



Guidelines for a Whole School Approach to Pupils Quarrelling

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Introduction

Project rationale

Arguing at School - Psycho-pedagogical Methods to help children (2-18) learn from arguing is to open a transnational discussion on the theme of quarrels and conflicts between peers, (from 2 to 18 years), in the context of their life experience at school.

The project was conceived on the basis of the following general questions: “What happens when a quarrel occurs between students?”, “How is it perceived by teachers?”, “How do they intervene and to what extent is their intervention the result of a school strategy?”, “Is there a pedagogical method or approach shared by teachers?”, “Who decides and what level of sharing should be responsible for choosing (class, school, policy-making)?” and “Is there an educational strategy on how to positively convert quarrelling among students?”.

We know that schools rarely devote work to this issue: very often teachers react in individual and even emotional ways to children's quarrels. Generally, they do not think that quarrelling is normal and important in the life of people of all ages and a few of them know that there is the practical, as well as theoretical, possibility of learning from quarrels and learning to quarrel better. The partners belong to this rare area that has made childhood quarrel an object of study and work, developing precise methods and educational tools to allow students to learn also through quarrels, to develop relational skills and prevent the conflictual incompetence that characterizes the violent behaviour.

The project's overall aim is to fill the void of a generalised absence of a shared pedagogical strategy of reference for teachers, which may allow them to know how to intervene in the event of quarrels between peers at school, with what methods and through what tools. At the same time, there are consolidated and positive experiences that certify that the methods exist, the ordinary experience of a childhood quarrel can be transformed from an unexpected moment of disturbance into an opportunity to learn skills. It is about maintaining the centrality of the subjectivity of boys, girls, teenagers, accompanying them to develop the skills at the base of a functioning democratic life: knowing how to express themselves, to listen, to put themselves in others' shoes, to identify common problems and interests and to find effective ways to be better together, whether there is a shared agreement, or if there is no "solution" to the conflict. Soft skills can be developed by giving everyone, children and teenagers the opportunity to argue better, in a school context well equipped for those purposes.

The project finally responds to the need of making these experiences more accessible, to understand how to make methods more transferable and what obstacles still prevent the spread of these methods. In terms of networking, the project will contribute to assessing the need of making these latter methods systemic and, at least, known at a European level.

The project also recognises that children are not isolated from their lives when they behave in school. They "import" their personal situation, the things that happen at home, but also in the city, what they learn through information sources, among which the Internet and its applications play a more and more invasive role. In the other way around, children are transmitters of all the knowledge, know-hows, behaviours, content-matters, etc. that they are learning and experiencing in school. In the end, the overall learning is made of all the interactions between these complementary channels and networks.

These Guidelines are written to assist actors and structures to reflect upon, plan and implement a Whole School Approach in the area of the Arguing at School project span, realising a change process in Education field, with the specific focus on conflicts between pupils. They are intended to be an organic and flexible document, to be adapted and revised over a period of years as the Arguing at School approach becomes more widely used and more consistently defined and to take account of wider developments in the Education system.

As the previous work of the project has been dedicated in detail to the subject of Arguing at school for teachers and the their action in their classroom, this document is focusing more on the Whole School Approach itself. It is nevertheless clear that the "working area" is project main concerns.

This document addresses not only the Teachers, Schools Leaders and School staff, but also all the members of the Learning Community surrounding the pupils: the parents and families, the City life institutions, the social services and all persons acting in relation with the schools and the children.

It is structured into 3 parts:

1. The Whole School Approach, what it means and represents, its key aspects and the role of different actors;
2. A synthesis about the practices and examples coming from a survey among the project partners, about how they envisage and implement whole school approaches practices;
3. Practical guidelines for implementing a successful whole school approach, including a phased methodology and a reflexive process to evaluate the benefits of this implementation along timespan.

The document relies on the previous project results, highlighting the benefits and barriers related to the adoption of **Psycho-pedagogical Methods to help children learn from arguing**, as well as on outcomes of other works and literature available.

1 The Whole School Approach

This part about the key concepts of whole school approach is derived mainly from:

- **The document of the Council of Europe**
Reference Framework of Competences for a Democratic Culture ¹
- ***The documents proposed by Michele Vezzoli***
Promoting an integral approach to dealing with peer conflict at school cannot be a mechanistic process: there is no recipe for any organisational context that can be applied by an external expert. It is possible, however, to have some precautions with respect to the process that you intend to promote.
Each school is obviously different: it expresses its own organisational culture, the result of a past history and peculiar balances.
And every school is made, first of all, by people. The different stakeholders involved in the process of building an integral approach have different training paths, expectations, professional needs, skills.
Finally, every school is a holistic system: acting on one level means producing reactions at other levels, effects that need to be considered.
How to build an approach that can consider the real conditions experienced in the school understood primarily as an organisation and in the local context?
(see Appendix 2)
- ***Other sources***
(see Appendix 3 for example)

Key concepts

The Whole School approach (see for example the work done by [UNESCO](#)) involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole learning environment. It implies collective and collaborative actions, in and by a school environment, to improve student learning, behaviour and wellbeing, to develop the approach of Arguing at School and the conditions to support it.

A whole school approach implies the active involvement and commitment of all actors in and around a school:

- the school "internal" actors: teachers, school heads, staff and pupils/students; also the "rest of the school" when considering one specific class;
- the "first circle": parents and families, tutors, persons taking care of children, directly in regular contact with the children;
- the "second circle": persons acting in close relationship with the first ones – e.g. social services, etc. – and persons intervening in schools at different levels – occasional lecturers of speakers, medical staff (when it is not internal to the school), etc;
- the "surrounding community": the city as structure and policy environment, the cultural environment, sports activities, etc.; the other schools within networks of schools; other institutions involved in projects together with school, for example;

¹ <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>

- the "global environment": issues taking place in the "outer world" but that concern the pupils interrogations about how the world is evolving and how it interacts with the school and the learning.

Teaching and learning

Teaching is framed by several elements

- the school structure and governance;
- the curriculum and programme requirements, and the degrees of liberty accorded to the school/teacher;
- the way teachers are trained, initially and continuously;
- etc.

Learning is apprehended differently by each community, but relies at least on the understanding of:

- formal learning issues coming out – among others- of the curriculum requirements;
- informal and non formal learning issues; this part is especially important when it comes to reflecting on a whole school approach and when this approach is in relation with the subjects of quarrelling and well being, which are most often subjects that are dealt with outside the range of the curriculum, and in relationship with extra-curricular activities.

Formal learning takes place in a planned way at recognised institutions such as schools, colleges, and universities. Teachers mediate the learning in a formal setting, and the student generally follows the teacher/leader's agenda. The teacher's goal is to impart knowledge, and the learner's goal is to increase his/her knowledge and skills.²

Informal learning is voluntary and self-directed. It results from personal exploration and discourse and may occur spontaneously in everyday life situations, within the family circle, the neighbourhood, and so on. Informal education is distinguished from the other two by having no authority figure or mediator.

Non formal learning occurs in a planned but highly adaptable way, in institutions, organisations, and situations outside the spheres of formal or informal education.

It shares with formal education the characteristic of being mediated, but the motivation for learning may be wholly intrinsic to the learner. Examples of non-formal education include continuing education courses, organised field trips, museum visits, and structured programs developed by organisations such as the Boy Scouts.

School governance and culture

A democratic approach to school governance helps create a culture of openness and trust in the school and improve relations between its members.

An inclusive school ethos which is safe and welcoming, where relations between all members are positive, where everyone feels they have a part to play and their human rights are respected, where the decision making is inclusive and participative, will facilitate, support and sustain both the implementation of a whole school approach, and a constructive and innovative reflection about well being at school.

² **European guidelines for validating non-formal and informal learning: Formal Education** CEDEFOP "European guidelines for validating non-formal and informal learning"

The whole school approach of wellbeing and dealing with conflicts is all the more facilitated in contexts where the functioning rules at school enable students to express their views, and the participative approaches are authentic, meaning participation as an exercise of power and means of taking over responsibilities and decision making applications.

Cooperation with the community

The whole school approach requires the understanding of the fact the school relations with a wider community is helping to foster a culture of democracy and participation in the school, and thus favour considering the global dimensions of well-being and dealing with conflicts at school.

On another hand, all actors need to keep in mind that “learning” is “learning” whenever and wherever it takes place: the immediate consequence is the role played by all local key actors, beyond teachers and parents.

The way we think of learning environments is changing: traditionally, a learning environment has been a physical space, but the idea of what constitutes a learning environment is changing. The “spaces” where students learn are becoming more community-driven, interdisciplinary, and supported by technologies that engage virtual communication and collaboration. This changing concept of the learning environment has clear implications for schools.

How to design and implement a whole school approach

In order to better document this process(es) it was decided to rely on concrete practices coming from the project partners.

A search for examples and practices was conducted among the partners through a form enabling to collect different elements, such as

- the name of the practice, the place (city, Region, etc.) and time (time span, recurrence, etc.);
- the actions / activities involved;
- the participants;
- the context;
- the evaluation.

(see Appendix #1)

A phased process is proposed in part 3.

2. A synthesis of the practices and examples coming from the survey among the project partners and the Multiplier Event in Lyon

Appendix #1 shows the content of the different practices reported by the partners

Arguing at School as a part of wellbeing concerns

Wellbeing at school is a strong concern of the European Education Policy Area. It has given rise to a vast number of research results, on the one hand, and to reports on successful practices across the world, on the other hand. All the international organisations dealing with children concerns have produced interesting inquiries, frameworks, guidelines, etc. on the subject. The whole school approach has also been an area of theoretical developments and practical experience for some years now, and starts to be well documented (see for example the work of the European Council on the Reference Framework of Competencies for Democratic Culture).

The Arguing-at-School project shows that relief is felt by teachers and wellbeing is a result of using effective methods for students' quarrels, but it does not cover all aspects of wellbeing. Nevertheless, it may benefit from all the work already done and especially in the issue of using a whole school approach.

The different components of a Whole School Approach

School level

The first level of a Whole School Approach is to consider the school as a whole. Each classroom is not a separate kingdom, it belongs to the school community and protocol. Each school is not a separate institution: it belongs to an Education system, it may be part of inter school projects and cooperation, even through cities networking, etc.

Pupils as members of a larger community

When coming into school, children do not abandon their "outer" life. They come with all their proximity environment, parents, family, culture, origins, history, etc.

Interschool networking

As quoted in the document "A whole school approach to tackling early school leaving produced by the European Commission (DG Education and Culture, 2020)", 'A whole school approach also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders and the community at large, to deal with issues, which schools do not (and cannot) have the relevant expertise for. The concept of a whole school approach allows for the entire system of actors and their inter-relationships in and around schools to be considered, acknowledging that each stakeholder has a part to play in supporting the learners' educational journey and nurturing their learning experience'.

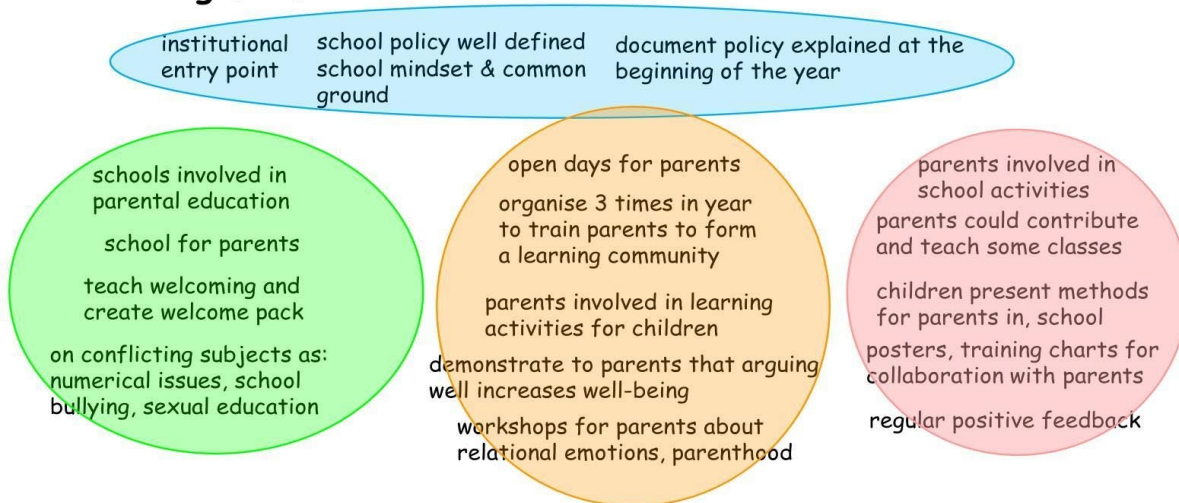
Cooperation and networking between schools of diverse types and levels which are located in the same catchment area can facilitate exchange of practices, and help make the schools, and

from kindergarten, primary to secondary education a positive place for pupils and their families. Local authorities may have a key role to play in promoting this cooperation.

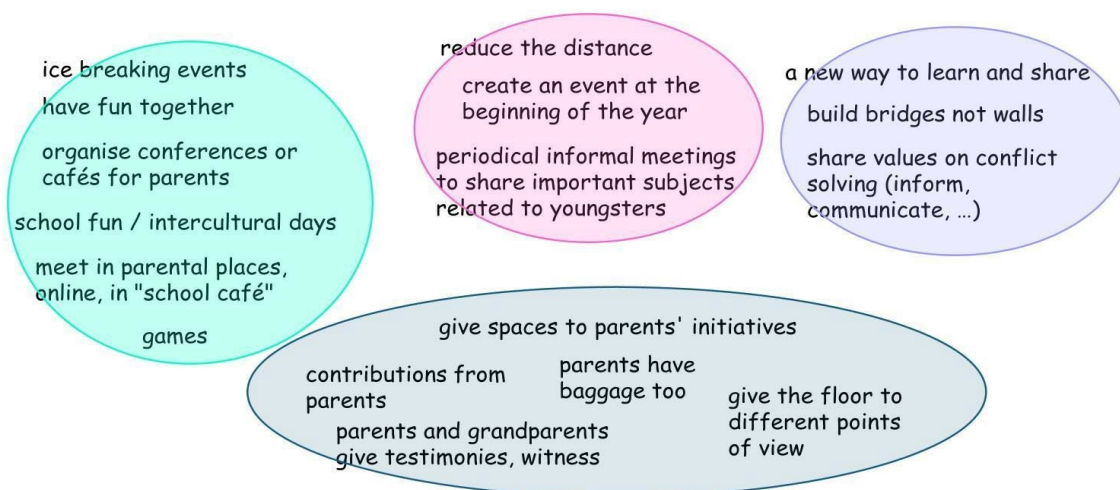
Collaboration between school and parents

"Parents" here means people who are "in charge" of the children outside of schools. It includes the parents *stricto sensu*, the family, the caretakers, etc.

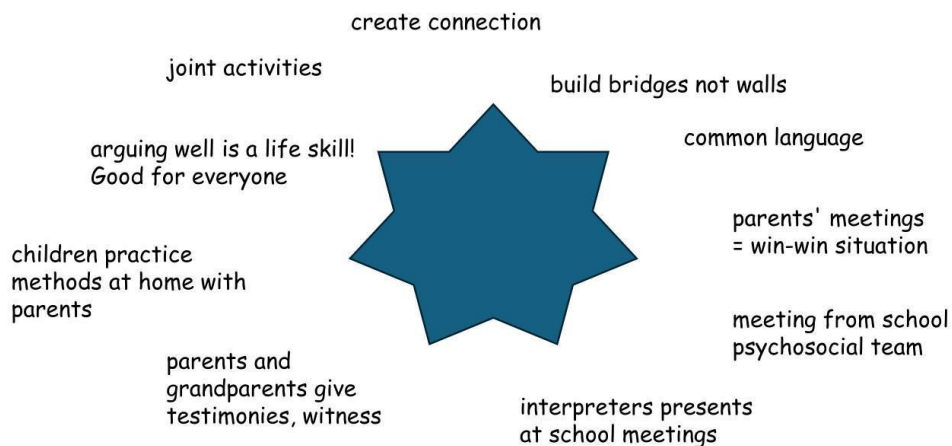
How to open the collaboration between school and parents: sharing formal activities in school



How to open the collaboration between school and parents: sharing non formal activities in school or outside



How to open the collaboration between school and parents: benefitting from experience of all actors



School and the city

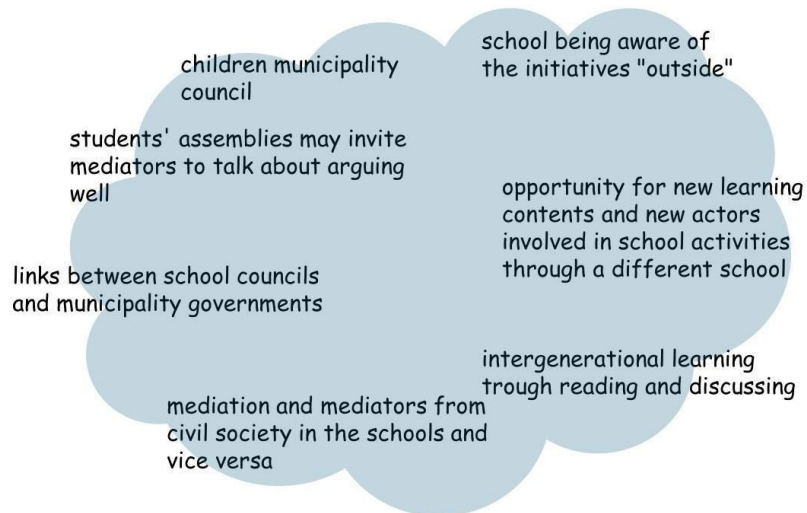
The "city" regroups the actors and activities of the citizen life around the school: the policies implementations and regulations, the institutions, the urban organisation (transportations, cultural activities, sports activities, organisations for youngsters, etc. ...), the housing schemes, etc. All the choices made, and the way they are implemented in the city act strongly on the children's behaviour and daily life.

It is always a question among the pedagogical and administrative teams to decide to what level they might, or could, or should open the school to "people from outside". A school is sometimes considered as a kind of "sanctuary" to isolate the children from all the bad situations that they may face outside of it.

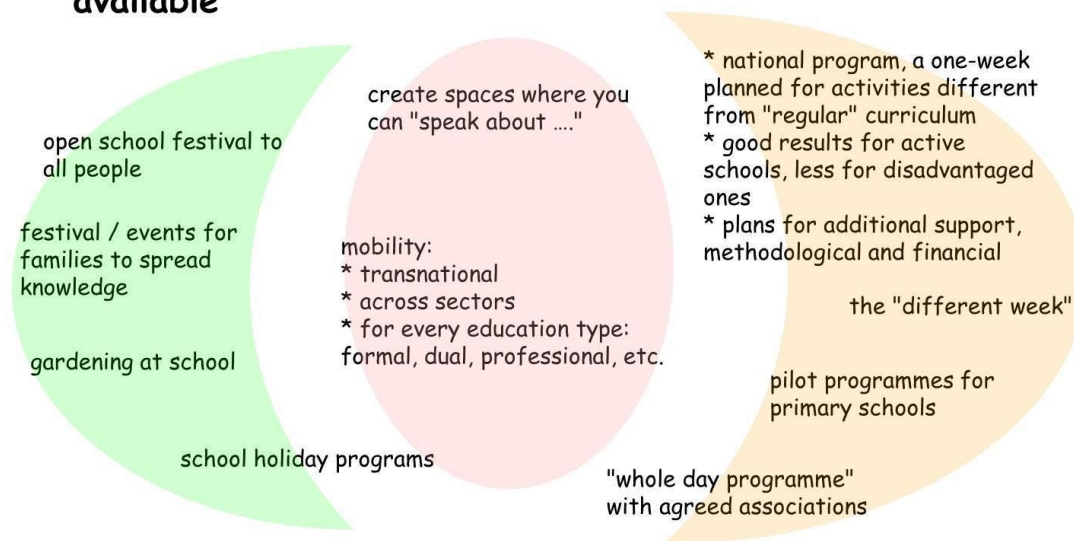
As regarding the content that we are working with here, we think that it might be more interesting, and more fruitful to have the "inside actors", and especially the children, work explicitly with what happens in the "real life", to analyse and understand it, and be able to grasp it by themselves.

Nevertheless, it might be difficult to have many people coming physically into the school, so it might be interesting to envisage some different places (third type places) - not in school but also not inside the city's institutions – that may offer a nice supportive environment to enable and support conversations between different actors.

School and the City: learning about/from the city



School and the City: actions, opportunities and tools available



School and the City: lessons learnt to bring back to school



The life beyond the city

To work effectively developing a Whole School Approach also implies to look at the larger context surrounding the school and the city (even if here, the idea of "city" is more related to an idea of "citizenship concerns" than the strict geographical limits of the city). That means for example:

- the Educational policies in the Region, the country, at European level:
- the evolution of the concerns issued from research and practices and reported through papers, books, documents, conferences, etc. and thus made available to the Learning Community;
- elements coming from the interculturality as it impacts the school: children of different cultures, incoming migrants, etc.;
- example of initiatives and practices that may be known by one or the other actors of the Learning Community and thus might be trialled in the school / community context;
-

Whole School Approach and Learning Innovation

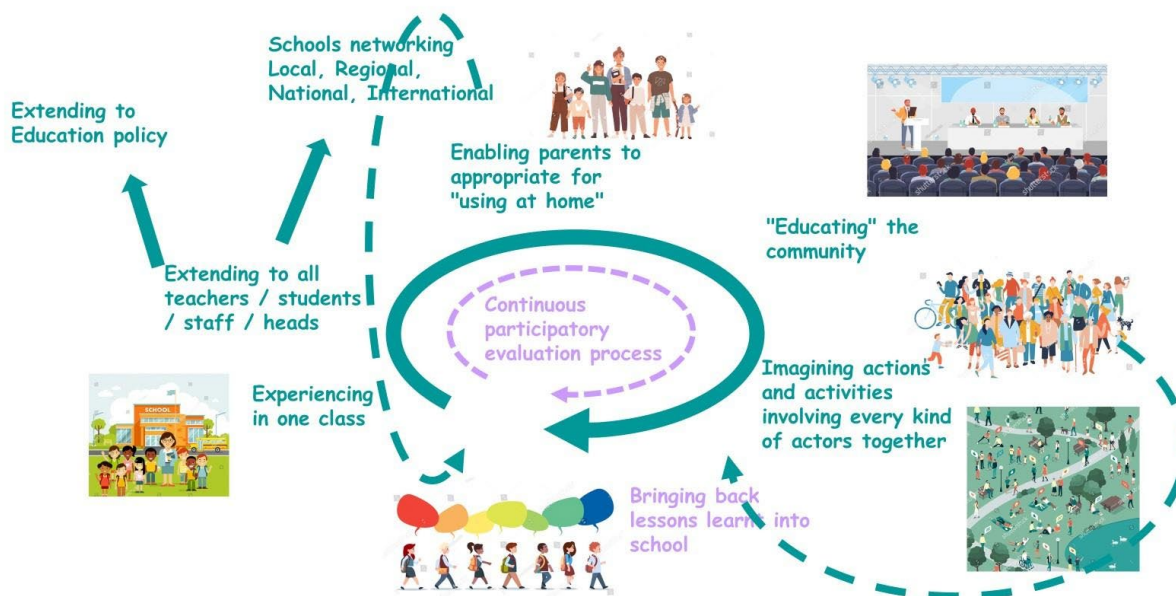
A whole school approach aims to include the entire school into an innovation and change process. For this approach to be effective, schools need to identify and address the needs of the school community and engage in continuous, cyclical processes for improvement. Schools that actively use school planning and school (self-evaluation) will be in a stronger position to innovate the climate and wellbeing at school.

Innovation might also be triggered by elements, events, happening in the life outside schools, in the cultural, and policy areas, as well as from the aspects of family or district life (e.g. multiculturalism).

For the innovation process to benefit fully to the school learning community, it is necessary to develop the children agency in the classroom. Then it will be possible to develop, for example, a fruitful cycle of action → reflection about conflicts, violence, and how to deal with them when

you are a child. Reflexivity, collaborative analysis and appreciation are necessary to ensure a safe and constructive learning process.

A roadmap for implementing the whole school approach inspired by practices



A staged process

Stage a) Experiencing in one classroom

This stage is largely covered by the examples produced in the "Arguing at School" project.

Stage b) Extending to other classes and implying staff and heads

Considering the school as a whole: each classroom is not a separate kingdom; it belongs to the school community and protocol. In the same way, each school is not a separate institution: it belongs to an education system, it may be part of inter-school projects and cooperation, even through cities networking, etc.

Stage c) extending within schools' networks, locally, regionally, nationally or internationally

As quoted in the document "A whole school approach to tackling early school leaving" produced by the European Commission (DG Education and Culture, 2020), "a whole school approach also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders and the community at large, to deal with issues, which schools do not (and cannot) have the relevant expertise for. The concept of a whole school approach allows for the entire system of actors and their inter-relationships in and around schools to be considered, acknowledging that each stakeholder has a part to play in supporting the learners' educational journey and nurturing their learning experience".

Cooperation and networking between schools of diverse types and levels which are located in the same catchment area can facilitate exchange of practices, and help make the schools, and from kindergarten, primary to secondary education a positive place for pupils and their families. Local authorities may have a key role to play in promoting this cooperation.

Stage d) Enabling parents to appropriate what is done at school

When coming into school, children do not abandon their "outer" life. They come with all their proximity environment, parents, family, culture, origins, history, etc.

Stage e): "Educating" the community

School in the city: what is done in school, what children learn and how they learn it, may be of excellent value in the "life outside the school" times and places.

This may take a number of different aspects:

- participating in citizen activities organised for the children (like children city councils);
- inviting people to participate in activities organised by the learning community to disseminate what was learnt in school (e.g. festival about peace education);
- developing activities for children to better know their city life and its main concerns (e.g. circulation, parks, playing grounds...) and how the advice coming from the children could be taken into account;
- exhibiting the effects of the methods learnt at school upon conflict resolution, and proposing to other young people and/or adults to take part in role plays or other games to experience it;
- etc.

City in the School: it is never easy to make the point about what "amount of the external life" could be allowed to "invade" the school sanctuary. Some elements could nevertheless be taken into account rather easily

- reflecting upon what the children did and learnt when participating in the activities done "out of school (cf § above), and how to integrate them in the class programme;
- inviting specific persons or groups to participate in class activities about quarrels ;
- working on "case studies" (examples of situations) that were not experienced so far in the classroom, but that could illustrate the class content;
- etc.

Stage f): Imagining activities / actions involving different kinds of actors together

To work effectively developing a Whole School Approach also implies to look at the larger context surrounding the school and the city (even if here, the idea of "city" is more related to an idea of "citizenship concerns" than the strict geographical limits of the city). That means for example:

- the Educational policies in the Region, the country, at European level;
- the evolution of the concerns issued from research and practices and reported through papers, books, documents, conferences, etc. and thus made available to the Learning Community;
- elements coming from the interculturality as it impacts the school: children of different cultures, incoming migrants, etc.;
- example of initiatives and practices that may be known by one or the other actors of the Learning Community and thus might be trialled in the school / community context;

Stage g): Bringing back lessons learnt to school

What happens in the "external world" enriches and complements what was learned in school. But it may also bring up a totally new and unexpected idea or situation. Thus, it is important to make explicit how such a novelty is articulated with what was learned in school.

Sage h): Evaluating for reflexive learning innovation

A whole school approach aims to include the entire school into the innovation and change process. For this approach to be effective, schools need to engage in continuous, cyclical processes for improvement. Schools that actively use participative learning and evaluation processes are in a stronger position to innovate.

Stage i): Extending to Education policy

It is important that schools, schools networks and learning communities are able to reflect and act at a higher level, in order to foster the implication of policy makers, and influence the evolution of the education policy, by taking into account the new elements.

NB: these stages may or may not occur in a practice; they are not necessarily taking place in the "order" suggested by the alphabetic naming.

The following table is a very synthetic view of what is related in the survey (see appendix#1 for the detailed reports).

**** means that the subject is presented, analysed, etc.; the number of stars is related to the degree of appearance.

NB: this state of the table might be completed all along the project if new practices and example are produced by partners.

Practice reference	CR-NVCR	CR-CPO1	CR-CPO2	IT-SASS	IT-CPP	MA-TTAaS
Headline	Non-violent conflict resolution	Peace-building School & Peace Award	LEAD-Online Counter hate speech online	the Sassolino kindergarten	Breaking the taboo on children's quarrel	Developing emotional literacy among migrant children
Stages covered by the practice						
Stage a) One classroom	****	****		****		
Stage b) One school	****	****		****	****	**
Stage c) Schools network	****	*****	****			**
Stage d) Enabling parents	****	***	***	****	****	
Stage e) Educating the community		**		****	***	
Stage f) Activities mobilizing various actors from "school and city"			****	****		
Stage g) Bringing back to school						
Stage h) Reflexivity and appreciation	**	****	****	***	**	**
Stage i) Acting on Education Policy	****				**	
Other elements						
Appropriateness		****	****		**	
Dissemination		****	****		****	

What does it mean for the actors in the Learning Community to consider a Whole School Approach to Arguing at School?

In a Whole School Approach, all members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families, local actors outside the school involved in the innovation process) feel responsible and play an active role in tackling educational disadvantage and preventing violence and bullying.

The first step in the whole school innovation and change process is establishing a positive school climate and culture, which requires a collective and collaborative effort from the entire school community: teachers, administrators, staff at every level, parents, and students. What is the school persona? Does it have a positive school culture and climate?

Family Engagement: are parents included in the school culture? Are they invested? And is the school vision considering empathy, respect, and generosity to the parents?

Community involvement: the learning community benefits from and is framed by not only the constraints, rules, and behaviours among the "city" (broad sense) actors, but also by all the opportunities offered to the children, such as children city councils, cultural organisations and events, sports clubs, etc. Not to forget the financial support for schooling and extracurricular activities.

Larger context concerns: beyond the local community, the opening to larger national and international issues such as those dealing with peace, multiculturalism, migration, inclusion, etc. are important to reflect upon the well being at school, and the issues of the conflict; all together with a special concern for the European level.

3. A suggested process to implement a whole school approach to wellbeing at school and benefiting from arguing

We are all different:

Every school is a different context and has diverse needs and starting points. The whole school approach is a framework that can be used to assess what exists, create a plan to address gaps and identify measures of progress.

The whole school approach includes:

- an overarching supportive, safe and inclusive school culture;
- school-based programs in and out of the classroom that focus on how to handle arguing at school, on social emotional learning and respect for differences;
- school policy that prioritises, monitors and reports on innovative psycho-pedagogical methods, with a focus on wellbeing at school and social emotional learning;
- vision of the School open to the community, building bridges with the key actors at local level, to bring community programs and resources into the school setting, to improve the school capacity and address families' needs beyond the classroom.

This vision comprises the following *aspects*:

Commitment to Staff Support and Development

What are the staff's values and expectations? What are the staff's competences? Is the school model based on empathy, respect and generosity and creating opportunities for staff bonding?

In service training, but not only.

A distributed leadership model in school, with an objective that is focused on improved learning, requires developing a reflective practice and sharing tasks and responsibilities across the entire school community. School leaders, teachers, should be encouraged to take on leading roles in a particular area of expertise, assume responsibility and take initiatives as individuals or groups; they should promote teamwork, multi-disciplinarity and professional collaboration among teaching and non-teaching staff, other stakeholders, professionals, and services.

School governance and culture

Decision makers, school principals, authorities, and stakeholders: competent and effective school leadership and governance are necessary to promote a positive and collaborative culture and ethos, which involves all school actors and to establish strong bonds with the community around the school.

School heads play a crucial role to develop and implement Whole School Approaches, in particular by adopting a more distributed leadership style and by creating space and time for cooperation. They need leaders with a clear vision, sense of organisation, capacity to take on new responsibilities, share authority and power, involve and promote dialogue between all school actors and with other stakeholders around a set of shared goals and responsibilities. Adopting a distributed leadership model also requires enhancing learners' and families' participation in school life and in formal and informal decision-making processes.

School open to community:

In a whole school approach, all members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families) feel responsible and play an active role in tackling educational disadvantage and preventing violence and bullying.

The different phases of the design / implementation / appreciation process

Phase one: Deciding to act and identifying what is in place already

- identify what happens and what matters in your school:
 - what is expected of us? How do we tackle the arguing at school now?
 - map what happens already: who leads what, how is information communicated and who is involved within and beyond school;
 - list what is currently being done by teachers in school when a conflict happens;
 - list what is currently been done regarding the WSA;
 - reflect upon teaching and learning;
- Identify concerns: whole school, specific groups and individuals, Schools Policies and strategies:
 - current challenges and opportunities identified – links and gaps;
 - evaluate current action plans and modify to close gaps and consolidate practices, to create a whole school policy;
 - use evidence to better understand current practice to decide what needs to be done;
- draft a first proposal on school policy about what to do when conflict happen, to be used with all stakeholders;
- set goals: immediate, short term, long term;
- establish a sense of urgency.

Phase two: Getting a shared understanding and commitment to change and development

- establish a positive school climate and culture; what is your school's persona?
- develop a common language and commitment based on evidence of what works:
 - shared definitions, to be understood and used (children, young people, teachers, families, other actors);
- establish a common vision for the school and targeted work, e.g. whole school approach:
 - start a dialogue based on the shared language and understanding;
 - gain a shared commitment - with pupils, staff, families, and other key actors;
 - Educational cooperation: Parents – and key actors out of the school (association, communities, etc.): family and community engagement: are parents included in the school life? Are they invested? Is the school vision based on empathy, respect, and generosity to the parents?
 - meet with student council to identify their concerns, conflicts + ways act when they appear them;
- set priorities for action:
 - work in partnership;
 - train all teachers in various methods that were found effective;
 - teach students methods and start using them;
 - inform parents of this new approach to get them on board;

- prepare a document, a school policy to be achieved;
- design a first implementation plan, collaboratively, with SMART objectives and a clear timetable, and an assessment strategy;
- evaluate to see if methods + action plans are working for each stakeholder.

Phase three: Building relationships and developing practices

- build capacity and relationship:
 - build links with external partners, etc.;
 - Identify development and information sharing opportunities for teaching and support staff; for local actors; for students and families, for actors of and in the city;
 - build relationship with local associations, municipality, etc. that support the change processes;
- collect data about needs, identifying gaps in data and provision:
 - consolidate what works;
 - evaluate additional and targeted provision to meet needs of students and staff;
- plan objectives and timescales to implement the vision agreed and:
 - decide what to change, when, who leads the change process, what outcomes? What roles are needed and who will take them?
 - define procedures for working with external partners agreed and implemented;
 - link to wider services established with agreement about actions and objectives;
- plan activities and actions:
 - list activity targeted to deliver objectives and meet needs and aspirations;
 - prioritise including tackling gaps in provision and expertise: who needs to agree;
 - schedule plan with milestones and named personnel taking responsibility for leading processes;
 - Identify new support and interventions and links made across practice; Specialist leadership, staff training for tackling critical situation, identification, avoiding violence;
 - bring in outside contributors to showcase different pedagogical methods that work for pupil or students;
 - present the action plans to external partners for their opinion and feedback (example youth workers PSD Eos, MLU Eos, etc., church schools + private schools, etc.).

Phase four: Implementing, reflecting and evaluating, tracking and appreciating progress, embedding and sustaining practice

- deliver the method “WSA for arguing at school”:
 - based on quantitative and qualitative measures that reflect the diversity of activities for which schools are responsible, and the different starting point/contexts in which schools operate (e.g. trying to measure the school’s ‘added value’), quality assurance mechanisms can play an advisory and supportive role to schools in adopting new psycho-pedagogical strategies; quantitative indicators and Quality assurance mechanisms are complementary and mutually reinforcing and are provided by PR1 and PR2;
- Train and Learn - who / when / how:
 - Teachers:

- teachers training follows a variety of processes among the different schools across Europe, both for pre-service and in-service learning processes. It may be interesting to share practices collected from other schools, through mobility projects or e-Twinning, for example;
- Heads and Staff:
 - the administrative actors and the persons representing the Education decision and policy makers in the school are key persons to "integrate" in the Learning process about Arguing at School; they might even take a large part in designing the context of them;
- Parents:
 - in the Whole School Approach, the first circle of enlargement of actors is most often the family (in a broad sense: parents, siblings, educators and social responsible, for example for children not depending on "traditional" family structure, etc.);
- Actors out-of-school:
 - the main idea of a Whole School Approach is to develop a learning and acting process and environment so that the benefits from putting in action the Arguing at School issues, findings and practices, may propagate across groups of persons, circles of decision and policy making, through not only formal training, but also informal and non-formal learning processes and activities;
- consider non-formal and informal learning opportunities for all audiences; develop reflexivity, self and peer appreciation of what was learnt and gained.
- track progress:
 - e.g. maturity indices of whole school progress - evaluation costs/benefits – interventions and school wide;
 - record pupil progress for individual and whole school needs as appropriate;
 - periodical meetings between teachers to observe what is going on, which results;...
- evaluate progress and change, modify as necessary:
 - know indicators of concern: identifying and acting on concerns promptly knowing the support and referral processes in place;
 - evaluate the action plans after meeting with all stakeholders;
 - involve group of students, give them the floor;
 - possibly use external monitoring and assessment mechanisms;
- report:
 - periodical reports to school leaders - they can share results with policy makers and city administrators;
- sustain:
 - part of school curriculum for all classes;
 - applicable in private life: e.g. Friendship cards may be used at home; Litigare Bene's steps too; Peer Mediation may have a strong influence on the family's culture;
 - permanent learning for all actors;
 - ensure impact and sustainability by using evaluation evidence and data to identify what is working, what needs to be changed, improved, remedial action taken;
- give peace a chance: let the method work, in reciprocal trust, and give time so that students may show their skills, for example in negotiation and mediation.

Appendix #1: form for collecting practices

CR-NVCR – School Policy on Non Violent Conflict Resolution

A	Description and context of the Practice CR-NVCR
1	<p>Short description of the action/ practice (A summary of all the content that will be developed in the different parts)</p> <p>1. VISION AND MISSION OF THE SCHOOL The vision of our school is "A school that learns and develops multiculturalism, transfers the necessary knowledge and a school that encourages sustainable development". The mission is our activities that lead us towards the realization of the Vision The values we cherish are listening to the local community and the needs of the people who live there.</p> <p>2. PROMOTING A CULTURE OF PEACE IN THE EDUCATIONAL PROCESS We often think about how important peace in our lives is for the good and quality functioning of the community in which we live and work. Our motto is that in today's time when violence and hatred seem to rule the world, it is not enough to just wish, it is also important to act. We believe that we can always start with small steps and changes in our lives, the lives of our families and communities. We believe that school is a place where children can nurture diversity and develop skills for non-violent conflict resolution, support cooperation and jointly design their role in multicultural school environments.</p> <p>1. INTRODUCTION OF NON-VIOLENT CONFLICT RESOLUTION TECHNIQUES</p> <ul style="list-style-type: none"> - In 2011, six teachers were trained for the basic level of conducting mediation at school as an innovative technique of non-violent conflict resolution - In 2012, all classroom teachers and subject teachers (23 teachers) completed the training. - In 2012, six teachers of the advanced mediation course were trained. - That year we started with mediation as conflict resolution - We conducted a series of research that guided us on how to most creatively and effectively implement mediation in the overall process. - In 2013, we received an award for creating the "Work Program of the School Mediator Club". The program includes education for students, teachers and parents - 2013-2019. in our school we have "Little mediators" (peer mediation) - according to the curriculum. We start education with students in the 4th grade, in the 5th grade they learn peer mediation, and from the 6th grade onwards they become mediators (those who undergo additional education). - In 2015, we participated in the Mediation Conference in Zagreb, where we presented mediation between teachers, and between teachers and students. - In 2017, three teachers participated in the pilot training Nonviolent Communication in France as part of the Erasmus+ EduCATE project, where they learned about the Litigare bene method.

	<ul style="list-style-type: none"> - In 2017, teachers who took part in EduCATE pilot training educated teachers of Gorski kotar and classroom teachers about the Daniele Novara method of non-violent conflict resolution called the Litigare bene for students from grades 1-3. classes that still exist today. - In 2018. two teachers went in Northern Ireland and took part in the conference called <i>Conflict Matters in the Classroom training</i>, which helped us in educating teachers about understanding conflicts between students (how conflict works). - In 2019. we participated in a meeting organized by the S.O.S association in Rijeka City Hall, where our students presented peer mediation and conflict corners (Litigare bene by Daniele Novara). - In 2019. following the recommendation, we presented school peer mediation and Litigare bene in the Republic of Montenegro in Podgorica, organized by the Center for Mediation Montenegro. - In 2019. we participated in the education of primary and secondary school teachers in the city of Zagreb organized by the Forum for Freedom of Education. On that occasion, we presented experiences in conducting peer mediation in our school. - In 2020, we prepared students to participate in the Civic Education exam on the topic of "non-violent conflict resolution". - Peer mediation is part of the school preventive program and the school curriculum. - In 2022, we introduced the Conflict corners (Litigare bene) and spread them to the local community and Primorje Goranska county and beyond. - In 2023. we are spreading the idea of mediation and Litigare bene to educational institutions in Croatia and beyond. After LTTA in Ogulin we started to implement Friendship Cards as a third method in our classes. In October Slovenian school Pivka invited our 2 teachers as invited experts as part of their Erasmus accreditation to present our experience in implementing 3 methods to their teachers and students. -In 2023. CPO delegation and representatives of the 2 school members of the Networ of Peacebuilding schools (our school OŠ Ivana Gorana Kovačića Vrbovsko and OŠ I.B. Mažuranić Ogulin) visited Ministry of Education and presented the programme “Conflict as an opportunity” with an aim spreading the idea of nonviolent conflict resolution among the network of peacebuilding schools in Croatia. Ministry decided to finance the programme.
<p>2</p>	<p>Type of development: action, project, initiative, funding, number of occurrences, periodicity, etc.</p> <p>From 2011 until today, we have been developing non-violent communication and non-violent conflict resolution through various activities. We work with students during head teacher’s class; especially with students undergoing training for peer mediators. Parents were informed about everything through parents' meetings. Depending on their preferences, teachers undergo additional training in mediation. All head teachers have undergone training in the methodology of introducing conflict corners.</p> <p>The financing of the education came from Erasmus projects and the school's own funds intended for the professional training of teachers. The education for the students took place during the year in the head teacher’s class for approx. 8 hours a year. Education with student peers as mediators takes place over the course of one academic year, lasting approximately 20 hours. Education for parents is organized twice a year.</p>

	Education for teachers is organized by institutions intended for mediation. As a part of KA1 project “Kako se djeca mogu svađati na dobra način prema metodi Litigare bene” in 2021. we organised a training for all teachers in our school about non-violent conflict resolution and Litigare bene method. We also informed our school administrative and cleaning staff about the subject.
3	<p>Time-line and stage of development: stage of development (Pilot project, consolidating, mature, concluded/discontinued) (Starting point, schedule, main stages, where is it at the moment, next steps?) If finished, synthesis of the unrolling)</p> <p>Nonviolent communication and nonviolent conflict resolution is part of the our school system and is systematically introduced into the teaching process. It is important that, due to the fluctuation of the teaching staff (retirement and the arrival of young teachers), care should be taken about the additional education of teachers. It is important who will coordinate this process. In the Republic of Croatia, care is taken by expert associates with the cooperation of the school principal.</p>
4	<p>Country/Region and brief description of the institutional, and policy context in which the practice was developed</p> <p>In the Republic of Croatia, the educational policy leaves it up to schools to introduce programs and projects that suit them. The national strategy and curriculum is based on encouraging non-violent communication and non-violent conflict resolution and is part of civic education.</p>
6	<p>Other useful information</p> <p>In the Republic of Croatia, some programs and projects in schools still do not have an evaluation system and a strategy for evaluation of the effectiveness of the program.</p>

B	Stakeholders participating in the action (Key actors, Institutions, etc.)
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6	<p>Number of stakeholders participating in the action / practice? Stakeholders covers all</p> <p>Since 2011. 1.200 students have completed their education about nonviolent conflict resolution (mediation and peer mediation); 36 teachers and approx. 980 parents. During the duration of the Erasmus project KA1 (2021.-2022.) project and this KA2 project, around 50 students were educated; 21 teachers and 40 parents. We also gave basic information about the nonviolent conflict resolution (Litigare bene and mediation) to the other school staff.</p> <p>During the corona period, we reduced the number of activities related to non-violent conflict resolution due to pandemic restrictions</p>
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7	<p>Who were there? students, teachers, school associates, parents, principal, entire school staff</p>
8	<p>How where they enrolled in the action? By whom? During KA1 project (2021.-2022.) students from the 1st grade till 3rd grade (7year-9year old) were solving their conflict situations using the learned methods (Litigare bene). We prepared for them 15 workshops about feelings, violence/conflict differences, Litigare bene method, verbal/nonverbal communication. They practiced skills such as : recognising their own and other people feelings, expressing feelings, active listening, negotiation, expressing needs, understanding other person point of view, making an agreement. In the 4th grade we started to implement mediation and during 5th-8th they get in touch with peer mediation. We recruit volunteers who want to be peer mediators (with the presence of the teacher) and they attend additional education.</p> <p>After the education (we had invited experts from CPP (Italy), the teachers monitored the students' conflicts and ways of resolving them, and they wrote it in the Conflict diary. They were writing about conflict situation, how they feel, what past experience have impact on their reactions and feelings, what are they believes and values about conflict.</p> <p>After receiving the information about the Litigare bene method on parents meeting, parents could use the method within their families.</p>
9	<p>Other information about participants</p> <p>Every student from every class in our school is included in education about the methods (Litigare bene and mediation) as well as their parents.</p> <p>We also presented our school experiences in using the Litigare bene method to the nearby kindergarten. We had education for their teachers and help them to create conflict corners. Also we disseminated the method to the kindergartens in Ogulin and Zagreb. We visited nearby school and presented all three methods to the conference on state level (500 participants online). Slovenian school Pivka invited our teacher and pedagogue to present all three methods (Litigare bene, mediation and Friendship Cards) to their teachers (30 teachers) and students (50 students 3-14 years old) as a part of their Erasmus accreditation. We continue to work together with our teachers and students. We also presented the methods to the special associates for prevetion programme in our county.</p>
C	<p>Content and Activities constituting the practice</p>
10	<p>Type of activities? Litigare bene method and Peer mediation (education for the teachers, workshops for students and parents meeting for parents, dissemination events and invited experts for teachers from other schools) With Friendship Cards we started this year</p>

11	Where did they take place? School
126	How many times (one time, every week, months, etc.)? During whole school year once a week or twice a month
13	Other information about activities

D	Observations
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14	<p>Could you describe briefly the main points of interest of each action? What was particularly satisfying or successful?</p> <p>It was very inspiring to watch students adopt and apply new methods of non-violent conflict resolution. You can witness how they are using new skills: recognizing and expressing feelings, active listening, understanding other point of view, negotiation. They learned to distinguish conflict from violence. They learned what violent communication means and that most communication is non-verbal. They learned to talk by using I messages and that You messages are messages that lead directly to conflict. It is an investment in future.</p>
15	<p>What could have been done better?</p> <p>We would like to have educated all subject teachers. We believe that the introduction of non-violent conflict resolution methods and non-violent communication methods can enrich the personal life of each individual.</p>
16	<p>What would you suggest for a further use of the same kind of action?</p> <p>Education of all teachers in non-violent communication and methods of non-violent conflict resolution.</p>
17	<p>Critical aspects in the application of the practice</p> <ul style="list-style-type: none"> -Education of ALL subjects involved in education sector and policy -support of the Ministry in introducing this method

E	Evaluation
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<p>18</p>	<p>How did you evaluate the action? The activities carried out marked our educational process and gave them a new dimension of conflict resolution from the earliest age of students. They brought parents closer to the educational process and thus created a better relationship with parents.</p>		
<p>19</p>	<p>What were the main positive points as seen by the participating Stakeholders? In the table below you can see the change of teacher believes through the process of implementing the Litigare bene method (2021.-2022.) The table is made on research of 16 Teacher Conflict Diaries. Students became more independent in resolving the conflict and they could use the method during their free time not just in the school. They learned important life skills which will certainly improve the quality of their life in future regarding relationships with other people (future partners, colleagues)</p>		
<p>SUBJECT</p>	<p>Traditional conviction (starting point)</p>	<p>Convictions after teacher's training (KA1 project)</p>	<p>Convictions after creating conflict corners (Litigare bene method)</p>
<p>Conflict</p>	<p>Conflict is bad Blaming (victim)</p>	<p>Conflict is an inevitable part of our everyday life No guilty part in the conflict</p>	<p>An opportunity to learn Everybody has right to express their side of story</p>
<p>Conflict resolution</p>	<p>Conflict cannot be resolved without intervention of an adult</p>	<p>Students can resolve their conflicts by themselves</p>	<p>Students resolve their conflicts in the conflict corners very successfully.</p>
<p>The role of the teacher in conflict resolution</p>	<p>The teacher should resolve the student's conflict</p>	<p>I observe how students resolved their conflicts I guide them with questions through conflict resolution</p>	<p>students go to the conflict corners to resolve their conflicts independently</p>
<p>Feelings</p>	<p>It's not important to express the feelings <i>- a male child must not cry</i> <i>- it's not good to be angry</i></p>	<p>- it is important to show feelings - it is important to recognize other people's feelings</p>	<p>- students talk about their feelings in the conflict and listen to how others feel.</p>

		<i>-do not be sad; it's nothing</i>		
	Control	- control over children during conflicts	- I need to be an observer and manager in children's quarrel	- I observe a conflict between students; I feel relief
20	How could the action be improved Continuous education especially the newcomer teachers.			
21	Does that suggest anything about the need of new / different actions? Which ones?			
22	Other information about evaluation			

F	Change and innovation management resulting from the action / practice
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23	What are the main effects recorded by the participating stakeholders? The changes that proved to be the most important are the independent resolution of conflicts among students. Change of belief among teachers and parents.
24	On which kind of actors? (the classroom, the school, the families, the social actors, the actors in the city, etc.)
25	How to enhance, disseminate, propagate the changes? Changes in the teaching process and participants should be systematically discussed at all levels of upbringing and education. The project should be extended to the local community, the County and the Ministry.
26	Other observations

G	Recommendations
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27	<p>What are the main aspects of this action/practice that could be easily reappropriated by other actors in a different context?</p> <p>The Peacebuilding Schools Network project called "Conflict as an Opportunity" of the CPO from Osijek, of which we are partners, can be used as a base for expanding the nonviolent communication project.</p>
28	<p>Which kind of advice would you give to colleagues that would want to start an action (similar or not)?</p> <p>The most important thing in the vocation of an educator is lifelong learning, which was also demonstrated by this project. Education on non-violent communication and conflict resolution methods are examples that can significantly influence life attitudes that can change depending on our roles. This realization empowers every person who becomes much more competent in professional life as well.</p>
29	<p>Other recommendations?</p>

H	<p>Other information, remarks, advices, ... you would like to share</p>
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CR-CPO1– Peacebuilding Schools Network and CR-CPO2 Lead Online Project

A	Description and context of the Practice CR-CPO1 & CPO2
1	<p>Short description of the action/ practice <i>(A summary of all the content that will be developed in the different parts)</i></p> <p>The Peacebuilding School was introduced in 2015 for primary and secondary Croatian schools that promote education for the application of non-violent methods in conflict resolution and active citizenship, and participate in solidarity in improving the lives and sustainable development of their school and local community. In 2024, the CPO will organize the first Student Fair which aims to gather all Peacebuilding Schools in one Forum. This will be achieved through events of networking students and teachers who will have the opportunity to share their knowledge and experiences on non-violent conflict resolution and perhaps even collaborate in future endeavours. This project was established as part of the “Krunoslav Sukić” Peace Award which was founded in 2009 by the Center for Peace, Nonviolence and Human Rights – Osijek. It represents the recognition for the promotion of peacebuilding, nonviolence and human rights in honour of one of its founders, the peace activist and humanist Krunoslav Sukić, whose education, knowledge and activities were motivated by recognition and respecting the dignity, integrity and rights of every human being, and even more broadly - of every living being and all created things. He was a conscientious objector. He represents publicly little known and recognized men and women who, despite the war and in the war and in such difficult, almost confusing transition times, did and are doing everything possible for us as a society and political community to progress towards a fairer, democratic society using non-violent methods - where individuals and the community will have space to develop their creative potential, but not at the expense of the other and without fear of the other - but rather to foster, maintain and improve peace by fostering solidarity and cooperation. The "Krunoslav Sukić" award and recognition for the promotion of peacebuilding, nonviolence and human rights is awarded for a special contribution to the protection and promotion of human rights and human freedoms and the consistent promotion of a culture of peace and nonviolence.</p> <p>The project LEAD-Online: Learn, Engage, Act: Digital Tools to Prevent and Counter Hate Speech addresses the need to strengthen critical thinking and digital & media literacy skills in young people, as causally linked to the low levels of reporting of and the “normalization” of hate speech online (HSO). The project will empower youth, teachers, media and social media activists in 7 countries (Bulgaria, Italy, Croatia, Romania, Cyprus, Greece, Austria) to become agents of change by 1) training them to recognize hateful discourses and underlying forms of intolerance prejudices and discrimination, using a rights-based approach; 2) providing them with innovative digital tools to classify, decode and counter HSO, and 3) opening up spaces for discussion of HSO, promoting attitudes and behaviour that respect human rights and values. The project includes empirical research, co-creation of online tools, in-person and online training, and outreach activities. Target groups are young people aged 14-19, educators, journalists, social media activists, b/vloggers; civil</p>

society organizations (CSOs), Internet service providers. Through online self-assessment tools we will produce hate speech ontologies, which will be used to develop, test and evaluate an innovative interactive online game, with resources in 7 languages to identify and counter HSO. Partners will run a series of events (LEAD-Online Talks) and online creative tools to reinforce the awareness of the chilling effects of the normalization of hate speech in society. Over 4000 young people and educators will participate in interactive learning formats on human rights based activism against HSO. Through the online game over 3500 users will learn to denounce hate messages in an online environment. Students, youth leaders, journalists, and educators will become co-creators of proactive narratives against HSO. Over 1400 participants in more than 20 public LEAD-Online Talks will gain new awareness of the wide implications of HSO and will get access to international networks and resources for countering hate speech. More than 35,000 people across the partner countries and beyond will be reached through online communications and information about HSO. The Hate Out! Game is a role-playing online game that will help players understand better hate speech online. The Game showcases realistic hate speech scenarios using simple graphics.

The player assumes the role of a community builder in the form of a robot who witnesses various incidents of hate speech online, which involve members of their small, simulated community as victims, targeted by the hate speech online monster, and is required to react according to their beliefs. According to the player's reactions in each scenario the bonds of the community progressively might get stronger or the community might become divided and incited with hostility. Reactions that allow hate speech to thrive will make the hate speech monster to grow and the community builder to start to deteriorate, while reactions that promote respect and freedom of speech will have the opposite result. The CPO has sent the Hate Out Game to dozens of Croatian primary and secondary schools, many of which are Peacebuilding Schools, and in Croatia the game has been played over 2,000 times with the number exponentially growing.

In cooperation with various NGOs (Nansen Dialogue Center, Dkolektiv, Zaklada Slagalica, PLANTaža and others), the CPO is organizing the second **Women's March** in Osijek (the first one ever being in March 2023). While in 2023 the March focused on women's worker rights, this year we are focusing on the safety of women: in the streets, in the healthcare system; in family homes; in their workplace etc. The topic was decided after a police officer killed a student in Osijek a few months ago, along with many other incidents and cases of femicide. The idea is to send letters to all parties going to the parliamentary elections occurring in a few months' time in Croatia. There we will demand answers to the questions previously stated and how they plan on addressing them if their party is to win the elections. Meanwhile, the CPO and other NGOs will conduct a research of data gathering where at the March we will present to the public the numbers of women who've suffered in any of the mentioned categories (e.g. domestic violence, femicide, sexual assault etc.). After the Women's March itself, we will conduct a subsequent research where we will figure out if the parties involved in the parliamentary elections answered to any of the demands. Before the March, we will also organize a number of workshops in colleges in Osijek where students and professors will be free to discuss these issues while making banners for the March, as well as printing slogans on their shirts which they will be wearing to the March. There will also be workshops conducted in the spaces of the Social Atelier in Osijek under the name "Mothers and Daughters". The idea is that as many generations of women in a particular family as possible will be invited to make banners and t-shirts for

	<p>the Women’s March while discussing feminist movements and activist. The goal is to share female experiences in Croatia and introduce younger people with societal issues and the presence of misogyny and violence against women in our society while teaching them the history of it all. In this way, they can learn about such things in a safe space with their family members while discussing peaceful conflict resolution.</p>
<p>2</p>	<p><i>Type of development: action, project, initiative, funding, number of occurrences, periodicity, etc.</i> Women’s March: Initiative LEAD-Online: Project Peacebuilding School: Project</p>
<p>3</p>	<p><i>Time-line and stage of development: stage of development (Pilot project, consolidating, mature, concluded/discontinued)</i> <i>(Starting point, schedule, main stages, where is it at the moment, next steps? If finished, synthesis of the unrolling)</i></p> <p>Peacebuilding School The study-educational visit of Peacebuilding School Award winners will be held sometime in September of this year. Currently, it consists of 5 days where students and teachers will stay in Osijek and have workshops in different parts of Slavonia. Furthermore, it will entail a visit to the Vučedol Culture Museum and Archaeological Site, as well as a visit to Ovčara (Vukovar Massacre) where they will be able to learn more about the Croatian War of Independence. Students and teachers will also have workshops in the Town hall where they will share experiences with the students and teachers of Vukovar who are still suffering from the consequences of the Homeland war and learn about the peaceful reintegration of the Slavonia-Baranja region of Eastern Croatia. The study-educational visit also includes a visit to the Cultural and Scientific Center "Milutin Milanković".</p> <p>LEAD-Online project The LEAD-Online project is ending at the end of February, while the Peacebuilding School is an on-going project for over 8 years now as part of the “Krunoslav Sukić” Peacebuilding Award which was established in 2009. The Women’s March will be held on International Women’s Day (March 8th), and the workshops within college associations in Osijek will be conducted either at the end of February or the beginning of March.</p> <p>Women’s March The Women’s March and its workshops are mostly organized with only a few things in the program to be confirmed. The research regarding the stated aspects is being gathered by law students and experts in the partner NGOs.</p>
<p>4</p>	<p><i>Country/Region and brief description of the institutional, and policy context in which the practice was developed</i> The Peacebuilding School project is a direct result of CPO’s work and, for now, it concerns schools in Croatia. The LEAD-Online project covers, besides Croatia, the following</p>

	countries: Bulgaria, Italy, Romania, Cyprus, Greece and Austria. The Women's March and the workshops surrounding the event concert the Osijek-Baranja County.
6	<p>Other useful information</p> <p>Most of the information stated in this form can also be found in more detail at:</p> <p>https://centar-za-mir.hr/hr</p> <p>https://www.lead-online.eu/</p> <p>https://krunoslav-sukic.centar-za-mir.hr/</p>

B	Stakeholders participating in the action (Key actors, Institutions, etc.)
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6	<p>Number of stakeholders participating in the action / practice? Stakeholders covers all</p> <p>Peacebuilding school When it comes to the Peacebuilding Award Ceremony, dozens of students and teachers (around 10 students and 4 teachers of each school) from the two winners of the schools are invited to participate and receive the Recognition, they are also all invited to the study-educational visit where we also invite our externals experts, such as educators from Vukovar, and the people who were behind the peaceful reintegration of Eastern Croatia, like Katarina Kruhonja.</p> <p>The Lead Online project consists of 7 partner countries: Bulgaria, Italy, Croatia, Romania, Cyprus, Greece, Austria. Between these countries there are 7 organizations: Sofia Development Association Forma.azione Center for Peace Asociatia Divers Future Needs Management Consulting Ltd Hellenic Open University ZARA Training gemeinnützige GmbH</p> <p>Women's March Regarding the Women's March we have numerous partners as well as associates which are estimated around a few dozen, and in regards to the March itself we expect a few hundred people in Osijek (to paint a better picture, last year's March held around 500 people).</p>
7	<p>Who were there?</p> <p>Peacebuilding School When it comes to the educational study visit of students and teachers of the Peacebuilding School program, around 10 students and teachers are invited from each school for a 5 day stay, as well as multiple educational experts</p> <p>LEAD-Online</p>

	<p>Regarding the LEAD-Online project there are 6 partner countries with thousands of students who have played the Hate Out! Game.</p> <p>Women’s March The Women’s March involves numerous NGOs and around a dozen people in the main committee, and dozens of students are planned to attend the workshops in college spaces, while multiple families are planned to attend the “Mothers and Daughters” workshop.</p>
8	<p><i>How where they enrolled in the action? By whom?</i></p> <p>Peacebuilding school The nominees nominate themselves by filling out a form with stated criteria for entry and are then chosen as winners by our committee.</p> <p>Lead online The students for the Hate Out! Game were chosen by the teachers to whom we’ve sent the invites and the Handbook that describes the game, the project and provides resources on hate speech online. The families will be free to attend the workshops via invites on social media, as well as college students whose associations will receive invites to participate.</p> <p>Women’s March The March is organized by most of the same NGOs as last year (they were previously stated), but the participation for the workshops is voluntary and anyone can sign up with no specific criteria for participation via signing up through social media platforms.</p>
9	<p><i>Other information about participants</i></p> <p>Websites of the aforementioned projects and events:</p> <ul style="list-style-type: none"> • https://www.lead-online.eu/ • https://krunoslav-sukic.centar-za-mir.hr/hr • https://centar-za-mir.hr/hr

C	Content and Activities constituting the practice
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10	<p><i>Type of activities</i></p> <p>Peacebuilding school As it was previously mentioned, the “Krunoslav Sukić” Peace Award consists of an Award Ceremony and a 5-day study-educational visit.</p> <p>The LEAD-Online projects, besides the creation of the video game itself and other project activities, consists of conducting the Hate Out! Game within numerous Croatian primary and secondary schools where the students can learn about hate speech (online) and how to counter it on real life scenarios by playing the game.</p>
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	<p>The Women’s March will conduct activities in colleges with the students, as well as a workshop called “Mothers and Daughters” where all family members are invited to come and learn about feminist topics within a creative art workshop.</p>
11	<p>Where did they take place?</p> <p>The “Krunoslav Sukić” Peace Award Ceremony takes place in the Croatian National Theatre in Osijek, while the Peacebuilding School takes place in Osijek, Vukovar and Dalj.</p> <p>Lead Online The Hate Out! Game days when the students and teachers familiarized themselves with the game itself happened in their chosen time in their school throughout a month or two.</p> <p>Women’s March The events for the Women’s March will happen in the spaces of colleges in the Osijek-Baranja County and there will be some creative workshops conducted in the spaces of the Social Atelier which is a partner NGO. The March itself will be held in the Osijek main square.</p>
126	<p>How many times (one time, every week, months, etc.)?</p> <p>The “Krunoslav Sukić” Peace Award is celebrated by a one-day ceremony in December, while the study-educational visit as a part of the Peacebuilding School Award consists of 5 days.</p> <p>The LEAD-Online National Hate Out! Game days occurred a few times in multiple months, where students all over Croatia played the game and learned about online hate speech and how to counter it, while educators were provided with a Handbook on this topic.</p> <p>The Women’s March is a one-time event, but includes meetings of the organization committee twice a month for around 3-4 months, as well as a few events in February prior to the March itself that were previously mentioned.</p>
13	<p>Other information about activities More information regarding the stated activities can be found at the link previously stated.</p>

D	Observations
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14	<p>Could you describe briefly the main points of interest of each action? What was particularly satisfying or successful?</p> <p>When it comes to the Peace Award, it’s always rewarding to see the students interacting and sharing experiences. The most important and grateful thing is to create dialogue where there was none and to keep it going.</p>
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	<p>The Hate Out! Game of the LEAD-Online project, which has been introduced to thousands of European students, helped both students and the school staff to familiarize themselves with the concept of hate speech and how it differs from freedom of speech. Most importantly, it showed them how to react to hate speech online when encountering it.</p> <p>The Women’s March is set to hopefully make some real changes in the local elections as well as the local policy making when it comes to women’s overall safety.</p>
15	<p><i>What could have been done better?</i></p> <p>Probably the most common struggle of a lot of NGOs is undoubtedly the lack of financial resources and employees, which is definitely something the CPO also struggles with sometimes. Fortunately, we have a great collective that always aspires to have the best results possible with the resources that we have at our disposal, as well as a great number of volunteers who are able to jump in and do any tasks that are needed for a particular project.</p>
16	<p><i>What would you suggest for a further use of the same kind of action?</i></p> <p>One of the main things to focus on when wanting to conduct a project or initiative is networking. The support on not only the local, regional and national level, but the European level as well means a great deal to NGOs who face a lack of economic, human, and other resources. It’s also beneficial to start organizing a particular action as soon as possible. It’s crucial to promote the event on social media to get people interested and talking about it. As a result of a huge number of things that go into organizing a single event, sometimes the actual promotion of the event can suffer and less people will show up which is not ideal.</p>
17	<p><i>Critical aspects in the application of the practice</i></p> <p>A good group of people who are ready to work on the wanted outcome, enough resources, the actual need for the practice on a larger scale, meaning it will make an actual impact.</p>

E	Evaluation
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18	<p><i>How did you evaluate the action?</i></p> <p>Our project the “Krunoslav Sukić” Peacebuilding Award is evaluated via reports, as well as the LEAD-Online project. The reports consist of the entire process in detail as well as the wanted outcomes. Furthermore, the Peacebuilding School evaluation contains:</p> <ul style="list-style-type: none"> - surveys and interviews with students, teachers, and school administrators from participating schools; - quantitative data related to indicators of peacebuilding and community development, such as the number of conflicts resolved non-violently within schools; - participant observation; - comparative analysis;
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	<ul style="list-style-type: none"> - stakeholder feedback; - longitudinal studies. <p>The Women’s March is evaluated by looking at the data regarding the following:</p> <ul style="list-style-type: none"> - number of participants; - diversity of participants; - participant reactions; - media coverage; - evaluation collaboration with other non-governmental organizations, activists, and institutions. Close collaboration can increase the event's impact and contribute to strengthening the support network for the fight for women's rights. <p>The Lead-Online project is evaluated by reporting to the stakeholders, via financial reports, stakeholder feedback and feedback of the students and teachers who have used the Hate Out! Game.</p>
19	<p><i>What were the main positive points as seen by the participating Stakeholders?</i></p> <p>All the mentioned projects are still ongoing, but the fact that most stakeholders still support our projects, especially the Peace Award. Even after 15 years a lot of the same organizations and people are still helping in making the Peace Award happen in order to spread awareness and give recognition to those whose values are rooted in nonviolence and peacebuilding and those who enrich their communities.</p>
20	<p><i>How could the action be improved</i></p> <p>As it was previously stated, more human and economic resources could greatly improve the process of conducting the actions.</p>
21	<p><i>Does that suggest anything about the need of new / different actions? Which ones?</i></p>
22	<p><i>Other information about evaluation</i></p>

F	Change and innovation management resulting from the action / practice
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23	<p><i>What are the main effects recorded by the participating stakeholders?</i></p> <p>The 15 year tradition of the “Krunoslav Sukić” Peace Award certainly shows its benefit by bringing in new Peacebuilding Schools year after year who are nominated for their peacebuilding efforts. This long tradition allows for a creation of a forum of these schools which later get to cooperate and share their common knowledge and aid in the inclusion of other, smaller schools. Also, there was a huge interest recorded when it comes to the Hate Out! Game considering the fact that the goal of played games was 500, and the game</p>
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	<p>has been played by over 2,000 students in Croatia so far. This shows us that there is an interest within the Croatian youth when it comes to learning about conflict and how to recognize aggressive communication as well as counter it.</p> <p>The first Women’s March in Osijek which was held in 2023 marked a number of around 500 people which exceeded initial expectations of the organizing committee considering the fact that the people in the town of Osijek don’t have a habit of protesting. This year’s March however is focused more on local and regional level changes when it comes to the safety of women in every aspect of everyday life.</p> <p>Considering that the LEAD-Online project is still on-going, the evaluation of the impact is still not complete. But considering the numbers of the students and teacher staff which has been familiarized with this project promises great results of hopefully less hate speech within the school environment.</p>
24	<p><i>On which kind of actors? (the classroom, the school, the families, the social actors, the actors in the city, etc.)</i></p> <p>First and foremost, in the classroom, the school itself, and of course in family life. And yet the main goal is always to impact the macro level of change, such as the policy making and government bodies who have the power to create change, which is what we’re hoping to achieve with the Women’s March and what could be the impact of the LEAD-Online project, as well as, of course the Arguing at School project.</p>
25	<p><i>How to enhance, disseminate, propagate the changes?</i></p> <p>It’s always important to dedicate as much time and resources as possible when conducting a project or action. Lobbying for topics such as safer school experiences and less violence is crucial to make permanent change in the system.</p>
26	<p><i>Other observations</i></p>

G	Recommendations
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27	<p><i>What are the main aspects of this action/practice that could be easily reappropriated by other actors in a different context?</i></p> <p>The aforementioned projects and actions are applicable to most if not all European countries. The focus should always be on building a tradition of these values, such as the culture of nonviolence and peacebuilding. Furthermore, some actions can be achieved with a lower budget; such as the Women’s March which doesn’t require as much resources if you have a broad social network and can gather do right people.</p>
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28	<p><i>Which kind of advice would you give to colleagues that would want to start an action (similar or not)?</i></p> <p>We would advise more cooperation of NGOs with the educational system and more active work in the community itself for the best results. Implementing new ideas into schools and writing projects to better the school system is great, but getting first-hand information from the educators, students and the entire teaching staff is crucial for adequate and correct response to their needs.</p>
29	<p><i>Other recommendations?</i></p>

H	<p>Other information, remarks, advices, ... you would like to share</p>
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30	<p>The Centre for Peace's activities are always rooted in non-violence and the culture of peacebuilding. Therefore, we are always looking for new ways to help our community incorporate these aspects into their lives. We believe that projects like these can aid the most vulnerable groups in societies in searching for alternative ways when dealing with conflict in life.</p>
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IT-SASS – WSA in the Sassolino

THE EXPERIENCE OF THE SASSOLINO

Developing a *Whole-School-Approach* - WSA to the educational management of the conflict has meant for the Montessori Kindergarten "The Sassolino", managed by Foundation INTRO, add year after year some small pieces to the experience, trying to broaden the action to all stakeholders.

The starting focus: teachers...

In the case of Sassolino, the approach was marked by the choice to implement the *Litigare Bene* method developed by the *Centro Psico Pedagogico* directed by Daniele Novara.

However, the acquisition of the know-how necessary for the educational management of conflict can never be definitively acquired.

On the one hand, it is essential to constantly **monitor the practices** carried out at school, refining them according to the emergence of specific needs (often dictated by special needs of children). It is also necessary to verify that in practice we **keep in line with the essential references, pedagogical and methodological**, of the chosen approach, to make conflict management increasingly evolutionary for children.

On the other hand, it is inevitable **to manage the usual turnover of school staff**, and therefore to provide periodic moments of initial training or updating, facilitated by the fact of having internally senior figures who have experienced the approach for several years .

An important leap was represented by the fact that an internal figure has undertaken over time, supported by the organization, the acquisition of the know-how necessary to take on the role of trainer of the Litigare Bene method.

This knowledge can not only be used within (towards fellow teachers), but also towards other school stakeholders and the all community.

... and the parents of the attending children

They are clearly the second decisive focus for developing a WSA to conflict education. From the first contact - during the **Open Day** - the proposed approach is presented to parents, starting from the **official documents** declaring the educational proposal of the school (in Italy the *Triennial Plan of the Training Offer* - PTOF). This is the occasion to present to the parents the conflict corner - at Sassolino it was called "The red bench" - the role of the teacher in the conflict, any media used to allow children to identify and manage emotions (books, images, drawings).

In the **specific meetings related to the initial period of the child**, we return to the theme, since it is clear that the maximum evolutionary result is obtained when creating a substantial agreement between the approach lived at school and that lived in the family.

The **periodic individual interviews** that are held during the year inevitably become moments in which, starting from concrete situations (quarrels) experienced by children, teachers can enter into details of the educational approach to the conflict, telling the dynamics and the ultimate sense of the approach.

One assembly a year is explicitly addressed to deepen the theme with parents. They are periodically posted and made available to parents **ad hoc articles** on the subject, both of our production - and intended for specialized magazines - that of third parties.

Step three: the community

Over the years, **paid training courses** have been proposed, aimed at all parents in the area, but clearly also at internal ones, with short-term workshops, but sufficient to allow parents to experience themselves at home with this way of managing conflict between children.

The theme was also touched, at the level of popularization and awareness, during several **traveling meetings in the province** that intercepted the interest of informal groups of parents, but also of associations. Within a series of meetings with a pedagogical and educational background, it was therefore proposed to explore the focus of the conflict as a function of learning socio-relational, emotional and emotional skills.

The same work of raising awareness has also been done across a program of meetings on a local scale that have been held for several years in **public libraries** in the area. In this case the target has always been mixed, with a certain prevalence of education professionals compared to parents, depending on the general issues addressed.

Other more structured and specific forms of dissemination were realized through **ad hoc conferences, free for participants**, with the ideator of the method Litigare Bene, the pedagogue Daniele Novara, managing to intercept very high numbers (a few hundred people). To broaden participation, the conferences were also made available for **streaming** in an equipped room, made available by the school.

These, too, are certainly very valid ways for the dissemination of the theme.

The world of school

Several paid **workshops for teachers** have been realized by the territorial trainer who collaborates with the Sassolino, activating in some cases both **public funding** (a local area network) and **non-profit funding** (through foundations).

On one occasion they managed to enter a very large school institution, providing training and monitoring to dozens of teachers.

The work of training of the territory has often passed also for **the reception of interns** who, present in the school to train on Montessori, in reality could also touch the educational aspect of the conflict.

Similarly, over the years the school has welcomed outside teachers to make **observations** for more or less long periods, even from abroad.

To document the work done and facilitate its transferability, in respect of the privacy of children, **live videos** have been made that tell the quarrels and their evolution.

Through the project "Arguing at school" it was finally possible to carry out **a verification work on long-term learning**, bringing together a group of adolescents at a distance of years and asking them to investigate the legacy of their childhood experience on their evolutionary conflict management skills. With the aim of spreading information and raising awareness, the work carried out has been documented through **a short documentary film**, made available free of charge on the web.

IT CPP - Breaking the taboo on children's quarrels

A	<p>Description and context of the Practice IT-CPP Breaking the taboo on children's quarrels, with the Litigare Bene method by Daniele Novara and other methods for arguing at school.</p>
1	<p>Short description of the action/ practice (A summary of all the content that will be developed in the different parts)</p> <p>The action that is attempted to be described here on several levels is the breaking of the pedagogical taboo on peer quarrels, a topic that has “normally” not been dealt with in the history of pedagogy and is almost absent in teacher education, both pre-service and in-service.</p> <p>The action is to focus on the concrete dual phenomena of peer quarrels on the one hand and adult reactions on the other, thus opening a space for intentional, conscious, and well-regulated pedagogical work.</p> <p>The practice discussed here is to enhance the agency of students, even when they conflict with each other, by providing them with clearly regulated methods and contexts for verbal conflict within a pedagogical setting that protects all the people involved and gives them permission and rules to learn while living conflicts in safe manners. By overcoming the taboo of quarrelling, adults can create new educational spaces in which students can develop their social skills, precisely because of the role and the appropriate educational distance of the adult, who does not directly intervene in contentious issues, but creates a safe and regulated space and time that works and reduces the risk of violence. When the action is shared by a large number of adults, and thus at the level of the WSA, it produces not only effective pedagogical tools but also a change in cultural perspective that affects the whole school and its territory.</p> <p>Breaking the pedagogical taboo on quarrels means professionalizing teachers and liberating students' agency and subjectivity.</p> <p>Daniele Novara's Litigare bene method is the only one that works from the earliest age, and all other methods for later ages use its 4 steps - even without the need to enunciate them. However, all methods are effective in <i>creating a safe context for students</i> that is enriched with different tools for children who can read or elder students.</p> <p>Thus the work carried out systematically and comprehensively for the age group from 2 to 10 years could probably also facilitate the dissemination of all the other methods for teenagers, which are essentially varied and refined articulations of the part concerning the choice to make the litigants talk to each other. The adult role is not to judge, but to exercise other pedagogical and organizational guiding functions that allow the use of different methods, suitable for different age groups, until the end of compulsory schooling.</p> <p>In order to describe how the practice operates at the level of WSA, we need to consider the different levels of action of the adults who put it into practice, which are highly variable in terms of the range of actions they can achieve in their social and professional roles.</p>

2 ***Type of development: action, project, initiative, funding, number of occurrences, periodicity, etc.***

There are different levels of actions and practices, which can be described from the micro level to the broader and more complex levels.

1. *Any individual adult, teacher, or parent*, who learns about Daniele Novara's pedagogy breaking the taboo of quarrels with the method Litigare Bene. Reading one or more of Daniele Novara's books, and attending a conference or a CPP training course on this or other topics allows one to have the information about the existence of pedagogical methods for dealing with quarrels. (This also applies to other methods, such as Peer Mediation, Friendship cards – with the "we agree to disagree" card, and others listed in PR1, all of which follow the 4 steps of the Litigare Bene method and thus break the taboo on quarrels, even if usually they do not need to underline the problem of taboo. Methods differ in the way they promote competent conflict interaction between the disputants and details.) For some people who are already attuned, this level is sufficient to understand how the method works from the simple description and enunciation of the 4 Steps to Litigare Bene, and then to be able to apply the method in daily practice, in a way that is appropriate to one's sphere of action, even in the family. Since some of the books are also in German, Russian, Chinese, and other languages, the number of these individuals is in the tens of thousands or more, considering that not all readers/participants have the opportunity to apply the method. (This number rises even higher when all the methods described in PR1 are considered, including Mediation, which is a juridical practice, this increases the number of people who know what it is.) However, since the Litigare Bene method is generally considered by many to be counterintuitive because it requires adults *not to do* to children what "*you have always done*," this level could be called "*white flies*" and its practice is daily if they interact with children daily. Funding is personal if they are readers or refer to parents' school funding or conferences if the case or funding channels for teacher courses.
2. *Small or very small groups of teachers or parents* from the previous level who work in the same area or even in the same classes and who have attended a CPP training on the Litigare Bene method. This level allows them to go a step further: not only to apply the method in cases of quarrels between children but also to tell their colleagues. It is a precise method. Its main point is breaking the taboo of quarrels. It is about applying it, not just about being able to deal effectively with "disruptive" situations. I would call this the "*Pioneer*" level. They or their school or Municipality may have paid for their CPP's training.
3. *Small kindergartens* where the method is used with the cooperation of all teachers who have attended the CPP training and have built the necessary conflict corners with the children, such as the intercultural school in Shtupel in Kosovo, after the war, where the teachers, *Kosovar and Serbian together*, used it for years until the kindergarten project received international funding. In Italy,

many are connected to the network Litigare Bene, which also supervises them after the initial training. They can apply to the CPP for the “We know how to Litigare bene” stamp, which the CPP issues to schools that meet the criteria established if the method is used effectively and continuously in the school. Here the funding is school-based or international. (In some cases, these schools are connected in networks, such as the FISM in Italy or the schools in a municipality or consortium).

4. *Classes in schools* where one teacher uses a method, without negative interference from others. Classes or interclass sections of elementary schools where the Litigare Bene method is used by all teachers can apply to the CPP for the “We know how to Litigare Bene” stamp. Networks of schools use other methods, such as the networks of Schools for Peace in Croatia, and the Sicure Scuole network in Liguria, which uses the MNR method described in the appendix to PR1 with much older students, following the LB 4 steps. Schools in the EU and elsewhere that practice peer mediation or use other ways to learn mediation, such as the box game “Medianos”, designed in 2020 in Italy.
5. *Preschool or primary school* that uses the Litigare Bene method at the WSA level and has received the CPP stamp and continues to use the method for years and can host Erasmus teachers for job shadowing, such as the partner school II Sassolino. This is the level of “*pilot schools*”.
6. Teachers, pedagogues, counselors, and trainers who have attended numerous CPP courses (Three-Year Counseling School) and have become territorial *trainers of the Litigare Bene method*. The comprehensive training includes work on the educational autobiography, and on the education received on conflicts. The autobiographical emotional resonance in many cases explains the difficulty of some adults to cope with the stress aroused by children’s quarrels, which go precisely to intercept the emotional “sore dots” of adults that reactivate suffering rooted in the education received during childhood.
7. *Headmasters of Comprehensive Institutes* (3 to 14 years students) who have attended CPP training/know the methods and organized courses in their school, can initiate the possibility of applying the method at the WSA level for several years. The negotiation skills developed in children continue to be valued in the next grades. Suppose the Headmaster leads the school in this direction. In that case, a WSA can take place that is then externally recognized, as happened in 2016 at the [Chamber of Deputies](#): one of these Comprehensive Institutes participated in an event organized by the Childhood and Adolescence Authority (with a focus on mediation). The school pedagogue, a recognized and widespread role in Croatia, present in other countries under different names, is to be placed at this level, that is, in a decision-making and usually active role in relation not only to students and teachers but also to parents’ associations and other subjects and institutions active in the territory. Sometimes the Regional Education Offices organize Parents’ Schools on these subjects. In Italy the CPP Parents’ Schools are generally held in free admission theatres with different funding).

	<p>8. <i>CPP staff.</i> The work on the Litigare Bene method is part of the psycho-pedagogical and training work on <i>conflict</i>, understood in a much broader sense than the management of quarrels between children. This work includes many other aspects to develop in adulthood a more aware and equipped conflict competence, which is the opposite of the “conflict deficiency” that characterizes violent behaviour. The topics of teacher training for competent conflict management or methods for managing student quarrels, which are more limited, led to Erasmus+KA2 activities (EduCATE and LaS). On the topic of school quarrels, the CPP has organized three dedicated national conferences, starting with the presentation of the research in 2011, before the publication of the book by Daniele Novara and Caterina Di Chio, until the conference in 2022, where the LaS project had a place. Thousands of people attended these conferences, both in person and online, and the participants paid for them and still can find the last one available online in Italian.</p>
<p>3</p>	<p><i>Time-line and stage of development: stage of development (Pilot project, consolidating, mature, concluded/discontinued)</i> <i>(Starting point, schedule, main stages, where is it at the moment, next steps?)</i> <i>If finished, synthesis of the unrolling)</i></p> <p>Each of the previous 8 levels has its timeline, different for each person/school. The CPP began its research and activities in 1989.</p> <p>One could date the Litigare Bene Method with the 2011 research published in 2013, but there were similar but less recognizable and transferable applications many years earlier. It might be interesting to date the stages of development in the use of the Litigare Bene method from the partner school Ivan Goran Kovacic. In 2017 it started with level 2: three Croatian teachers participated in a learning week in France (EduCATE). (Their school has been chosen for that because of their long experience in Peace Education and Peer Mediation.) After a few years of practice in the classroom with the Litigare bene method, they wrote an annual KA1 job shadowing project. They went to Montessori Children’s House Il Sassolino and experts from the CPP went to Croatia in 2022. They are a partner in the current project, invited Croatian and Slovenian schools to the LTTA, and published their curriculum of activities for students and parents, in Croatian as well as in English, within the broader PR2, not to mention the related successful dissemination of results and advocacy activities at the Ministry.</p> <p>However, none of the timelines can be considered complete, as the topic of managing peer conflict is/should be part of the school routine and teachers’ basic classroom management skills, it is not a specific type of content or activity, <i>but a basic skill in managing learning groups</i> from 2 to 18 years old. The management of conflicts at school is either taboo or not addressed in routine teacher training because the subject and the educational potential it contains are generally mixed with other topics. Bullying is a form of violence, not a quarrel, and in any case does not concern the little children. Quarrels are a topic different from violence against specific categories of victims (women, LGBT+ people, or other minorities). Issues related to war or migration traumas, of which many students are bearers, are no quarrels. Finally, ADR (Alternative Dispute Resolution) is a professional practice that characterizes the adult world, not a pedagogical practice. This</p>

	<p>mixture of issues, which is also present in our PR2, means that the phenomenon of peer conflicts is difficult to grasp in its specificity and potential.</p> <p>The confusion between conflict and violence, which is very common in adult culture and linguistic practices, not only in Italian, overshadows the spontaneous phenomenon of children quarrelling. Like play, quarrel is a spontaneous practice of relationships that allows children to learn many basic skills. Unfortunately, adults rarely associate infantile bickering with their play, even though this association is conspicuous and constant in the phenomenology of play and bickering. Instead, they often associate squabbling with fighting and violence, but at the same time, many adults are not effective at stating the prohibition against verbal and non-verbal violence, which of course applies first to adults as well as to children among themselves. (Learning violence is more common than learning to quarrel well.)</p>
<p>4</p>	<p><i>Country/Region and brief description of the institutional, and policy context in which the practice was developed</i></p> <p>This description can be found in the results of the EduCATE project, not only on the topic of peer quarrels but also on the more general topic of conflicts and their nonviolent transformation.</p> <p>In Italy, there is still no role of state-paid school pedagogues working full time at school, as in Croatia and other EU countries. This is a major limitation for the diffusion of the method in Italy, which is only recently on the political agenda of some regions, such as Lombardy, which will place a pedagogical figure alongside the school psychologist, in order to give concrete answers to the problems of childhood and adolescence aggravated by the coronavirus pandemic.</p> <p>In terms of geographical distribution, the first levels, defined as 1 to 4, are present in Italy, Croatia, Malta, Switzerland, Germany, Spain, Russia, China, Turkey, Albania, and Kosovo, due to translations of books by Daniele Novara that contain descriptions of the Litigare bene method.</p>
<p>6</p>	<p><i>Other useful information</i></p> <p>There is a special case in Switzerland. In the Canton of Ticino, the Italian-speaking region of Switzerland, the Department of Education has been using the CPP's interactive exhibition <i>Conflicts, quarrels, and other hassles</i> in 36 schools since 2000. A large number of eleven/twelve-year-old classes are working on quarrels under the guidance of a specialized group of teachers and with the organization of student peer activities involving the animation of the exhibition itself and the practice of the peer mediation method described elsewhere in the LaS project results.</p>

<p>B</p>	<p>Stakeholders participating in the action (Key actors, Institutions, etc.)</p>
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<p>6</p>	<p><i>Number of stakeholders participating in the action / practice?</i></p> <p>To calculate the number of teachers, parents, coaches, school directors, non-teaching staff, etc. who have been involved in activities related only to the Litigare Bene method in the last 15 years, at all the levels described above, would be an arduous task in Italy. But one would also have to add the other countries mentioned above, and those who work with other pedagogical methods for quarrelling at school from 2 to 18 years old, who respect the 4 steps, using different rituals and rules to make students negotiate or mediate conflicts among themselves.</p> <p>Since breaking the taboo of quarrels is a cultural innovation for a good part of a single humanity on the planet, regardless of their “races” or cultural differences in other aspects, we are talking about “conscientization” - as Paulo Freire would say - that would require other indicators. There are and have been indigenous cultures that do not need to take the two steps back, they simply do not punish children, but in many cultures, adults overlap between educational practices and punishment, even against litigants. Maria Montessori’s concept of a hidden conflict of adults against children (see PR1) is about the whole of humanity, beyond cultural differences, too, and the punishment for quarrelling children is a small part of it.</p>
<p>7</p>	<p><i>Who were there?</i></p> <p>Here “action” doesn’t mean a single project or conference or course, but a system of numerous actions carried out by tens of thousands of different individuals who do not even know each other. In practice, all of them are leaving behind <i>the pedagogical taboo of quarrels</i>, in order to accompany the education of their children/pupils/students less violently and more competently, equipped also for moments of relational difficulties and disagreements among peers.</p>
<p>8</p>	<p><i>How were they enrolled in the action? By whom?</i></p> <p>As far as level 1 is concerned, it is true that each subject is involved, without any obligation or pressure: they read a book that they have bought or received as a gift, and then they may try to use it in the family and their extra-familial educational role if they have one.</p> <p>For the later levels, it is important to note what the teachers repeatedly point out that they have come to the CPP to learn the Litigare Bene method because there is at least one child who is “difficult to handle”. <i>A single child can show the limits of the pedagogical habits used in case of quarrels</i>. This situation stimulates the teachers to delve deeper into the subject of quarrels and to look for a more effective approach, accepting to modify their adult behaviour instead of continuing in vain to impose changes on the child, who by his/her very nature changes, that is, evolves, learns. When the adult stops trying to stop quarrels, the result is that children evolve better. Children who “quarrel too much” can stimulate the teachers to equip themselves pedagogically. After some time, children can argue well, not only the “quieter” children, more capable of verbal expression, already accustomed at home to the “I won’t hit you, I won’t insult you” rule (which, as we know, is not used in all families - certainly not in abusive families, with obvious consequences for the ability to communicate in arguments). (Not to mention the testimony of some schools’ principals during this project about teachers using expressions like “that’s a class of morons” in teachers’ councils. Many adults do not respect that basic rule and this is the biggest obstacle to a WSA on these issues.)</p>

9	<p><i>Other information about participants</i></p> <p>It is important to note the heterogeneity of those who practice the Litigare Bene method daily and have abandoned the taboo on quarrels.</p>
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C	<p>Content and Activities constituting the practice</p>
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10	<p><i>Type of activities</i></p> <p>Different levels correspond to the 8 levels above:</p> <ol style="list-style-type: none"> 1. The activities of the components of the “<i>white fly</i>” level are at least the study of books on the Litigare Bene method (or peer mediation or others) or the participation in Parents’ Schools or CPP training courses (or agencies that disseminate the practice of peer mediation or other methods of educational management of disputes). And above all, daily practice in applying the method: taking the two steps back and giving the children/students the chance to negotiate or mediate their conflicts. 2. Small or very small groups of “<i>pioneer</i>” teachers, who use methods, can do dissemination actions at the informal or formal level. 3. “<i>Pilot schools</i>”: preschools and schools with the “<i>CPP stamp We know how to argue well</i>”. In addition to the previous activities, they take care of the maintenance of the method over the years, the training of new teachers or administrative and technical staff, etc., and produce initiatives, usually aimed at parents and associations in their area. Some of them can use the method at the WSA level and can host Erasmus teachers for visits. 4. Teachers, pedagogues, counselors, trainers who are also <i>territorial trainers of the Litigare Bene method</i>, who also give conferences and training, and supervision on the method in their territory. 5. <i>Headmasters of Comprehensive Institutes/School Pedagogues</i> can involve different subjects and institutions active in the territory, activate projects to initiate the use of methods, supervise their operation in the following years, and advocate for this at the Ministry. 6. <i>CPP staff</i>. All the CPP activity is based on the breaking of the taboo of quarrels and conflict, to make visible a taboo that is not a taboo of violence and war, but is a taboo against children and human nature. Humans are not violent and racist by nature but by cultural political and pedagogical choices – <i>The Seville Statement on Violence</i>, UNESCO, Paris. 1986.
11	<p><i>Where did they take place?</i></p> <p>The answer to this question is already elsewhere.</p>
12	<p><i>How many times (one time, every week, months, etc.)?</i></p> <p>The answer to this question is already elsewhere.</p>

13	<p><i>Other information about activities</i></p> <p>One could consider as “activities” the numerous television and journalistic interventions by Daniele Novara and other CPP staff members, which in several cases have focused precisely on the Litigare Bene method or, in any case, on conflict as an evolutionary human relationship, clearly distinguishable from violence and war.</p>
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D	Observations
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14	<p><i>Could you describe briefly the main points of interest of each action? What was particularly satisfying or successful?</i></p> <p>The most obvious element of strength is the effectiveness of the methods. When they are used, children, boys, and girls can deal with their differences and return to their activities relatively quickly. They may end it with an agreement or a simple “clarification”, not necessarily a “solution”, just listening to each other emotions, very quickly at the age of 2 or 3. Boys and girls can activate themselves in peer mediation or make the Cooperation councils or other methods described in PR1.</p> <p>A strength, but also a weakness, is the transferability of the method, even without a WSA, just for the work of a few teachers, without really grasping the concept of the taboo against children (even if it is similar to the old <i>The Seville Statement on Violence</i>, UNESCO, Paris, 1986. We do not know how many teachers know about it.)</p>
15	<p><i>What could have been done better?</i></p> <p>Moving from a relatively large number of people using the method in their classroom or family to an effective “critical mass” that can expose the uselessness and ineffectiveness of “no method for arguing at school” which generally means blaming children and disrupting their developmental experiences in the area of their emotional and social competence.</p>
16	<p><i>What would you suggest for a further use of the same kind of action?</i></p> <p>It would be helpful if school administrators’ associations, teacher and parent associations/unions, and policymakers were to give more attention and action to the issue of peer conflict and related methods of educational management, which tend to go unnoticed in a cultural climate that increasingly conflates war and conflict and sees war, rather than conflict, as inevitable.</p> <p>PR3 and PR4 aim at this.</p> <p>It would be helpful if TV stations, which generally organize “talk shows” that stage conflicts between opposing political or cultural sides that usually do not listen to each other to learn from each other but attack each other, would change their direction.</p> <p>It would be very interesting, e.g., to give boys and girls some space to stage their conflicts between different political or cultural sides and set their rules of the stage. Surely, they would do it in a very different way. If they were young people who had received an education in the use of methods for arguing at school, they would most likely effectively organize such cultural and political conflicts, better than what we have become accustomed to through current television practices. The common adults’ ways of managing conflicts seem ruled to increase audience, not to learn about conflicts.</p>

	Giving students the chance to set new rules for television debates might give real public value and visibility to the agency of students in managing their disputes, but this is beyond the scope of the present project.
17	<p><i>Critical aspects in the application of the practice</i></p> <p>One could consider the most fundamental point of criticism the ways of entering the teaching profession in Italy, the ways of “recruiting” teachers, which give little or no importance to pedagogical classroom management skills and knowledge of psycho-pedagogy, especially in secondary school.</p> <p>This aspect is the fundamental one, but it is in no way under our possible influence.</p>

E	Evaluation
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18	<p><i>How did you evaluate the action?</i></p> <p>The actions are different and so are the evaluations. The Litigare Bene trainers use tools to observe the work of the schools after the training they propose. These tools are then used to decide whether or not to give the school the “CPP We know how to Litigare Bene” stamp.</p> <p>In all other countries, the evaluation of activities is left to the individuals who carry them out and their home organizations.</p>
19	<p><i>What were the main positive points as seen by the participating Stakeholders?</i></p> <ul style="list-style-type: none"> - Effectiveness of the method. Learning and noticeable improvement in children’s ability to express themselves recognize their own and others’ feelings, handle arguments with words, develop autonomy, etc., etc. - Reduction of stress for teachers and students - What is emphasized in PR1
20	<p><i>How could the action be improved</i></p> <p>Provide appropriate messages tailored to the needs of different stakeholders:</p> <ul style="list-style-type: none"> - <i>For parents</i>, it can be a revolutionary discovery to know that <i>punishment does not serve</i> to educate. Yelling is unnecessary and harmful, and there are pedagogical alternatives to these “inertial” parenting behaviours that are often triggered in cases of sibling or friend disputes. - <i>For teachers</i>, it is a <i>relief</i> to find ways to manage in a predictable and organized way many situations that previously presented themselves as unpredictable disturbances to which they reacted individually and emotionally. - For teachers and <i>school administrators</i>, it is important to find a concrete and effective operationalization in the methods for dealing with disputes that also responds to the need to teach the life and relationship skills that are the basis of citizenship itself. (<i>Civic Education</i>) - <i>For teachers’ unions</i>, it is important to have concrete ways to reduce <i>teachers’ professional stress</i> with pedagogical activities for students that also allow them to see the title of the next step, which would be to improve the ability of adults

	<p>themselves to manage their conflicts, starting with those with colleagues at school.</p> <ul style="list-style-type: none"> - PR3 and PR4 aim precisely at this level of improvement.
21	<p><i>Does that suggest anything about the need for new / different actions? Which ones?</i></p> <p>What is essentially lacking is the capacity of the school system to include the issue of peer quarrels and related pedagogical methods for their management in the routine of school practice and the basic training of teachers, before their employment in the school and throughout their school service, especially in the 2-14 age group.</p> <p>The results achieved by schools that have already had good experiences need a bigger consideration. For example, it is quite likely that students who have gone through years of schooling characterized by the use of methods on quarrels, e.g. student mediators, would know how to make remarkable contributions, as it happens in places where there are municipal Children's Councils and other initiatives of democratic participation of children and teenagers.</p>
22	<p><i>Other information about evaluation</i></p> <p>The evaluation must give crucial space to the views of the end users of the methods: children and students. To this aim, the videos in PR1 are featuring the voices of girls, boys, teachers, children, and parents.</p>

F	Change and innovation management resulting from the action / practice
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23	<p><i>What are the main effects recorded by the participating stakeholders?</i></p> <p>The answer to this question is already elsewhere.</p>
24	<p><i>On which kind of actors? (the classroom, the school, the families, the social actors, the actors in the city, etc.)</i></p> <p>The answer to this question is already elsewhere.</p>
25	<p><i>How to enhance, disseminate, propagate the changes?</i></p> <p>Giving visibility to the theme with continuity by adding new means and networks, as happened with the LsS project in the last 2 years, which allowed the theme to be included in the eTwinning system, thus involving Slovenia in the work.</p> <p>EPALE is the next network to use for this dissemination.</p>
26	<p><i>Other observations</i></p> <p>This pedagogical work encounters a powerful obstacle in the collective culture nourished by the language of the mass media. They use the term "conflict" as a synonym for war systematically and insistently. Even news related to brawls, massacres, war crimes, even suspicion of genocide, any news about situations of objective violence, often transgressions of national or international laws with criminal relevance, is titled with the</p>

word “conflict” in newspapers and on television, following the ways of speaking (and thinking and acting) of many politicians.
All of this is an obstacle to pedagogical work that seeks to promote the autonomous development of students’ communication and interpersonal skills as they are living their normal disputes and conflicts.

G Recommendations

27 ***What are the main aspects of this action/practice that could be easily reappropriated by other actors in a different context?***
The 4 steps of the Litigare Bene method, which are also followed by all the other pedagogical methods on quarrels - and it is hard to see how it is possible not to follow them without immediately leaving the pedagogy - are also transferable, even if they are counterintuitive for some adults.
It is a matter of understanding and doing seriously what one child indicated with the phrase: “Words are useful for quarrelling”.
“Violence is always unacceptable”. This is the opposite of an ingrained adult belief: that war is a continuation of politics by other means (weapons instead of words) and that violence is not learning but a means to goals that may be good. This logically implies that violence is acceptable if some “good goals” make it acceptable for those who have the power to do it. Here seems to be the real cultural root of the difficulty in the transfer of pedagogical methods for arguing at schools.
The methods work, but their very operation exposes the fallacy of that catastrophic belief, still tragically operative in numerous wars, that war is inevitable and that all conflicts must find a “solution”, whatever the cost.

Instead, boys and girls quickly learn to argue well - to stay in their unavoidable conflicts as long as necessary, and then move on to their next activities, without using or tolerating violence, and without expecting to impose “solutions” by force.
For adults, on the other hand, it is extremely difficult to learn to stay in conflict and know how to stay in conflict, to recognize violence, to distinguish it from conflict, and especially to learn how to contain violence by stopping violent behaviour and “disarming” the people who engage in it, without making them objects of further violence.
So it would be much cheaper to allow them to learn from an early age how to use words, to know how to live in conflict, and to stay and remain in conflict as long as necessary, having first agreed that violence will not be used by any disputant as a “means” to any “aim”.

28 ***Which kind of advice would you give to colleagues that would want to start an action (similar or not)?***
The first thing to do is to apply a method for arguing at school and observe with discretion and distance, as the boys and girls do, guided by a social instinct that allows them to get along and stay together even when they argue with words. The strength of the methods relies on the real potential of the students, their social instincts, and the

	ability of the adults to break the inertia of the pedagogical taboo on quarrels and the repetition of emotional reactions that are unnecessary and harmful.
29	<i>Other recommendations?</i> Study the bibliography, especially the works of Daniele Novara, Maria Montessori, and especially Franco Fornari.

H	Other information, remarks, advices, ... you would like to share
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30	<p>This idea may become a Concept Note for a future EIP Lab project</p> <p>“It would be helpful if TV stations, which generally organize “talk shows” that stage conflicts between opposing political or cultural sides that usually do not listen to each other to learn from each other but attack each other, would change their direction. It would be very interesting, e.g., to give boys and girls some space to stage their conflicts between different political or cultural sides and set their rules of the stage. Surely, they would do it in a very different way. If they were young people who had received an education in the use of methods for arguing at school, they would most likely effectively organize such cultural and political conflicts, better than what we have become accustomed to through current television practices. The common adults’ ways of managing conflicts seem ruled to increase audience, not to learn about conflicts. Giving students the chance to set new rules for television debates might give real public value and visibility to the agency of students in managing their disputes, but this is beyond the scope of the present project.”</p>
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MA-TTAsS – Teachers Training on Arguing at School

A	Description and context of the Practice MA-TTAsS
1	<p><i>Short description of the action/ practice (A summary of all the content that will be developed in the different parts)</i></p> <p>In September the group of teachers who attended the training workshops in Croatia together with the school management, discussed the 3 methods of Arguing at School, and after discussing the pros and cons, decided that it would be beneficial to the school to introduce these methods to the other teachers and adopt them as school's policy. Seeing the potential of this program, various training sessions and workshops were organised for the other school teachers.</p> <p>By the beginning of the scholastic year, most teachers were already versant with the 3 methods and were prepared to start introducing the methodology into their daily routine.</p>
2	<p><i>Type of development: action, project, initiative, funding, number of occurrences, periodicity, etc.</i></p> <p>Teachers had 2 full days of training, including hands on workshops, in which they gained experience in the 3 methods. These training sessions were funded by the Arguing at School project under P1 and P2 section. Teachers were asked to see which method they thought suited best their class cohort and to start introducing the methods to their students.</p>
3	<p><i>Time-line and stage of development: stage of development (Pilot project, consolidating, mature, concluded/discontinued) (Starting point, schedule, main stages, where is it at the moment, next steps? If finished, synthesis of the unrolling)</i></p> <p>Methods are being introduced to students during the scholastic year. Since the majority of our students are migrants and do not share a common language, it was quite a slow process to start with. However, as time progresses we are noticing that students are becoming more emotionally literate and open to discuss their feelings with each other. It was noted that some methods worked better than others for different age groups. For example friendship cards was the preferred method for primary teachers to teach emotional literacy, while litigare bene was preferred in the secondary section.</p> <p>Peer mediation did prove to be the most difficult method to adopt, since we believe that students have to be taught this method from a young age and grow into the habits of mediation. The language barrier also was an obstacle in this method, as students had to be of the same nationality to be able to mediate and negotiate effectively.</p>

	The handbook with lesson plans given out at the meeting in Croatia, proved to be an essential asset in teaching emotional literacy to teenage students.
4	<p><i>Country/Region and brief description of the institutional, and policy context in which the practice was developed</i></p> <p>Naxxar Induction Hub, is a Maltese school, where new migrant children attend in the first year of moving to our country. Here we have students from around 30 different nationalities. They all come to our school as they are not able to communicate in our national languages, and therefor cannot attend main stream schools until they overcome the language barrier.</p> <p>However this means that in our school we have an array of cultures. These different religions, ideologies, customs and also values, often lead to conflicting points of view, so we have found a systematic way to approach these conflicts, or rather teach, the students to tackle the issues themselves.</p> <p>The school management have agreed to start using these methods throughout the school.</p>
5	<i>Other useful information</i>

B	Stakeholders participating in the action (Key actors, Institutions, etc.)
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6	<p><i>Number of stakeholders participating in the action / practice?</i> <i>Stakeholders covers all</i> Aprox 180</p>
7	<p><i>Who were they?</i> 2 School Management 28 Teachers 2 School Councillors 150 Students</p>
8	<p><i>How where they enrolled in the action? By whom?</i> Staff members and students attending Naxxar Induction Hub, were all encouraged to participate by the Head of School.</p>
9	<i>Other information about participants</i>

C	Content and Activities constituting the practice
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10	<p><i>Type of activities</i></p> <ul style="list-style-type: none"> ● Various training sessions for teacher to get familiar with the 3 methods. ● Workshops in which the teachers practiced the methods ● Introduction of Emotional Literacy to the students (using also the booklet of lesson plans provided by the project) ● Introducing the 3 methods to students ● Starting to use the methods to resolve conflict in our school
11	<p><i>Where did they take place?</i> On school premises</p>
126	<p><i>How many times (one time, every week, months, etc.)?</i> It's an ongoing process.</p>
13	<p><i>Other information about activities</i></p>

D	Observations
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14	<p><i>Could you describe briefly the main points of interest of each action? What was particularly satisfying or successful?</i></p> <ul style="list-style-type: none"> ● Various training sessions for teacher to get familiar with the 3 methods. ● Workshops in which the teachers practiced the methods. At first the teachers were resistant to start teaching these methods to their students. They were seeing it as something that would add more to their workload, however once they understood the ideology, they came to understand that this method would actually mean that the students would learn how to resolve their conflict without the need of supervision or adult interference, which eventually meant less work for teachers. ● Introduction of Emotional Literacy to the students (using also the booklet of lesson plans provided by the project) As stated before, this booklet proved to be quite an asset in teaching emotional literacy to our students. The lesson plans in the booklet are very user friendly, and it was very easy to get the students to open up, and discuss what made them happy, sad, angry etc... It was also a tool for the teacher to get to know their students better, and know what they like and what makes them tick.
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	<p>The friendship cards also were a valuable tool, as the visuals are very appealing, especially for the students who have a language barrier. They are also translated in many languages, which makes them ideal for our students.</p> <ul style="list-style-type: none"> • Introducing the 3 methods to students Students found the lessons were entertaining and fun. They enjoyed playing out the scripted scenarios. Most scenarios were based on actual conflicts we dealt with in the past, so the students could relate to most of the issues. • Starting to use the methods to resolve conflict in our school. We are still at the beginning stages of using the methods in our school. So far we have had a few less serious arguments we have settled with litigare bene method. For 2 serious conflict between teenagers, we have tried the peer mediation, however the issues were quite serious so we did this under strict supervision. We used friendship cards when we had a conflict between a number of individuals who ganged up against each other. The conflict was resolved when each party acknowledged the point of view of the other party.
15	<p>What could have been done better? Our drawback at the Naxxar Induction Hub, is that students stay at our school for 1 to 2 years, so it is hard to teach methods like peer mediation, which takes a lot of training to learn.</p>
16	<p>What would you suggest for a further use of the same kind of action? We are also thinking of having an allocated time every week dedicated to Emotional literacy, as we realised that sometimes our students don't express themselves, not because of the language barrier, but because they have not learnt how to vent their feelings.</p>
17	<p>Critical aspects in the application of the practice It is very important that the teachers are trained well. It is also very important that before the methods are taught, the students are first taught how to express themselves and give a name to their feelings. For example, we found very beneficial to teach students anger management, for example that hitting is not an acceptable action, and that one should count till 10 before saying something when in anger. Also, that once ugly words are said, even if taken back, they leave a mark.</p>

E	Evaluation
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18	<p>How did you evaluate the action? On the whole we are very happy with the outcome of this project. We have seen positive changes in students, and teachers also commented that they also know how to better handle conflict in their personal life.</p>
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	We believe that these methods will encourage our students to be better and more responsible adults.
19	<i>What were the main positive points as seen by the participating Stakeholders?</i> Students seem to be calmer and more open to hear other people out before judging and arriving at conclusions.
20	<i>How could the action be improved</i> With more practice and time.
21	<i>Does that suggest anything about the need of new / different actions? Which ones?</i> As stated above, maybe allocate time in curriculum to emotional literacy.
22	<i>Other information about evaluation</i>

F	Change and innovation management resulting from the action / practice
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23	<i>What are the main effects recorded by the participating stakeholders?</i> Teachers did find that teaching the methods was time consuming, since they are bound with time frames to cover the national curriculum. However, it was noted that if these methods are taught to students from a young age, maybe even at playschool level, it might be much easier as the teacher would only need to build on what the students already know.
24	<i>On which kind of actors? (the classroom, the school, the families, the social actors, the actors in the city, etc.)</i> Teachers and students.
25	<i>How to enhance, disseminate, propagate the changes?</i> Ideally the methods are introduced as part of the national curriculum in all schools, so that teachers would have specific times allocated to teach Emotional literacy and how to argue well as part of their routine.
26	<i>Other observations</i>

G	Recommendations
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27	<p><i>What are the main aspects of this action/practice that could be easily reappropriated by other actors in a different context?</i></p> <p>As already stated, it is important to start at the very basics, by teaching students about emotions and how to express themselves. Also helping students to understand what makes them happy, sad, angry, ect, as once they understand themselves it is easier to control their emotions.</p>
28	<p><i>Which kind of advice would you give to colleagues that would want to start an action (similar or not)?</i></p> <p>I would tell a colleague to start by reading about the ideology of Arguing at school. After that it is important to practice the methods and only after one is confident one should start teaching them to students. Training and practice are very important.</p>
29	<p><i>Other recommendations?</i></p>

H	Other information, remarks, advices, ... you would like to share
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Appendix #2: Table summarising the main issues related to each thematic focus (Michele Vezzoli).

Michele Vezzoli is a former School principal who has implemented Litigare bene method in Sassolino school for 10 years.

FOCUS	QUESTIONS
THE INTERNAL LEVEL OF CONFLICT	<p>Is conflict at school, between children and teens, on a physiological level?</p> <p>Are there any instances of violent abuse?</p> <p>Are there episodes of bullying and cyberbullying?</p> <p>Are there intense conflicts linked to ethnicity, gender or identity?</p> <p>Do teachers think that the management of the quarrels at school is a problem?</p>
RESOURCES ACTIVATED IN THE SCHOOL	<p>Are there teachers in the classes who systematically apply methods of educational management of quarrels?</p> <p>Are promoted continuously</p> <ul style="list-style-type: none"> • active listening? • emotional literacy? • empathic communication?
RESOURCES OF PEOPLE	<p>Have teachers developed knowledge and skills related to peer conflict?</p> <p>Do they feel capable of handling the conflict between children/teenagers?</p> <p>Do they feel competent?</p> <p>Are they willing to dedicate time to training?</p> <p>Are they open to new approaches?</p>
ATTITUDES OF STAKEHOLDERS TOWARDS PEER CONFLICT	<p>Do teachers believe that conflict is natural in everyday life?</p> <p>How often do teachers look for the culprit?</p> <p>How often do teachers impose the solution on litigants?</p> <p>How frequent is the accusatory attitude in conflict management?</p> <p>How often do teachers help children/teenagers express their emotions and feelings during the quarrel?</p> <p>Do teachers usually give voice to the needs, expectations, desires of children and teens?</p> <p>Do they believe that by arguing you learn life skills?</p>
THE SCHOOL'S EDUCATIONAL STYLE	<p>Does the teacher feel himself central to the learning process?</p> <p>Does he perceive himself as a guide who must be discreet?</p> <p>Are frontal lectures the rule?</p> <p>Is cooperative learning widespread?</p> <p>Is flipped classroom widespread?</p> <p>Does the teacher dedicate time observing children and teens?</p>
THE CULTURE AND ORGANISATIONAL MODEL OF THE SCHOOL	<p>Is leadership concentrated or widespread?</p> <p>Are there many innovative leaders among teachers?</p> <p>Are decisions imposed from above or participated?</p> <p>Are all stakeholders called to participate in the moments of analysis and decision-making?</p> <p>Are decisions promptly and organically communicated to the stakeholder involved?</p> <p>Is the educational value of the activities carried out clearly communicated?</p> <p>The analysis and the identification of the priorities of participation are shared by more stakeholders, or appanage of few?</p> <p>Is it normal to give voice to children and their needs?</p> <p>Are parents informed and aware of the problems experienced by the school community?</p>
THE EXTERNAL	<p>Do parents warn power and duty to affect school life?</p>

CONTEXT	<p>Do parents perceive school as a reality capable of perceiving their needs, their expectations and their analysis?</p> <p>Do parents feel they can adequately express themselves on the critical issues experienced by the school?</p> <p>Do parents feel called to contribute to the life of the school?</p> <p>Does the school carry out significant and frequent activities together with local associations, other public services and the world of work?</p> <p>Does the school community feel touched by the dynamics of the territorial community and called to be a protagonist of them?</p> <p>In general, is the cultural climate among families favourable to the expression of emotions by children ?</p> <p>To what extent prevails in families the traditional approach to quarrels, which goes in search of the guilty, raises adults to judges, searching at all costs agreements?</p> <p>To what extent do families believe that conflicts should be resolved primarily by dialogue, not by force?</p> <p>In families is conflict considered a normal aspect of everyday life?</p> <p>Does the family atmosphere encourage listening and comparison between different positions?</p> <p>Is the social climate of mutual respect?</p>
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Appendix #3: A webography to Whole School Approach to wellbeing

NB: This is not a "proper" bibliography so far. Only a collection of resources that may be helpful.

<https://www.youngminds.org.uk/professional/resources/a-whole-school-approach-to-wellbeing/>
<https://www.worthit.org.uk/guides-resources/wellbeing-schools>
<https://mentallyhealthyschools.org.uk/whole-school-approach/>
<https://www.ncb.org.uk/what-we-do/improving-practice/wellbeing-mental-health/schools-wellbeing-partnership/whole-school>
<https://www.youngminds.org.uk/professional/resources/a-whole-school-approach-to-wellbeing/>
<https://op.europa.eu/en/publication-detail/-/publication/bc0d1b05-227b-11ec-bd8e-01aa75ed71a1/language-en>
<https://www.gov.scot/publications/whole-school-approach-mental-health-wellbeing/documents/>
<https://www.teachingchannel.com/k12-hub/blog/how-to-manage-school-fights/>
<https://www.futureswithoutviolence.org/the-whole-school-approach/>
<https://www.ncb.org.uk/what-we-do/improving-practice/wellbeing-mental-health/schools-wellbeing-partnership/whole-school>
https://www.youtube.com/watch?v=qKyua_ucJu4
<https://www.youtube.com/watch?v=4C1S7ooFvU>
<https://www.schoolsforhealth.org/concepts/whole-school-approach>
<https://wholeschoolapproach.lerenvoormorgen.org/en/https://wholeschoolapproach.lerenvoormorgen.org/en/>
<https://www.sdera.wa.edu.au/programs/whole-school-approach/>
<https://www.betterinternetforkids.eu/fr/teacher-corner/learning-modules/whole-school>
<https://www.worthit.org.uk/guides-resources/wellbeing-schools>
<https://www.ungei.org/blog-post/applying-whole-school-approach>
<https://sense.edb.gov.hk/en/integrated-education/principles/whole-school-approach.html>
<https://www.wellatschool.org/wellbeing/whole-school-approach>
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrelapproach.aspx>
<https://www.youngminds.org.uk/professional/resources/a-whole-school-approach-to-wellbeing/>
<https://grattan.edu.au/report/how-to-implement-a-whole-school-curriculum-approach/>
(guide to download)
<https://schoolfood4change.eu/blog/project/whole-school-food-approach/>
https://www.google.com/search?q=whole+school+approach&rlz=1C1CHBF_frFR893FR893&oq=whole+school+approach+&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIJCAEQABgTGIAEMgkIAhAA GBMYgAQyCQgDEAAYExiABDIJCAQQABgTGIAEMgkIBRAAGBMYgAQyCQgGEAAYExiABDIJCAcQ ABgTGIAEMgkICBAAGBMYgAQyCQgJEAAYExiABNIBCDg0MzZqMWO3qAIAsAIA&sourceid=chrome&ie=UTF-8

[Building strong foundations: how to include the whole school in foundational education for health and well-being](#)

Corporate author :

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Document Title	Toolkit for Teachers Training - Know how for let children arguing better
Project title:	ARGUING at SCHOOL Psycho-pedagogical Methods to help children (2-18) learn from arguing
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