference, held after four years of work in different schools, in cities distant from each other, showed that concrete innovation can lead to organizational and pedagogical evolution. Watching the video allows people to see how it works, how children can 'fight well' where the context make it possible.

The method is practical and based on the ability of children. Teachers and parents can see that it is possible to get out of the old 'pedagogical' logic based on punishment. Children learn to clear up and to talk to each other. They use the expression 'we have cleared it up'.

Strengths

The skills to grow are based on socio-emotional, interpersonal and group relationships; they tend to develop cohesion, belongingness to a community, and cooperation. The strategies centered on the group are based on the teacher's ability to suspend judgment: this enables the methodological processes that consist of clarifying the conflict with the partner, using the ritual of the Conflict Corner. If there isn't this clarification, students know they can ask the teacher for help. They stop asking for punishment of the 'bad guy'. With the 'Arguing Well' method, pupils are the protagonists. The class learns to use the conflict corner when it is useful and to let it work. Their skills are solicited and relationships are set in a nonviolent way.

This practice may also have positive effects on the teaching staff and on the families who are informed about this virtuous process of educational change, which aims to bring pupils, teachers and parents to a new awareness. Adults can change their attitude, allowing children to mature with a constructive way of dealing with conflict.

Witnesses

The third parties involved in this practice are:
The University of Turin

Erickson, Trento, who published the research: *Litigare con metodo. Gestire i litigi dei bambini a scuola* (A method for arguing. Managing children's quarrels at school), Daniele Novara and Caterina Di Chio, Erickson, Trento, 2013.

AOL Verlag, which published a German translation of the book: *Gut streiten will gelernt sein! Schülerkonflikte verstehen und erfolgreich moderieren*, AOL Verlag, 2016.

Alpina Publisher, in Russia, which published a different book by Daniele Novara book, *Urlare non serve a nulla* (BUR, 2014), in which the practice is described in the context of the family, with the same four steps: *Ne krichite na detey. Kak razreshat' konflikty s det'mi i delat' tak chtoby oni vas slushali*, Alpina Publisher, 2016.

Images

Teachers made some video of quarreling children for the Meeting in 2016, 4 years after the first meeting in 2012. Here we can see photos and this helps to understand the ritual meaning of the practice. In a primary school they built their Conflict Corner using pictures made by children on emotions:

Here a different class made a different Conflict Corner: there is a red chair and children can sit there and talk and if they like it, they can use more faces to express their feelings:

The two chairs are working like ritual objects. Here some other things have a ritual meaning: the child who want to start and talk take the red ball of yarn in hand and has the word and speaks, the other listen to. Then the first gives the ball to the second and so on. Or they can sit and write or paint what they have to say, they find the paper in Conflict Corner.

Here children are able to write a message on the conflict: My version of what happened
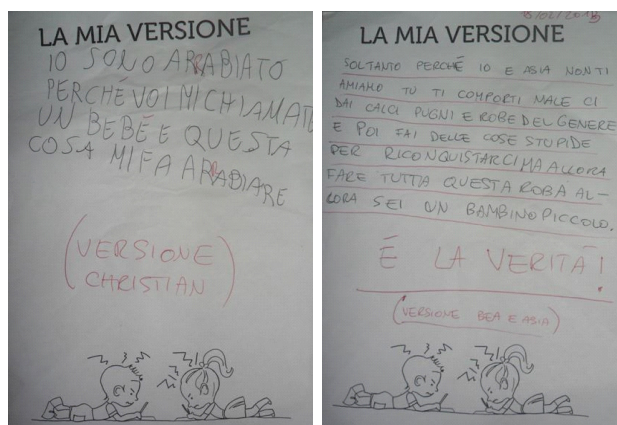
Children are sitting in the conflict corner. They are quiet now and they are writing their point of view: they have been quarreling because …

The conclusion is now near: the message is clear and the other can take it in consideration.

Example 2: Interactive Exhibition Conflicts, quarrels and … other hassles
(Secondary school students 11–14 years old)

Summary table

Country: Italy
Educational level: Secondary schools
Approach: Maieutic approach
Contact: Daniele Novara, www.cppp.it
Target group: Students in secondary schools, 11–14 years old

Brief description of the practice

It is an original exhibition created by a group of CPP trainers. Inaugurated in 1999 and revised in 2008, it was visited by more than 80,000 students throughout Italy, and by 60,000 in Switzerland. It is possible to build the exhibition in public spaces or even large schools (providing 150m^2 of space). Students during school time and groups and parents after school can visit it.

It is made with 10 garden gazebos, so it is possible to build it anywhere. A pavilion is built with images, text and questions. That allows groups of four students to go on a tour in which they are the protagonists. A succession of activities, stimuli and questions encourages expression and discussion in the small group. In this way, a search can begin and may change the way students think and act in case of conflict. The first topic is about the difference between conflict and violence. There are several images and students are asked to connect them to the word "conflict" or "violence". There is a "door" with the word "violence" and who wants to enter, find a dead end street, dark, built with a black cloth. The exhibition is the other way

in the juncture, there it is possible to walk together. Each student has a special tool: 'the conflict diary'. It has the same images and texts as the exhibition and spaces to write and answer to the questions. This may create a closeness or a confidence between the four students sharing the experience of the path. It will not be read by the teacher. E.g., one topic is about one's reactions in conflict situations, or students are asked about their feelings in some common conflict situation at home or at school, a delicate question is about parents' advices about children quarrels.

The teacher has copies of the same diary to distribute, so it is possible to use it in the classroom, as well as a 'book for the teacher', with some articles about conflict and exercises to do after the exhibition. Some activities made by the students during the path are about difficult topics like the capability to say no, to criticize in a constructive way, to understand the difference between a really constructive criticism and something else, to understand the chance to play the role of the mediator and so on: these are complex topic and it is necessary to continue to practice and to understand them at school.

There are many pictures of the story of the two hedgehogs, inspired by the famous image by Schopenhauer about the theme of 'the right distance', a key concept in NVCT and in education. You can see a little of Exhibition and get the climate of the work made by the students in a video and pictures here: http://www.cppp.it/conflitti_litigi_e_altre_rotture.html.

The exhibition has a visibility that goes beyond normal school activities. Local newspapers report it. It is an opportunity for teachers to begin to explore the theme of conflict and NVCT, involving families. This helps schools to implement other projects, like peer mediation, which is not seen as something totally new because one part of the exhibition has an exercise about the role of the mediator, in one week 500 people or more, students and adults, may have visited it.

Objectives of the practice

- Introduce conflict as a matter of studying and talking between students.

- Show several key concepts of NVCT, without holding a lesson.

- Build a scenario in which small groups of students can live and share an experience of confidence about conflicts in their own life.

- Enable easy understanding of the difference between violence and conflict. The entrance to the exhibition is a crossroads with two options: one way, 'Violence, leads to a black space with no exit, while 'Conflict' is the path of the exhibition and of the group experience.

Approach

Maieutic approach

Community approach, too. The school need helps from Municipality to organize it.

Implementation process

Between 1999 and 2016, the exhibition was rented by many municipalities in Italy. It requires a big effort to organize many classes to visit it (an average of three per day and adults in afternoon), and to organize educators who look after the students when they arrive and at the exit. In some cases, this work has been done by older students of secondary schools (about 18 years old), while in others the local municipality has enough staff to do it.

In Switzerland's Canton Ticino, where the language is Italian, the Education Department bought a copy of the exhibition in 2001 and then built up a group of teachers who work with it in many schools. With interesting feedback, they helped CPP staff to revise and renew the exhibition in 2008.

Challenges and opportunities

NVCT is not a matter that a single teacher can manage. It is connected with the culture of all the community. The exhibition helps to make it clear what NVCT means, during a path of one and half hours. Teachers may then continue to work on the subject. They can organize the exhibition as an element in a bigger project, including teacher training and counseling.

Results and impacts

Each student is a protagonist in this exhibition. The reading of the thousands of small letters written by the students to the authors of the exhibition, collected at the end of the path, confirms that they get to know each other a bit better and they enjoy to play conflicts. It is important that after only one hour and a half many of them are writing that conflict is a useful experience, they do not need to fear it. During this experience they may have had quarrels without violence. They understand the maieutic approach at once. Nobody is teaching them or asking for attention or explaining what they are supposed to do. An older student or a young educator greets them at the beginning, tells the Schopenhauer story, gives them the diary and simple instructions, and then they do everything by themselves. They find questions, games, pictures. They are asked to say 'No!' using the body in a shadow game (one of their favorites). They find the chair of the mediator and the *canovaccio* of a conflict to play as in a theatre, it is a scene that consists only of a list of characters and a problematic situation, ready to be played.

It is easier for teachers to develop different projects about conflict after the exhibition. It is a good introduction. For example, many relevant key words are easier to understand after the experience. This makes it possible to address other problems, including bullying in schools.

Strengths

The maieutic approach.
Images and colors make the conflict issue not dark, but connected with everyday life.
Systemic effect: all the teachers of the school are informed about NVCT concepts; some will do more work on it, others will not, but a common vocabulary starts to be shared.

Witnesses

The Education Department of the Canton of Ticino, Switzerland, which purchased its own copy of the exhibition, and has been using it thanks to a group of teachers since 2001.

Some newspaper articles about the exhibition.

The municipalities in Italy that organized and paid for the exhibition for the benefit of their schools.

Example 3: Labor Pace

Summary table

Country: Italy
Educational level: Schools, from Primary to Universities, teachers, citizens of Genova and Liguria.
Approach: Pedagogic approach and Fair open to the city
Contact: Fabrizio Lertora   email   laborpace@caritasgenova.it
Target group: Students, teachers, people.

Brief description of the practice

In 1996 LaborPace (Permanent Research and Peace Education Laboratory) was founded by Caritas of Genova. It commits to the research and development of educational and training activities on issues of peace, nonviolence and conflict transformation. The competence in relationships, the ability to coexist with each other, the building of communities capable of recognizing and facilitating the constructive interaction of people are the areas of work of LaborPace and this is in line with what Caritas aims for.

LaborPace address its attention to all "collective subjects" that constitute the privileged areas for the effective growth of the entire ecclesial and civil community in these directions and operates in particular within the school world and educational contexts. LaborPace offers on its own topics training courses with children, teenagers and adults, training for pedagogical practitioners (teachers, educators, etc.) and pedagogical training and counseling for parents.

Objectives of the training/educational outcomes

The various seminars cover:

- The ability to recognize, name, express emotions
- Communication in groups, with particular attention to intercultural contexts
- Conflict as an opportunity for growth and learning
- The role of parents and teachers in learning conflicts

Learning approach

The training offered is organized into a wide range of activities ranging from the meeting of a few hours, the seminar of 12 hours, until the course of 42 hours divided on different modules with duration from 3 to 7 hours a module with children, youth, educators, teachers and parents. In the development of educational and training activities, LaborPace uses an active methodology that requires the direct involvement of the participants, necessary for the revision and enhancement of their experience, considered the main resource of work. The necessary theoretical contributions are alternating exercises, group works, moments of sharing aimed at facilitating the learning process.

Implementation method

Among the various practices that LaborPace has devised and realized during these 20 years of activity, one of the most significant is "Peace World: the Peace Education Fair" a true "fair" pedagogical on the theme of education at Peace, first experience in Italy that has been proposed to offer a space for promoting peace education on a large scale, through a major public event involving the entire city of Genoa. The project was born in 2004 when Genoa was "European Capital of Culture" with the precise aim of opening a space for the theme of peace and peace education within the work program linked to that event. It is a place where it is possible to find projects and methods, compare good practices and search for possible collaborations, an opportunity for schools and associations to learn about the training offered on the topic of peace and an opportunity for citizenship to know what has been made for educate young generations to build a world in peace. Each year, focus has been placed on a "theme focus", which was

intended to respond to the most pressing challenges for peace education. The style of the work and the processes characterizes this proposal and make it possible to realize participation, accessibility, differentiation, and gratuity. The Fair includes several sections and tools.

1. The Exhibition "World in Peace"
An exhibition space where every reality can present itself, its work, its projects and educational tools. Inside there is also a book-show-room for peace education by some libraries and bookstores in the city. The exhibition represents a "square" for the city where the theme of peace becomes visible through the many projects that are being realized and within which one can meet to know, discuss and deepen. Anyone can propose moments of encounter within this space and the location facilitates and stimulates this possibility because it's very near Palazzo Ducale, the heart of city culture.

2. The Laboratories of "World in Peace"
Activities for schools, the University, groups, are proposed in partnership by the realities of the fair. Laboratories, which must be realized in collaboration between different realities, will be an opportunity to facilitate shared design processes, exchange of good practices, and sharing of tools.

3. Events of "World in Peace"
Seminars, meetings with guests, cinema, music and shows are opportunities to involve more people. In this context, the "Multiversity of Peace" is a cycle of master classes, distributed throughout the year, with international experts. Over 40 subjects (Institutions, Schools, Associations, NGOs, etc.) participate in the preparation of the program, the result of a participatory process of 6 months each year.

4. The website www.mondoinpace.it
A permanent virtual fair, a portal serving the territory, a place where to give continuity to the network of relations born at the fair. A showcase accessible beyond the city limits in order to design more synergies. It should be emphasized that the web site has been created and updated by students from a Technical Institute of Computer Science. In 2010, "World in Peace" was chosen as the venue for hosting the UN International Conference on Peace Education for Italy.

Challenges and opportunities of the context

Caritas is the pastoral organization of the Catholic Church set up to promote the witness of charity in forms consistent with the times and the needs, in view of the integral development of man, of social justice and of peace, with prevailing pedagogical function. It is present all over the world and it's organized on a local basis (Caritas territorial, national, continental and international). Caritas operates on the territory through a reading of the context and needs, a reading aimed at activating, in addition to a first prompt response

in events of a clear emergency, a deeper pedagogic planning, capable of stimulating, sustaining and developing transformation processes and growth at the level of individuals and collectives, not only in the ecclesial field but in the entire civil community.
In Genoa it founded the Laborpace.

The World Peace Fair uses collaboration through specific Agreements (Protocolli di intesa) with the main institutions of the city: the Municipality of Genoa, the Province of Genoa, the Liguria Region, the Ducal Palace, the Fondazione per la Cultura in the city, the University of Genoa, the Regional School Office For Liguria and involves a network of 25 associations, schools, cooperatives, NGOs engaged in offering peace education projects.

Results and impacts

In the 12 editions realized, the project involved 25,850 people in its various actions and www.mondoinpace.it has realized over 220,000 contacts.

Parents University

Among the various under-projects born and raised within the "World in Peace" project, we refer to the one called "Parents' University" which receives a specific need emerged at the Concluding Conference,at the end of the UN Decade and proposes to parents educational tools, to help their children to grow with more relational skills. From 2011 to 2017, 7 rounds of meetings, training courses, workshops were carried out involving approximately 9,500 parents. As with other actions, this is also characterized by the special processes that support it: accessibility of the proposal, involvement of institutions, collaborations with over 10 organizations of citizens active in parenting.

Strengths

Experience since 1996.
Introduces in the ecclesial context and in schools the bibliography and methods of NVCT.
Continuity and rootedness in Genova: schools, enti pubblici e ONG meets there for the Fair World in Peace.

One more exemplum:
Maieutic Counselling

Summary table

Country: Italy
Educational level: Adults, teachers, parents, staff
Approach: Maieutic approach
Contact: Daniele Novara, Paolo Ragusa, www.cppp.it
Target group: Adults. One to one. School of counselling.

Brief description of the practice

The maieutic consultants are professionals who have completed a three-year course in professional counseling, offered by CPP.

The counseling involves the consultant and just one person at a time – teacher or parent. It can consist of a pedagogical consultation, looking at a son's or daughter's educational issues, or a maieutic consultation in the case of conflict. It can be used when mediation is not possible because one of the parties is not available.

The active discussion helps the person involved to read his/her problem, to grasp the intrapersonal and interpersonal meanings, to look for adequate decisions that s/he can make and the actions to take.

Municipalities have financed this counseling for many years, as part of bigger projects in schools, and it has helped people to find a satisfactory outcome. A positive result may be the ability of the school system to manage 'difficult' students without the need for SEN certification and without a support teacher.

Objectives of the practice

• Help single teachers and parents involved in conflict situations

Approach

Maieutic approach

Implementation process

Daniele Novara started the maieutic approach in his pedagogical studio. CPP then developed a three-year program of training (600 hours) in counseling, which has been approved by ANCORE (association of counseling schools).

Challenges and opportunities

It is not always possible to mediate in conflicts; in many cases, the concepts of nonviolent transformation concepts are not known. But the one-to-one approach can be used, and it helps a person to find new ways and possibilities in a difficult situation with children or between adults.

Results and impacts

Around twenty professionals (lawyers, psychologists, educators, etc) finished the CPP course and started using the maieutic approach in their professions.

Strengths

Where is not possible to work on NVCT or to implement a practice involving groups, classes, schools, it is always possible to change our own way to manage conflict. Some teachers are attending the Maieutic Counseling.

Witnesses

ANCORE (association of counseling schools, including CPP): http://www.ancore.org/
FEDERCOUNSELING and European Association for Counseling (EAC)

4. Teacher training in Spain

4.1 Short introduction about the educational system

The Spanish educational system mixes centralization and decentralization. The Spanish Ministry of Education sets out the standard procedures (basically through laws); then every region (17 in total) has the competence to create their own regional laws, decide on budget priorities, and set specific programs. The school curriculum, for example, is 40% decided by the central government, and 60% decided by each region. This means that, while there is an overall drive for coherent policies, each region can 'do its own thing' in its educational policies.

Since analyzing 17 educational systems would be too broad, this report will address the situation in three regions that are among those that have taken the lead in education for non-violent conflict resolution: Andalusia, the Basque country and Catalonia.

Some basic statistics
Total population in Spain (2015):[50] 46,449,565
No. of teachers[51]
Pre-primary: (no data)
Primary education (2012): 223,517 teachers;
Secondary education (2012): 290,401
Tertiary education (2012): 155,538
Ratio teachers/pupils:[52] No data available

Educational laws: There is a legal framework that recognizes the need to train teachers in non-violent conflict resolution:

Table ES4.1: Basic peace education normative system

Spanish Laws	*Ley sobre la promoción de la Educación y la Cultura de Paz* (*Law on the Promotion of Education and a Culture of Peace*) (Law 27/2005). The Spanish government is committed to resolving conflicts in accord with the Charter of the United Nations, and to promoting peace through, in particular, education for peace at all levels of education (article 2.1), including lifelong learning (article 2.4), and the creation of specialized university institutes in collaboration with the UN (article 2.5).[53]
Regional Laws	**Andalusia** *Decreto por el que se adoptan medidas para la promoción de la cultura de paz y la mejora de la convivencia en los centros educativos sostenidos con fondos públicos* (*Decree that adopts measures for the promotion of Culture of Peace and the Improvement of Peaceful Coexistence in public schools*) (Decreto19/2007). Its article 37 regulates that there should be trainings on culture of peace addressed to teachers in the schools themselves or creating specific inter-schools study groups (37.1 and 37.2), school directors (37.3), parents (37.4), and all actors together. Its focus, therefore is on lifelong learning. (The Decree defines in its preamble that its scope does not include universities.) **Basque country** *Decreto que establece el Currículo de las Enseñanzas Básicas para la CAPV* (*Decree that establishes the Curriculum of Basic learning in the Basque Region*) (Decree 175/2007) (and later modification Decree 97/2010), identifies competences related to conflict resolution competencies (art.8.4.b), and states that schools must develop peaceful coexistence plans (art.3.6). It does not mention anything about teacher training, neither as lifelong training, nor by universities. **Catalonia** · *Llei de Foment de la Pau* (*Law to Promote Peace*) (Law 21/2003). This law defines the actions public administration must encourage to promote peace. In its article on peace education, it is not very specific on teacher training, but states one of the obligations is the "elaboration and application of global peace education programs addressed to all the students". · *Decret sobre drets i deures de l'alumnat i regulació de la convivència en els centers educatius no universitaris de Catalunya* (*Decree on the rights and duties of students and regulation of peaceful coexistence in Catalan schools*) (Decree 279/2006). The decree regulates that every school needs to develop a coexistence plan. It has a long chapter on mediation and recognizes several times that a mediator is a person with specific training, but does not mention any measure to promote teacher training, nor as lifelong training, nor at universities.

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50. Instituto Nacional de Estadística (INE).
51. UNESCO data. Education: Teachers by teaching level of education.
52. UNESCO data. Pupil-teacher ratio by level of education (headcount basis).
53. After the approval of this law, the Ministry of Education issued funding for peace education projects. This lasted for one year only and was never renewed.

In 2005, the government took an important step in approving a **Law on Peace Education**. While the contents of the law (see Table ES4.1), refer to teacher training, the influence of that law has been quite limited. Few people, including few teachers, are aware of this law, and the following educational laws do not mention it, nor include the main aspects of it.

For instance, the 2006 **Organic Law on Education (LOE)** does not mention the Law on Peace Education approved the year before by the same government. The LOE mentioned conflict prevention and the peaceful resolution of conflict as an educational objective at any level (from kindergarten to high school) and stated that every school had to develop a Peaceful Coexistence Plan. But the LOE did not mention any kind of teacher training, nor any university regulation. The regulation of the LOE to create a Peaceful Coexistence Plan in every school has been developed at a regional level in most of the regions. Some regions refer to teacher training at university level (Andalucía, Galicia), some do not (Basque Country, Catalonia) (see Table ES4.1).

School's coexistence plans

In 2006, the government of Spain together with educational stakeholders agreed[54] to promote a state plan to promote and improve peaceful coexistence in schools. This plan consists, at the state level, of the creation of an observatory for peaceful coexistence, the review of the regulations on peaceful coexistence in schools, the development of special strategies in schools or zones with special needs, the elaboration of guidelines and materials for education centers, and the provision of training measures for teachers.

In the following years, the different regions had the mandate to promote strategies for peaceful coexistence by encouraging every school to define its own coexistence plan. Plans were to be designed according to the central and regional government's guidelines, but with a wide degree of independence. In each region then, correspondingly, regulations were reviewed, lifelong teacher training was promoted, and many educational resources were published for the schools.

The results concerning the coexistence plans are very diverse. Some schools were motivated to follow deep training and a reflective process to design a comprehensive plan. Others only wrote the plan because they were obliged to.

A 2010 evaluation report on 'Coexistence in secondary schools in Spain' concluded that, in general, peaceful coexistence in schools was fine, but that schools had urgent needs such as:[55]

More professionals able to improve peaceful coexistence
Teacher training on how to improve relationships
Teams of mediation and conflict resolution at multiple levels
Increased coordination among the staff, and especially the teaching departments
Teams of students at schools to improve coexistence
Programs to prevent violence and improve coexistence, using systematic evaluation procedures to measure their effectiveness, and using that information in program development

The current state educational law, the **Organic Law for the Improvement of the Quality of Education (LOMCE)**, approved in 2013, recognizes, as did the previous one, that students should be taught about conflict prevention and the peaceful resolution of conflicts. The LOMCE does not mention, however, anything about teacher training or university contents. Because the existing policies and practices were not sufficient to address peaceful coexistence, and due to a tragic development in which a student committed suicide due to bullying, the state approved in 2016 a **Strategic Plan on School Coexistence** (Plan Estratégico de Convivencia Escolar (2016-2020)[56]) to complement LOMCE. This strategic plan can be considered an opportunity, as one of its eight lines of action refers to the training of teachers and of other agents of the educational community (Line of action 4). Indeed, the first measure included in action line 4 sets the goal to "incorporate in the pre-service teachers' training, in vocational training and in the Master's to become a teacher in Secondary Education, as well as in the in-service training of schools' management teams, learning contents in coherence with the main axes of the Strategic Plan for School Coexistence."[57] The Strategic Plan on School Coexistence does also consider the need that schools update their coexistence plans in order to incorporate the spirit and to introduce the measures of the State Strategic plan.

The main shortcoming of the strategic plan, as mentioned by Pedro Uruñuela, expert in peaceful coexistence, is that the Plan does not define what it means by coexistence, and has therefore the risk to end up focusing only on the eradication of violence, instead of promoting coexistence as a constructive approach. Other shortcomings are the focus on reactive measures, forgetting prevention measures, and the creation of the role of a person in charge of promoting coexistence in the schools, as if it would be the responsibility of one single person.[58]

54. Gobierno de España. Ministerio de Educación y Ciencia (2006). Plan para la promoción y mejora de la convivencia escolar. http://www.educacion.gob.es/dctm/ministerio/educacion/sistema-educativo/politicas/2010-acuerdo-marco.pdf?documentId=0901e72b800bb84c
55. Martín, J, Martínez, R, Díaz-Aguado, MJ (2010), Estudio estatal sobre la Convivencia Escolar en Educación Secundaria Obligatoria. Madrid: Observatorio de Convivencia Escolar del Ministerio de Educación y Ciencia http://convivencia.files.wordpress.com/2011/01/observa_conviv_2010.pdf p.96.

56. http://www.mecd.gob.es/educacion-mecd/dms/mecd/educacion-mecd/mc/convivencia-escolar/plan-de-convivencia/Plan-estrategico-Convivencia-Escolar.pdf
57. Ibid. p.40.
58. "El plan de convivencia del Ministerio es incompatible con la LOMCE" Diario de la Educación, Daniel Sánchez Caballero, 4 de abril de 2017http://eldiariodelaeducacion.com/blog/2017/04/04/el-plan-de-convivencia-del-ministerio-es-incompatible-con-la-lomce/

Every change of government leads to a new educational law. An analysis of the flow of the successive educational laws – LOGSE (1990), LOCE (2002), LOE (2006), LOMCE (2013) – reveals that there is not a consistent policy on nonviolent conflict resolution. In the last decades, approaches to conflict resolution and peaceful coexistence have moved from narrow (anti-bullying, prevention of violence) to comprehensive approaches (welcoming measures for new students, group building, cooperative methodologies, etc), and again to narrow approaches. Consistency between the successive laws seems to be quite low.

Specific laws at the university level – such as the Ley Orgánica de Universidades (Organic Law on Universities) (Law 6/2001) – do not mention the contents that need to be addressed in the different universities and faculties. Universities are considered responsible for defining the contents of their curriculum (for a deeper analysis of contents at university level, see below).

Implementation (public) bodies

In Spain, a central Ministry of Education and Science sets the basic guidelines on educational policies in the country.

Every region has a **Department of Education**, but the name and the competencies might be slightly different, depending on the region. In Andalusia, the Department of Education (Consejería de Educación) is in charge of lifelong teachers training, and teachers' vocational training, but universities are managed by the Department of Economy, Innovation, Science and Labor (Consejería de Economía, Innovación, Ciencia y Empleo).

Figure ES4.1: Public implementation bodies in Andalusia
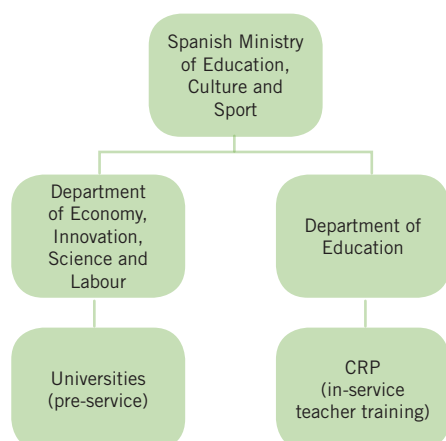
Source: Cécile Barbeito for the EduCATe project

In the Basque country, the Department of Education, Linguistic Policy and Culture (Hezkuntza, Hizkuntza Politika eta Kultura Saila – Departamento de Educación, Política Lingüística y Cultura) includes universities and teacher training.

Figure ES4.2: Public implementation bodies in the Basque Country

In Catalonia, similarly to Andalucía, there is a Department of Education (Departament d'Ensenyament) that is in charge of teacher training, but universities are part of the Department of Business and Knowledge (Departament d'Empreses i Coneixement).
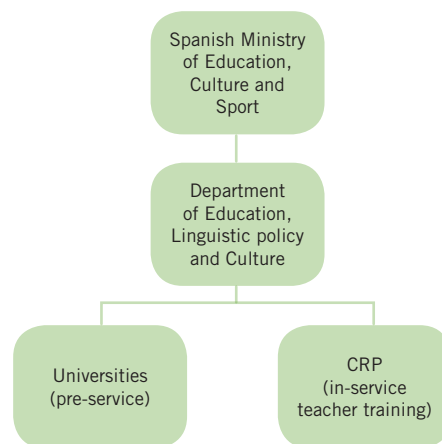
Source: Cécile Barbeito for the EduCATe project

Figure ES4.3: Public implementation bodies in Catalonia
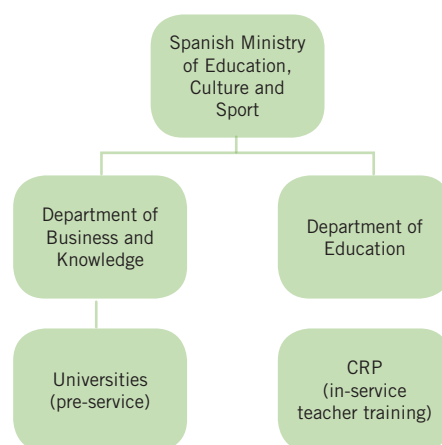
Source: Cécile Barbeito for the EduCATe project

The fact that universities sometimes work together and sometimes separately from the respective Departments of Education does not seem to be a decisive factor in the extent of policies on conflict resolution teacher training.

Universities (pre-service) are therefore managed by different Departments. Faculties define their own curricula, and have complete autonomy to decide which majors are compulsory, and which are optional. Universities usually offer degrees for infant and primary education. But secondary school teachers are trained in two year-long specialization degrees.

The three regions have institutions to control the quality of the education at university level: Dirección

de Evaluación y Acreditación (DEVA)[59] in Andalusia, Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco (UNIBASQ)[60] in the Basque Country, and Agència per la Qualitat del Sistema Universitari a Catalunya (AQU)[61] in Catalonia.

In Catalonia, there are about 26,300 university teachers and 237,000 students, who can choose between 1,300 university degrees, Master's and PhD.

Lifelong teacher training (in-service) courses are undertaken, in any part of the country, by training and resource centers for teachers (called different names in every region). These are financially supported by each region's Department of Education. There are 32 Centros de Educación del Profesorado in Andalusia,[63] 23 Berritzeguneak in the Basque country,[64] and 75 Centres de Recursos Pedagògics in Catalonia.[65] The resources allocated to these courses and the topics addressed can be very different from one region to another (see further analysis below).

4.2 Organizations approached about training

4.2.1 Teacher training institutions/universities

The three regions have a total number of 32 (public and private) universities. After selecting only the universities that have degrees in education, the sample of universities that need to be taken into account is reduced to 22: nine in Andalusia, two in the Basque Country and 11 in Catalonia.

The university degrees that need to be taken into account are: Childhood Education, Primary Education, Sports Sciences, Pedagogy, and Social Education:

This requires analysing the curricula of 38 university degrees (for conclusions about university degrees for pre-primary and primary school degrees, see below).

Most of the universities offer a Master's degree addressed to university graduates who want to become

Table ES4.2: University degrees linked to education

NAME OF THE UNIVERSITY	REGION	PUBLIC/PRIVATE	INFANT	PRIMARY
Universidad de Almería	Andalusia	Public	1	1
Universidad de Cádiz	Andalusia	Public	1	1
Universidad de Córdoba	Andalusia	Public	1	1
Universidad de Granada	Andalusia	Public	1	1
Universidad de Huelva	Andalusia	Public	1	1
Universidad de Jaén	Andalusia	Public	1	1
Universidad de Malaga	Andalusia	Public	1	1
Univesidad Pablo de Olavide	Andalusia	Public	0	0
Universidad de Sevilla	Andalusia	Public	1	1
Universidad del País Vasco	Basque Country	Public	1	1
Universidad de Deusto	Basque Country	Private	1	1
Universitat de Barcelona	Catalunya	Public	1	1
Universitat Autònoma de Barcelona	Catalunya	Public	1	1
Universitat Pompeu Fabra	Catalunya	Public	0	0
Universitat de Lleida	Catalunya	Public	1	1
Universitat de Girona	Catalunya	Public	1	1
Universitat Rovira i Virgili	Catalunya	Public	1	1
Universitat Ramon Llull	Catalunya	Private	1	1
Universitat Oberta de Catalunya	Catalunya	Public	0	0
Universitat de Vic	Catalunya	Public	1	1
Universitat Internacional de Catalunya	Catalunya	Private	1	1
Universitat Abat Oliba CEU	Catalunya	Private	1	1

59 http://deva.aac.es/
60 http://www.unibasq.org/es
61 http://www.aqu.cat/index.html
62 Data from AQU's website [Consulte don 02 June 2016].
63 http://www.juntadeandalucia.es/educacion/portalseneca/web/cep/ceps
64. http://www.berritzeguneak.net/, http://www.mecd.gob.es/educacion-mecd/mc/convivencia- escolar/formacion/centros-formacion-profesorado/pais-vasco.html
65 http://xtec.gencat.cat/ca/serveis/sez/crp/

secondary school teachers. But the information in many cases was too general for assessing if nonviolent conflict transformation (NVCT) is addressed. Therefore, instead of analyzing each of the Master's degrees of these universities, the official regulation[66] was taken into account. (For conclusions about special secondary school teacher certificate, see below).

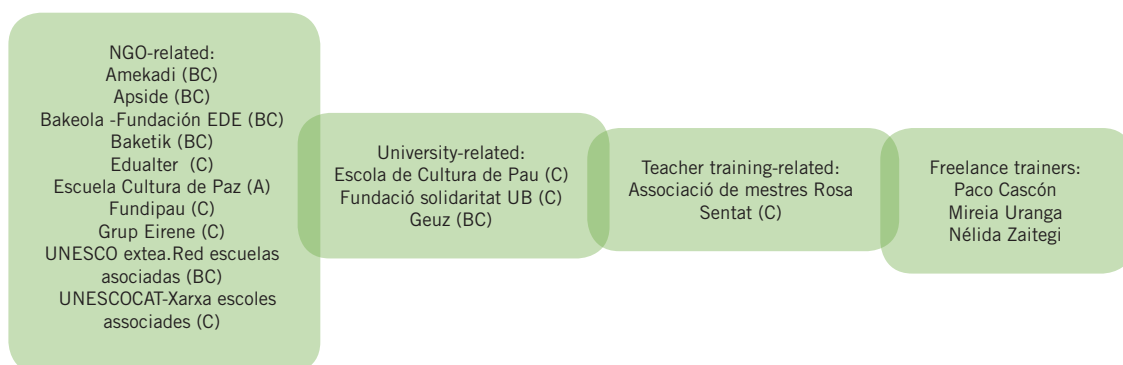### 4.2.2 Lifelong learning for teachers – formal training

Lifelong learning courses for teachers are financed both by the Spanish Ministry of Education, Culture and Sport (MECD), and by the Education Departments in each region. The MECD offered, in 2016, 1,017 training courses. In the regions, the complete information is not made public, and we have not yet received the 2015-2016 complete list.

4.2.3 Non-formal training organizations, private initiatives, freelancers, NGOs

In the three analyzed regions, the number of organizations or people that train in the non-formal sector are not many, and it is usually part of their task (not a main occupation). Many of the NGOs, for instance, target their training in peace education to youngsters more than to teachers. No specific teacher-trainer organization is specialized in conflict transformation; they offer

trainings as part of a large catalogue of other courses. It also seems that the different kinds of organizations operate separately, with little or no collaboration to exchange practices or to reflect on them.

4.3 Summary of the collected information

4.3.1 Answers to questionnaire

Seven organizations answered the questionnaire[67] (so far). Four of them fulfil the criteria (a): Universidad Ramon Llull; the Red Andaluza 'Escuela: Espacio de Paz'; the International University of Catalunya, and the university of Granada. Two fulfil the criteria (b) Convives and Escola de Cultura de Pau (UAB), and one fulfils the criteria (c) Bakeola, Convivencia, Conflicto y Derechos Humanos.
The main results of the questionnaire are:

Main contents of the trainings

According to the results of this small sample, 42.9% of the organizations state that the content of their trainings is mainly about peace education, 28.6% about conflict resolution, 14.3% about the prevention of violence, and 14.3% about socio-emotional skills (see Figure ES4.5). It seems, therefore, that most of the trainings have a broad scope of contents.

Figure ES4.5: Contents of the trainings

- Conflict resolution/management/transformation
- Peace education
- Nonviolent communication
- Emotional learning
- Violence prevention
- Other

28,6% 42,9% 14,3% 14,3%

Figure ES4.4: Non-formal training

NGO-related:
Amekadi (BC)
Apside (BC)
Bakeola -Fundación EDE (BC)
Baketik (BC)
Edualter (C)
Escuela Cultura de Paz (A)
Fundipau (C)
Grup Eirene (C)
UNESCO extea.Red escuelas asociadas (BC)
UNESCOCAT-Xarxa escoles associades (C)

University-related:
Escola de Cultura de Pau (C)
Fundació solidaritat UB (C)
Geuz (BC)

Teacher training-related:
Associació de mestres Rosa Sentat (C)

Freelance trainers:
Paco Cascón
Mireia Uranga
Nélida Zaitegi

Source: Cécile Barbeito for the EduCATe project

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66. ORDEN ECI/3858/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de las profesiones de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas. https://www.boe.es/boe/dias/2007/12/29/pdfs/A53751-53753.pdf

67. The questionnaire can be found at: https://docs.google.com/forms/d/1edAB3tVO1bTvHi2FE1_qww3sb5-Y0AqdRw7v0I_1tsk/edit#responses

Format of the trainings

Most of the initiatives are one-time training courses (42.9%), while 14.3% are part of a major, 14.3% are a whole major, and the rest (28.6%) offer conferences, lectures, and exchange of experiences (see Figure ES4.6). Therefore, the main approach is not to include the training in pre-service training.

Figure ES4.6: Format of the trainings

- A whole university mayor
- Contents within a mayor which tackles other issues
- Short term courses
- Other

28,6%   42,9%
14,3%
14,3%
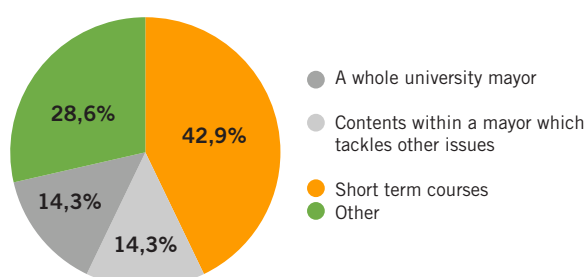
Strengths

The answering organizations identify their main strengths as:

Methodology: experiential activities are seen as a strength (mentioned by three organizations)
The creation of **practitioners' support peer groups**, such as mediator peer groups, mentor peer groups, cyber-mentor peer groups (mentioned by two organizations)
Continuity: offering sustainable support to the same group of teachers over years
Diversity: encouraging teachers to develop their own objectives according to the specific needs of their schools
Contents: the focus on conflict prevention rather on mediation is considered as a strength
A **multilevel approach** that strengthens personal competencies, the structure and the organization of the school, and the idea of global citizenship

Weaknesses
The main weaknesses identified are:
Duration: the shortness of the training courses, and the lack of follow-up (mentioned twice)
The courses are not compulsory but **optional,** or they don't even appear in the curriculum (mentioned by two organizations)
Lack of standardized mechanisms for **evaluation**, to get an overview of longer-term impact
Insufficient **communication** and use of social networks

4.4 Global information

4.4.1 Universities

For the analysis of the university curriculum, all of the 76 degrees during the 2015-2016 school year were taken into consideration. Several items were

analyzed: first, the existence of a whole major, or a relevant part of the major, that addresses Nonviolent conflict transformation, Peace education, Nonviolent communication, Emotional education, Prevention of violence, or other related contents. The research has also distinguished if it is a compulsory or optional major, and the year in which this content is addressed.

This analysis has been made only through assessment of the public teaching plans (without attending the courses). For this reason, the results of this research might be inaccurate, as one cannot be 100% sure that a subject included in the teaching plan is effectively taught. However, recognizing this limit, analyzing the teaching plan seems to be the most reliable way to analyze university contents on a large scale.

After analyzing the degrees, these are the main conclusions:

Infant education

Among the 18 Infant Education Degrees in the three regions:

One university teaches a compulsory major on 'Peaceful coexistence at school and culture of peace in infant education' (Convivencia en la escuela y cultura de paz en Educación Infantil: Universidad de Córdoba).

Seven universities teach optional majors related to conflict resolution (a total of 16 optional majors).

Ten do not teach any major related to this subject.

Among the 17 majors that address conflict resolution explicitly or with a different name:

Conflict resolution is addressed partly in three majors that address other issues (Diversity, Social exclusion, Games and values).

Two majors focus on Peace education, nine on Emotional education, one on Violence prevention (part of a major addressing Gender Equality), and two other issues (History of the concept of peace, and Theories of change in education).

Table ES4.3: Contents most often quoted in infant education majors

	Compulsory	Optional
Conflict resolution	0	3
Peace education	1	1
Nonviolent communication	0	0
Emotional education	0	9
Violence prevention	0	1
Other	0	2
TOTAL	1	16

Two universities offer a specialized 'itinerary' on emotional education, which explains partly why there are so many majors on this topic (these two universities offer eight of the majors on emotional education, out of a total of nine).

In some cases (as is always the case with Emotional Education), numbers reflect a whole major, while in others (as for Conflict Resolution) they reflect only a part of it.

In many cases, majors could include more contents related to conflict transformation. In most of the analyzed cases, for instance, the contents of the major 'Attention to diversity in infant school classrooms' refer to physical diversity (inclusion of children with functional diversity), but do not explicitly address intercultural or emotional differences, nor conflict resolution.

Primary education

Among the 19 primary education degrees in the three regions, only one teaches a compulsory major on 'Peaceful coexistence at school and culture of peace in infant education' (the same as in Infant Education at Universidad de Córdoba, mentioned above); and two universities offer compulsory majors that address partially contents related to conflict resolution.

A total of seven universities, out of 19, teach compulsory or optional majors related to conflict resolution, while 12 do not teach any major related to this subject. Of the 13 majors identified, three are compulsory and 10 optional.

Among the 13 majors that address conflict resolution explicitly or with a different name, conflict resolution is addressed in four majors (one specifically on conflict transformation and three that address it partly); one major focuses on peace education, five on emotional education, one on violence prevention (part of a major addressing gender equality), and two other issues (History of the concept of peace, and Citizenship education). As for infant education, two universities offer a specializing 'itinerary' on emotional education, which explains partly why there are so many majors on this topic.

Table ES4.4: Contents most often quoted in primary education majors

	Compulsory	Optional
Conflict resolution	1	3
Peace education	1	0
Nonviolent communication	0	0
Emotional education	0	5
Violence prevention	0	1
Other	1	1
TOTAL	3	10

In some cases (as is always the case with Emotional Education), numbers reflect a whole major, while in others (as for Conflict Resolution) they reflect only a part of it.

In several cases conflict is mentioned in the framework of majors called 'Psychoeducational intervention in development disorders', 'Students with development disorders', 'Students with behavioral or mental health disorders', etc. These majors have not been taken into account because conflict does not seem to be considered as a learning opportunity.

In many cases, as well, majors include as one of their objectives enhancing students' abilities to address conflict, but do not develop any content related to conflict.

Secondary school teachers (Master's)

The accreditation to become a secondary school teacher is a Master's degree (60 ECTS credits). It was regulated for the whole country in 2007 by means of Orden ECI/3858/2007.[68] This order stipulates in its objectives (out of 11 objectives) that future teachers must: "Know the processes of interaction and communication in the classroom, mastering the needed abilities and social skills to foster learning and coexistence in the classroom, and address discipline problems and conflict resolution". The contents of the Master's, according to the order, include problem-solving, emotional education, and promotion of coexistence. It seems, therefore, that, in theory, current teacher training prepares secondary school teachers to address conflicts.

Conclusion

The teaching of education on NVCT at universities, whether for infant, primary or secondary education, is up to each university. Shared acknowledgement of its pertinence seems to be lacking, and in many cases it is an optional choice. Andalusia most recognizes the relevant subjects, followed by Catalonia. Although, the Basque Country has a comprehensive Plan on Peace and Human Rights Education at schools, this is not reflected in the universities' teachers plans. We did not observe any difference between public and private universities.

4.4.2 Teacher training

The Spanish Ministry of Education, Culture and Sport (MECD) publishes every year a catalogue of the training activities that it recognizes. Although this is not a

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68. ORDEN ECI/3858/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de las profesiones de Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas. https://www.boe.es/boe/dias/2007/12/29/pdfs/A53751-53753.pdf

complete picture of the training opportunities that teachers have (every region also has its own catalogue, while schools self-finance the training courses they are interested in), the catalogue can serve as an adequate sample of the country's training courses.

During 2016, the MECD included in its catalogue a total of 1,017 courses for teachers, most of them online.[69] Among those, the courses that address conflict resolution issues are:

4 courses on conflict resolution (0.4% of all courses)
1 on peace education (0.1%)
15 on emotional education (1.5%)
4 on violence and bullying prevention (0.4%)

Other related subjects were identified, such as nine courses on cooperative learning (0.9%). None of the courses covers nonviolent communication.

Figure ES4.7: No. of MEC-recognized courses relating to conflict resolution (2016)

Source: Actividades reconocidas por el Ministerio de Educación (2016). Madrid: MEC
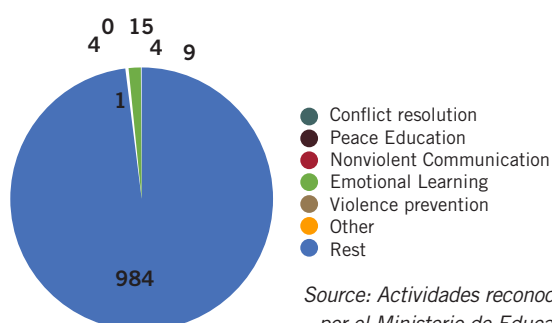
In addition to these general courses, the Spanish Ministry of Education, through its portal School Coexistence, offers 15 additional courses[70] addressing issues such as: Coexistence and inclusion of different needs (5), Measures against bullying and cyberbullying (7), and Violence prevention (2), and other issues (1). None of these courses mentions the word 'conflict' in its title, although some probably include NVCR as part of the content.

4.5 Criteria for selection

Up to now, criteria previously identified as 'strengths' and that have been observed in the chosen practices include:

Long-term commitment with the organizations or participants that have participated in a training course Structures to help ensure that changes in a school's approach to conflict transformation are sustained

Transparency: degree of systematization of the practice as a condition for replicability, availability to find information on the web.

4.6 Conclusion

Despite having a legal framework that highlights the importance of peace education and foresees measures to train teachers in conflict resolution and peaceful coexistence, reality does not correspond to those intentions.

Pre-service training regarding NVCT at universities are very rare and most often optional in pedagogy degrees to become infant or primary school teacher, and superficially mentioned in the Masters degrees to become secondary school teachers. In-service trainings about NVCT used to be very common, but disappeared with cuts on the spending in education.
The main opportunity for introducing NVCT in schools, and at the same time, to use this as an entry point to train teachers on this subjects is the generalization of the schools' Coexistence Plans. As the newly approved Strategic Plan on School's Coexistence specifies that schools need to adapt their plans to adequate it to the State Strategic plan, this is an opportunity to motivate again teachers to be trained on this matters.

The main challenge to spread NVCT seems to be how to ensure that the formal institutions offer pre-service and in-service trainings (top-down), as these trainings are too rare.

4.7 Three good practices

To concretize how these policies are been put into practice, three good practices have been selected, following the three categories pre-defined for this research. As for the first category, pre-service formal teacher education institutions/university, a major of the Early School education degree has been chosen. About the second category, which refers to lifelong learning for teachers – formal in-service training, a special program (part of a bigger Peace and coexistence plan) funded by the Education Department in the Basque country has been chosen. The described program funds civil society organisations to train teachers through channels created by the Education Department. As for the third category, lifelong learning for teachers – non-formal in-service training, the selected practice describes the training activities of a network of schools "Schools: Space of Peace".

69. Actividades reconocidas por el Ministerio de Educación (2016). Madrid: MECD. http://www.mecd.gob.es/servicios-al-ciudadano-mecd/dms/mecd/servicios-al-ciudadano-mecd/catalogo/general/educacion/a-actividades-reconocidas-instituciones/ficha/actividades-reconocidas-instituciones/actividades-reconocidas-2016-1/actividades-reconocidas-2-2016.pdf
70. Convivencia escolar, MECD. http://www.mecd.gob.es/educacion-mecd/mc/convivencia-escolar/formacion/cursos.html

Example 1.
Formal teacher education institutions/ university: Peace education in early childhood education

Summary:

Title: "Peace education and values in pre-school education" at Granada University
Country: Spain
Educational Level: Teacher training
Approach: Case studies and moral dilemmas, field practice
Brief description of the practice: "Peace education and values in pre-school education" is a four-months long university major which teaches pre-school future teachers on the importance of values related to peace, and on tools to apply peace education principles at pre-schools.
Target Group: Students of the degree Early Childhood education

Objectives of the practice:

• To obtain an adequate knowledge of the main theoretical foundations and the nature of the values in the context of Early Childhood Education
• To achieve a reasonable interest for and knowledge of culture of peace and its various dimensions as an educational program
• To know the real possibilities of curricular development of culture of peace in Pre-school education through the study of cases and experiences
• To assess the contribution of social sciences and other areas of the curriculum to the development of peace education programs.

Approach

The major is aimed at developing two main competences, theoretical and practical: firstly, it guides through a deep reflection on values such as peace, equality and sustainability, and the theoretical foundations of their nature, their multiple meanings, axiological theories, definitions, properties, hierarchies, etc. After that, the major provides practical tools and peace education strategies for action to face different social problems.

Accordingly, the issues addressed by the major are organized in the following teaching blocks:
Topic 1. The axiology: theories of value
Topic 2. Values and education today in pre-school
Topic 3. The value of Gender Equality
Topic 4. Peace education in the curriculum of Early Childhood Education and its environment
Topic 5. Culture of peace and peace education programs

Topic 6. Didactics of peace education. The contribution of the specific didactics.

The major is developed through participatory methodologies and centered on the student's work (individually and by groups). It is taught through theoretical classes, seminars and workshops, text analysis and case study analysis, discussion and resolution of moral dilemmas, tutorials for the orientation of individual and group work, study of a project "School: Space of Peace", and field practices in early childhood schools to put into practice the acquired knowledge. Students are expected to learn autonomously by themselves and through group work.

For the practical part of the major, many practitioners are invited to explain how they put into practice these values in the classroom: some of these experts are: In-service teachers who share how do they educate for peace in their early-childhood classrooms; Pre-school teachers who promote peace education through theater, emotional education or humor;[71] a pediatrician and a prestigious gynecologist to discuss about "Pregnancy and Early childhood as a way of peace"; Other teachers have presented methodologies such as Learning Communities, peace education through art, mandalas or singing.

Another important experience in the applied part of the major is a visit to an Early Childhood school to analyze how professionals (teachers, counselors and psychologists) implement peace education programs in practice.

Implementation process

1. The origin of this major is the passing of the Andalusian plan of "Schools: Space of Peace" In the framework of this plan, one of the teachers of the major became a coordinator and trainer in an Early Childhood, Primary, and Secondary school in 2001, which was the starting point of this approach.
2. The major is taught with the current format since 2010, after the entry in force of the Bologna plan in universities. It has since then been taught by the same two teachers.
3. Some ties with foreign universities (University of Coimbra, University of Studies of Firenze) have been developed for research purposes.

Challenges and opportunities posed by the context

The initiative has benefited from the following opportunities in the context:

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71. Some of these teachers are members of the association Active teaching, http://docenciaactiva.es/da

· The major can be seen as strategic considering that since 2002 there is an Andalusian Plan for Education for a culture of peace and nonviolence, with strong support from the educational Department, which invites schools to promote peaceful coexistence at schools. This can be seen as an extra motivation for students to attend the major.

At the same time, it has had to face challenges such as the fact that:

· The major, which is meant to be studied in the four year of the degree, is optional (students must choose five optional majors out of 20). This means that the University does not consider such contents important enough to consider them a compulsory major for all the students of the degree, and, consequently, that only a limited number of students can access this course.

Results and impact

Several instruments are used for the evaluation of the students' learning processes, such as individual and group essays, written exams, and reports on field visits. Students seem to appreciate the contents and the way it is facilitated, as it is shown in the evaluation undertaken by the university. According to this survey, students have graded the major between 4 and 4,7 out of 5 in the last five years.

Despite there is a high offer on optional courses (about 20 optional majors in the fourth year), a large number of students opt for this major (between 45 and 50 students – mostly women – have attended this major every year during the last five years, out of a total of 65 to 75 students in the fourth year of the degree). This represents that about 80% of the students opt for this non compulsory major. In qualitative nonformal assessments, students deplore every year that the major is optional, stressing it should be compulsory for all the pedagogy students.

According to one of its teachers, the main achievement of the learning process in the major is the discovery by the students of the concept of positive peace and how it can be transferred, in the teaching practice, in several implementation strategies.

Strengths

· It is a whole major dedicated to peace education (during four months), which includes basics of conflict transformation

· The fact that it includes very practical contents, such as analysing whole schools approaches, and field practices with first hand experiences.

Further information (in Spanish)

· Course Syllabus: http://grados.ugr.es/infantil/pages/infoacademica/educacionparalapaz/

Contact

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18071 Granada Spain

Example 2.
Lifelong learning for teachers – formal in-service training: Basque plan for peace and coexistence
Summary:

Title: Peace and coexistence and the overcoming of the armed conflict in the Basque country
Country: Spain / Basque country
Educational Level: primary schools, secondary schools, universities
Approach: Experiential learning through testimonies
Brief description of the practice: Teacher training practices in the Basque country are part of a comprehensive governmental plan to promote peaceful coexistence in the Basque society. The issues addressed in the trainings include conflict transformation, peer mediation, and empathy towards the victims of violence and human rights violations.
Target Group: Primary, secondary and university teachers

Objectives of the practice:

• To share in a broad and plural manner a socio-educational commitment for a culture of peace, coexistence and social encounter based on human dignity.
• To multiply the training initiatives for peace, human rights, peaceful coexistence, solidarity with the victims, and the peaceful resolution of conflicts

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72. Secretaría General para la Paz y la Convivencia (2016) "Compilación de documentos generados por el Gobierno Vasco en la Legislatura 2012-2016 en materia de paz y convivencia". p.15. http://www.euskadi.eus/contenidos/informacion/sgpyc_compilacion_docs/es_def/adjuntos/6-educacion.pdf

- To prevent violence in any of its forms, promoting an education for the commitment for the universal protection of human rights.

Approach

The current Plan of the Basque government "Peace and Coexistence (2013-2016)" gathers 18 initiatives structured according to three axis that involve a large variety of actors:

1. **Regarding the Past - Duty of clarification**: to make visible the objective facts of violence and violation of human rights, without excluding nor equating, applying the principles of truth, justice and redress. (Initiatives 1 to 6, targeted to justice, human rights and memory organisations)

2. **Regarding present - Duty of normalization**: to understand the process of dehumanization forged by the armed conflict, by taking steps to achieve the total disappearance of violence and by consolidating permanently a peaceful coexistence, creating a space in which, despite what happened, all political actors have their place. (Initiatives from 7 to 12, targeted mainly to police, prison and human rights actors; These initiatives include initiative 11 regarding universities)

3. **Regarding Future - Duty to conciliate**: to lay the foundations for a democratic and conciliatory coexistence, by promoting educational, dissemination or communicative strategies that allow a basic cohesion around human dignity and human rights. (Initiatives 13 to 18, targeted mainly to local governments and educational actors. These initiatives include measures in formal education (Initiative 16), actions in the field of youth, culture and non-formal education (Initiative 17), and, regarding informal education, measures for the social awareness and commitment of the public media (Initiative 18)).

Here is the description of the initiatives undertaken at the university and primary and secondary school levels:

Universities (Initiative 11): The Basque government signed in 2014 an agreement with the three public universities of the Basque country that stated that every year they should implement an action related to any of the 18 initiatives of the Plan. In some cases, these initiatives had to do with other matters than education (in 2014 their inputs where reflections about penitential policies), but some do, as the **Ahotsak project** (Voices project), implemented in 2015, which is an educational resource based on 12 documentaries and films about memory in the Basque country with pedagogical guides to be used by university teachers.

Formal education (Initiative 16:): in collaboration with schools and their community, initiative 16 has defined, as one of its objectives, "to foster collaboration between the Department of

Education, the General Secretariat for Peace and Coexistence and socio-educational agents to promote teachers' training for human rights, peace, coexistence, solidarity with victims and the peaceful resolution of conflicts."[73] This initiative has been concretised into four projects:

Gizalegez Agreement: It has consisted in a process of discussion of different actors of the educational community to reach an agreement about the approach to teach peace, human rights and peaceful coexistence. This agreement establishes four principles to counteract dogmatism, fatalism, manicheism and sectarianism:

A. Pedagogy of limitation. Subtracting in the "I want": to accept that we are not absolutely right, nor that we can do everything, by accepting that perspectives are always incomplete. It implies subtracting from our wills, from what we "want", the recognition that our reality is partial.
B. Pedagogy of positive value. Adding in the "I can": to learn to promote opportunities in the midst of difficulties, finding alternatives to fatalism and despair. It implies adding to our possibilities, to our "I can", the recognition of our inexhaustible possibilities.
C. Pedagogy of ethical conscience. Dividing in the "I must": to promote a deepening in the personal ethical conscience, by becoming responsible for our ability to choose. It implies dividing our ambition by the factor of our ethical duty.
D. Pedagogy of human dignity. Multiplying in the "I am": to understand the superior value of respect for human dignity and the fact that we are all subjects of rights, beyond any label. It entails multiplying the value of the person by the factor of dignity.

- **Elkarrekin Bond Program**. Is a funding system to support and subsidize joint educational projects between a non-profit organization and a school, a town hall or an institution in the field of citizen participation. Whenever these actors undertake jointly educational activities that are in line with the Basque Plan on Peace education and human rights, and with the Gizalegez principles, they are founded by these bonds. It is a flexible funding strategy to encourage a set of training initiatives on coexistence between schools and other educational agents. The bonds can fund activities with pupils or families, but also teacher training, as long as the whole team of teachers participates in the training. Civil Society organisations such as Bakeola, Matiz Elkartea, Bitarbask, Fundacion Gizagune, Geuz, and Baketik Fundazioa, are the ones that have offered teacher training courses, up to 40h.[74]

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73. Secretaría General para la Paz y la Convivencia (2013) "Plan de Paz y Convivencia 2013-16 Un objetivo de encuentro social". Gobierno Vasco. p.70 http://www.irekia.euskadi.eus/uploads/attachments/3871/plan_paz_convivencia.pdf
74. The full list of training organisations includes civil society organisations such as Bakeola, Amekadi, Matiz elkartea, Bitarbask, FTSI (Fundación de Trabajadores de la Siderurgia Integral), Gernikako Bakearen Museoa, Hezkuntza Kontzienterako Elkartea (he-ko), Umeak Kalean, Fundacion Gizagune, Geuz, Baketik Fundazioa, Kiribil Sarea. They offer training activities ranging from 1h to 40h, and addressed to students, teachers and/or families.

Examples of teacher training courses related to conflict transformation

CSO organisation	Teacher trainings	Duration
Bakeola	· Introductory training: Conflict resolution, dialogue, coexistence and reconciliation · Pear mediation · Peaceful coexistence · Peace, human rights nonviolence and democratic principles through cooperative games · Memory, children of war, sensitivity to injustice, solidarity with the victims · Countering violence in IT	Adapted to the needs of the school
Matiz Elkartea	· Conflict management · Sex equality and prevention of gender violence	Adapted to the needs of the school
Bitarbask	· Mediation and communication skills for conflict resolution · How to deal with conflicts? Pear mediation · How to deal with conflicts? A peaceful coexistence classroom	40h 30h 35h
Fundacion Gizagune	· Awareness raising and training on peaceful coexistence · Peer mediation · Redress: restaurative mediation, restaurative circles · Cooperative games · Guidance to promote peaceful coexistence in the school · Guidance to establish more restaurative "coexistence commissions"	Adapted to the needs of the school
Geuz	· Peaceful coexistence at schools: fundamentals en programs of intervention · a curriculum on conflict resolution in pre-school, primary and secondary education · Emotional intelligence and emotional education: strategies and programs at school · Peaceful coexistence at school: conflict resolution skills and processes · Management of indiscipline and disruption · Tools to manage indiscipline: building the relationship with the students and to achieve commitments · Student peer mediation · Bullying, school harassment, peer mistreatment... Understanding the phenomenon and intervention strategies · Cibercoexistence and risks from internet for teenagers · Program to prevent abuse among classmates	Adapted to the needs of the school
Baketik Fundazioa	· Empathy for victims of human rights violations · Ethical training on conflict management · Ethical conflicts, the dynamics of mediation and the improvement of teamwork	2-12 hours

- **Adi-Adian educational module**. Updating a program of "educative victims" stated in the previous Plan (2010-2011), the Adi-Adian educational resource promotes learning about human dignity, coexistence and empathy through the experience of face-to-face listening to testimonies of victims of human rights violations of the Basque armed conflict.

- **Eskola Bakegune** is an Internet portal for the educational community that collects and shares pedagogical tools, documentation and educational experiences on education for peace, coexistence and human rights. The action consists in renewing and optimizing this educational resources web site.

Implementation process

The Basque government defined its first comprehensive peace plan in 2008. It has, since then, defined three plans, with a more restricted or comprehensive focus depending on the party in power.

1. The initial "Basque Plan of Education for Peace and Human Rights (2008-2011)" aimed at promoting education for peace and human rights in the Basque society, optimizing existing resources, generating the necessary synergies between the different strategic sectors and developing a systematic, coordinated, permanent and sustainable program of action to inform, train, promote and disseminate culture of peace and human rights.

2. The following "Plan for Democratic coexistence and delegitimation of violence (2010-2011)", with a more restricted focus, aimed at promoting the delegitimation of terrorism and democratic coexistence in the Basque society, enabling a change of attitudes in the population that would lead to a greater awareness and rooting of tolerance, political pluralism and human rights in citizenship and institutions.

3. Thirdly, the "Plan for Peace and coexistence (2013-2016)" aimed at contributing to the definitive and irreversible consolidation of peace and to promote the improvement of social and political awareness, damaged by a traumatic and sustained experience of terrorism, violence and human rights violations.

Challenges and opportunities posed by the context[75]

Opportunities:
· The plan is developed in a social context with strong supports for peace, where a large majority in society is fed up with violence and foresees the end of the armed conflict until, in 2011, the armed group ETA announces it puts an end to its armed activity.
· Great means: big financial investment from the Basque government, and specific governmental bodies for that purpose are created, such as the General Secretariat for Peace and Coexistence, that directly linked to the President of the Basque government.
· Despite different focus corresponding to change of governing parties, the several Plans have been supported and well considered by large sectors in society.
· Despite universities have signed an agreement with the regional government to develop the plan, no majors have been found in Pedagogy degrees training on peace education or conflict transformation.

Challenges:
· Some State and regional political upheavals, low levels of credibility of the political parties and changes of government affect and limit the implementation and continuity of the Plans.
· The disappearance of the two main citizens' movements for peace – broken up with the end of the armed conflict - leaves the Plan without some of the key social partners and "critical supervisors" in achieving their goals.
· The involvement of some actors (entrepreneurs, artists, universities) is low and should be reinforced.
· There has been no gender analysis of the Plan (no diagnosis about the specific impact of violence on women); the plan could design actions that ensure inclusion of a gender perspective in the initiatives.

Results and impact

The consecutive plans have been regularly and extensively evaluated by several institutions. The Plan itself foresees monitoring and evaluation mechanisms, which consist on bi-annual evaluation reports undertaken by an external audit, and its results give rise to a document updating the work program of the Plan. The main results and impacts of the Peace and coexistence Plan related to formal education are:

- The **Ahotsak** educational resource for **universities** was tested by a pilot group of 280 students of the three public Basque universities. Not less than 90% of the participants qualified the experience as "very positive". Nevertheless,

some actors consider the university initiative as an insufficient outcome: the commitment of the Basque universities is considered limited, as it has a non explored potential in areas as research, information, dissemination and awareness. No specific training activities have been developed, nor introducing conflict transformation contents as a major in any pedagogical degree.

- The **Gizalegez agreement**, was signed off on October 2013 by almost all the educational actors of the Basque country in an official ceremony. Thanks to the implementation of the Gizalegez agreement, several initiatives that had been implemented in previous plans were modified introducing the lessons learned in the discussion process. Some new initiatives have also been created, mainly public-social collaboration, enabling a "transition from mistrust to trust" and to "promote a new Culture of coexistence and social encounter".

- **Elkarrekin Bonds Program**: Thanks to the Elkarrekin Bonds, a total number of 394 training initiatives have been developed with the participation of 295 schools and 53 civil society organisations, in these four years. The Government has allocated a big budget for this training program (331.000 Euros in 2014; 271.000 Euros in 2015; and 246.000 Euros in 2016). The program has strengthened interactions between social entities and schools.

- **Adi-adian program** on listening to victims' testimonies has taken place in 21 schools and 47 classrooms, in the year 2014, reaching 2,256 students. Teachers have appreciated the use of media in the activities carried out with the victims in the classroom, and the fact that the program was not biased, avoiding interests other than peace education.

A general appreciation of the Plan, indeed, is that it recognizes all the victims of the armed conflict, and provides balanced and non-partisan points of view towards a real reconstruction of peaceful coexistence, based on every actor's participation.

Strengths

· Comprehensive approach with a large implication of different actors, both governmental and from the civil society

· A flexible approach to schools, with sufficient funds and a variety of teacher training contents, from narrow (prevention of violence) to broad approaches (whole-school conflict transformation measures, restauration and reconciliation).

· Moving experiential learning methodologies, based on meeting victims of violence with constructive messages for peace and reconciliation.

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75. Some of these opportunities, as well as information about the results and impacts are identified by: VVAA (2015)"Evaluación intermedia del Plan de Paz y Convivencia del Gobierno Vasco 2013-2016. Informe final". Secretaria General para la Paz y la Convivencia. https://www.irekia.euskadi.eus/uploads/attachments/6857/EVALUACION_PLAN_DE_PAZ_CAST_(1).pdf?1441792523

Further information (in Spanish)

· General Secretariat for peace and coexistence (2013). "Plan de Paz y Convivencia 2013-16". General Secretariat for peace and coexistence. http://www.irekia.euskadi.eus/uploads/attachments/3871/plan_paz_convivencia.pdf
· Ahotsak educational resource for universities: http://www.eskolabakegune.euskadi.eus/web/eskolabakegune/proyecto-ahotsak/presentacion
· Gilaegez Agreement: http://www.eskolabakegune.euskadi.eus/c/document_library/get_file?uuid=a78c72d3-9ee2-4f6e-b424-09086ed22c31&groupId=2211625
· Elkarrekin bonds for teacher training: http://www.eskolabakegune.euskadi.eus/web/eskolabakegune/programa-elkarrekin
· Adi-Adian teaching module: http://www.eskolabakegune.euskadi.eus/web/eskolabakegune/modulo-adi-adian

Contact

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Testimonials[76]

Testimonials of students of the school Ermua San Pelayo, after participating in the project "Adi-Adian"

• "You are surprised by all the experiences [that we have been told in class]. Then you tell your family and friends to see what they think and debates about it to know different opinions."
• "With this experience I have learned to value people and whom we have around, and not to make the void to anyone, since people can suffer a lot. We should not hurt anyone, and instead of putting them aside as we did before, support them."
• "I think this experience is very important for coexistence in the future of the Basque Country, because in a coexistence society there must always be communication, and we have to be informed about the problems, especially to learn from the mistakes and not to commit them in the future."

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76. More students testimonials in: http://www.eskolabakegune.euskadi.eus/web/eskolabakegune/testimonios

Example 3. Lifelong learning for teachers – non-formal in-service training: "School: Space of peace"

Summary:

Title: "School: Space of Peace" Andalusian Network for the encounter of experiences of peace and the strengthening of the coexistence in educational centers.
 Country: Spain
Educational Level: Early Childhood, Primary, Secondary, Adult education, Language Schools, Music Conservatories
Approach: Peer training, cooperative learning, project work, problem-based learning, reflective practice.
Target Group: Community of teachers and students of more than 2,000 schools.

Brief description of the practice: "School: Space of Peace " is a project of the region of Andalusia, which connects the schools that promote a culture of peace and coexistence, with the aim of sharing resources, experiences and initiatives that can improve the Coexistence Plans.

Teacher training is a fundamental component of the project, as a strategy to strengthen and improve these Plans. Training is given through conferences, presentations and workshops, and the exchange of practices. At present, this network gathers 2270 schools of all educational levels in the entire region.

Objectives of the practice:

The objectives of "School: Space of Peace" are:

• To improve the climate of peaceful coexistence at schools,
• To encourage and support the strengthening of Coexistence Plans in the schools of Andalusia,
• To provide a platform to resources, experiences and initiatives so that schools can improve their Coexistence Plans and develop student and teacher exchange programs,
• To promote and increase teacher training and reflection on issues related to peacefull coexistence and positive school climate
• To recognize schools' good practices as Centers for Promoting Positive Coexistence (Coexistence +).

Approach

The initiative is based on the guidelines of the Andalusian Plan of Education for a Culture of Peace

and Nonviolence (2002) and the proposals of the Delors Report which marks four pillars for education in the 21st century: learning to know, learning to do, learning to be and learning to live together.

After the approval in 2006 of a State plan to promote and improve peaceful coexistence in schools, the different regions in Spain had the mandate to promote strategies for peaceful coexistence, by encouraging every school to define their own peaceful Coexistence Plan. Plans should be designed according to the central and regional government's guidelines, but with a wide degree of independence. The resulting Coexistence Plans are very diverse from one school to another: from limited to comprehensive, tackling violence or, more widely, promoting peaceful coexistence.

Schools that want to be part of the Red Andaluza Escuela: Espacio de Paz (RAEEP - Andalusian Network Schools: Space of Peace) network should strengthen their Coexistence Plans in at least one of the following six areas of action:

1. **Improvement of management and organization**: Includes measures to organize and optimize the material and personal resources of the school, in order to achieve an adequate school climate, and contribute to the development of social skills and democratic values for coexistence.
2. **Development of participation**: It seeks to develop strategies to ease and to encourage the participation of the educational community. These can include initiatives involving the parents' associations, or the educational community, among others.
3. **Promotion of coexistence: development of values, attitudes, skills and habits:** Aims at developping measures to generate basic competences in students, especially social competences, citizenship, autonomy and personal initiative. It includes the creation of educational resources and programs for the management of peaceful coexistence, emotional education, social skills and the construction of egalitarian interpersonal relationships, among others.
4. **Prevention of risk situations for coexistence:** These include measures aimed at preventing and training in the peaceful management of conflicts in order to deal with risky situations, such as the training of mediators, strategies to promote communication and cooperation, and to detect bullying situations, among others.
5. **Palliative interventions against behaviors that are contrary to or seriously spoiling peaceful coexistence:** Through measures such as strategies and procedures to deal with behaviors that are contrary to coexistence, procedures for monitoring and evaluating the adopted measures, specific actions targeting students with difficulties for coexistence, among others.
6. **Re-education of attitudes and restoration of coexistence:** It includes interventions to reestablish the climate of coexistence after problematic situations, such as the organisation of the classroom as a space to redirect attitudes contrary to coexistence, or the treatment and approach of beliefs, stereotypes and prejudices that determine undesirable behavior patterns, among others.

To this end, the teaching staff must commit to participate in training activities: in the zonal meetings of the Network, in the Conference of exchange of practices, by addressing in at least one session in training of the school staff, etc.

This life-long training is channeled through the structure of the 32 Teachers' Centers of Andalusia (official teacher training actors, supported by the region of Andalusia), in key issues for coexistence: emotional education, values, school mediation, education for development, peaceful resolution of conflicts, education for equality, social skills, classroom management, etc., understanding that transmitting this knowledge to students requires strategies that teachers should know and able to implement.

Other commitments assumed by the schools that are part of the Network are:

- The presentation of a yearly report describing the school's participation in the network,
- The definition and use of indicators to evaluate coexistence,
- The assistance of a coordinating person to the meetings of the Network,
- The exchange good practices with other centers participating in the Network,
- The incorporation into the school's Coexistence Plan of the improvements resulting from their participation in the Network.
- All the schools that are part of the RAEEP can apply to obtain recognition as Schools for Positive Coexistence (Coexistence +). The RAEEP will be in charge of distinguishing them according to the following factors:
- Degree of achievement of the intended improvement objectives and degree of response to the detected needs,
- Improvement of the coexistence in the center itself,
- Involvement of the different actors of the educational community of the school,
- Technical quality of the description of the experience: consistency of objectives, contents and methodology developed.
- Innovative nature of the experience described and introduction of improvements in the Coexistence Plan of the school,
- Integration of the gender perspective and coherence with the equality plan,
- Technical quality of the educational resources that, if any, have been elaborated,
- Participation of the school in the network by exposing good practices in training activities,

- Possibility of dissemination and application to other schools.

Implementation process

The practice has been developed in different phases:

1. **"Initiation - experimentation" (2002-2004)**, whose objectives were to connect different schools that had projects related to coexistence and a culture of peace in the school environment, and to promote the development of projects "School: space of peace";
2. **"Consolidation and generalization" (2005-2008)**, in which the promotion of the culture of peace and the improvement of coexistence in schools are established in a generalized and obligatory manner, through the Coexistence Plans as part of the educational project of each school (in accordance with Decree 19/2007 and Education Act 17/2007 of the Andalusian Government which establishes as principle the "Coexistence as a goal and a necessary condition for the good development of student work"
3. **"Renovation" (2010 - 2013)** in which the "Andalusian Network School: Space of Peace" is created to bring together the schools of Andalusia that promote a culture of peace and coexistence. The network is organized and its functioning regulated officially (Order 11 signed in 2011), and criteria are defined to distinguish schools that promote positive coexistence.

Challenges and opportunities posed by the context

The initiative has benefited from the following opportunities in the context:

- The project has strong legal institutional and political support (at the parliamentary level, from the Andalusian government, and from the educational Department). This legal framework guarantees the regulation, recognition and participation of the Andalusian schools and the functioning of the network.

- The important number of schools affiliated to the RAEEP grants a capacity for political and social influence that could be used to improve education for coexistence and peace, both in the formal and non-formal sectors.
- At the same time, it has had to face challenges such as the following:
- Coordinating a network that has so many schools (spread across the Andalusian region and at different educational levels) and ensure that exchanges of information are really done.
- Defining and standardizing evaluation indicators for the recognition of schools as promoters of coexistence, which are common to the entire region of Andalusia, that can allow a comprehensive and objective assessment of the reality in the region.
- Keep evaluation processes ongoing, so that the Ministry of Education, Culture and Sport and the Andalusian Agency for Educational Evaluation can keep track of the impacts and results of the RAEEP.

Results and impact

RESULTS
Initiated in 2002, the project has contributed to the development of more than 1,831 projects and collaborated with more than 2,200 educational actors, representing a proportion of more than 40% of the schools in the region.

For the academic year 2016-2017, the Andalusian network RAEEP has 2270 member schools. The majority of the schools affiliated to the Network stay as members for at least two years. Not less than 4 out of 10 schools of the Network request recognition as centers promoting positive coexistence (Coexistence +). In the call for the 2012-2013 academic year, almost 25% of the schools member of the Network (a total of 501 schools) have been recognized as Promoting Centers of Positive Coexistence (Coexistence +).

The School Map of Positive Coexistence in Andalusia is another result to be taken into account, since it has an extensive database of good practices and experiences,

Evolution of the Andalusian Network School Space of Peace

Projects School: Space of Peace							
2002-04	**2004-06**	**2006-08**	**2008-10**	**2010-11**	**2011-12**	**2012-13**	**2013-14**
354 projects	801 projects	1771 projects	1831 projects	1058 members of the network	1823 members of the network	1990 members of the network	2130 members of the network
				421 Coexistence + schools	428 Coexistence + schools	501 Coexistence + schools	-

Source: "Estudio sobre la repercusión de la implantación de la red andaluza «escuela: espacio de paz» en la mejora de la convivencia escolar en Andalucía". Informe ejecutivo realizado para el año escolar 2013/2014. Agencia Andaluza de Evaluación Educativa - Consejería de Educación, Cultura y Deporte. http://www.juntadeandalucia.es/educacion/agaeve/docs/Informe_Ejecutivo_Escuela_espacio_Paz.pdf

organized according to different parameters (geographical, field of activity, level of studies, etc.) and also allows the access to the winning projects and/or practices of the regional government's Annual Awards for the Promotion of the Culture of Peace and School Coexistence in Andalusia.

IMPACTS

The Andalusian Agency for Educational Evaluation has carried out an evaluation that gives an account of the impacts of the RAEEP on improving school coexistence and improving school Coexistence Plans in Andalusia. The data has been collected through questionnaires targeted to the direction of the school, students, teachers and families. Specifically, in relation to the areas of action on which the schools work, the report notes the following:

Regarding the **promotion of coexistence,** more than 93% of the directors of primary education schools belonging to the Network value the level of achievement of this area as "high" or "very high". This same assessment is perceived by more than 86% of the directors and managers of the secondary schools belonging to the Network. The Annual Awards for the Promotion of Culture of Peace and School Coexistence in Andalusia, are indeed usually awarded to schools members of The "Andalusian Network School: Space of Peace". Several schools of the Network have also been recognized for their good practices by the State Awards for the Promotion of School Coexistence.

Regarding the **six areas of action of the RAEEP** (Improvement of management and organization; Development of participation; Promotion of coexistence: development of values, attitudes, skills and habits; Prevention of risk situations for coexistence; Palliative interventions against behaviors that are contrary to or seriously spoiling peaceful coexistence; and Re-education of attitudes and restoration of coexistence) more than 75% of the principals of both primary and secondary schools consider the improvement of each of these areas have been "high" or "very high".

In 2006, the European Union's Eurosocial Program recognized RAEEP as one of the best practices on Culture of Peace at European level.

Strengths

- It is a very broad network, which has succeeded in motivating many schools;
- The fact that it offers different degrees of depth solves the dilemma between having a large network of schools which is not very demanding, or a more restricted network with highly selected schools. The fact that different levels of deepening have been defined (Participation to the RAEEPP and Coexistence +) allows to include a large number of schools, and at the same time to promote

fundamental changes in some of these schools;
- The 6 areas of work (coexistence, prevention of violent attitudes, skills development, restoration, participation and organisation) allow to approach the coexistence from a very wide-ranging approach, which permeates the entire school organization (whole-school approach);
- The weight of peer training in teacher education is an extra element of motivation and closeness for teachers;

Further information (in Spanish)
About the practice:

· RAEEP webpage: http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/eep
· Mapa escolar de Convivencia Positiva: http://www.juntadeandalucia.es/educacion/portalaverroes/mapa-escolar-de-convivencia-positiva#tabs
· Videos that summarise coexistance projects of schools affiliated to the RAEEP: https://www.youtube.com/watch?v=IAjzEuUnPlc   https://www.youtube.com/watch?v=A17q-eyhbZE
· VVAA (2014) Estudio sobre la repercusión de la implantación de la red andaluza «Escuela: Espacio de Paz» en la mejora de la convivència escolar en Andalucía - Informe Ejecutivo. Agencia Andaluza de Evaluación Educativa, Dirección General de Participación y Equidad: Camas.   http://www.juntadeandalucia.es/educacion/agaeve/docs/Informe_Ejecutivo_Escuela_espacio_Paz.pdf
· VVAA (2014) Estudio sobre la repercusión de la implantación de la red andalusa «escuela: espacio de paz» en la mejora de la convivència escolar en andalucía - Informe de Resultados. Agencia Andaluza de Evaluación Educativa, Dirección General de Participación y Equidad: Camas.   http://www.juntadeandalucia.es/educacion/agaeve/docs/Informe_Resultados_Escuela_espacio_Paz.pdf

About the institutional framework:

- Gobierno de España. Ministerio de Educación y Ciencia (2006). Plan para la promoción y mejora de la convivencia escolar. http://www.educacion.gob.es/dctm/ministerio/educacion/sistema-educativo/politicas/2010-acuerdo-marco.pdf?documentId=0901e72b800bb84c
- Plan Andaluz de Educación para la Cultura de Paz y Noviolencia (Orden de 25 julio de 2002, Boletín Oficial de la Junta de Andalucía nº117, de 05/10/2002) http://www.juntadeandalucia.es/boja/2002/117/d4.pdf
- Ley 17/2007, de 10 de diciembre, de Educación de Andalucía (Boletín Oficial de la Junta de Andalucía nº 252, de 26/12/2007)
- Medidas para la promoción de la Cultura de Paz y la Mejora de la Convivencia en los Centros Educativos sostenidos con fondos públicos (Decreto 19/2007,

de 23 de enero, Boletín Oficial de la Junta de Andalucía nº25, de 02/02/2007). http://www.juntadeandalucia.es/boja/2007/25/2

- Participación de los centros docentes en la Red Andaluza «Escuela: Espacio de Paz» y el procedimiento para solicitar reconocimiento como Centros Promotores de Convivencia Positiva (Convivencia+) (Orden del 11 de abril de 2011, Boletín Oficial de la Junta de Andalucía nº85, de 03/05/2011) http://www.juntadeandalucia.es/boja/2011/85/1

community to the values that are promoted by the network. It is satisfactory to note that many centers assume in their Educational Project the commitment to improve coexistence and try to educate from a peaceful, democratic, inclusive, egalitarian, civic and solidarity point of view, deepening in the values of culture of peace."

Contact

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Testimonials

Testimonials from schools participating in the project

"Being in contact with other schools of the city is being very enriching. They contribute with ideas, experiences, opinions that help to improve the work in the centers. It gives some confidence in carrying out your own projects... to have worked together has been useful to enrich the practices on the issues addressed: delegates, parents, classroom and classroom rules, strategies that favor dialogue in the resolution of conflicts in the classroom.

"We appreciate the training of teachers and families on culture of peace and we have organized training activities open to teachers and families throughout all the years we have been part of the network."

"Participation in the RAEEP means for our school the realization that our work is supported by the Ministry and in line with the work of many other schools in our community."

"Being part of the Andalusian Network" School: Space of Peace "obliges us to create a team, to meet regularly, to share our concerns, to make proposals, to take them to the rest of the teachers to apply them in their classrooms and, as far as possible, to evaluate them and to involve families with readings or activities to work at home."

Carolina Alonso, RAEEP general coordinator

"The assessment is very positive, it cannot be otherwise, since it seems extraordinary to me that being a voluntary participation, beyond what the regulations require, this year are more than 2,000 member schools, which shows the high level of commitment of the educational

5. Teacher training in Sweden

5.1 Introduction

The Swedish educational system – from a centralized to a decentralized system, with recentralizing tendencies

The Swedish government decides on goals, directives and distribution of resources, but is not responsible for the ways laws are implemented and applied. The Ministry of Education thus established two administrative authorities or governmental agencies: the National Agency of Education and the School Inspectorate – and they are responsible for implementing the laws.

Sweden offers free education (primary, secondary and tertiary) for its citizens. The National Agency of Education (NAE) need to ensure that education is available for every child, that the quality of the education provided is equivalent across the country, and that proper conditions for children's development and learning are in place. This is regulated by various policy documents.

In addition, the Swedish Higher Education Authority (one of the governmental agencies) is responsible for the quality of higher education and, among others, the descriptions of the teacher education degree. Another governmental agency that needs to be mentioned is the Discrimination Ombudsman, responsible for implementing the discrimination law (SFS 2008:567), which is also applicable to all educational institutions.

Until the 1990s, schools in Sweden were ruled from a central state level. Two important reforms were executed in the early 1990s, leading to a shift from strong central rule towards decentralization. The responsibility for schools transferred from the state to municipalities, which became the employer of teachers. The second reform consists of a change in the state funding system (governmental grants) for schools. Instead of the state, municipalities can decide how they want to divide governmental grants. With regard to higher-education institutions, the state is still responsible and those employed by them are still state employees.

At present, schools follow a goal-steered system with a high degree of local responsibility. The Swedish parliament and the government, however, still draw up the overall national goals for the Education Act; the curricula; the ordinances for primary and lower secondary schools, upper secondary schools, and adult education; the syllabi for compulsory school and for subjects common to all programs in upper secondary education, and the diploma for upper secondary school.

Figure SE5.1: Model for political decisions
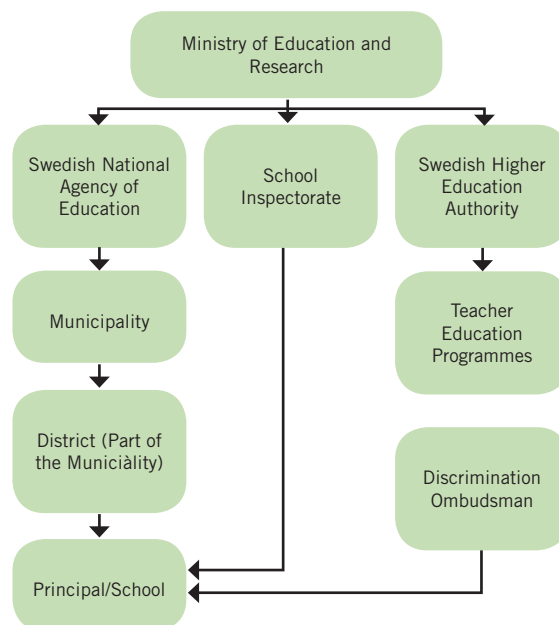
Source: Ilse Hakvoort, Arja Kostiainen for the EduCATe project.

Reforms to increase the quality of education and support equivalency in education countrywide

Sweden has reformed its teacher education twice in ten years. The first 'new' teacher education program was launched in 2001 and the second 10 years later in 2011. Both programs consist of a common core of courses addressing educational science, pedagogy and didactics. In the 2001 program, this core was called 'general education area (AUO)' and consisted of 90 higher-education credits, including teaching practice (which covered 30 higher-education credits, HECs). In the 2011 program, this core is named 'educational science core (UVK)', consisting of 60 higher-education credits. Teaching practice is not included in these 60 credits (which consist of an additional 30 HECs).

The educational science core in current teacher education consists of eight knowledge areas, and forms every teacher's central knowledge base: the organization of and conditions for education, including its democratic foundation; curriculum theory and didactics; theory, research and statistics; development and learning; special education; social relations, conflict management and leadership: assessment and grading; and evaluation and school development.

If we accept that these eight knowledge areas, defined as the pedagogical core courses of teacher education in Sweden, correlate with the teacher's profession and are fundamental and essential competences in their profession, conflict transformation has conquered a strong position in teacher education. (Conflict management/transformation as a core theme will be discussed further below)

Demographic information

Sweden has a population of 10.000.00 (SCB – Statistics Sweden). According to Statistics Sweden (*Yearbook of Educational Statistics 2010*), "there are roughly one million students in primary school and more than 3.5 million persons aged 15-74 partaking in some form of organized education".

The Swedish National Agency of Education[77] gives the following numbers for pre-schools, compulsory and upper secondary schools in Sweden, and numbers of pupils as of autumn 2015.

Table SE5.1: School and pupil numbers in Sweden

9 772 pre-schools (for children 1-5)	493 609 children
3 659 school units with preparatory class (6 years of age)	116 312 pupils
4 945 compulsory schools (7-15 years of age)	985 620 pupils
626 compulsory special education schools	9 774 pupils
1 303 upper secondary schools (15-18 years of age)	323 141 pupils
279 upper secondary special education schools	6 410 pupils

Compulsory education lasts for eight years and starts at the age of seven (between ages 7 and 15 – primary education and lower secondary education). Before age seven, children attend pre-school (1-5 years of age) and preparatory class (6 years of age; provided in schools). After age 15, pupils go on to three-year upper secondary education. In the preparatory classes as well as grade 1, 2 and 3 (6-9 year-olds) pupils have one teacher for all subjects. From grade 4 several subjects (like Mathematics, English, Handicraft) are provided by specialist teachers.

Concerning the number of teachers, in 2015, 93,600 teachers were on duty in compulsory schools (7-15 years of age), and 32,700 teachers in upper secondary education.

Teacher education programs are provided by higher-education institutes (universities and/or universities of applied sciences). It is difficult to estimate how many student teachers are enrolled in teacher education in Sweden. About 13,000 students enroll every year so, with a 3–5-year program, there will be around 50,000 student teachers.

5.1.1 Conflict and conflict transformation in formal educational discourse

Conflict and conflict transformation are not mentioned in the current Swedish Education Act (2010:800) nor in the previous one (1985:1100). The Education Act refers to physical and psychological violence, but not to conflicts as opportunities for learning and developing.

Besides the Education Act, schools (i.e. from pre-school to upper secondary) follow the respective national curricula: Curriculum for Pre-school teachers (Lpfö98-revised 2016), Curriculum for Primary School Teachers (SKOLF 2010:37); Curriculum for the Upper-Secondary Teachers (SKOLFS 2011:144). Also, in the national Curriculum for Primary School Teachers, both terms (conflict and conflict transformation) are absent. We need to revisit the 1980 Curriculum for Primary Schools Teachers to find references to the terms conflict and conflict management. Both concepts are used in the national Curriculum for the Pre-school Teachers (Lpfö98-revised 2016) and the national Curriculum for the Upper-Secondary Teachers (SKOLFS 2011:144).

In general, current educational policy documents emphasizes prevention of discrimination, harassment and degrading treatment, as well as the promotion of equality (Education Act, 2010:800; Discrimination Act, SFS 2008:567; and the various curricula). In addition, pupil's safety and positive study environments are emphasized. Educators (principals and teachers) are given increased power to take immediate disciplinary action when a student repeatedly shows disruptive behavior.

The Education Act obliges Swedish schools to establish an 'equal treatment plan' on a yearly base ('plan to counteract degrading treatment'). The Discrimination Law adds the obligation to write a yearly plan for preventing and counteracting any form of discrimination and harassment. Both plans can be compiled into one plan: 'Plan to counteract discrimination, harassment and degrading treatment'. Every year, concrete goals need to be formulated on the basis of a survey collecting information about the current situation for the pupils in school (e.g. do they feel safe and secure?). The survey should include identification of rules, norms, and organizational aspects that might marginalize some pupils.

The demand for a yearly survey is linked to the idea that school improvement needs to have an evidence-based and/or scientific foundation. The School Inspectorate has developed criteria to assess if schools are following

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77. Short overview on website: http://www.skolverket.se/statistik-och-utvardering/statistik-i-tabeller/snabbfakta-1.120821

the law, during their inspecting of schools.

Prevention of discrimination, harassment and degrading treatment: norm-critical approach

Between 1975 and 2000, schools in Sweden clearly focused on the existence and prevention of bullying (in Swedish, *mobbning*). At this time, the concept of bullying included almost all kinds of oppressive behavior, but later was replaced by the concepts of discrimination, harassment and degrading treatment. Educational institutions were encouraged to implement relevant prevention programs.

Based on the outcomes of a large-scale study by the National Agency of Education studying the effects of eight programs on reducing bullying (Skolverket, 2009, 2011), schools were encouraged to implement effective program activities, rather than entire programs. After a long period with a dominant bullying discourse focusing on the characteristics of individual children, the focus moved to a group and tolerance discourse, which was followed by a new discourse: the Norm-Critical discourse. During 2011-2014, the National Agency of Education received rather large resources from the government to teach teachers, other staff and principals about the norm-critical perspective. Table SE5.2 summarizes the discourses.

Table SE5.2: Discourse around degrading treatment – developed over time

	Bullying discourse	**Tolerance-discourse**	**Norm-critical discourse**
Degrading treatment	A conscious Act Repeated over time	All explicit violations	All behaviors are normativity actions
Differences	Individuals	Groups Categories	Inequality
Problem	The individual's characteristics, behaviors	Some pupils' prejudices and attitudes	Norms are complex processes
Solutions	Programs Empathy/ Aggressiveness	Value exercises Empathy Tolerance	Reflection Common exploration

Modified version of table used by National Agency of Education in presentation, 2011

In school, as in society, it seems to be difficult to manage people's differences. Too often, differences between people lead to violence, inequality, sadness and exclusion by valuing one character, idea, perspective or habit over the other. A conflict situation arises when differences are considered to be a problem. Individual differences between people can be handled in a destructive or constructive manner. Following the non-violent path would mean to adopt and accept equity and equivalency.

Norm-critical education means that schools and pre-schools are asked to question dominant linguistic and social norms, and reflect on whether these norms result in individual pupils being categorized as having normal or deviant identities, and if individual pupils are advantaged, disadvantaged or treated special by following the norm.

Education in Sweden is about combatting all types of discrimination (Discrimination Act, SFS 2008:567) and preventing degrading treatment (Education Act, 2010:800) through avoiding communicating by using stereotypes within the seven formal, recognized categories for discrimination: gender identity, sexual orientation, transgender identity or expression, ethnicity, religion or other belief, impairment and age – as well as other classifications with no connection to discrimination, such as class.

Swedish educational policy mandates have given schools a double mission: the development of subject knowledge and the promotion of democratic values and competencies. Norm-critical education should be able to contribute to both parts of the double mission.

Main terms used in Education Act, Discrimination Act and national curricula

Discrimination means that a child or pupil is disadvantaged by being treated less favorably than someone else in a comparable situation (directly or indirectly), if this disadvantaging is associated with gender, transgender identity or its expression, ethnicity, religion or other belief, disability, sexual orientation or age. Because discrimination concerns disadvantage treatment, it requires some form of power to discriminate. Pupils under 16 years cannot be held accountable for legal violations, which means that teachers, principals and other staff are responsible for guaranteeing that discrimination does not happen.

Harassment is behavior that violates someone's dignity and associated with one of the grounds of discrimination (gender, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age). If staff or a pupil older than 16 years exposes a child or a pupil to harassment, it is called discrimination.

Degrading treatment is behavior that violates a child's dignity, but is not associated with harassment since connection to the seven grounds for discrimination is lacking.

Harassment and degrading treatment can be performed by one or more persons and be directed toward one or more. It can be visible and tangible as well as hidden and subtle. It can be performed directly during the time pupils are in school, as well as, for example, via phones and social media. Harassment and degrading treatment can be expressed through rumors, ridiculing and physical violence. The violation may involve

excluding or threatening someone. Degrading treatment can occur occasionally or systematically and recurrently.

Bullying (replaced by discrimination, harassment and degrading treatment in educational policy documents) – a form of degrading treatment or harassment that involves repeated negative and intentional actions to hurt or discomfort another.

5.2 Formal pre-service and formal/non-formal in-service conflict transformation education for teachers

To assess conflict transformation education in pre-service and in-service teacher education, we collected information about courses or trainings in conflict transformation for student teachers and teachers in Sweden within the formal (i.e., formal pre-service and in-service teacher education) and non-formal (in-service teacher education/training) sectors.

With regard to conflict transformation education in formal pre-service education, course syllabi for courses, including conflict transformation education, can be found on the website of the higher-education institutes that provide teacher education. Course syllabi are legal documents (available in Swedish and sometimes in English). A course cannot run without an official course syllabus. Since all pre-service teacher education should have a course or part of a course on conflict transformation, it was relatively easy to search for them. The collected data consisted of written formal texts in the form of course syllabi. Time constraints did not allow us to contact course leaders and teacher trainers on these courses for a more in-depth picture.

Concerning formal in-service education/training for teachers, it was more difficult to find a systematic way of collecting information. Higher-education institutes are rather autonomous when it comes to providing conflict transformation in-service education for teachers. The collected information is not complete; therefore, the chosen example should be regarded as one interesting and stimulating example among many other interesting examples.

With regard to non-formal in-service education or training for teachers, the field is even more scattered. To find actors or organizations providing such education or training, we used the Internet to identify possible contenders, and sent them the Swedish version of the questionnaire developed for EduCATe. We are convinced that many more actors or organizations provide conflict transformation education for teachers than we could discover. Time constraints prevented us from widening our search. The collected information gave us a first insight into what is provided.

Before presenting, analyzing and discussing the collected information in the three categories, we will discuss how teacher education in the relevant field is organized.

5.2.1 Formal teacher education institutions/ university

Teacher education in Sweden

In 2011, Sweden launched four new teacher education programs (Pre-school teacher education, Primary school teacher education, Subject teacher education, and Vocational teacher education). Conflict transformation education has gone through a dramatic change in the new 2011 Teacher Education program. To explain the change we have to start with what preceded it.

Before 2011, teacher education lacked systematic teaching about conflict and conflict transformation. There were exceptions, such as the higher-education institute in Kalmar (now Linnaeus University) and to a lesser extent in Gothenburg, with a long tradition of teacher trainers with a shared interest in conflict transformation. Kalmar offered courses to student teachers that were included in their teacher education, while Gothenburg only offered courses in conflict resolution for secondary education subject-teachers as part of their program. It was more common to provide courses in conflict transformation outside ordinary teacher education – 'free choice' courses (in other words formal in-service training). Even if these courses were not included in the ordinary teacher education programme, many teacher students and professionally working teachers were attracted to them and collected extra credits. Several of them are still running and are evaluated in 'Lifelong learning for teachers' below.

For about 10 years, peace activists, students, engaged teacher educators and political actors struggled to make conflict transformation part of formal teacher education. To gain attention and stimulate change, peace-movement activists set up a network among teacher educators and conflict transformation consultants interested in the field, aiming to give a voice to student teachers who wanted to study conflict transformation education in their teacher training. Five political parties turned the issue of conflict transformation education into a political question by proposing a motion to the Swedish parliament claiming that knowledge about bullying and conflict resolution should be included in ordinary teacher education. While the motion was approved by parliament, the concept of conflict resolution was deleted by those who formulated the amended text in the official teacher degree descriptions (done by the Higher Education Ordinance, since renamed the Swedish Higher Education Authority). Instead of the term 'bullying and conflict resolution', 'the ability to counteract discrimination and degrading/demeaning behavior of children and pupils' was used.

Conflict transformation included in training programs

In 2005, people active in the field raised questions in parliament about how the minister of education could ensure that trainee teachers would get knowledge and skills in conflict transformation when it was not explicitly covered in the description of the degrees for teachers. The minister answered that the text would be changed and it would include conflict transformation education. Four years later, in 2009, this change became visible in the bill 'Best in the class – a new Teacher Education' (Bäst i klassen – en ny lärarutbildning, Prop. 2009:10/89), which discussed and proposed new teacher education programs. The proposal gave voice to, among others, student teacher unions and the network of teacher educators and conflict transformation consultants, who stressed the importance of 'conflict transformation education in teacher education'.

In May 2010, the Higher Education Ordinance (1993:100) included conflict transformation as a visible goal in the official, newly developed teacher education programs. Social relations, conflict transformation and educational leadership became one out of eight areas of priority for all teacher education. This change took place on 12 May 2010 (SFS 2010:541) and the ordinance/regulation took effect from 1 July 2011.

In formal pre- and in-serves teacher education the notions "non-violent conflict transformation" is hardly used. It is more common to find "constructive conflict resolution". The term non-violence would be translated in "ickevåld" and because of its associations to activists groups it is not often used by educators. Sometimes nonviolent communication can be found (using the English wording "nonviolent"). In Sweden the term "konflikthantering" is used when conflict resolution, conflict management or conflict transformation is meant. Direct translated this would mean "conflict handling" which is not an internationally accepted term.

Position of conflict transformation in new programs

To get a first glimpse of the position that conflict transformation education will be given in the educational science core (UVK) of the new teacher education programs in Sweden, we turned to researchers who had studied and interpreted this new core. Several are specialized in studying Swedish curricula and curricula theory. Remarkably, though, hardly any of the researchers interested in curriculum studies addressed conflict transformation education for teachers in their reflections, or defined the content of this core theme.

Helenè Lööw, researcher in curriculum studies from the University of Uppsala, is one of the few who brought up the term conflict in her writing about intolerance (Lööw, 2011). According to Lööw (2011), the issue of intolerance has been regularly debated in Swedish society in recent decades. She stressed that intolerant perceptions often lead to conflict. Intolerance in schools, as discussed by Lööw (2011), can show itself as, for example, racism, homophobia, Islamophobia and xenophobia. As a response to intolerance, various forms of education and attempts to raise awareness have been deployed.

Conflict transformation education, perhaps, is not the field of expertise of researchers in the field of curricula and curricula theory, and we should turn to researchers and experts in conflict transformation education to learn more about the core content of this field. In this report, we will not summarize their ideas but present the courses for student teachers addressing the theme conflict transformation.

In Sweden, there are about 50 higher-education institutes (colleges/universities, state/private). About 27 run one or more teacher education (2011) programs. Some offer only the subject teacher education program (e.g. KTH Royal Institute of Technology trains science, engineering and mathematics teachers) while others (like the University of Gothenburg and University of Umeå) offer all four teacher education programs. In 2011, every higher-education institute that wanted to offer one or more teacher education programs needed to hand in a formal application, which was examined as regards quality.

Institutions decide content of conflict transformation training

From 2011, higher-education institutes (HEIs) all over Sweden that were given the right to provide teacher education programs developed courses that address the teaching of social relations, conflict resolution/management/transformation and educational leadership. For the first time, teacher education is formally required to teach student teachers how they can approach conflicts and conflict transformation in schools on solid scientific grounds and evidence-based knowledge as part of their training. The ordinance, though, did not specify the content of this training, leaving it up to the individual HEIs to develop courses.

For EduCATe, we studied the syllabi of courses that include conflict transformation in the primary schoolteacher education program of the HEIs listed below.

(Note: There are course syllabi available for courses, including conflict transformation, running in the programs of pre-school teacher education, subject teacher education, and vocational teacher education. These are not included in this report.)

State Universities (10): Karlstad University, Linköping University, Linnaeus University, Luleå University of Technology, Mid Sweden University, Stockholm University, Uppsala University, University of Gothenburg, Umeå University and Örebro University.

State Universities of Applied Science (9): Dalarna University, Halmstad University, Malmö University, Mälardalen University, Skövde University, Södertörn University, University of Borås, University West and University in Gävle.

Private University (1): Jönköping University.

Course syllabus: For every course given at any HEI in Sweden, a course syllabus is required, including learning outcomes, content, assessment and literature. Before the start of a course, most course leaders write a course guide. Course guides are not compulsory and not formal documents, and therefore not included in our analyses.

Course syllabi analysis: Course syllabi of 19 HEIs were read through. During a second reading, the following information was collected from each syllabus: 1. Title; 2. Learning outcomes in relation to conflict and conflict transformation; 3. Number of credits in connection to the subject areas, and 4. Literature in the field of conflict transformation used.

Titles

Eight out of the 19 HEIs used the term conflict, conflict resolution, conflict handling or conflict management in the English title of the course (Dalarna University, Jönköping University, Malmö University, Mälardalen University, Södertörn University, Umeå University and University of Gothenburg) (see Table SE.A1 in the Appendix). Some used nearly the same phrase as in the teacher education degree descriptions: 'Social relations, conflict management and educational leadership' (SFS:1993:100:114). This made it easy for us to find the course on the university website. Others used titles that varied more, from *Leading the learning – primary school* (Karlstad University), *Social relations and teachers leadership* (Linköping University), *Special educational leadership in grade F-3 and 4-6 part 1* and *Special educational leadership in grade F-3 and 4-6 part 2* (Luleå Tekniska University) to *Social relations in school* (Stockholm University).

We noted an interesting change in course titles. For example, at Linnaeus University, they used the title *Social relations, conflict management and leadership, primary teachers* in 2012, but changed to *Leadership, profession and collaboration,* from 2015. A similar change was noted at Linköping University. In 2011, the term conflict management was found in the course title, but it has now disappeared. At Umeå University, for 2017, the title and content of the course has been revised: until 2015, the title was *Educational leadership, social relations and conflict resolution*. In 2016, no such course was provided. For the coming 2017 course, *Education science, teaching and learning* will be used.

The titles indicate where a course will address conflict

and conflict transformation but does not reveal the content. What, then, are the learning outcomes defined in the course syllabi?

Learning outcomes in relation to conflict and conflict transformation

At Jönköping University, Örebro University, University West, Uppsala University and Stockholm University, not one of the learning outcomes refers directly to conflict or conflict transformation. This does not mean that they do not address the subject, but their learning outcomes are formulated in terms of preventing discrimination, harassment and degrading treatment, as well as promoting equality and understanding, in the terms of the norm-critical perspective. The lack of connection to conflict transformation in these outcomes indicates a risk of neglecting this core knowledge in teacher education.

All the other 15 HEIs used one to three learning outcomes to express what they expect student teachers to learn about conflict and conflict transformation. Some used one learning outcome (for a more detailed list, see Table SE.A2 in Appendix), as follows (*our translation*): After the course, the student will be able to:

- Describe and value how different methods and theories can be used in conflict management – Karlstad
- Describe and problematize the theories of interpersonal conflicts, the origins and dynamics, and apply methods of conflict management – Kalmar
- Use 'gestaltning' to analyze teaching situations characterized by conflicts, degrading treatment and/or discrimination, and give suggestions on how such situations can be detected, prevented and documented in dialogue – Malmö

Several HEIs included two learning outcomes:

- Analyze conflict situations by using scientific concepts
- Assess different strategies for conflict management – Linköping
- Identify processes that promote equality and constructive conflict management and efforts to prevent and address harassment, discrimination and abusive treatment – Luleå Special educational leadership in grade F-3 and 4-6 part 1
- Analyze conflict situations and develop proposals for constructive conflict management – Luleå Special educational leadership in grade F-3 and 4-6 part 2
- Analyze conflict situations with the use of conflict theories in a clear way
- Discuss how bullying and various types of conflict situations should be handled – Södertörn
- Explain theories of group processes and conflicts in the preschool and school context and discuss strategies to work with these

- Implement educational leadership and conflict management in 'gestaltande' exercises – Umeå

There are even course syllabi with three learning outcomes referring to conflict or conflict transformation:

- Describe social relations, conflict management, power perspectives and leadership from a scientific perspective and relate them to practical educational work
- Describe and critically evaluate different approaches and theories related to social interaction processes, especially vulnerability, marginalization and conflict management
- Reflect on one's professional role as a teacher and leader in working with social relations, conflict management and leadership in heterogeneous environment – Mälardalen

- Describe the theories and models for conflict and conflict management
- Critically discuss and relate the theories of social relations, group dynamics and conflicts to situations in school in written and oral forms, as well as in relation to pedagogical approaches
- Reflect on and communicate about how discrimination and other degrading treatment can be prevented and countered in recreation centers and schools, as well as how the knowledge of conflict management can be used to transform a conflict into a learning situation– Gothenburg

Every course plan consists of about five to seven learning outcomes (depending on the total credits for the course), and at least one learning outcome focuses on preventing discrimination, harassment and degrading treatment, as well as promoting equality. In addition, the norm-critical approach is very apparent.

Size of the courses in terms of higher-education credits (HECs)

The courses at the 19 HEIs we studied range from a minimum of 7.5 to a maximum of 15 HECs; 1.5 HECs can be translated into one week of full-time studies, which means that 7.5 HECs equals five weeks' full-time studies, and 15 equals 10 weeks. The number of credits does not imply that all the course work is related to conflict and conflict transformation, because even areas such as social relations and leadership, and sometimes special education, discrimination, degrading treatment, harassment and the norm-critical approach, are addressed. Some HEIs dedicate two courses (for example, Linnaeus University and Luleå University of Technology) or even 30 credits (University of Borås) to cover all these knowledge areas. Because the different areas are linked, we decided to study the courses with more HECs in greater detail.

At the University of Borås, student teachers for primary school follow the course Core of Educational Science for

Teachers Working in Preschool Class and Lower Primary School, II or Core of Educational Science for Teachers Working in Upper Primary School, II during a whole term (30 credits, 20 weeks), focusing on conditions for democracy (16.5 HECs, including, among others, international conventions and declarations on human rights and sustainable development, fundamental values of a democratic school, power relations, and increasing diversity), special education perspective (6 HECs, including inclusion and exclusion, collaboration, empathy and ethical considerations), leadership, developmental work and conflict transformation (7,5 HECs; besides conflict and conflict transformation in teachers' daily work, bullying, harassment and degrading treatment are also addressed). The content of the three sub-courses within the Core of Educational Science for Teachers II are all related to each other.

At Linnaeus University, the primary-school teacher students are offered two courses dealing with social relationships, conflict transformation and leadership: *Life Conditions and Social Relations* (7.5 HECs) and *Leadership, Profession and Collaboration* (7.5 HECs). The focus in the first course is on life conditions that affect social relationships, identity development, democratic fundamental values, and the promotion of equal treatment and the prevention of harassment, discrimination and degrading treatment. In the course *Leadership, Profession and Collaboration*, the dominant focus is on good relations, collaboration, communication processes, and knowledge and skills in the causes and dynamics of conflicts and conflict transformation.

As a third example of two related courses, we studied Luleå University of Technology courses for primary teacher students covering the area of conflict transformation. An important part of their first course, *Special educational leadership in grade F-3 and 4-6 part 1,* deals with making pedagogical, legal and social aspects of children's exposure visible for primary-teacher students, taking as a starting point the Convention on the Rights of the Child, legislation and guiding documents. Issues in the field of special education are included, as well as identifying processes of equal treatment and constructive conflict transformation, and preventing and repairing harassment, discrimination and degrading treatment. In the second course, *Special educational leadership in grade F-3 and 4-6 part 2*, the outlines of a value-pedagogical approach are found in studies relating to different conflict management and transformation models. Concepts such as norm, normality, abnormality, stigmatization, categorization, self-esteem and self-concept are critically examined.

Even if courses at other HEIs in Sweden are not explicitly put forward in this chapter, it does not mean that international conventions and declarations, legislation, guiding documents and the democratic mission are not addressed in their teacher education. It is more likely that these are more spread out throughout the program.

Literature

We also checked the literature list of the courses (16 lists were studied because three were not available on the Internet) according to the following terms: conflicts, conflict transformation, norm-critical perspective, democracy, social relations, harassment, discrimination, bullying, degrading treatment, legislations, guiding documents and law texts (see Table SE.A3 in Appendix). The literature lists of the courses clearly show that all of them ask students to read texts about harassment, discrimination, bullying, degrading treatment, legislation, guiding documents and legal aspects. Nine out of 16 used literature to present and discuss the norm-critical perspective. For the other seven, we wrote 'unclear', because, even if the literature titles did not use the term norm-critical, we know that some of the texts can be used to discuss this approach.

Concerning literature on conflict and conflict transformation, nine out of 16 included one or more books and/or articles on this topic. This also means that seven did not explicitly include conflict transformation literature. Interesting to note is that five of the seven (Jönköping, Örebro, West, Uppsala and Stockholm universities) had not formulated learning outcomes related to conflict or conflict transformation either. Is there a relation between learning outcome and choice of literature?

Learning activities

All course syllabi indicate that a diverse range of learning activities are used, such as lectures, practical activities (often drama and role-play), literature and dialogue seminars, literature readings, and oral and written assignments.

5.2.2 Lifelong learning for teachers – formal in-service training

Sweden has a long tradition of free higher education. It is common for teachers to search for further in-service training among the free-choice courses that HEIs offer. In addition, the National Agency of Education (NAE), commissioned by the government, can initiate course development in specific areas. With regard to the field of conflict transformation, we have not seen specific initiatives from the NAE – although several initiatives have been undertaken with regard to the prevention of bullying, harassment, degrading treatment and discrimination, and the promotion of equal treatment and learning about norm-critical thinking. Over a three-year period, 2007–2010, the NAE collaborated with HEIs to offer in-service training on research on and the practice of bullying and discrimination. From 2011–2013 the NAE worked with about 14 HEIs (among others, Jönköping, Örebro, Karlstad, Gothenburg, Umeå, Kristianstad, Malmö, Linnaeus, Luleå, Södertörn, Borås and Stockholm universities) to provide a course on

Fundamental values and equal treatment in theory and practice (7.5 HECs), based on a whole-school approach. Teacher trainers from the 14 HEIs with expertise in the field worked together with the NAE on developing a common course. In addition, this group met, discussed and trained during the three years the course was running, to meet the quality measures as well as to develop themselves. Depending on the teacher trainers in charge of the course, conflict transformation was briefly addressed in the courses. At present, the NAE is focusing on racism and immigration questions.

Free-choice courses on conflict transformation are much more difficult to trace because we do not know exactly which of the Swedish HEIs provide them and which do not (we know about some because we know the course leaders). Features of these free-choice courses in conflict transformation education that should be mentioned are that, by definition, they are run by experts in the field of conflict transformation in pre-schools and schools, and most their credits are directed to conflicts and conflict transformation.

To apply for courses and programs at any HEI in Sweden, the central website www.admission.se needs to be used. This gave us a possible entrance to find free-choice courses in conflict transformation in schools at HEIs. We opened the website admission.se (in Swedish) and included the search term 'conflict'. For the autumn term 2016, 136 courses came up, and for Spring 2016, we had 72 hits. We carefully read through all the titles (136 + 72). Many of the courses were provided by departments or schools at faculties of social sciences; for example, in Gothenburg, courses are provided by the School of Global Studies (focusing on peace and international conflicts), Department of Sociology and Working Science (focusing on societal and working-place conflicts), Department of Social Work (focusing on conflicts in family settings) and Department of Psychology.

We furthered our search by reading course information and course syllabi from free-choice courses that focused on schools, educators, teachers and student teachers. All the selected free-choice courses in conflict transformation education for teachers are run by teacher trainers who are experts in conflict transformation in pre-schools and schools. It was obvious from the content and course literature that the courses provide teachers and student teachers with deepening knowledge about constructive conflict transformation in schools. The course literature focuses on pre-schools and schools, and supports the participant to reflect on their daily work with conflict. We are involved in the three courses provided at the University of Gothenburg, and thus familiar with its content.

Autumn 2016

Linköping University: Group processes with a focus on conflict resolution (7.5 HECs)
University of Gothenburg: Conflicts and conflict

resolution in pre-school, schools and adult education (15 HECs)

University of Stockholm: Communication and conflict understanding (15 HECs) (distance course)

University of Umeå: How to manage conflicts in schools (7.5 HECs) (distance course)

Spring 2016

Jönköping University: Conflicts and conflict management (7.5 HECs)

University of Gothenburg: Equal treatment – conflict management – bullying (15 HECs)

Örebro University: Pedagogics: to manage conflicts (7.5 HECs)

We could not find the following course at admission.se, but know that it is running there:

University of Gothenburg, Department of Education and Special education: Conflict resolution in pre-schools and schools (7.5 HECs) (taught in English)

Finally, course syllabi were found for the following courses, but it is uncertain if they are still provided:

Linköping University: Conflicts and Bullying – At school and at work I

Linköping University: Conflicts and Bullying – At school and at work II

University of Borås: Conflict Handling I

University of Borås: Conflict Handling II

As mentioned earlier, we assume that the information collected here is not complete. It is very likely that other courses, trainings or seminars are provided by HEIs that we have not been able to list here.

5.2.3 Lifelong learning for teachers – non-formal in-service training

To identify non-formal training organizations that offer education in conflict transformation, we used the Internet and the following Swedish search terms: *konflikt, konflikthantering och skola* (conflict, conflict transformation and school). Websites were carefully read through. We excluded organizations that were not directing their work towards schools and education. We sent the Swedish version of the questionnaire to the selected non-formal training organizations, including to ones already known by us (and thus not via the Internet search).

In total, 13 organizations were asked to fill out the questionnaire (see Table SE.A1 in Appendix). We know our search is not complete. We received several indications about this. For example, after collecting and analyzing the questionnaire data, we met experts focusing on conflicts in working places who mentioned that they also worked with teachers in schools. In addition, we assume that there are many more organizations active in this field. Because of a low response rate, we phoned the organizations that had not responded; seven filled out the questionnaire, all are organizations that provide adult education (private or public organizations).

What is the content of the courses they offer?

In the answers to the questions about course content, two main categories were found: conflict transformation (3 organizations) and emphatic communication (1). As a third category, the organizations indicated 'other alternatives' (3 organizations). Several organizations described the course they offer in more detail:

To develop communicative and mental tools (CommZone AB)

• To develop an understanding for conflict, a perspective on conflict and mediation and handling of conflicts in groups (Dialogues Facilitation Gothenburg AB).

• To raise consciousness about approaches that are based on rights and rights-based leadership, creating awareness about superior and inferior positions taken by conflict parties to promote constructive ways of dealing with conflicts. "We believe that norms and fundamental values affect conflict partners in their ability to meet each other as equals to a much greater extent than 'classic conflict' usually takes into account. This means that the conflict management we train is a tool to work on promoting techniques for antiracism, child rights perspective, feminism and standard of creativity." (Sensus studieförbund Västra Sverige)

• The training meets the need of the group. To work with conflict prevention, teachers as well as children need to experience that they can influence and participate in their schooling as well as they need to be seen. "We work with experience-based learning and are using different exercises and reflections. We also work on enlarging already existing competences in the process. The experience-based learning gives participants the possibility to deepen their learning, and with play and exercises it is possible to try and to fail and to try again, and find ways to succeed with the help of others." (Konfliktkompassen)

To summarize, in their answers the organizations discuss communication as a methodological (mediation) and didactic competence, but also from a more philosophical perspective (e.g. feminist or norm-critical).

As mentioned above, the norm-critical perspective is recommended by the Swedish National Agency of Education for trying to ensure a sustainable process of working on equal treatment and equivalency. One of the organizations we interviewed (Sensus studieförbund), said they used a norm-critical approach in relation to conflict and conflict transformation. According to them, superior and inferior positions can lead to inequality and conflicts between people. A norm-critical perspective means increasing people's awareness of power as a tool to influence. Power exists in all education, and can lead to inclusion or exclusion when the teacher uses power to define what is normal; this can become the dominant norm, giving more value to the pupils who

follow the norm and less to those who do not. When *Sensus studieförbund* discussed their approach in the interview, they mentioned norm-creativity – meaning consciously observing all actions or systems that can exclude. The more we learn about understanding the mechanism of exclusion, they said, the more active the choices we can make.

Which moments in their training worked well and can become a good praxis?

All informants described exercises that work well. For example, they mentioned: to interpret, to identify needs, to listen, and to give feedback. Workshops and practical activities also work well, they said, as do lectures in combination with some form of reflection. Constructive communication is mentioned by several and one of them underlines the importance of peer-supervision.

What supports do the informants think teachers need?

- Solid experiences in conflict management, reflective dialogue and monitoring in praxis (CommZone AB)
- Time for own reflection, reflection in groups and training (Forum för konstruktiv konflikthantering)
- It would be great if teachers understood the approach that would prevent and manage conflicts in a way that was related to the pedagogics they used. Continuous support and tutoring. Support to understand how systematic causes of conflict can be revealed and how schools in a holistic way can promote a favorable climate to handle any tension and resistance that occurs. (Dialogues Facilitation Gothenburg AB)
- Individual and group tutoring/supervision, learning more about one's own self and how we in groups can handle these situations (Sensus studieförbund)
- Interaction between education/training and ongoing praxis or work. In that way conflict transformation methods can be tested in reality between meetings. (Sensus studieförbund)
- Tutoring/supervision and reflection about leadership and how situations can be best handled (Marianne Götlin)
- Praxis, tutoring (peer and external) concerning ways of working and thinking that will influence actions. Easy-to-use materials. (Konfliktkompassen)

The biggest challenges for successful training

Personal challenges

Unconsciousness about your own reaction in conflicts
- Lack of experience
- Learning more about yourself, and your resources

Challenges among participants
- Implementing knowledge demands focus, training and a lot of support
- Teachers as a professional group lack time for education/training and are stressed

- Wishes and expectations about quick-fix solutions and quick answers
- Aversion to act in conflicts (instead avoiding, or attacking)
- For principals, school management and teachers to understand the importance of qualitative time, and how engagement in conflict transformation will free time for teaching

Others

- Time
- Power-leveling – everyone's ideas, thoughts and feelings as of equal worth

5.3 Examples of good practices and criteria for selection

5.3.1. Formal pre-service teacher education: Core of Educational Science for Teachers Working in Preschool Class and Lower Primary School, II

As a good example of practice for conflict transformation education at teacher education institutions/universities, the course at the University of Borås was chosen. Our criteria were:

- The student teachers study the field of conflict management in relation to related areas such as democratic values, justice, human rights, harassment, discrimination, degrading treatment and the norm-critical approach during a whole term (20 weeks), which means that students can develop a holistic approach, covering different levels such as individual, group, organization and society.
- The scientific foundation of the topic is clearly defined in the learning outcomes and literature. It is possible to identify theoretical anchoring as well as tested approaches to guide and develop a student's professional competences.
- The content corresponds with the professional teacher identity that is required today. A teacher should be able to act as an example in social relations and conflict management.

5.3.2. Formal in-service teacher education: How to manage conflicts in schools

As an interesting example of practice on conflict transformation education for teachers in the category 'lifelong learning for teachers in formal in-service teacher education', we will present *How to manage conflicts in schools* (7.5 HECs – distance course), provided by the University of Umeå.

The course focuses in particular on the approaches and strategies of adults to manage conflicts in the school environment. Anonymous dilemmas are used to discuss

and analyze concrete conflict transformation strategies related to constructive dialogue. In addition, the course participants are expected to study their newly developing knowledge in relation to current guiding documents for teachers. The following six learning outcomes are used (our translation):

After the course the student will be able to:

Knowledge and Understanding
- Explain theories on conflict management, power and gender
- Describe actual conflict situations and reflect on them by using current theories and policy documents

Skills and Abilities
- Analyze conflict situations in schools from different perspectives
- Demonstrate the ability to work with others in a constructive dialogue to order to reach a solution-oriented approach

Judgement and Approach
- Critically analyze adults' attitudes and strategies in conflict management
- Evaluate and critically review their own and others' approach and its meaning for the understanding and management of conflicts

Criteria for our choice were:
- The teachers (participants) study conflicts and conflict transformation in relation to current guiding documents for teachers (such as the Education Act, Discrimination Act and curricula) – in other words, to what is embedded in actual discourse at policy level.
- The course has a clear scientific foundation defined in the learning outcomes and literature.
- Experiential situations are used, intertwined with reflection and theories.
- The teachers (participants) become familiar with constructive dialogue.

5.3.3. Informal in-service teacher education: Norm-critical approach from Sensus

As an example of practice for non-formal training organizations applying the norm-critical approach, we chose Sensus. Our criteria were:

- The training focuses on long-term effects; the learning process continues after finishing the training.
- Equality is central in the approach; the course develops during the training, and participants are involved in the learning process.
- The training is based on equivalency – a polyphonic classroom, the different voices of the participants being essential for the learning process
- Processes of change take place at the individual, group and organizational level.

As described earlier, a norm-critical perspective aims to make visible and to problematize prevailing perceptions and norms that cause inferior positions or preclude individuals and/or groups from the community that marginalize people. Sensus focuses on power structures and norms so that people become more aware of their consequences.

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Appendix – Sweden

Table SE.A1: Primary school teacher education programs

	Children Ages 6-9	Children Ages 10-12
Karlstad University	Leading the learning – Primary school, 15 hec	Leading the learning – Primary school, 15 hec
Linköping University	Social relations and teachers Leadership, 7,5 hec	Social relations and teachers Leadership, 7,5 hec
Linnaeus University	Life Conditions and Social Relations, 7,5 hec Leadership, profession and collaboration, 7,5 hec	Life Conditions and Social Relations/placement-integrated profile, 7,5 hec Leadership, profession and collaboration, 7,5 hec
Luleå University of Technology	Special educational leadership in grade F-3 and 4-6 part 1, 7,5 hec Special educational leadership in grade F-3 and 4-6 part 2, 7,5 hec	Special educational leadership in grade F-3 and 4-6 part 1, 7,5 hec Special educational leadership in grade F-3 and 4-6 part 2, 7,5 hec
Mid Sweden University	Educational Science for Primary School Teacher Education Program 1-3, Preschool, 15 hec	Educational Science II for Primary School Teacher Education Program, 4-6, 15 hec
Stockholm University	Social Relations in School: Preschool class and primary school years 1-3 and School-age education, 7,5 hec	Social relations in the school: Primary school years 4-6, 7,5 hec
Uppsala University	Leadership in Preschool Class and Primary School, Years 1-6, 7,5 hec	Leadership in Preschool Class and Primary School, Years 1-6, 7,5 hec
University of Gothenburg	Social Relations, **Conflict Management** and Leadership for Teachers in Pre-School Class and Year 1-3, 7,5 hec	Social Relations, **Conflict Management** and Leadership for Teachers Year 4-6, 7,5 hec
Umeå University (*2015 courses)	Educational leadership, social relations and **conflict resolution**, 8,5 hec	Educational leadership, social relations and **conflict resolution**, 8,5 hec
Örebro University	Core Education Subjects I, with a Specialisation in Early Years Teaching and Compulsory School Teaching Grades 1-3, 30 Credits Subcourse 1. Social relations and pedagogic leadership	Core Education Subjects I, with a Specialisation in Grades 4-6, 30 Credits Subcourse 1. Social relations and pedagogic leadership
Dalarna University	Social relations, conflicts and power in Compulsory School Teaching Grades 1-3, 15 hec (inklusive 7,5 hec placement)	Social relations, conflicts and power in Compulsory School Teaching Grades 4-6, 15 hec (inclusive of 7,5 hec placement)
Halmstad University	Educational Sciences: The Teacher as a Leader, 15 hec	Educational Sciences: The Teacher as a Leader, 12 hec
Malmö University	Social relations, **conflict resolution** and educational leadership, 9 hec	Social relations, **conflict resolution** and educational leadership, 9 hec
Mälardalen University	Social Relations, **Conflict Management** and Leadership for Teachers in Pre-school and Compulsory School Years 1-3, 7.5 hec	Social Relations, **Conflict Management** and Leadership for Teachers in Compulsory School Years 4-6, 7.5 hec
Södertörn University	Leadership and **Conflict Management**, 7.5 hec	Leadership and **Conflict Management**, 7.5 hec
University of Borås	Core of Educational Science for Teachers Working in Preschool Class and Lower Primary School, II Sub-course 3 Leadership, developmental work and **conflict resolution**, 7,5 hec	Core of Educational Science for Teachers Working in Upper Primary School, II Sub-course 3 Leadership, developmental work and conflict resolution, 7,5 hec
University West	The Identities and Life Conditions of Children and Young People in Late Modern Society, 15 Hec	The Identities and Life Conditions of Children and Young People in Late Modern Society, 15 Hec
University i Gävle	Group Processes and Educational Leadership, 7,5 hec	Group Processes and Educational Leadership (4-6) 7,5 hec
Jönköping University	Social Relations, **Conflict Handling** and Leadership, 7,5 hec	

Table SE.A2: Learning outcomes

	Learning outcomes After the course students will be able to:
Karlstad University	describe and value how different methods and theories can be used in conflict resolution
Linköping University	1. analyse conflict situation by means of scientific concepts and perspectives on conflicts 2. assess different strategies for conflict resolution
Linnaeus University	describe and problematize the theories of interpersonal conflicts the origins and dynamics, and apply methods of conflict management
Luleå University of Technology	1. identify processes that promote equality and constructive conflict resolution and efforts to prevent and address harassment, discrimination and abusive treatment 2. analyze conflict situations and shape proposals for constructive conflict resolution
Mid Sweden University	Show knowledge about and understanding of social relationships, conflict resolution and leadership
Stockholm University	none
Uppsala University	none
University of Gothenburg	1. describe the theories and models for conflict and conflict management 2. critically discuss and relate the theories of social relations group dynamics and conflicts to situations in school in written and oral forms, as well as to choose pedagogical approaches 3. reflect on and communicate about how discrimination and other degrading treatment can be prevented and countered in recreation centers and schools, as well as the knowledge of conflict management can be used to create a learning situation of conflict
Umeå University	1.explain theories of group processes and conflicts in preschool and school context and for strategies to work with them 2.implement educational leadership and conflict resolution in "performing" exercises
Örebro University	none
Dalarna University	Show knowledge about theories on social relations, conflicts and power in relation to different social arenas
Halmstad University	explain theories on leadership, group processes and conflict resolution
Malmö University	use "gestaltning" to analyze teaching situations characterized by conflicts, degrading treatment and/or discrimination, and in dialogue give suggestions of how such situations can be detected, prevented and documented
Mälardalen University	describe social relations, conflict management, power perspective and leadership from a scientific perspective and relate them to practical educational work describe and critically evaluate different approaches and theories related to social interaction processes, especially vulnerability, marginalization and conflict management reflect on their professional role as teachers and leaders in working with social relations, conflict management and leadership in heterogeneous environments
Södertörn University	analyze conflict situations with the use of conflict theories in a clear way discuss how bullying and various types of conflict situation should be handled
University of Borås	explain and compare theories about and implementation of conflict resolution at individual, group and organization level with special focus on school activities
University West	none
University i Gävle	Identify ways to build relations aiming at creating a supporting group climate to prevent conflicts
Jönköping University	none

Table SE.A3: Literature – following concepts in the title

	Conflict or conflict transformation	Norm-critical perspective	Democracy, Social relations	Harassment, discrimination, bullying, degrading treatment	Legislation, guiding documents, law texts
Karlstad University	No	yes	yes	yes	yes
Linköping University	Yes	Not clear	yes	yes	yes
Linnaeus University	Yes	yes	yes	yes	yes
Luleå University of Technology	Yes	yes	yes	yes	yes
Mid Sweden University	Yes	Not clear	yes	yes	yes
Stockholm University	No	yes	yes	yes	yes
Uppsala University	No	Not clear	yes	yes	yes
University of Gothenburg	Yes	yes	yes	yes	yes
Umeå University	Yes	Not clear	yes	yes	yes
Örebro University	No	yes	yes	yes	yes
Dalarna University	Literature list was not available on the internet				
Halmstad University	Yes	Not clear	yes	yes	yes
Malmö University	no	yes	yes	yes	yes
Mälardalen University	Literature list was not available on the internet				
Södertörn University	Literature list was not available on the internet				
University of Borås	Yes	yes	yes	yes	yes
University West	No	Not clear	yes	yes	yes
University i Gävle	Classroom management article	Not clear	yes	yes	yes
Jönköping University	No	yes	Not clear	yes	yes

Table SE.A4: Contact details

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6. Conclusion

The study presented in this report was developed within the framework of the European Strategic Partnership project EdUCATe (EUropean nonviolent Conflict transformation for educators: Advocacy and Training). Its goals is threefold: (1) to provide a state of the art description on teacher education in nonviolent conflict transformation in five European countries; (2) to identify three good examples of practices in each country; and (3) to provide insights about why these practices of nonviolent conflict transformation for teachers are considered to be good ones.

6.1 State of the Art

The five States of the Art Reports on nonviolent conflict transformation teacher training in Croatia, France, Italy, Spain and Sweden show the diversity of the legal frameworks for this training in each respective country. The national laws, describing legal regulations, have been studied and the ways they influence each education systems. The five States of Art Reports highlight how the regulations of pre- and in-service teacher training can facilitate the diverse ways that nonviolent conflict transformation trainings are implemented.

6.1.1 National formal regulation

In Croatia, nonviolence is both implicitly and explicitly referred to in legal and strategic documents for teacher education that tend to recycle the discourse of binding international documents, such as the Convention on the Rights of the Child. They focus on protecting and safeguarding students' rights and on prevention of violence (i.e., they focus on an outcome), rather than on the process of achieving nonviolent school settings. These legal regulations have not automatically led to more nonviolent conflict transformation education for teachers, nor to higher quality of this type of training. The study conducted by the Croatian team uncovered an administrative gap. There is a need to adjust existing legislation to acknowledge the importance of teachers and their professional training, and to include nonviolent conflict transformation as a mandatory part of pre- and in-service teacher training. It was recognized that the existing arrangements for teacher training are very permeable and open to interpretation, as no umbrella organization exists to provides explicit guidelines on teacher training in general, and nonviolent conflict transformation for teacher training in particular.

In France, a new Law on Education passed in 2013 explicitly mentioned training on nonviolence and conflict transformation as one of the missions for the teacher training schools (ESPE). This historical moment was the first time that the term "nonviolent" ever appeared in a French legal text. Since 2013, the *Coordination pour l'éducation à la non-violence et à la paix* has been working to have this law implemented. The passing of this new law, however, has not led yet to an increased trainings in nonviolent conflict transformation at teacher training institutions.

In Italy, issues, methods and practices of nonviolent conflict transformation have to be placed within the formal framework of teacher training, both in-service and pre-service, to become noticeable for teachers. Until now the Italian formal framework and the organization of the teacher training has been very theoretical and weak. In 2015, law107 was designed to change the initial and the in-service training for teachers. The law emphasized the importance for schools to work on "preventing violence" and "educating for peace", although the impact in the pre- and in-service teacher education has been hardly noticeable. The Italian team stresses the fact that the word "conflict" has been almost forgotten and certainly not seen as a priority either by governments or by the Parliament. The conclusion specifies that the Italian law presents shortcomings regarding the relationship between education and violence.

In Spain, there is a national law on the Promotion of Education and a Culture of Peace - *Ley sobre la promoción de la Educación y la Cultura de Paz* - (Law 27/2005) that recognizes the importance of an education for Peace, Non-violence and Human Rights. It also supports the promotion of dialogue and nonviolence to manage and transform conflicts, and the training of women and men on conflict transformation. By extension, regional laws in Spain do mirror the idea on a Culture of Peace as described by the central Spanish law. This is good news, because regions have a strong position of decision on educational matters. For example, the Basque country added the requirement for schools to develop a Peaceful Coexistence Plan. Notwithstanding good intentions, the central and regional laws hardly influence what happens in the pre- and in-service teacher training though the content of pre- and in-service teacher training is mostly determined at a local level.

Similar to the decision made by the Basque country decided on, the Swedish Education Act obliges all Swedish schools to draft an "equal treatment plan" (sometimes named "plan to counteract degrading treatment") for their organization every year. The Discrimination Law (SFS 2008:567) adds the obligation for each school to write an annual plan for preventing and counteracting on any form of discrimination and harassment. Both plans can be compiled into one plan: "Plan to counteract discrimination, harassment and degrading treatment" which the School Inspectorate controls during their visit. With regard to pre-service teacher education, there are national degree descriptions

and since 2011 all teacher training programs are required to include the theme "social relationships, conflict management and leadership". This formally organized theme did stimulate every teacher education institute to reflect on and develop its content.

6.1.2 Concluding remarks on legal regulations

Even though various legal documents recognize and emphasize the importance of nonviolence, conflict transformation and at times nonviolent conflict transformation, we can also conclude that the development of most of the identified good practices did not depend on the existence of formal and legal regulations. Many would have been developed with or without the regulations. An exception is the Swedish module for formal pre-service teacher education *Core of Educational Science for Teachers Working in Preschool Class and Lower Primary School, II* which was developed in 2011 directly as a consequence of the new national degree descriptions for pre-service teacher education.

In addition, we can conclude that nonviolent conflict transformation education for teachers is not systematically implemented and evenly spread in the five European countries (Croatia, France, Italy, Spain and Sweden). Although some do, many student teachers and teachers in Europe currently do not (or have) not receive(d) training in nonviolent conflict transformation. This is specifically problematic at a time in which teachers are facing an urgent need to address the large variety of conflicts in their classrooms, schools and society and handle them without violence. Conflicts that are addressed with knowledge and competence can become learning opportunities and effect change.

6.2 Good practices in nonviolent conflict transformation training

We have found good practices in all five countries, where different organizations (that is, higher education institutions, NGO's, other training organizations) assumed the task to provide education about nonviolent conflict transformation.

6.2.1 Shared underlying principles

All good practices that have been chosen (that is three for each of the countries, which totals 15) are based on the Conceptual Framework outlined in the introduction. These practices are built on the ideas of learning (at different levels), building and strengthening relations, providing participants a real opportunities to experience conflicts - including a certain amount of subjective experiences - to experience the constructive potential of conflicts and focus on processes. The partners agreed that these criteria are crucial for the practices considered good practices in nonviolent conflict transformation. They require a solid and scientific

grounding and cannot really grow and transfer when only idealistic principles exist alone. Although theoretically and empirically grounded, knowledge about nonviolent conflict transformation does not always reach teachers/practitioners who need and ask for hands-on strategies to deal with distractions and disturbances in the classroom. We offer the opportunity to combine them within an educational context.

One of the challenges all five partners mentioned in their chapters is the inconsistence use of concepts such as conflict, nonviolence, and resolution-management-transformation. In some countries, the concept of conflict is rarely used in steering documents. When used, it is referred to as violence, war or a destructive situation. This mixture of terminology is very confusing and does not construct a common and rich vocabulary among teacher trainers, teachers and teacher students. Concerning handling conflicts, some partners insist that they would never use the terminology "conflict resolution" (Italy, Spain, France) because this term refers to solutions, which is not the main goal for nonviolent conflict transformation education. They prefer to use the international acknowledged concepts "conflict management" or "conflict transformation". Other partners do not use "conflict management" (like Sweden) because of its association with classroom management, which focuses on disciplining misbehaving children. And that is not what nonviolent conflict education is about. In Spain, the partners predominantly use "conflict transformation". During the process of writing the States of the Art Reports on teaching training, it has been a challenge, as well as a necessary and stimulating process to express and exchange our thoughts about the various concepts. We concluded that this exchange of understandings of different concepts should be required in all training.

6.2.2 Crucial training didactics

Furthermore, the selected practices are built on dialogue methods, intertwined theory and pedagogical practice/experiences/doing. To be defined as a good practice in nonviolent conflict transformation, a program/training or a course must offer the participants the possibility to largely try out, interact and role-play. The participants' life experiences with conflict is the first training material. The first goal of such a training is to help participants to discover by themselves various attitudes toward conflict and the different possibilities to react in a conflict and to transform it in a learning and emancipatory experience. Experiencing by themselves that violence is not a fatality in handling conflict and that win-win solutions are possible are important transforming outcomes for the participants in nonviolence conflict transformation trainings. Different types of tools could be provided during the training but changing the trainees' way of thinking, reacting and acting in conflict situation is the crucial point for them. As change is not immediate when it comes to individual understanding and behavior

that include emotions and personal history, in some ways such training is a lifelong journey, which is more effective if initiated during the pre-service period.

6.2.3 Impact of good practices

According to the partner organizations, the selected practices can have a real impact on the actual conflict transformation arrangements in schools. Several of these practices have been experimented for years (and thus have been tested and re-tested them) and are related to different contexts.

6.3 Next steps and recommendations

In the light of this work conducted on the legal regulations and good practices experimented in the five European countries, the EduCATe partner organizations would like to present the next steps of their work, together with some recommendations about implementating the nonviolent conflict transformation training for teachers and educators in Europe.

6.3.1 Theoretical and practical knowledge of teacher educators is crucial

The quality of nonviolent conflict transformation education for student teachers and teachers depends heavily on the knowledge and training of the teacher educators/trainers. None of the partners have unearthed any formal documents that include recommendations about developing of core competences in nonviolent conflict transformation for teacher educators/ trainers, nor did they find any instances of special training for them. Recommendations that can guide us about what teacher educators/trainers in the field of nonviolent conflict transformation need to know, what they should be able to do to stimulate change and transformation, and how they could work with teachers and student teachers on nonviolent conflict transformation, would definitely raise the quality of a pre-service and in-service training in nonviolent conflict transformation.

In order to contribute to the development of this theoretical and practical knowledge, the partner organizations have collaborative defined a curriculum on nonviolent conflict transformation for teachers and educators in Europe, based on different modules. It addresses the main issues involved such a training and has been tested in a Pilot training by teachers and educators coming from the partner countries.

6.3.2 To promote nonviolent conflict transformation education in Europe: an urgent need

The weak impact of legal regulations has been explained by several partners based on the organization of the legal system. For example, the French partner emphasized that in its country teacher training institutions decide rather independently about the content of their teachers training program and are not totally constrained by the 2013 law. Similar tendencies have been emphasized by the Spanish partner. As a consequence, non-formal training institutions have been preparing themselves to offer such training.

Also, the formal Italian education system enabled the development of interesting pedagogical initiatives in the teacher training on nonviolence conflict transformation outside the formal educational systems. The Italian team likes to refer to them as practical experiences, that start with local territories and their resources, "from below and from the periphery" in order to meet concrete needs, rather than to fulfill constitutional obligations or purposes through ministerial regulations. Since 2015 every teacher receives a stipend of 500 euros per year that can be spent on in-service training, which thereby empowers them to decide if they want to use these funds for nonviolent conflict transformation training. The Italian partner has seen and increased interest in the nonviolent conflict transformation; their organization is thankful for this opportunity.

Although the partner organizations welcome these initiatives, they do strive for the importance of nonviolent conflict transformation education for all pre-service and in-service teacher education to be recognized more generally. For this reason, the partners from Croatia, France, Italy, Spain and Sweden study advocacy obout nonviolent conflict transformation education in their own country so they can integrate this information into the State of the Art Report on Advocacy. This work is effected with the goal that nonviolent conflict transformation trainings for teachers and educators will be recognized and promoted. EduCATe will also organize national and European advocacy initiatives based on a common Position paper obout nonviolent conflict transformation education.

6.3.3 A shared space on nonviolent conflict transformation education in Europe

Based on the analysis of existing legal frameworks and practices, the development of this report, as well as experiences from the pilot training for teachers, the EduCATe partner organizations are convinced that recognition, development and promotion of nonviolence conflict transformation trainings for teachers and educators in Europe needs a collective effort. In other words, the various, to actors of European countries where good practices are developed and experimented need to be asembled. For this purpose, they are setting up a European network to offer a space where studies and experiences on nonviolent conflict transformation education in the different European contexts can be shared. Ideally, this networking space will function as an international collaborative training entity and, as

such, a place for learning and empowerment through exchange and networking. This space will be opened to organizations and individuals, researchers, teachers, educators and trainers, hopefully in close partnership with the education institutions and the various stakeholders of the education policies in the various European countries.

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