

Advocacy for Nonviolent Conflict Transformation Education:

State of the Art in Five European Countries and at the European Level



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Executive Summary

This report analyses the opportunities for launching advocacy campaigns in five countries (Croatia, France, Italy, Spain and Sweden) and in European institutions, in order to promote teacher training in nonviolent conflict transformation (NVCT). It compares the situation in these countries regarding the reasons for such advocacy (*Justification*), the opportunities in the near future according to each country's political context (*Policy agenda*), the actors that may be interested in supporting such efforts (*Stakeholders' analysis*) and the definition of a country strategy (*Advocacy action plan*). These comparisons enabled the following conclusions:

- There is still too much violence in schools: an average of 43% of students report having been bullied in the past year (HBSC, 2009).
- Interpersonal violence is expensive. The cost of violence in the United States of America is estimated at 3.3% of GDP (WHO, 2004:x).

Teachers are insufficiently equipped to address NVCT:

- In Croatia, “between 65 and 85% of teachers surveyed did not respond to bullying either because they interpreted it as a standard form of behaviour among children, or because they did not feel invited or competent to deal with the problem” (Pregrad, 2015: 8).

Conflict resolution/transformation is a key competence:

- The new PISA Global Competency tests (2018) require conflict transformation competences.
- Half of the analyzed countries have laws that mention the competence to solve/transform conflicts.

Pre-service teacher training in NVCT is an exception:

- In Sweden, 100% of pedagogy university degrees offer compulsory majors on conflict.
- In Croatia, France, Italy and the three analyzed regions in Spain, almost no university degree offers majors about NVCT, and in most cases these are not compulsory.

In-service teacher training is lacking:

- In Spain, only 2.4% of in-service teacher trainings address NVCT (0.4% courses on conflict resolution; 0.1% on peace education; 1.5% on emotional education; 0.4% on violence and bullying prevention).

There is a lack of sufficient, reliable data to define consistent and adequate NVCT policies.

Educational policies should make sure that teachers – and therefore students – are trained in NVCT competences, through high-quality pre-service and in-service teacher training courses in NVCT, including:

- a compulsory major on NVCT (pre-service) in all universities that offer education degrees and Master's degrees (nursery, primary, secondary and vocational teacher training),
- the offering of annual in-service teacher training to all teachers,
- peer-learning among teachers, from local to regional to European level.

Introduction

Justification: the current context in Europe

Citizens and policymakers in the EU are facing a complex range of challenges that are testing the system and affecting the lives of citizens: the increase of social inequality, the influx of refugees, threats from terrorism and radicalization, suspension of civil rights and freedoms, populist and divisive political movements, growing alienation between politicians and voters, etc. At the same time, many urban areas still suffer from and struggle with structural inequalities and are inhabited by highly diverse populations who generally lack perspectives for the future. In combination with often dysfunctional integration policies, the resulting tensions have intensified the fear of difference and led to increased polarization and intolerance. And diversity is likely to increase in the future.

As schools are not islands, our concern is that social problems are entering classrooms all around Europe, particularly in highly diverse urban communities. This results in the erosion of trust between teachers and students/families, an increase in reported cases of bullying, excessive rates of early school-leaving, and “judicial” approaches to radicalization (Prevent program in the UK, *Protocol de prevenció, detecció i intervenció de processos de radicalització islamista* (PRODERAI) in Catalonia, Spain).

Strengthening the foundations for a more inclusive society

In the current context, it is crucial to give children and young people the space to learn how to accept and respect each other, embrace differences and learn to live with diversity on a daily basis. Schools can be the site of such community-building. They can function as laboratories in which to practice democracy, where students can learn about the power they have to transform conflict in a nonviolent, cooperative manner. In that way, we can build and strengthen the foundations of a more harmonious society.

Policymakers, researchers and education professionals agree that schools and their educational staff play a crucial role in fostering the growth of young people as critical, democratic citizens. Most recently, the *Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (2015)* clearly reaffirmed the crucial role that education plays in fostering democracy.

However, a recent Council of Europe report indicates that preventive counter-violent extremism and radicalization may limit freedom of speech and the space for democratic

engagement in educational settings, thus undermining the cohesion they aim to preserve (Ragazzi, 2018).

In addition, teachers not only have the task of imbuing knowledge and perfecting students’ skills, but also that of transmitting values. Seen from this perspective, education should prepare students for life and not just for a job. Teachers also have an important role to play in creating cooperative and constructive settings for learning, while protecting students’ rights and preventing violence in their everyday classroom practice. However, it is not clear what concrete steps should be taken to help make all this a reality.

Lack of training and support for teachers

In report after report (see Van Driel, 2016: 74-78), it is confirmed that we need to prepare education professionals to engage constructively with these urgent challenges and needs. It is also widely recognized that teachers are important role-models. Faced with a diverse range of students, they are looking for tools, methods, knowledge and strategies to cope with the increased number of conflicts, violent incidents and radicalization and to better support young people in their development.

In the countries we have researched (France, Spain, Sweden, Croatia and Italy), adequate and systematic measures to offer practical support to educational staff are lacking. In particular, there is a lack of training for teachers – both pre-service and in-service – that equips them to work with a diverse body of students, to address violence and extremism, and to handle conflicts nonviolently, transforming them into educational opportunities where students learn how conflict can be a starting-point for transforming relationships of power into relationships of respect and cooperation.

The EduCATE partners confirm and recognize the potential of educators to bring about positive social change, starting with their role in the classroom, school and community, while being both encouraged and supported by networks and collaboration throughout Europe. At the same time, there is a limit to what individual teachers can achieve if the school organization, climate and policy fail to support them. Comprehensive approaches to work with conflict in schools are needed. We advocate, therefore, that educators receive institutional support to help them in their crucial social role.

New approach needed for working with conflict

As UNESCO’s worldwide assessment on school violence and bullying indicates (UNESCO, 2017), the global

governing tendency seems to be too focused on bounded ways or one-off actions to prevent violence rather than on long-term, comprehensive ways to manage and transform conflict (NVCT, peaceful coexistence). The data also indicate that too many students still use violence as a means to solve their conflicts, and that measures to address conflict in school are insufficient.

We value the fact that the development of conflict management or conflict resolution competences/skills is mentioned in several international policy documents (OECD, 2005: 13; Council of Europe, 2016: 9-11; European Commission, 2018: 34). However, *in most cases conflict is mainly referred to as a situation to overcome, not as an opportunity to learn, nor an integral part of learning processes, nor a pedagogical practice in its own right.*

The EduCATE partners believe that the ability to transform conflict through dialogue is crucial for living well together in our increasingly diverse societies, respecting our differences and still being able to build a world in common. By acknowledging disagreement or conflict, we enable dialogue and the building of relationships. Conflict also offers great educational potential.

Objectives of this document within the EduCATE project

The EduCATE project aims at strengthening pre-service and in-service teacher training education in nonviolent conflict transformation (NVCT). To reach this aim, the project is divided into three lines of action:

- Teacher Training in NVCT – identifying and describing the present situation in NVCT teacher education in the participating countries, as well as

- developing a common curriculum and training
- Advocacy – identifying the most urgent needs in conflict management teacher training as well as possible channels to advocate for such training
- Networking – exploring the possibility of establishing a European network of researchers and practitioners, professionals in the field of NVCT

This document is meant to be an instrument to support the advocacy line of action. Its main objectives are to:

- Describe the state of the art of policies related to conflict transformation teacher education in each country – in university curricula, in life

Structure of the document

To reach these objectives, this report presents the results of the research undertaken at the European Union and international level, and from five of the partner countries (Croatia, France, Italy, Spain and Sweden). The research relating to the five countries:

- Outlines the situation in 2018 regarding their educational policies for teacher training in NVCT and the main gaps in these policies (justification)
- Identifies the current opportunities for future advocacy to include NVCT teacher training in pre-service and in-service training courses (policy agenda)
- Identifies the most important stakeholders to advocate to (stakeholders)
- Proposes an action plan (policy recommendations) specific to each country

1. Advocacy for NVCT in Croatia

By Ivana Cosic and Katarina Kruhonja

This report proposes changes to Croatian teacher training in nonviolent conflict transformation (NVCT). It outlines the current policies underlying Croatian teachers' professional development in NVCT, lays out the most important reasons for why an improvement of those policies is necessary, and delineates possible channels to advocate for this change.

It proposes the following points for advocacy:

- the recognition that Croatian teachers play an essential role in protecting student rights and preventing violence in their everyday classroom practice
- the consequent need to train teachers adequately in NVCT, which means making it a mandatory part of teachers' professional development, both pre- and in-service

The report consists of four parts. The first part discusses why it is important to advocate for NVCT training in pre-service and in-service teacher education in Croatia. The second part sketches out the current policy agenda on this topic in an attempt to identify optimal windows for advocating for this cause. In the third part, Croatian stakeholders concerned with the issue of teachers' professional development in NVCT are presented, while the fourth and final part consists of specific policy recommendations for changes in teacher training in NVCT in Croatia.

1.1 Justification

Currently, NVCT is not a mandatory feature of teacher training in Croatia. This section presents the reasons why it should be an integral part of Croatian teachers' initial and continuous development. Not only can skilled conflict management prevent violence in schools, it is also an important way of learning about oneself and others, which ultimately leads to richer and more fulfilled lives all around.

1.1.1 Observations about the Croatian educational system

NVCT is currently not an essential teacher skill

The research conducted within the EduCATE project on teacher training in NVCT has shown that it is not seen as an essential skill in pre-service and in-service teacher education nationwide (for a detailed account, see *The state of the art on teacher training: Croatia*, 2017). In our study, we analyzed the programs of all

Croatian higher-education institutions offering courses for future teachers. We found out that, when present at all, NVCT courses are elective rather than mandatory. This means that some teachers hold a teaching diploma without ever having been introduced to the concepts underlying NVCT.

Secondly, we noticed differences in the provision of skills and knowledge relating to NVCT depending on the type of pre-service teacher diploma awarded. For example, early-years and primary school teachers (teaching children up to 11 years of age), as well as school pedagogues, had exposure to a wider array of ideas on teaching and learning, including ideas on NVCT, than future teachers of children aged 11 and older. In fact, teachers of children aged 11 and above had almost no opportunity to learn about NVCT in their pre-service training. This is due to the fact that teachers of children under 11 years of age require a Master's degree in education (in total 240 ECTS points dealing with different aspects of educational sciences), whereas teachers of children older than 11 require merely 55 ECTS in pedagogic competences to achieve their diploma (Law on Primary and Secondary Education, 2008/2014; Article 105, 5-6). Our analysis has shown that the programmes of 55 ECTS points rarely incorporate NVCT.

No national consensus on teacher skills

Although there are differences in programmes for different types of teachers, there seems to be no national consensus on the kinds of specific skills that teachers should learn during their training, both pre-service and in-service. For the pre-service training, this means that there is a lack of a specific document or authority that would serve higher-education institutions as a guideline and/or hold them accountable for putting together their curricula. The Strategy for Education, Science and Technology (2014) means to address this, but has so far been delayed in its implementation.

While this allows a certain degree of autonomy for universities to devise their own teacher training programmes, it also entails much uncertainty as to which teacher programmes adequately prepare teachers for the challenges in their future working lives. Furthermore, within those trainings, there seems to be no unified theoretical perspective when it comes to teaching NVCT.

Currently, NVCT is sometimes taught as part of teachers' communication or pedagogic skills, and sometimes within teachers' role in promoting rights, democracy and citizen participation. This lack of common backdrop on

NVCT could be both an asset and an obstacle: an asset because different theoretical perspectives dealing with schooling all point to the importance of NVCT skills in teachers; but it could also be an obstacle because of the absence of a systematic consensus on how to hold universities accountable to nourish and advance this teacher skill.

NVCT in in-service training is sporadic and intermittent

Teachers' in-service training, conversely, is administered by a state-funded agency that also accredits teachers' professional development courses. It is called the Education and Teacher Training Agency (ETTA). However, due to lack of information on ETTA's website, and a lack of response to our enquiries during the analysis, it is difficult to determine how prominently NVCT features in teacher trainings offered and organized by ETTA. However, the information about ETTA obtained online and in conversations with study respondents suggests that accredited in-service training on NVCT is sporadic and intermittent (see TT SoA Croatia).

The reasons for this may be the lack of an overarching document that would define relevant teacher skills for in-service professionals (one of which would be NVCT); the relatively non-transparent work of ETTA generally, and the fact that different theoretical positions claiming ownership over NVCT (communication, leadership, democracy, and rights perspectives to name a few) are easily associated with political interests and ideologies rather than teachers' professionalism. All this, together with the experiences of our study participants, points to the conclusion that NVCT is not part of the mandatory in-service teacher training nationally. Like the pre-service training, the strategy for Education, Science and Technology (2014) aims to bring the training of in-service teachers more up to date and develop it according to professional competencies.

In our 2016 study, most information on teachers' continuous development in NVCM was obtained from NGOs offering professional development trainings, either in collaboration with ETTA or independently. Croatian NGOs have a long-standing tradition of promoting values such as nonviolence, peace and democracy, which stems from their involvement in post-war social reconstruction efforts in the late 1990s. Some of this work has been adapted and specifically tailored for schools and teachers.

Summing up, the in-service teacher training on NVCT is carried out by both NGOs and ETTA, but it is impossible to say to what extent and in what capacity. What we know so far suggests that NVCT is not part of teachers' mandatory continuous professional development. NVCT, if it exists at all in initial teacher training in Croatia, is an elective rather than mandatory course. Pre-service teachers meant to teach children aged 11 and older often do not even have a chance to take an elective course in NVCT. For this reason, we believe that NVCT

should feature more prominently in both teachers' initial and their continuous professional training in Croatia.

1.1.2 Relevant documents fail to recognize teachers' role in promoting nonviolence

The Croatian constitution is founded on the values of democracy, social justice, freedom, peace and equity. We believe that making NVCT a more explicit educational feature and a mandatory part of teacher training would further reinforce these values. In particular, we believe that this can be achieved by legally recognizing the role of teachers in creating violence-free and tolerant school environments. A good opportunity for doing this is the reform of teachers' professional standards as proposed in the Strategy for Science, Education and Technology (2014).

The overview of relevant legal and policy documents (presented below) shows the absence of recognition of teachers' role in promoting nonviolence and protecting student rights.

Law on primary and secondary education

The Law on primary and secondary education (MoSES, 2008/2014) is the most relevant legal document for schooling in Croatia. It defines several related sub-acts and ordinances. The law itself includes concepts such as diversity, tolerance and democracy, but it does not mention NVCT specifically. Our analysis has shown that this law, as well as other strategic documents relating to schooling and young people, focus on either preventing violence or protecting children's rights (see TT SoA Croatia for a more detailed account).

While protection of students' rights and the prevention of violence are indisputably valuable goals, *the focus on goals alone rather than the way of achieving them* seems to have severely diminished the role of teachers in facilitating and achieving those goals. We believe that more emphasis should be put on *how* those goals are achieved, and, more critically, within that, the work of teachers should be unquestionably recognized in legal documents.

We are concerned that the current legal narrative gives teachers a highly passive and corrective, rather than active and safeguarding, role when it comes to conflict in the classroom. Under the law, teachers merely report incidents of violence, rather than work actively to build a culture of nonviolence. If legislation were to formally acknowledge teachers as those who contribute to protecting children's rights and preventing violence on a constant and daily basis, it would be easier for teachers to actually fulfil those goals, not least because they would receive sufficient and adequate training for it. We believe that this can only be achieved by highlighting NVCT as a necessary teacher skill that needs to be constantly nourished and maintained through professional development.

The Strategy for Education, Science and Technology

The Strategy for Education, Science and Technology (2014) in its section on formal mandatory schooling has dedicated its Measure 4 to reforming the initial and continuous development of teachers. In particular, Measure 4 sets out to improve teacher education by defining professional competency standards. The steps to make changes in teacher education have not yet been undertaken, but this will certainly be an area of interest for advocacy for NVCT in teacher training. NVCT could be positioned as one of the mandatory professional competencies of teachers.

Looking at the current primary and secondary education curricula, NVCT can be found as a curricular goal within the interdisciplinary topic of health education and citizenship education (ETTA, no date, accessed 2 June 2017, MoSES, 2014, decision on the experimental implementation of citizenship education). This means that students learn about NVCT during activities that are less quantifiable and not evaluated, but are potentially more interactive. Each school, indeed, and each teacher can decide to what extent they would want to address NVCT during the school year. This is good in that it allows teachers a lot of autonomy over adjusting the topic to their students' particular needs, but it's not so good in terms of measuring the impact of learning about NVCT. The teachers guiding students in the skills of NVCT can fall back on handbooks published on ETTA's website or attend training organized by ETTA or any other organization that provides such training. However, since this is nothing more than a by-activity to 'actual' teaching and learning that is marked and has higher stakes, it is easy to see why teachers would choose to invest their time in attending professional training activities that measurably count more towards student learning.

Draft curriculum proposal

The draft proposal for the new curriculum (Jokic, 2016) has kept NVCT within the interdisciplinary topic of citizenship education and extended it to the interdisciplinary topic of personal and social skills. Depending on how the new curriculum will be implemented (given the political commotion around it), there should be space to argue for better preparing teachers to implement the curriculum in this particular area, and thus to argue for NVCT to become a mandatory part of teachers' professional development. Here it will be particularly important to understand the ways in which ideological lacunae develop and how to avoid them.

In short, Croatian legal and curricular documents all point to the necessity of understanding and acknowledging teachers' role in facilitating NVCT, rather than just declaring the necessity to protect students' rights and prevent violence in schools. We believe that the legislation must recognize how teachers can achieve this, be it by modelling nonviolent behaviors, or

by directly encouraging students to use the methods of NVCT, and others. Either way this will require NVCT to become a mandatory part of teachers training. For this reason, we believe that teachers should be adequately trained in NVCT and credited for applying it.

1.1.3 Why NVCT should be part of teacher training in Croatia

Four reasons why NVCT should become part of teacher training in Croatia are presented below. First, teachers play a role in creating nonviolent school settings and contribute to the social and personal development of students. Secondly, research on how Croatian teachers deal with student conflict in a school environment indicates that conflict management and nonviolent skills in teachers lead to less overall violence in schools. The third reason for making NVCT a mandatory feature of Croatian teachers' professional development concentrates on the emancipatory dimension of NVCT, that is, on the relationship between NVCT and student empowerment. The fourth argument looks at the relationship between teacher retention and professional development, such as NVCT.

1. Teachers play a role in creating nonviolent settings and mediating conflict management skills

Similar to most countries of Central and Eastern Europe, Croatia has a long tradition of humanistic education (Dull, 2011; Sobe 2005). The Croatian term describing education¹ implies the idea that schooling is a socializing process, in which the teacher has not only the role of imbuing knowledge and perfecting students' skills, but also has that of transmitting values and developing the student multidimensionally (see also Zajda 1988, Malic Muzic, 1981, Biesta, 2011). From this perspective, education traditionally should prepare students for life and not just for a job.

Recently, there has been more talk of a mismatch between education and the job market, resulting in calls for a stronger connection between the two (e.g. MoSES, 2005). This can be traced back to two general reasons: (1) high unemployment rates, especially among young people in Croatia over the past decade, and (2) the increase in adaptations of neoliberal educational policies worldwide (see, for example, Sahlberg, 2011).

Therefore, the discourse on the kinds of reforms necessary in Croatian education have concentrated on building human capital, enhancing effectiveness and increasing economic growth, and putting an emphasis on STEM education, which is believed to be the key element in achieving employability. In turn, the humanistic aspect of education, into which skills like NVCT would surely be categorized, is receiving increasingly less consideration in public debates, not

1. Odgoj i obrazovanje (Erziehung und Bildung in German).

least because it is such a broad idea that it can be easily manipulated – both by traditional and progressive political ideologies. For example, traditionalists can manipulate humanistic values, by either using them as a tool to promote their own conservative ideologies or by presenting them as something that undermines tradition and national culture. Progressives, in turn, can offer humanism as a doctrine, limiting its potential for reassessment and learning. Therefore, it will be important to introduce NVCT carefully, lest it becomes the subject of manipulation due to ideological divisions. It needs to become a meeting place for joint growing.

The existing legal commitment to protect student rights and prevent violence is a good starting point to participate in those debates, as it is an extension of humanistic ideals in education. However, the problem is that teachers are not recognized as those who establish and maintain the protection of student rights and prevention of violence in schools. Moreover, research indicates that teachers are not sufficiently trained to do this (Puzic, Baranovic, Doolan, 2011; Vlah, Jancec, Cepic, 2015; Pregrad, 2015; Tomic Latinac, 2009). It can be argued that they are not sufficiently trained in NVCT because their role is not officially recognized. Therefore, teachers' role in mediating nonviolence and protecting students' rights must be acknowledged.

It is important to note that teachers are increasingly held accountable for the academic achievements of their students. We believe they should also be held accountable for achieving good, cooperative and constructive school settings. In the discussions over what mandatory schooling wants to achieve, and the teachers' role in it, it is important not to fall into dichotomies of humanistic vs. utilitarian, but rather to argue that both have a place in formal schooling.

In this context, NVCT has a place in the education of teachers and students alike, simply because emotional and social skills are crucial for handling the complex and dynamic challenges of life in the 21st century. There is increasing research evidence that social and emotional skills such as NVCT contribute to improved teaching and learning (cf. Durlak et al 2011; Buchanan et al, 2009; Malm, 2009).

2. Training teachers in NVCT leads to reduced violence in schools

Research conducted in Croatia on programs that further teachers' NVCT skills suggests that those programs tend to lower instances of violence in schools. Currently, the most comprehensive study on this comes from the nine-year UNICEF anti-bullying project developed by Croatian therapist and trainer Jasenka Pregrad (2015). In relation to teachers, two main findings can be highlighted:

- Teachers tend to ignore violent behavior, such as bullying, when they see it, because they do not know how to address it:

“between 65 and 85% of teachers surveyed did not respond to bullying either because they interpreted it as a standard form of behaviour among children or because they did not feel invited or competent to deal with the problem.” (Pregrad, 2015: 8)

“Before the programme's implementation, two-thirds of teachers felt helpless and confused, while only one third thought they were competent to deal with the problem. After one year of implementation, teachers' competence had significantly increased and confusion had decreased.” (Pregrad, 2015: 18)

- When teachers are skilled in addressing violent behaviors, they observe less violence in the school overall.

Pregrad notes that, at the beginning of the program in 2004, only 34.8% of teachers felt competent to address instances of violence in their schools. This number grew in 2008 and 2010 to 52% and 55.92% respectively.

Similarly, after the implementation of the program, instances of violence seem to have decreased. In 2004, 10.4% of students noted that they had often experienced violence, compared to 4.64% in 2008. Similarly, the percentage of students who reported not experiencing any violence in schools rose from 67.3% in 2004 to 76.12% in 2008.

These findings resonate with smaller research studies conducted with teachers in Croatia, which suggest that teachers are not sufficiently trained in addressing conflicts that they see in schools (Puzic et al, 2011, Vlah et al, 2015). Once they are trained, and particularly when a whole-school approach is adopted, violence in the school is reduced (cf. Thapa et al, 2013).

Correspondingly, research from other contexts conducted on teachers and students suggests that, once teachers and students are trained in methods of NVCT or mediation, the instances of violent behavior decrease (cf. Johnson & Johnson, 1996; Connors-Burrow, 2016, White, Wertheim, Freeman & Trinder, 2013).

3. NVCT leads to an education that is empowering and cooperative

Another argument for making NVCT a mandatory feature in teacher training is that teachers skilled in NVCT are better able to contribute to developing an empowering and cooperative mindset in students. NVCT stems from pedagogies rooted in peace and nonviolence (e.g., Galtung, Freire). Therefore, the ultimate goal for those trained and engaged in NVCT is to be able to handle any kind of violence they encounter, be it direct, structural or cultural.

The methods used in NVCT training involve reflexivity, tolerance, assertiveness and cooperation. When teachers model those behaviors to students, they allow students

to tap in and better understand the kinds of violence they encounter and what to do about them. The settings created by teachers skilled in NVCT can give students both a deeper sense of confidence about themselves and increase their empathy towards everybody else, leading to more respect and understanding overall (see Peterson & Skiba, 2001; Sen, 2011).

4. NVCT leads to teacher retention and reduced occupational stress

A growing body of evidence indicates that teachers experience increased stress at their workplace. Some countries, for example the US and the UK, are facing challenges in retaining good teachers. Research from those countries shows that professional development opportunities, such as courses on NVCT, that focus on social and interpersonal skills as well as the wellbeing of teachers lead not only to reduced occupational stress in teachers, but also help them to improve their classroom practice (see, for example, Jennings et al, 2017; Connors-Burrow et al, 2016; Abalbjarnardottir & Selman, 1997).

Therefore, a strong reason for introducing NVCT into teacher training in Croatia is that it would help teachers to reduce the stress they encounter in their everyday teaching practice.

This section looked at four sets of reasons why NVCT should become a mandatory feature in Croatian teachers' professional development: first, teachers play an essential role in preventing violence and protecting student rights; secondly, research in Croatia and elsewhere suggests that NVCT training leads to reduced violence in schools; thirdly, NVCT methods lead to more empowerment and emancipation overall, and, finally, training similar to NVCT helps teachers to cope with occupational stress and improve their teaching practices.

1.1.4 Recommendation

This section presented an overview of the laws and policy documents relating to NVCT training for teachers in Croatia. It showed that there is a legal and policy commitment to nonviolence and protecting students' rights. It also drew attention to the absence of formal recognition that it is teachers who largely contribute to achieving those goals in educational settings. We believe that a formal recognition that NVCT is a relevant teacher skill would influence institutions providing teacher training (both initial and continuous) to concentrate more on it. This, according to research, should lead to a reduction of violence in schools.

We have argued that a mandatory NVCT course for teachers fits the humanistic tradition of central and east European education; presented research showing that schools with teachers trained in NVCT skills experience

less instances of violence overall; argued that teachers with NVCT skills can better instill an empowering and cooperative mindset in students, and that teacher training in emotional and social skills such as NVCT contributes to teacher retention and improved handling of occupational stress.

1.2 Policy agenda

We now investigate whether the Croatian educational policy agenda offers an opportunity to advocate for enhancing the role of NVCT in teacher training. The main suggestion here is to follow the policy activities of the near future closely, as they have recently been rather unstable and prone to frequent and sudden change.

Over the course of one and a half years, that is, between January 2016 and June 2017, there were three different governments and four education ministers (Vedran Mornar, Predrag Sustar, Pavo Barisic and Blazenka Divjak) in Croatia, all with different ideas on priorities in education. The highest public servants have also been changing, thus creating substantial discontinuity in implementing policy, particularly regarding the Strategy for Education, Science and Technology (2014).

In addition to that, over the past few years, some of the largest protests that the country has ever seen have been held in support of educational reforms. This suggests a certain instability in the education policy arena. In this atmosphere, any new issues brought forward, such as teacher training in NVCT, run the risk of falling into ideological and political deadlocks. Therefore, it is crucial to present the benefits of teacher training in NVCT without falling into ideological or political traps.

The current minister, Blazenka Divjak, took office a few days before this report was completed. As with her predecessors, of particular interest to us is how her administration will handle the reform of teachers' initial and continuous professional development, which is envisioned in the Strategy for Science, Education and Technology (2014). Once discussions on this reform are underway, it will be important to advocate that NVCT is a crucial and mandatory part of teachers' professional development.

The advocacy strategy will have to adapt to the way in which the reform of teachers' professional development will be organized and conducted. For example, the curricular reform was first led by an expert board that was independent from the Ministry of Education and free from direct influence of the parliamentary committee. Over time this expert board has been increasingly criticized for being subject to the politics of the ministry and the government. It is to be expected that a similar development could take place once reform of teacher training has started.

Until then, the advocacy strategy can concentrate on the advocacy points listed in Section 1.4 below.

This part of the advocacy brief analyzed the current policy climate. It suggests that developments related to activities for the reform of teacher training should be closely watched. The advocacy steps for what to do until the reform of teacher training begins are listed in Section 1.4 below.

1.3 Stakeholder analysis

The most relevant actors and decision-makers in regard to the implementation of the Croatian Strategy for Science, Education and Technology (2014), which anticipates reforms of teacher training, are presented below. We believe that these reforms are a good starting point for advocacy.

It is possible that a completely new body will be appointed with the task of reforming teacher education. Until that happens, the stakeholders map includes those who currently have the most say on the implementation of the Strategy for Science, Education and Technology and those who are involved in providing teacher training. The activists, NGOs and higher-education institutions are presented as slightly disconnected from the formal policymaking institutions.

1.3.1 Analysis of previous advocacy campaign: the GOOD Initiative

One of the more visible and durable advocacy campaigns in the education area in Croatia was that for the mandatory introduction of civic education. A number of non-governmental organizations involved in informal education came together in 2008 to advocate for the introduction of citizenship education as a school subject.

They are creative in their approach as they talk both to stakeholders and the public, organize events to show the importance of citizenship education, create videos, posters and vignettes, have a website, are active on social media, and publish books and manuals for teachers. The individual NGOs also organize specific trainings for teachers and students in mediation or NVCT.

1.4 Advocacy action plan

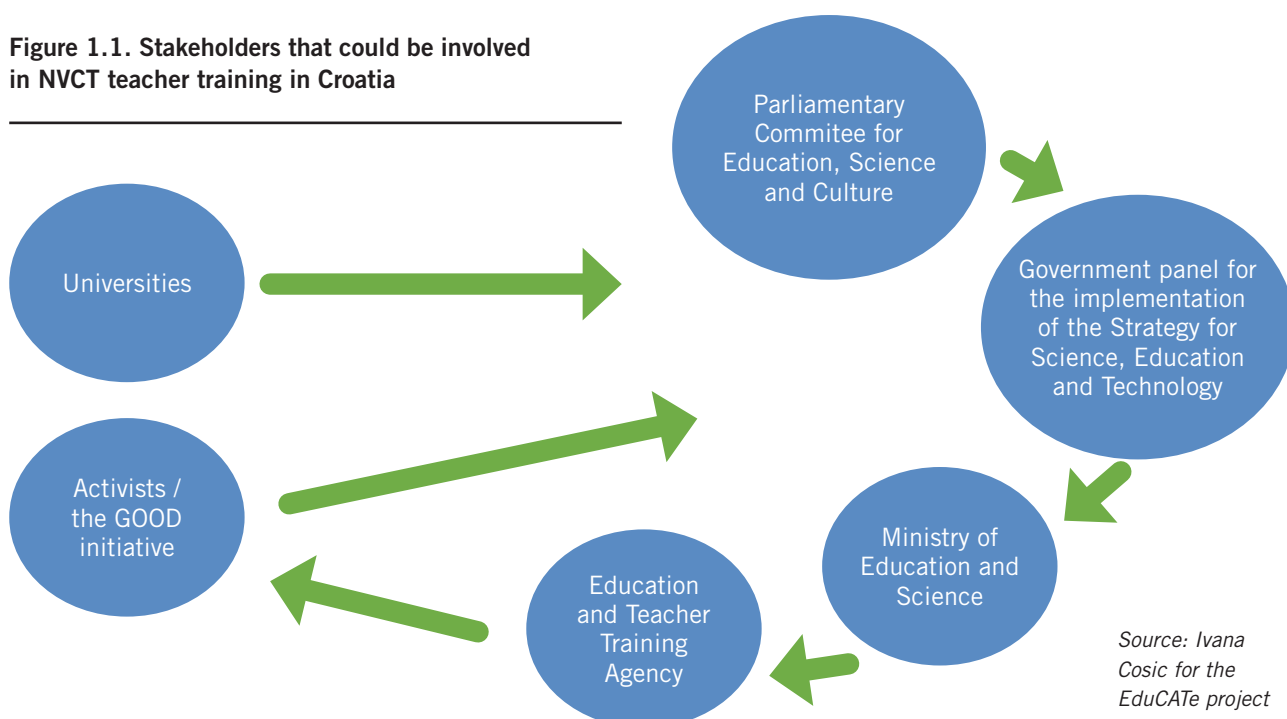
Based on the information collected about the state of teacher training and policy on NVCT in Croatia, we recommend the following points for advocacy:

- Formally recognizing that Croatian teachers play an essential role in protecting student rights and preventing violence in their everyday classroom practice
- The consequent need to train teachers adequately in NVCT
- Making adequate training in NVCT a mandatory part of teachers' professional development, both pre- and in-service

We have shown that Croatian teachers are expected to ensure the protection of student rights and nonviolent settings in schools, but their efforts in doing so are not officially recognized. NVCT is not part of mandatory teacher training, neither in their initial professional nor continuous training.

We have shown research that suggests that teachers often do not act when seeing violence in their schools because they do not know how to. Once trained, they are better equipped to act and the levels of violence in the school go down.

Figure 1.1. Stakeholders that could be involved in NVCT teacher training in Croatia



Source: Ivana Cosic for the EduCATE project

We believe that the main gap in the Croatian legislation is the lack of recognition for teachers' efforts in protecting student rights and creating nonviolent settings in schools. Teachers are treated as those who report violence, rather than those who promote nonviolence. This needs to change.

Once teachers are formally recognized for their contribution to nonviolent school settings, they could be not only be better held accountable, but would have an obligation to be skilled in promoting nonviolence.

Formal recognition of teachers' efforts in protecting student rights and creating nonviolent settings in schools would be an incentive for teacher training institutions to offer more and better training in NVCT, and would motivate teachers to attend those trainings.

The most likely opportunity to advocate the proposed changes is the upcoming reform of teachers' professional competences, which will undoubtedly also influence the way in which teachers are trained. It will not be easy to advocate in the current climate, as education has been highly politicized recently. There is a strong tendency to pigeonhole policy suggestions into ideological categories, which leads to stagnation and inaction. The challenge will be to convince stakeholders from all parts of the political spectrum of the benefits of NVCT.

NVCT extends the Central and East European traditions of humanistic education, where teachers do not just prepare students to become employable, but also for a fulfilled life. NVCT is considered an emancipatory and empowering tool, and one of the transferable skills that will be crucial for the challenges of the future. Focus on social emotional domains, which NVCT offers, has been shown to lead to better coping with occupational stress in teachers and general improvements in school relationships.

1.5 Conclusion

This report has presented arguments on why NVCT should receive more attention in the initial and continuous training of teachers in Croatia.

It pointed to the legal documents and policies that underlie the current state of affairs in teacher training in NVCT. It presented the most important reasons why an improvement of those policies is necessary. Further, it discussed possible channels for action and identified relevant stakeholders who would take part in the policymaking process about the issue. The following recommendations for advocacy in teacher training were emphasized:

- Formal recognition that Croatian teachers play an essential role in protecting student rights and

Box 1.1. Advocacy for NVCT – Croatian action plan

Actions 2017/2018/2019

1. We adjust the EduCATE advocacy report to the Croatian context.
2. We disseminate the advocacy report to key stakeholders in Croatia.
3. Event: We present the advocacy report and curriculum to some stakeholders: Peacebuilding School Forum & universities & key stakeholders.
4. We register the EduCATE curriculum on the list of trainings of the Education and Teacher Training Agency.
5. We publish the EduCATE curriculum on the Facebook pages of the Peacebuilding School Forum.

Indicators

1. Advocacy paper adjusted
2. Advocacy paper sent to 50 stakeholders
3. Feedback – invitation to presentation of the EduCATE curriculum: minimum 5 members of key stakeholders (from Parliamentary Committee for Education, Science and Culture; government's special expert panel for the implementation of the Strategy for Science, Education and Technology; Ministry of Education and Science; Education and Teacher Training Agency; university lecturers; Ombudsperson for children; Croatian members of the European Parliament; student associations; teachers and head teachers of Peacebuilding School Forum; activists/ the GOOD Initiative; Small Steps (parents organization))
4. Event – presentation of the advocacy report and curriculum to 2 networks (Peacebuilding School Forum – 15 schools and GOOD Initiative), 2 universities, parents organization
5. Peacebuilding School Forum has designed and agreed on its own advocacy plan for achieving the advocacy goals
6. EduCATE curriculum published on Facebook pages of Peacebuilding School Forum
7. EduCATE curriculum included in the list of trainings of the Education and Teacher Training Agency

preventing violence in their everyday classroom practice

- The consequent need to train teachers adequately in NVCT
- The need to make adequate training in NVCT a mandatory part of teachers' professional development, both pre- and in-service

2. Advocacy for NVCT in France

By Christian Renoux and Julie Fernandes

2.1 Justification

The school climate in France has been studied in recent years by the Department of National Education through its Direction of Evaluation, Foresight and Performance (DEPP), which conducted victimization surveys of students in lower secondary schools (2011, 2013) and in higher secondary schools (2015), using methods defined by researchers in education sciences.

2.1.1 Student perception of violence

The 2013 survey was conducted with 18,000 students in different lower secondary schools (*collèges*) in France. Its results show that 93% of students ‘feel well’ in the *collèges* and 87% say that they have good relations with teachers. But, in response to a question introduced in the 2013 survey, 76.6% indicated that ‘there is no or not a lot of violence in the *collège*’ (Hubert, 2014:1-6). This means that 23.4% of them feel that there is some violence in their *collèges*. This number is 39% for the *collèges* included in the ÉCLAIR program.²

A total of 18% of students think that there is some aggressiveness between teachers and students, while 74.7 % said they feel ‘totally or somewhat secure in the area around the *collège*’, which means that 25.3 % do not, which is more or less the same figure as that for inside the *collège*.

It is interesting to observe that, in these surveys, the questions about violence inside the schools were formulated in a negative way (‘there is no or not a lot of violence in the *collège*’), as if the Department wanted to prove that there was no violence and did not want to ask an open question on violence. It is a question of biased questions to minimize the phenomenon.

The same minimization can be seen in the Department comments on the figures done, which focus on the fact that “there is a little degradation of the school climate, mainly concerning the security around the *college*”.

In fact, almost a quarter of the students in *collèges* (total of 3.3m) feel that there is violence in their schools; that is, more than 800,000 children do not feel secure and are perhaps suffering from violence in the *collèges*, which is not clearly said in the report.

2. From 2010 to 2015, the ÉCLAIR program (ÉCLAIR is an acronym for Écoles Collèges Lycées pour l’Ambition, l’Innovation et la Réussite (Schools, colleges and high schools for ambition, innovation and success) existed for schools located in districts with significant economic and social difficulties.

Table 2.1. Collèges students’ feelings on school climate (2013)

	Yes	No
Total <i>collège</i> students		
Feel good	93%	7%
Good relations with teachers	87%	13%
There is no or not a lot of violence in the <i>collège</i>	76.6%	23.4%
Totally or somewhat secure in the area around the <i>collège</i>	74.7%	25.3%
ECLAIR <i>collège</i> students		
There is no or not a lot of violence in the <i>collège</i>	61%	39%

Source: MEN-MESR DEPP, 2011 and 2013 National Victimization Surveys

The 2015 survey was conducted with higher secondary school students (*lycées*) (Hubert, 2015: 1-4): 94.4% of them ‘feel well’ in their *lycées*, while 94.5% said ‘there is no or not a lot of violence in the *lycée*’. This means that only 5.5% feel that there is violence in the *lycée*. This figure is a little higher in the professional *lycées* (12%). A total of 80.2% of students feel that they are “totally or somewhat secure in the area around the school” (Hubert, 2015: 2).

The figures indicate that students in *lycées* experience less violence in their schools than students in *collèges*.

2.1.2 Types of violence in high schools

Following the victimization survey conducted with *college* students, it seems that “repeated micro-violence, such as bullying (mockery, insults, ostracism, humiliation)” is still much more common than severe physical violence (around 3%) or sexual violence (5% to 7% of students). The most frequently cited violations were: insults (57%), theft of supplies (47%), unpleasant nicknames (39%) and ostracism (37%). Physical violence appears only in fifth position; jostling was cited by 36% of the students. Insults and bullying took place overwhelmingly inside the *collège*: in 91% of the cases, insults were uttered by a pupil or a group of students in the precincts of the *collège*. Few students reported being insulted by both students and adults (4%). The percentage of insults uttered by teachers is negligible. In 15% of the cases, the student was insulted either in the *collège* by outside people (4%) or on the way to college (11%) (Hubert, 2014: 2-3).

In the *lycées*, the most commonly cited violations were theft of school supplies (33%), ostracism (31%), unpleasant nicknames (29%) and insults (22%). These are the same as for *collège* students, but the percentage of students affected is significantly lower and the order is somewhat different, with insults being the most important problem for *collège* students (57%). Note that 30% of high-school students reported having witnessed homophobic insults, and were not necessarily victims of them.

Weapons injuries, threats with weapons and racketeering are rare. Physical violence is much less frequent than for schoolchildren. The scuffles are cited by only 10% of high-school students and blows by just 4%.

Students in vocational *lycées* more often cited verbal and psychological violence compared to other students. However, these *lycée* students were less likely to mention stigmatization and humiliation. On the other hand, they mentioned more often insults, unpleasant nicknames and mockery for good behavior, and were twice as likely to experience moderate or high multi-victimization (8.2% versus 4.7% in the other *lycées*) (Hubert, 2015: 3).

2.1.3 Victimization and school climate indexes

Collèges

The victimization index for *collège* students summarizes nine acts of violence, considering the frequency and severity of the acts recorded. Calculated using the

Table 2.3. Questions about peaceful coexistence at schools

1	Rather well in his/her college
2	Atmosphere quite good or rather good between students
3	Many or rather a lot of friends
4	Relationships with teachers very good or good
5	Quite well or rather well in his class
6	No or not much aggressiveness between students and teachers
7	Relationships with other adults very good or good
8	We learn quite well in college.
9	Punishments are very or rather fair
10	Safe or quite safe in college
11	No absences due to violence
12	Safe or quite safe in the neighborhood around the college

Source: MENJVA, DEPP, 2011 National Victimization Survey

same method as in 2011, it shows that more students reported verbal abuse (29% reported experiencing physical violence with a high frequency, compared with 41% for repeated verbal abuse). While citations of physical violence remain stable, situations close to harassment, which are more psychological in nature, rise from 6% to 7%.

The school climate index summarizes 12 variables listed in the questionnaire. The higher the index, the better is the school climate. This index was divided

Table 2.2. Victimization index for colleges (%)

	Total 2013	Girls	Boys	ÉCLAIR colleges	Other urban collèges	Other rural collèges
No victimization	50.2	54.4	47.2	49.2	50.3	49.7
Soft victimization	29.1	30.1	32.0	31.5	31.8	32.0
Moderate multi-victimization	8.3	9.8	11.8	10.6	11.1	11.1
Hard multi-victimization – bullying	4.4	5.8	8.2	8.7	6.8	7.2

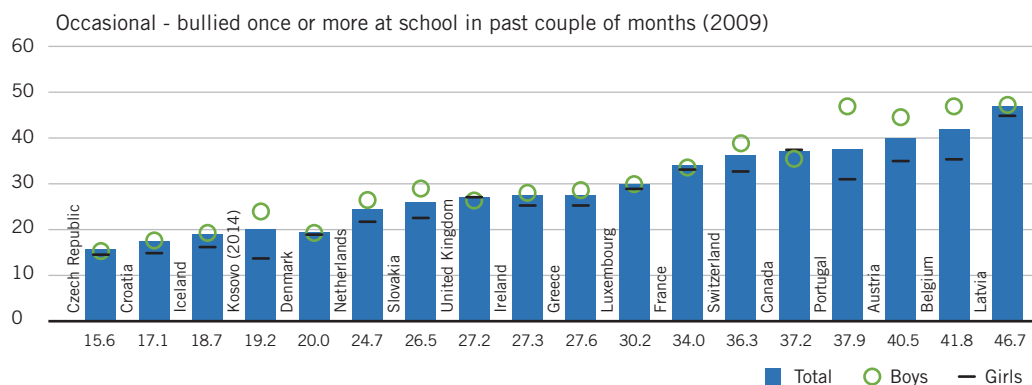
Source: MEN-MESR DEPP, 2011 and 2013 National Victimization Surveys

Table 2.4. School climate index for colleges (2013) (% of students answering positively to questions regarding peaceful coexistence)

School climate index	Total 2011	Total 2013	Girls	Boys	ÉCLAIR collèges	Other urban collèges	Other rural collèges
0-3	0.6	0.7	0.6	0.7	1.8	0.7	0.4
4-6	3.9	4.7	4.2	5.2	7.7	4.7	3.9
7-9	18.7	20.4	18.7	22.0	25.7	20.5	17.0
10-12	76.9	74.2	76.4	72.1	64.9	74.2	78.6
Total	100	100	100	100	100	100	100

Source: MEN-MESR DEPP, 2011 and 2013 National Victimization Surveys

Figure 2.1. Bullying rates by country (2009) (% of students occasionally bullied once or more at school in past couple of months)



Source: Dominic Richardson and Chii Fen Hiu (2016:106)

into four tranches (0 to 4 positive responses, 5 to 8 positive responses, 9 to 12 positive responses and 13 to 17 positive responses). The variables are the student's answer (positive or not) to the following questions.

Between 2011 and 2013, the school climate deteriorates slightly: 74% of students responded favorably to 10 or more questions, four points less for girls and two points less for boys, within two years. This proportion does not

reach two-thirds of students in *ÉCLAIR collèges*. It is mainly the response to the question about a sense of security in the neighborhood that is responsible for the deterioration in the overall index, on average, for the *ÉCLAIR collèges* and the girls (Hubert, 2014).

Table 2.5. School climate index for lycées (2015) (% of students answering positively to questions regarding peaceful coexistence)

School climate index	Total 2015	Girls	Boys	Vocational lycées	Other lycées
0-4	0.4	0.3	0.6	0.7	0.7
5-8	2.5	2.2	2.9	5.4	4.7
9-12	18.4	17.3	19.5	25.8	20.5
13-17	78.7	80.2	77.1	68.3	74.2
Total	100	100	100	100	100

Source: MEN-MESR DEPP, 2015 National Victimization Surveys of lycée students

Table 2.6. Victimization index for the lycées (%)

	Total 2015	Girls	Boys	Vocational lycées	Other lycées
No victimization	74	72.7	75.3	71.2	75.5
Soft victimization	20.6	21.9	19.2	20.7	19.9
Moderate multi-victimization	4.1	4.4	3.8	5.5	3.8
Hard multi-victimization – bullying	1.4	1	1.7	2.7	0.9

Source: MEN-MESR DEPP, 2015 National Victimization Survey

Lycées

The school climate index for the *lycées* is the synthesis of 17 questions in the 'School climate' part of the questionnaire for the survey. This index varies from 0 to 17 and corresponds to the number of positive responses ticked by students to these questions. Since the questions differ from the questionnaire offered to *collège* students, this index is not directly comparable with that used for the 2011 and 2013 surveys conducted with *collège* students (Hubert, 2015: 2).

2.1.4 International comparison

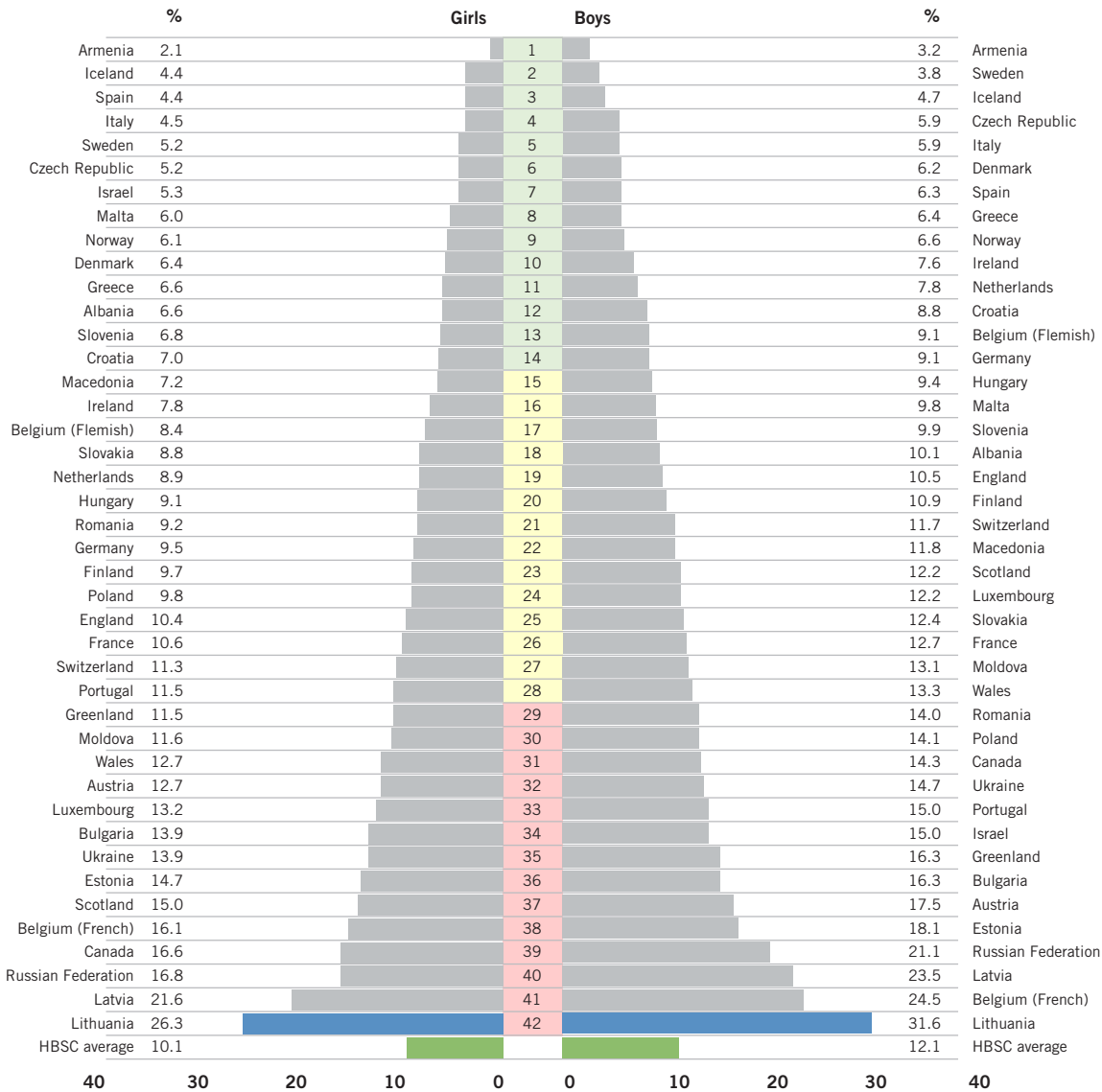
Some international studies have been conducted about bullying to compare the situation in different countries. For example, the repeated surveys of the Health Behaviour of School-Aged Children (HBSC) now involve more than 40 countries (Craig et al, 2009: 216-224).

In the 2009 HBSC study, the average rate of bullying is 43% of students. The rate in France is under the average rate but still high at 34%.

The situation of bullying in French schools is in the same average situation compared to other countries in the 2009 HBSC study on bullied and bullying children.

Concerning the prevalence of children being bullied, France is a little bit above the average of the countries, with 10.6% of girls being bullied (10.1% on average), and 12.7% for boys (12.1%). Concerning children bullying others, boys are in the exact average of the comparison, with 11.3% having bullied someone, while girls, at 6.7% (5.6% on average), exceed the average by 1.1 points.

Figure 2.2. Prevalence of children being bullied (2013-2014) (%)



Source: Richardson, Dominic, and Fen Hui, Chii (2016:148)

2.1.5 Prevention of violence and dealing with conflicts in schools

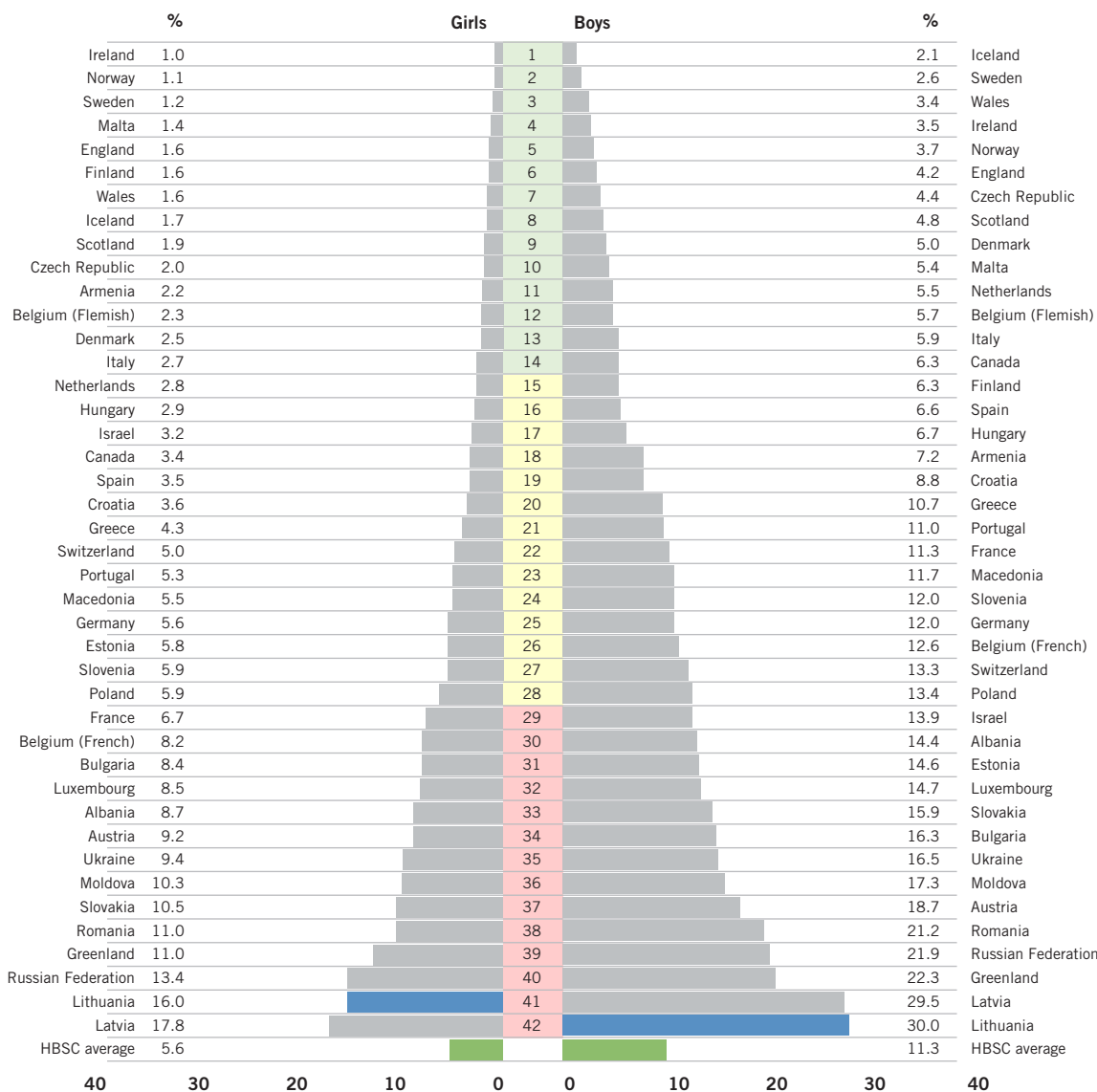
The Coordination pour l'éducation à la non-violence et à la paix is convinced that the effects of violence on children are important, and including the effects of what adults call micro-violence. Insults, unpleasant or degrading nicknames and bullying can make life impossible for students. It is also known that bullying continues outside schools by SMS or on social networks. It is now established that this bullying is seriously detrimental to the schooling of children who are victims and that these (micro) repeated acts of violence seriously undermine the school climate.

From the Coordination point of view, the bullying children are also children who must be helped by hearing the reasons why they are bullying their peers (school failure, desire to make those who succeed in school suffer while they themselves fail, prejudice, etc).

It seems that an effective drive to prevent or stop bullying and violence at school involves working on all relationships within schools. It's not just about working with bullied and bullying students but with *all* students. From the point of view of the Coordination, this work requires nonviolent conflict management education, which we call education for non-violence and peace.

Conflicts are inescapable. In school, students will always encounter multiple types of conflict on a daily basis, including symmetric (power-balanced), asymmetric (power-unbalanced), constructive (nonviolent), destructive (physically or psychologically violent), direct (overt), and structural (institutionalized) disputes, clashes and conflicts. To deal with conflict and violent challenges, students need to become familiar with and skilled in using analytical tools that will develop their abilities to build peaceful relationships. Students need to be able to engage themselves in democratic, educational dialogue with others in the daily-occurring conflicts. Effectively and constructively managed

Figure 2.3. Prevalence of children bullying others (2013-2014) (%)



Source: Richardson, Dominic, and Fen Hiu, Chii (2016:148)

conflicts can provide them with nonviolent and peaceful ways to deal with these situations (Hakvoort & Olsson, 2014: 531-552).

To spread knowledge and skills about nonviolent and constructive conflict management to pupils, the involvement of teachers is required. Being professional does not mean avoiding conflicts. To provide teachers with the relevant knowledge and tools, formal and informal conflict resolution education for teachers is essential.

Almost one-quarter of students in French *collèges* state that there is violence in their schools, which means that more than 800,000 children do not feel secure and/or may be suffering from violence in the *collèges*. Tackling this situation must, therefore, be a burning issue for the Department of Education.

2.1.6 French policy

The prevention of and drive to reduce violence in schools has been a growing concern in the academic world and in the Department of Education these last decades, as explained by Eric Debarbieux, president of the European Observatory of School Violence from 1998 to 2012 (Debarbieux, 2016: 33-36).

Academic research

A lot of research in this field has been conducted in French universities, especially by the European Observatory of School Violence, founded in 1998, in the University of Bordeaux by a European federation of researchers on violence in school. It was transformed into the International Observatory of Violence in Schools, an

NGO governed by the French 'Law of 1901', and is now based in ESPE (*École Supérieure du Professorat et de l'Éducation*) of the Académie de Nice, presided by Prof. Catherine Blaya.³ The European Observatory remains as a branch of the international institution.

The International Observatory of Violence in Schools spreads information on major research and practice on the issue to decision-makers, stakeholders, educators and the general public. It seeks to disseminate good practices and practical exchanges for countries that do not have easy access to the scientific community, but are developing important intervention programs.

In 2005, the Observatory founded *The International Journal of Violence and Schools* (IJVS), which became *The International Journal on School Climate and Violence Prevention*. It is a blind- and peer-reviewed scientific journal, which seeks to promote progress in knowledge on school climate and the prevention of violence in schools, to encourage international research on violence in schools, and to promote the greater well-being of students and staff.⁴

Ministerial Delegation/Mission on violence in schools

In September 2012, the Department of Education created within it a Ministerial Delegation in charge of the Prevention and Struggle against Violence in Schools (*Délégation ministérielle chargée de la prévention et de la lutte contre la violence en milieu scolaire*) in order to identify priorities and propose concrete actions.⁵ The Department has the responsibility to protect pupils and staff from violence, a poor school climate being a source of suffering and school failures.⁶ The first *délégué*, at the head of the Delegation, was Prof. Eric Debarbieux. The Department states that:

... one of the levers to prevent and fight violence in schools is the pre- and in-service training of staff. They are in fact the first to be confronted with acts of violence and must be able to detect the first signs of crisis or harassment and respond appropriately. The prevention of violence and the improvement of the school climate are an integral part

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

4. <http://www.ijvs.org/3-6218-International-Journal-on-School-Climate-and-Violence-Prevention-Journal-International-sur-le-Climat-Scolaire-et-la-Prevention-de-la-Violence.php>

5. <http://www.education.gouv.fr/cid66168/deplacement-de-vincent-peillon-dans-l-academie-d-amiens-installation-de-la-delegation-ministerielle-chargee-de-la-prevention-et-de-la-lutte-contre-les-violences-en-milieu-scolaire.html>

6. <http://www.gouvernement.fr/action/la-lutte-contre-le-harcelement-et-les-violences-en-milieu-scolaire>

of the pre-service training provided by the Higher Schools of Teaching and Education (ESPE).⁷

The Ministerial Delegation (which has no independent website or pages on a website) has concentrated its efforts on the fight against bullying, creating a 'No to Bullying' Day and a national competition, 'Mobilizing against Bullying'.⁸ It has also federated different actors engaged in school climate work in different academies. From this collaboration was born in April 2016 a new structure: academic groups called *Climat scolaire* (School Climate).⁹

Two working groups of associations have worked in cooperation with the Ministerial Delegation: one has written a Charter of School Mediation.¹⁰ Another wrote a document on teacher training on nonviolent conflict resolution.¹¹ Both texts have been validated by the Department and are available on the *Climat scolaire* website.

In September 2017, the Delegation changed its name to Mission (Mission in charge of the Prevention and Fight against Violence in Schools) and is now identified as one part of the Directorate-General for Schools (DGESCO).

The Climat scolaire website

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

This website offers pedagogical reflections, tools and resources on school climate. One part is about 'Violence prevention'. Conflict resolution is mainly covered through peer mediation (eight articles), which is defined as "a cooperative process that facilitates non-violent conflict resolution" (Réseau Canopé, 2013).

In July 2016, a new resource was added to this website, about the importance of conflict management in school in general (Réseau Canopé, 2016). This is an important evolution in the Department of National Education because, for a long time, conflict management was

7. Ibid.

8. <http://www.education.gouv.fr/cid87616/ceremonie-de-remise-des-prix-mobilisons-nous-contre-le-harcelement-vendredi-3-avril-2015.html>

9. http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100367

10. <https://www.reseau-canope.fr/climatscolaire/agir/ressource/ressourceId/mediation-par-les-pairs-une-charte-nationale-de-qualite.html>

11. <https://www.reseau-canope.fr/climatscolaire/article/texte-inter-associatif-pour-leducation-et-la-formation-a-la-resolution-non-violente-des-conflits.html>

mainly understood as crisis management, expressed in terms of security and operated in cooperation with the police (an aspect that has been reinforced these last two years by the fear of terrorist actions in schools).

2.1.7 Law and curriculum

The Educational Law, passed in July 2013, created the *Ecole supérieure pour le Professorat et l'Éducation* (ESPE – Higher Schools of Teaching and Education), for training teachers and education personnel in pre-service formation.¹² There is one ESPE per academic region (32). These ESPEs will be part of the university system and deliver specific Master's degrees in teaching, education and training professions. According to this law, ESPEs will also progressively become responsible for in-service training of teachers.

Article 70 of this law specifies, about the ESPEs, that “within the framework of their missions ... they organize [...] training in the prevention and non-violent resolution of conflicts” (Law n° 2013-595, art. 70 § 15).

In 2006, the first Common Core of Knowledge and Skills established what every French pupil needed to know at the end of mandatory schooling. A new Common Core of Knowledge, Skills and Culture (*Socle commun de connaissances, de compétences et de culture*) was defined in 2015 by the High Council of Curricula. This new Common Core, about the ‘Training of the individual and the citizen’ (Domain 3), introduces for the first time conflict management in the French curriculum, in saying that “the pupil learns how to resolve conflict without aggressiveness, to avoid resorting to violence thanks to his/her means of expression, communication and argumentation” (Decree n° 2015-372).

Conclusion

Students, teachers, researchers and those responsible for national education policy agree that violence in schools and NVCM is a highly topical issue in France, as in many countries in Europe and in other continents. To deal with this situation, the French school system already benefits from two legal instruments, through the 2013 Education Law and the 2015 Common Core of Knowledge, Skills and Culture.

To understand the advocacy needs on NVCM training for teachers in the French situation, we will now look at the policy agenda, presenting what has already been done in this advocacy field and defining the future needs.

12. Formerly, teachers were trained in an Institut Universitaire pour la Formation des Maîtres (IUFM). The IUFMs were created by the Jospin law in 1989, replacing the Ecoles normales d'instituteurs, Ecoles normales nationales d'apprentissage and Centres pédagogiques régionaux, which were, in the main, old institutions from the end of the 19th century.

2.2 Policy agenda

2.2.1 Advocacy work carried out to date

The Coordination pour l'éducation à la non-violence et à la paix has quite long experience in advocating for education and formation for non-violence and peace. It was established in 2000 as the French ‘Coordination for the Decade’ to promote in France the ‘International Decade for a Culture of Peace and Non-Violence for the Children of the World 2001-2010’, proclaimed by the United Nations General Assembly in November 1998. It gathers associations that wish to coordinate and make known their actions to help promote the culture of non-violence and peace.

In September 2002, the Coordination launched the campaign ‘Education for non-violence and peace in schools’, which calls for the official introduction of training in non-violence and peace at all levels of the French education system, from kindergarten to university, with a program that includes tools and teaching methods. The campaign was supported by thousands of people, who signed the petition for it.

Advocacy to Department of National Education (2002-2012)

Throughout this campaign, the Coordination maintained regular dialogue with the Department of National Education.

In September 2002, the Coordination contacted Xavier Darcos, Deputy Minister of School Education (2002-2004). Christian Renoux, president of the Coordination, and Vincent Roussel, responsible for the Education Commission, were received by Maurice Quenet, adviser of the Minister. They presented to him the Coordination's campaign and its objectives.

In the fall of 2003, the Coordination participated in the national debate launched by the Department on the future of the school, making concrete proposals to the Thélot Commission (Commission for the National Debate on the Future of the School chaired by Claude Thélot, sociologist).

In July 2005, the Coordination contacted Gilles de Robien (2005-2007), Minister of National Education. Vincent Roussel and Christian Renoux were received by Dominique Lebrun, adviser to the Minister on School life, safety, arts, cultural and sports education and road safety. They presented to him the work of the Coordination on a curriculum for ‘Education for nonviolence and peace’ and requested that a Ministry/Coordination working group be set up to define more precisely the content of such an education. Mr Lebrun expressed his interest for such a group but left the Ministry some months later.

On 14 December 2007, after several exchanges with the cabinet of Xavier Darcos, Minister of National Education

(2007-2009) and DESCO (Directorate for School Education of the Department of National Education), a delegation from the Coordination was received at the Department of Education by Jean-Daniel Roque, Deputy Director of the Sub-Directorate of Schools, Colleges and General and Technological High Schools, at DESCO, and a Ministry adviser explained to the Coordination delegation that such an education was not possible from her point of view because peace was too ideological a subject.

On 2 February 2010, Christian Renoux, Vincent Roussel and Sarah Meunier were welcomed by Jonathan Derai, Chief of Staff to Luc Chatel, Minister of National Education (2009-2012), and Raphaël Muller, his technical advisor, to discuss the Coordination campaign and the law proposal. They were very interested in the curriculum and the Coordination was invited to participate in the 'General states of security in schools' event organized by the Minister of National Education (7/8 April 2010, at the Sorbonne). Yvette Bailly, vice-president, attended it and it was an opportunity for her to meet participants from diverse backgrounds (institutions, trade unions, etc) and to discuss this sensitive subject. She participated in the workshop 'Rules of living together'.

Advocacy to Members of Parliament (2002-2012)

In parallel, the Coordination maintained regular contact with members of parliament (National Assembly, Senate). In 2003, we contacted all parliamentarians to inform them of the Coordination's proposals to the Thélot Commission. Contact was maintained with several parliamentarians, notably by sending them our *Program for Education for Non-Violence and Peace* (published in 2005). In 2006, three deputies and senators sent a written question to the Minister of Education on the subject, "the introduction of an education for non-violence and peace in school", quoting our advocacy document.

On 7 April 2011, Christian Renoux, Vincent Roussel and Marion Isvi were received, at their request, at the Senate by Jean-Pierre Sueur, Senator SP of the Loiret, to focus on the possibility of submitting in the Senate a bill in favor of education for non-violence and peace, according to the draft prepared by the Coordination and amended by Jean-Pierre Sueur. Sueur informed them of his intention to submit a proposal under the title 'Education for non-violent resolution of conflicts' before September 2011, with the aim of obtaining the support of several parliamentarians from his group. On 20 July 2011, the bill was submitted by Jean-Pierre Sueur and co-signed by 50 other senators of the Greens-SP group (proposal n° 739, available on the Senate's website: www.senat.fr/leg.ppl10-769.html). It was forwarded for consideration to the Senate Committee on Culture, Education and Communication. The text of this proposed bill contains the essence of the Coordination draft proposal, with some differences: in particular, the term

"education for non-violence and peace" was replaced by "education for non-violent conflict resolution".

During the elections of September 2011, for the first time since 1958, the left parties obtained a majority in the Senate. Jean-Pierre Sueur, re-elected, became president of the Law Commission, while Jean-Pierre Bel, Marie-Christine Blandin and François Rebsamen, three of the co-signatories of the bill, became, respectively, president of the Senate, president of the Committee on Culture, Education and Communication, and president of the SP group.

Advocacy during electoral campaigns (2007 and 2012)

The Coordination took also the opportunity of presidential elections to contact the different candidates. In February-April 2007, a letter was sent to the candidates to encourage them to include in their political programs a draft law on 'Education for non-violence and peace'.

Two press releases were distributed. The Coordination met with representatives of the candidates of the main parties, Nicolas Sarkozy and Ségolène Royal.

During the 2012 campaign, the SP candidate François Hollande emphasized that education would be one of his main priorities, in passing a law to renew the French educational system.

Advocacy to the French government (2012-2013) about the Education Law

In July 2012, the Coordination addressed François Hollande, newly elected President, Jean-Marc Ayrault, Prime Minister, Vincent Peillon, Minister of National Education (2012-2014), and George Pau-Langevin, Deputy Minister for Educational Success (2012-2014). The Hollande and Ayrault cabinets informed us that they had transferred our letters to Mr Peillon.

Christian Renoux and Vincent Roussel were received on 20 August 2012 by Chantal Lévy, technical adviser, to both ministers, on school life, high-school life and school climate. They presented her with the request of the Coordination to integrate into the school law in preparation a clause on education for non-violence and peace and on teacher formation. They also requested participation in the national consultation *Refondons l'école de la République* (Reforming the school of the Republic); from August to October 2012, Christian Renoux and Vincent Roussel participated in several sessions of two of the workshops of the consultation: 'School life and education for citizenship' and 'A secured climate in schools and institutions'.

Five written proposals from the Coordination were sent to the Secretariat of the Consultation on the following topics:

- Education for citizenship and education on non-violence and peace
- Introducing an education for personal, interpersonal and intercultural skills
- Classroom lifetime
- School regulations
- Redefinition of the Common Core of Knowledge

Christian Renoux also attended the delivery of the report of the national Consultation to François Hollande, President of the Republic, in the presence of the prime minister and 11 ministers, at the Sorbonne on 9 October 2012.

However, neither the report of the Consultation nor the first Peillon bill presented to parliament mention education for pupils or training for teachers on non-violence and peace. On the other hand, these two documents stressed the need to move away from a “security-only approach” to a “global treatment and long-term action”. They also underline that “pre-service and in-service training of teachers is of crucial importance in enabling them to manage situations of tension or react to pupils in difficulty with the school”.

In September 2012, Professor Eric Debarbieux, member of the Coordinating Committee of the Coordination, was named head of the new Ministerial Delegation in charge of the Prevention of and Struggle against Violence in Schools, created by Minister Vincent Peillon. The Coordination welcomed the decision, at the heart of the Ministry of National Education, and invited Eric Debarbieux to present the main areas of work of the Delegation to the 10th ‘Non-violence in schools’ forum on 17 November 2012.

At the beginning of 2013, the Coordination turned once again to the Ministry of National Education, as well as to the Ministry of Justice and Ministry of Internal Affairs. In February 2013, Christian Renoux and Vincent Roussel met Chantal Levy and Éric Debarbieux. In April 2013, Christian Renoux took to Chantal Levy various proposals for amendments to the law in preparation so as to include in it education for nonviolence and peace. After some weeks of examination, all the proposals were rejected by the Ministry. The Coordination was not informed of the reasons for this rejection. In April, Christian Renoux also met Hélène Casual-Charles and Fadéla Benrabia, advisors to Manuel Valls, Minister of the Interior. They expressed an interest in the subject and promised to support it.

Advocacy to parliament (2012-2013) about the Education Law

Simultaneously, during spring 2013, the Coordination contacted several parliamentarians, Jean-Pierre Sueur, Marie-Christine Blandin and members of the Education Committee of the National Assembly, requesting them to introduce into the Peillon bill amendments on education and formation in nonviolent conflict resolution.

In May 2013, Corinne Bouchoux, Marie-Christine Blandin, André Gattolin, senators of the Green group, submitted an amendment during examination of the Peillon bill by the Senate Committee on Culture, Education and Communication. The objective of this amendment was to complete the missions of ESPE in the bill: “as well as training in the prevention and non-violent resolution of conflicts”. The argument was:

*“One of the missions of ESPE must be to create a common culture among the education personnel. The prevention and nonviolent resolution of conflicts must be part of the values inherent to this common culture. It is therefore essential that training on these issues be offered to all students and staff in training in these schools”.*¹³

The amendment was adopted by the Commission on 13 May 2013. The amended law was debated in public and adopted by the Senate on 24 May. The text was then examined during a second reading in the National Assembly, where it was adopted by the Committee on Culture and Cultural Affairs on 29 May, and in a public sitting in the National Assembly on 5 June 2013. The amendment returned to the Senate for a second reading, where it was again adopted by the Committee on Culture, Education and Communication, on 18 June 2013. The law was finally adopted on 25 June 2013 in a public sitting, in the presence of a delegation of the Coordination, invited by Senator Jean-Pierre Sueur. The law was promulgated in the Official Journal of the French Republic on 9 July 2013.

Thanks to this advocacy work undertaken over many years, the adoption of the Peillon law in June 2013 achieved two objectives of the national campaign launched by the Coordination in 2002: the inscription in law of training in nonviolent conflict resolution, within the framework of the ESPE, for both teachers and educational staff. Christian Renoux formally thanked both Jean-Pierre Sueur and Marie-Christine Blandin for the part they played in this achievement.

Advocacy to government and parliament (2013-2017) Implementation of training for teachers

Christian Renoux and Vincent Roussel met Marie-Christine Blandin at the Senate on 8 January 2014 to review progress of the Peillon law implementation regarding the introduction to ESPE of nonviolent conflict resolution trainings for teachers and education staff. As Mrs Blandin had just been nominated as representative of the Senate in the newly created Higher Council of the Curricula, in charge of rewriting the Common Core of Knowledge (2006), they argued in favor of adding to this Common Core education in nonviolent conflict

13. http://www.senat.fr/amendements/commissions/2012-2013/441/Amdt_COM-316.html

resolution for children, as well as other main themes of education for nonviolence and peace, such as dealing with emotions.

On 19 February 2014, Christian Renoux and Vincent Roussel met, at the Senate, Jacques-Bernard Magner, senator and member of the Higher Council of the Curricula.

The Coordination contacted Geneviève Fioraso, Minister of Higher Education and Research, in charge of the ESPE with the Ministry of National Education. Eric Delabaere, adviser in charge of the Training Mission in the office of Mrs Fioraso, received Christian Renoux and Vincent Roussel on 25 March 2014 at the Ministry. Mr Delabaere encouraged the Coordination to present a collective training proposal to the ESPEs on nonviolent conflict resolution.

The Common Core of Knowledge, Skills and Culture

Christian Renoux contacted Senator Marie-Christine Blandin, in January 2015, to advocate that the Common Core clearly make mention of education for nonviolent conflict resolution. Following this correspondence, Mrs Blandin addressed a question to Najat Vallaud-Belkacem, Minister of National Education, on 15 January 2015 in a public sitting of the Senate, concerning the introduction under the Peillon law of nonviolent conflict resolution training in ESPEs for teachers and education personnel.¹⁴

On 31 March 2015, the new version of the Common Core was published. It introduced for the first time in France the notion of training students in conflict resolution: “the pupil learns to resolve conflicts without aggressiveness, avoid violence through skills of expression, communication and argumentation” (*The Common Core of Knowledge, Skills and Culture*, Field n°3). The Coordination regrets, however, that the term “without aggressiveness” was preferred in the last version of the document to “in a nonviolent way”.

2.2.2 Present situation and needs

Following this advocacy campaign, the two main laws on nonviolent conflict education are the 2013 Education Law (the Peillon law) relating to teachers and education personnel and the 2015 Common Core of Knowledge and Skills for pupils.

In this context, the two main questions about nonviolent conflict management education and formation are: the implementation of the trainings defined in the law and the Common Core, and the conservation of these legal elements following the election of President Emmanuel Macron in May 2017 and of a new majority in the National Assembly in June 2017.

14. See http://videos.senat.fr/video.136314_57c99eba32413.

Implementation of the 2013 Education Law

On the first point, the survey carried out by the Coordination with ESPEs shows that almost no training is now available for teacher students in their pre-service formation. Concerning the in-service formation, some training on violence prevention and conflict regulation have taken place in the past in different academies, especially on peer mediation. In the 2016-2017 National Training Plan (PNF), one of the priority actions is on school climate, which is related to the fight against bullying and cyber-violence, and crisis management.¹⁵

The Academic Training Plans (PAFs) are versions of this national plan. For example, the 2016-2017 PAF of the *Académie de Bordeaux* proposes training to fight against peer bullying.¹⁶ The PAF of Marseille Academy also proposes training on bullying for school-climate trainers.¹⁷ However, the 2016-2017 PNF does not mention either conflict or nonviolence, and we did not find training on these items in the PAFs we checked.

So, while researchers, media, teachers, teacher trainers and teacher students agree that it is a highly topical issue, only a few programs aim to educate children on nonviolent conflict management through teacher training. This general situation is a burning issue for our organization.

Our Curriculum and Training Hub

As decided in our General Assembly in 2015, the Coordination has since set up internally a *Pôle Formation* (Training Hub), which has elaborated a collective proposal on a curriculum for Nonviolent Conflict Management (NVCM) (with nine modules) for pre-service and in-service teacher trainings in order to help to efficiently implement the 2013 law countrywide. In October 2017, 12 of our member organizations with experience in training teachers joined this hub.

The main advocacy goal of the Coordination in the coming months is to convince the relevant government departments and the ESPEs to cooperate with our Training Hub to implement trainings for teacher students.

2.2.3 French government policy

On the second point, meetings with the different stakeholders will help us to understand better the situation of NVCM in the field of education within the new French political context. We would like to know the precise policy of the ministries in charge of the pre-service and in-service formation of teachers and education personnel concerning NVCM.

15. Cf. www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100446

16. <https://portailrh.ac-bordeaux.fr/sofia/nthem/treeview/opentree/O>

17. <https://appli.ac-aix-marseille.fr/dafip/paf/module.php?m=37025>

Jean-Michel Blanquer, Minister of National Education since June 2017, has declared that he will not pass a new law on education. However, he may wish to modify the 2015 Common Core of Knowledge, Skills and Culture.

2.3 Stakeholder analysis

Since the law has been passed, and it is the application of this law – at the level of pre-service and in-service training of teachers – that is in question, the main targets of our campaign will be, on the one hand, the directors of ESPE, and on the other hand the various ministries in charge of training teachers, to remind them of the legal obligations and help them in its implementation.

To conduct its advocacy on NVCM training for teachers and education personnel, the Coordination has identified the stakeholders listed below.

2.3.1 Government implementing bodies

Since France already has educational laws that recognize the importance of NVCT, the most strategic advocacy stakeholders are implementing bodies of the education administration (ministries and ESPE). These implementing bodies are:

- the Department of National Education, including the Cabinet, DGESCO: Direction and Mission in charge of the Prevention and Struggle against Violence in Schools, and the Higher School of National Education (ESEN)
- the Department of Higher Education and Research, including the Cabinet and DGESIP-ESR
- the National Network of the Écoles Supérieures du professorat et de l'Éducation (ESPE), with the main responsibility for teacher training

2.3.2 Other stakeholders

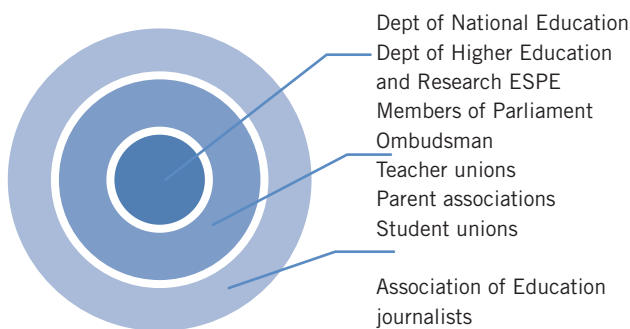
Other relevant stakeholders for advocacy purposes are:

- Members of Parliament (National Assembly and Senate)
- Défenseur des droits (ombudsman)
- Teacher unions
- Parent associations (FCPE and PEP, which have already collaborated with us)
- Student unions
- Association of Education journalists

2.4 Advocacy action plan

We are convinced that many children and teachers and other educational personnel are suffering due to the level of micro-violence in the daily life of schools. Almost one-quarter of students in French *collèges* (total

Figure 2.4. Map of stakeholders involved in teacher training in NVCT in France (couple of months)



Source: Christian Renoux and Julie Fernandes for the EduCATE project

of 3.3m) feel that there is violence in their schools, and 800,000 children do not feel secure and/or may be suffering from violence. Working for a better school climate is, therefore, a major issue for our school system. In particular, it is important to protect children from bullying, which is the cause of much stress, leads to school failure and worse, and contributes to a climate of violence in society in general.

Therefore, the Coordination will mainly advocate in the next months to obtain better consideration of the issue of violence in schools. We will argue for reinforcement of the school climate policy so that it goes beyond the struggle against bullying in school, and takes a more holistic approach through education in NVCT for students, as mentioned in the Common Core of Knowledge, Skills and Culture.

Our main general objective will be to make all the stakeholders aware of the urgent necessity to implement the 2013 law, which plans trainings on NVCT for teachers and educational personnel in the ESPEs.

Our key recommendation will be to rapidly and widely create and develop these trainings in teacher education, because prevention of violence and improvement of the school climate are an integral part of what ESPEs must transmit to future teachers and educators: not just targeting the bullied students, but working with all the students, all the teachers and all the educational staff to build a climate of nonviolence and peace in schools based on safety, respect and dialogue. For that, teachers need to develop new competences as soon as possible.

Since one major difficulty in implementing these trainings is the lack of knowledge and of trainers in this field, we will present to the stakeholders our Curriculum and our Training Hub, and propose that they organize pilot training within the ESPEs.

In parallel, we will advocate for the introduction of NVCT training in the in-service teacher trainings.

Finally, we will monitor the implementation of the law, in cooperation with the teacher and educational staff training institutions (ESPEs, rectorates, ministries, etc), and evaluate the progress of NVCT training in both quantitative and qualitative terms.

Box 2.1. Advocacy for NVCT action plan in France

Aims

- A1. Increase awareness in the ministries of the importance of NVCT training
- A2. Increase the number of NVCT trainings in the ESPEs
- A3. Increase the number of NVCT trainings in in-service trainings

Actions

- A1.1. Meet the ministerial cabinets of the Education, Higher Education and Agricultural Ministries to present our NVCT trainings and our Training Hub
- A1.2. Meet the Ministerial Mission in charge of the Prevention and Struggle against Violence in Schools to present our NVCT trainings and our Training Hub
- A2.1. Meet the ESPE directors to present our NVCT trainings
- A3.1. Meet the direction in charge of the national training plan for teachers in the Education Ministry
- A3.4. Organize in Paris a dissemination event to present our Training Hub and the EduCATE results

3. Advocacy for NVCT in Italy

By Elena Passerini

3.1 Justification

To frame our Italian advocacy in a clear and open context, let's start with two general considerations:

In Italy, there is wide scope for improvement on the pedagogical level. There is a need for education that lays down a solid, practical foundation for democratic culture, starting from the very early encounter between citizens themselves and with institutions. The new generations express this need in many ways. New and effective answers are needed. Routine and rigid traditional school models are not working. The social role of teachers deserves better care and enhancement. Teachers, educators and teachers of teachers can be the pivot for change in a society that needs to learn better and to build better human relations.

But how and with what orientation?

There is violence in Italian schools, too. Traditional management of conflicts in schools is not working. The problem of mismanaged conflicts and violence exists, both at the level of students and among adults, both teachers and parents.

Our starting point is a question about traditional responses. Is there a method in these responses? Where and how did teachers learn about it? What visions and perspectives are guiding teachers' reaction to this kind of problem? Could schools give more effective responses? How?

Italian European parliamentarian Cécile Kashetu Kyenge, when she expressed her appreciation of the nascent EduCATE network on 24 May 2018, articulated well the motivations that should push politicians to support the diffusion of NVCT training in schools:

"It is very important to talk about these issues in the European Parliament. Everyone in our society should learn how to manage conflicts. This theme deserves attention and should be followed above all by politicians. There are many personalities who spread violent messages.

"Conflict management should be taught on a social level because many people are exposed to problems. Especially children, boys and girls are at risk because they do not have what protects them against violence, unless they are educated for it. They need to understand what conflicts are and how to manage them well.

"When I became Minister in Italy, I myself was victim of verbal and racist violence. I understood that it was up to me to face that violence in nonviolent ways. So, following my education and my culture, when I was victim of verbal violence I chose not to respond. I also hoped that civil society could understand my decision not to respond. I felt that my role was not to respond, but this choice was not very understood by many people.

"I want to give an example about how children can become victims and actors of violence. It starts from the roles of victim and then they may become actors of violence.

Once in a school I met a 12-year-old boy who began to cry when he saw me. So I asked him why. He told me that he was victim of much violence in his school and that he did not know what to do and how to deal with this situation.

"I told my story and my choice not to respond. But he told me that if he did not answer, things could end up worse.

"I believe that education is very important. Teachers first need support to understand what nonviolence means. Teachers and students need support to understand that violence does not solve problems and leads nowhere. Support is needed to become more prepared, competent and strong to respond in nonviolent ways in conflicts.

"I got to know here about the EduCATE project. I want to give strong support to this initiative because it is important to have this European network to promote the idea and practices of nonviolence, given the level of xenophobia and racism that takes place in Europe. Education is one of the ways we can get rid of these problems."

It is important to refer to the difficulties of a single child. How manage the situation? How defend yourself from attacks? What are the answers that adults can give to children who face these difficulties? What are the patterns of behavior in conflicts that adults show children? This is not a 'school theme', but a reality experienced daily, with different levels of severity. Teachers and students should not be left alone in the

task of stopping violence and finding effective and constructive ways to manage conflicts.

Not responding is the opposite of what children generally see people doing. It is common to respond with a reaction or a counterattack to an attack (or something perceived as an attack). Often in movies, on TV, in common experience, an attack follows an attack: a riposte, act of revenge or punishment. The suggestion to stop, to refrain from responding negatively in the immediacy of emotion, is way of halting a violent reaction. It also creates a space for rethinking, redesigning, sharing. It is important guidance, and should be aimed not only at children but above all at adults, who have repetitive and reactive tendencies rooted in their own upbringing. Centuries of violence in families, schools and other institutions have left traces in many lives. Lashing back is ineffective but has numerous testimonials, even among leading political figures.

The problem is:

- How do children learn to respond or not respond in situations where they are humiliated? Or where they are victims of arrogance?
- How do they learn to distinguish between acceptable and unacceptable behavior?
- What are the patterns of behavior they receive from adults, including parents and teachers?
- Who can they turn to when they need help?

The child met by Mrs Kyenge was lucky. He found an adult able to listen and understand his question. But how many children are that lucky?

Are schools equipped and ready to give effective and educational answers to the difficulties of children and teenagers? How are teachers prepared to face these problems, with awareness and psycho-pedagogical competence? Are the most effective and innovative methods and techniques generally known?

We are referring to many different situations: serious conflicts, quarrels, even children bickering. What is the strategy of schools for this? How often do children get the wrong reaction from adults?

The usual ways of reacting to conflict are based on inefficient habits widespread in people's biographies. The lack of knowledge of the most advanced pedagogies and the lack of personal experience of nonviolent alternatives in conflict management lead to the repetition of old patterns that are very different from those of NVCT. There are difficulties in spreading a pedagogical approach to manage conflicts in more effective and constructive ways.

Our research for the Italian 'Teacher Training State of the Art' shows that there is a lack of teacher training because the methodological, pedagogical and educational aspects are secondary to the disciplines. But it also

showed that existing laws allow teachers and schools to organize their own training. Teachers who want to learn about NVCT have the chance to do so, learning to use good practices and change a school's approach to conflicts. However, few schools and few teachers actually do so, using the teacher funds dedicated under Law 107/2015.

The cultural 'mainstream' standard regarding conflict is still the old non-pedagogical concept: conflict is believed to be an incident to be avoided or punished. So we need to advocate and ask for help in order to give all schools the chance to take part in teacher training and education in NVCT and to introduce daily changes in school life. This will give students the chance to learn to live together in an inclusive way, with deep knowhow regarding conflict as a resource and NVCT.

There are good pedagogical practices in Italy and it is possible to learn how to improve schools with effective operational. Many teachers have been doing it for decades, but they are a minority. The opportunities offered by the concepts and methods of NVCT are not well known.

Change will not be easy. It entails overturning a sort of 'pedagogical inertia', based on the old concept of conflict and on old ways to cope with conflict at school. The laws do not prevent a new pedagogical and constructive approach. Rather, there are obstacles at the level of teacher contracts, which do not sufficiently recognize teacher training, competences and knowhow regarding group management and group dynamics. A new contract was signed by the Minister of Education and some teacher unions on 19 April 2018, ten years after the contracts expired.¹⁸ The annual budget of 500 euro under by law 107/2015 is confirmed and teachers may use it for further training, NVCT included, but it is optional,¹⁹ even though law 107 uses the word 'mandatory' when referring to teacher training. This is both a confirmation and a justification of the importance of our advocacy at all levels for teacher education on NVCT issues.

Therefore, policy support is needed to effectively extend the ability of teachers, trained in NVCT, to introduce significant changes in educational daily practices. These changes will give students the opportunity to learn to live together in inclusive ways, with deep understanding of and knowhow on *conflict as a resource for learning and how to manage conflict*.

Why do we need to advocate for more teacher training in NVCT? The reasons include:

18. Concerning teacher training rules in law 107/2015, see <https://www.orizzontescuola.it/guida/legge-107-buona-scuola-formazione-dei-docenti-diventa-obbligatoria-e-va-retribuita/>

19. Teacher training is not mandatory: <https://www.orizzontescuola.it/rinnovo-contratto-stipendio-firmato-accordo-aumenti-111-euro-nessun-aumento-orario-lavoro-no-formazione-obbligatoria-mobilita-permessi/>

- There are many conflicts in the community. The media report it, often using violent terminology and strong images. The idea that violence can be considered a necessary means to win in a conflict is common. NVCT is necessary to allow students and teachers to understand that violence is learnt, it is not an effective way to cope with conflicts, and we can stop this kind of education. There is a violent education based on ancient beliefs that have no scientific basis.
- There are conflicts among adults, in families and in schools. There is plenty of room for improvement in understanding and applying NVCT concepts, but these are not yet a part of the common shared culture. The perception, understanding and management of these conflicts is usually far away from the concepts and practices of transforming conflict without violence.
- Children quarrel. How do teachers and parents react? Do they distinguish between conflict and violence or do they believe that quarreling children are violent? The 'instinctive' reaction of many adults to children's quarrels is not based on the NVCT approach, but on identifying a culprit to punish.
- When teachers are trained in NVCT methods, concepts and practices, the difference is visible in everyday practices. It is not only a theoretical concept. Children learn to use words for quarreling, learn to listen to each other, learn about emotions and creativity. When peer mediators, educated about conflict and social skills, are available in schools, they intervene and help students to discover the win-win perspective.
- Families notice the difference when NVCT methods are introduced in school. The method may also help parents, who can stop punishing children and start sharing some basic rules in order to avoid violence at school and at home, and enable children to develop their social skills.
- In places where teachers are trained in NVCT, other problems start looking less stressful, or impossible to cope with. Confidence in speaking about problems grows, as does asking colleagues, parents or the principal for help .
- When there is a clear focus on NVCT, the concept of conflict changes and becomes an opportunity for evolution rather than a threat and impairment. Therefore, other things may change in this new perspective. Racism, gender inequality, violence, bullying and other threats to wellbeing in schools and in communities may appear under a different light. Violence appears to be a consequence resulting from an old 'education to violence' that is the exact opposite of education in NVCT.
- The awareness of students, teachers and citizens of belonging to Europe, and learning to live in a democratic and inclusive Europe, is at the core of NVCT itself.

3.1.1 At the national level

We do not ask for a national nonviolence education program. A National Peace Education Program already exists in the Ministry of Education, University and Research (MIUR) archive.²⁰ It is useful to use this document as a map to read how 'peace education' concepts and actions have changed in the last decades in Italy. Fioroni, the minister who instructed schools to form an Educational Coresponsibility Pact, including students and families in a path of sharing educational rules, signed this program on St Francis Day, 4 October 2007. Both ideas look dazzling, but there is a problem with the translation of ideas into action, which the Italian 'Teacher Training State of the Art' identified as the crucial problem of teacher education. The same problem is visible in this directive, which starts with idealistic premises. However, its translation into a solid proposal boils down to contact activities between students and military workers. The action selected to conclude the document is to involve the Italian Ministry of Defense and Italian soldiers in Lebanon, seen as privileged interlocutors for students, if not as peace experts.

In EduCATE's view, NVCT is a pedagogical theme, linked to everyday life and to students' direct experience and teachers' work. In the MIUR document, there is a reference to nonviolence but its interpretation pivots on idealistic aims, evoked by expressions such as 'resolving conflicts' and 'combating injustice'. Instead, for us, the practice of NVCT is a set of everyday, ordinary, learning-oriented, pedagogical, solid actions, to learn to maintain relationships in an inclusive and evolutionary way even when there are difficulties and divisive problems.

*We write *nonviolence*, a single word, because we are not referring to the simple absence of something, of violent actions or reactions. Nonviolence refers to the well-organized application of specific actions in order to transform conflict and learn how to diminish violent actions and reactions and tackle common problems in more adequate, creative and innovative ways.*

The MIUR document is permeated by the idealistic concept of peace, which appears substantially different from the NVCT good practices we have identified in the EduCATE project: concrete practices that involve, intensely and directly, the lives of students – for example, peer mediation in quarrels.

The program is called 'Peace is made at school' but is not centered on pedagogy, on the ordinary and everyday

20. National program 'Peace is made at school': https://archivio.pubblica.istruzione.it/normativa/2007/allegati/all_prot4751.pdf

interpersonal relationships involving students at schools, on the reference models used by adults, teachers and school leaders alongside parents and educators.

It is important to quote this 2007 document, because when people talk about education and nonviolence the concepts may be perceived as connected with it or similar ideas, rather than with the good practices collected by the EduCATE partners. The text is characterized by the typical myth of peace as harmony.

It is important to underline that what we are advocating for is very different. Our concept of conflict is different and well explained in 11 points, with a scientific basis.²¹ At the same time, it confirms that teachers can work differently on conflicts, thanks to the autonomy of schools in Italy. Schools will launch NVCT in a structural way when NVCT methods, concepts and practices are known by a large number of teachers. Using them inside a single classroom or having them applied by just a few teachers is not enough. The whole school has to be involved in a new process, based on a mature concept of NVCT and on practices and objectives that are very different from the ones listed in 2007. We are talking about precise pedagogical practices based on scientific, neuro-scientific and statistical data. An example of that is the Italian research on children's quarrels, by Daniele Novara and Caterina Di Chio: *Litigare con metodo (Erickson, 2013)*.

The main characteristic of pedagogical work is the reality of daily in-school relationships, in actions. The good practices we chose are connected with the skills necessary to live together, to talk, to listen, to express emotions, needs, requests, to understand others, to let the group work together, to be able to cooperate, to negotiate, to ask for help in a conflict when mediation is necessary. That is why Italian EduCATE partner, Centro Psicopedagogico per la Pace e la gestione dei conflitti, decided in 2013 to use the word 'education' instead of 'peace' in its name, to underline the importance of a practical change in education in schools, in families.

Moving on from the MIUR project of 2007, another document is more interesting: the European Parliament resolution of 8 May 2008 on the Annual Report on Human Rights in the World 2007, and the European Union's policy on the matter (2007/2274(INI)). The word 'nonviolence' appears in this:

"9. Considers that nonviolence is the most appropriate means of ensuring that fundamental human rights are enjoyed, upheld, promoted and respected to the full; believes that its promotion should constitute a priority objective in EU human rights and democracy policy and intends to contribute to keeping up to date with and studying modern non-violent theory and practice, partly through a comparative analysis

of the best practice used in the past; proposes, with a view to giving this idea a central political role, that a European Conference on Non-Violence be convened in 2009 and that 2010 be designated 'European Year of Non-Violence'; calls on the Member States to endeavour, under the auspices of the United Nations, to ensure that the 'Decade of Non-Violence 2010-2020' is proclaimed..."²²

This is a political recognition of the highest level of nonviolence, understood here as a method of political action. Results of this recognition are difficult to see, after 10 years. But this is a starting point that also helps us who understand nonviolence as having an educational dimension. Certainly, the explicit reference to nonviolence is far more promising and more adequate than the word 'peace', used as a key word in the MIUR project of the previous year. Italian European parliamentarian Marco Cappato was the speaker. He also supported and contributed to the nascent EduCATE network on 24 May 2018 in the European Parliament.

The distinction between 'nonviolence' understood as a method of political action and NVCT, or pedagogies oriented towards NVCT, is important. Our goals are not political, they are educational. EduCATE's aim is to help schools to become more effective and more European, to work better. The pedagogical work of NVCT is something very different from nonviolence understood in a political meaning. Nonviolence understood as an ideal or method of a political party is quite different from the pedagogical aim to organize spaces for growth and learning in innovative ways. NVCT enhances the learning possibilities of students and teachers, even in difficult situations, even in the case of conflicts and quarrels. NVCT training is needed to learn better, in less dogmatic and more experiential ways. It helps to fight better, to organize school life in more advanced ways, and enables students and teachers to learn even when they fight. It is an opportunity to learn how people, groups and organizations can compare different interests, objectives, emotions and needs through opposition and conflict, without avoiding or stopping them but using them to develop learning and skills and to find transformation paths that do not intentionally damage or lead to exclusion. No-one is excluded, not even the bullies, who, if their school is organized according to the criteria of NVCT, could finally find the opportunity *to learn to fight without harming either others or themselves, to get out of the conflictual deficiency in which they live and have been educated.*

3.1.2 At the regional level

There are various regional laws and policies that can be used in relation to NVCT training and to fund teacher

21. See the introduction (p.9-14) and bibliography of the EduCATE publication "Teacher & conflict: where are we?"

22. <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2008-0193+0+DOC+XML+VO//EN>

Box 3.1. An important law that is missing in Italy

Italy lacks an effective law protecting children from domestic violence. The penal code applies the old concept of *jus corrigendi*. It is as if the law attributed a pedagogical value to practices of punishment, which are forbidden at school and in prisons but not in homes. Thus parents get the message that even corporal punishment can be used to correct children, to educate them, if it is not excessive.

The fact that dozens of countries have legislated to protect childhood from being slapped does not seem to influence Italian politicians. There is no scientific basis to deny the damage of slaps to educational relationships and health. But this topic seems a taboo for Italian public opinion.²³

The rights and needs of children should be central in modern law. Nonviolence-based advocacy in education must be given the right weight and it must be acknowledged that we are facing a cultural problem. A campaign for a modern law on domestic violence was launched in 2012 by Save the Children.²⁴ But such a law is not on the agenda in parliament.

Education starts in families. The issue of protection from domestic violence is crucial. Evidently, in a context in which many believe that punishment can educate, the threat of punishing the punishing parents would not work. It would be useful to have a law providing assistance to facilitate the educational task of parents with organizational, educational and pedagogical support, a law devised to support parenting, to help parents, even with pedagogical, psychological or psychotherapeutic assistance, not to imprison, threaten or punish them. Yet even the Bills presented in 2009²⁵ and 2015²⁶ (which remain drafts) had the typical approach: threatening punishment.

Meanwhile, parents crowd the Parental Schools, which the CPP has been organizing in many cities for years. Parents have confidence that they can improve their parenting practice. They look for help, reliable information about children, teenagers and education. They need prospects for the future.

training in NVCT. The laws use varied terminology, but could be interpreted to indicate NVCT even if the text speaks of 'peace education' or 'bullying prevention'.

In general, Italy does not lack legislative intervention. What has been done in schools may vary substantially and there is no way of monitoring these practices. It is difficult to identify the practical implications for teacher training in all these regional laws. The problem is the lack of pre-service practical teacher training regarding NVCT in the ordinary process to become a teacher, at university and during in-service teacher training. This is key to understanding why we have so many laws but not enough culture and practice of NVCT in schools.

23. The international success of Daniele Novara's book, Punishment is useless, is hopeful. But politicians are not listening, as confirmed by journalist Maria Novella De Luca: <https://video.repubblica.it/rubriche/rispostarep/rispostarep-berle-ai-figli-e-punizioni-umilianti-perche-manca-una-legge/251784/251952>. Here, in a national newspaper, a famous journalist writes in favor of a parental slap and against a carabinieri who accused the violent father: https://www.corriere.it/caffe-gramellini/18_giugno_26/caffe-massimo-gramellini-ceffone-possibile-a179ada6-7978-11e8-80e9-424fd8b8c17b_preview.html?reason=unauthenticated&cat=1&cid=qsVnMJFH&pids=FR&origin=http%3A%2F%2Fwww.corriere.it%2Fcaffe-gramellini%2F18_giugno_26%2Fcaffe-massimo-gramellini-ceffone-possibile-a179ada6-7978-11e8-80e9-424fd8b8c17b.shtml

24. Data about corporal punishment in families in Italy: <https://www.savethechildren.it/press/bambini-punizioni-fisiche-oltre-un-quarto-dei-genitori-italiani-il-27-ricorre-pi%C3%B9-o-meno-di>
25. <http://www.senato.it/service/PDF/PDFServer/BGT/00449362.pdf>
26. <https://dirittoal punto.com/wp-content/uploads/2016/05/progetto-senato.pdf>; <http://www.senato.it/leg/17/BGT/Schede/FascicoloSchedeDDL/ebook/46151.pdf>

Regional laws and policies about NVCT in Italy

The most recent law is the Lombardy Law (2017), which funds various awareness-raising activities and teacher training on cyberbullying. Schools, but also penitentiary institutions, healthcare facilities, sports associations and the third sector, will benefit from it.²⁷

Here a list of regional laws:

- The Autonomous Province of Trento on 10 June 1991 with provincial law No.11 started the 'Promotion and diffusion of the culture of peace'.²⁸
- In 2007 the Provincial Law of 8 February 2007, No. 2: 'Provisions for the Implementation of the Law 24 February 2006, No. 103 (Provisions concerning initiatives to foster the development of the culture of peace), and modifications of Provincial Law of 10 June 1991, no. 11 (Promotion and diffusion of the culture of peace) provides implementing provisions that do not concern the training of teachers nor NVCT.²⁹
- The Provincial Law 14 February 2007, No. 5, 'Development, Coordination and Promotion of

27. http://normelombardia.consiglio.regione.lombardia.it/NormeLombardia/Accessibile/main.aspx?exp_coll=lr002017020700001&view=showdoc&iddoc=lr002017020700001&selnode=lr002017020700001

28. http://www.consiglio.provincia.tn.it/leggi-e-archivi/codice-provinciale/archivio/Pages/Legge%20provinciale%2010%20giugno%201991,%20n.%2011_715.aspx?zid=b448a4ea-e419-45d7-8a7c-de4f44bc1539

29. http://www.consiglio.provincia.tn.it/leggi-e-archivi/codice-provinciale/archivio/Pages/Legge%20provinciale%208%20febbraio%202007,%20n.%202_16241.aspx

- Youth Policies, discipline of the provincial civil service and modifications of provincial law August 7, 2006, no. 5 (Education system for education and training in Trentino) regarding youth policies refers to “peace education”.³⁰
- The Piedmont Region enforces the law of 17 August 1995, No. 67: Regional interventions for the promotion of a culture of peace and peace education in international cooperation and solidarity.³¹ On this basis, a ‘Collaboration Agreement between the Piedmont Region, the Co-ordination of Municipalities for Peace in the Province of Turin and Piedmont’s NGO Consortium in the framework of international cooperation and education for world citizenship’ was signed.
 - In the Campania Region there has been a law since 2000 that funds research and provides a day for peace, a peace prize, and a Standing Committee on Peace and Human Rights.³²
 - In Emilia Romagna there is a 2002 law on ‘Regional interventions for cooperation with developing countries and countries in transition, international solidarity and the promotion of a culture of peace’.³³
 - In the same area there are initiatives at provincial level such as the Reggio Emilia Provincial Table for Peace.³⁴
 - Veneto has the Regional Law 16 December 1999, No. 55, titled ‘Regional interventions for the promotion of human rights, peace culture, development cooperation and solidarity’.³⁵
 - In the Marche there is the Regional Law of 18 June 2002, No. 9 titled ‘Regional Activities for the Promotion of Human Rights, Peace Culture, Development Cooperation and International Solidarity’.³⁶
 - Molise also has a law, No. 29 from 2005, titled ‘Regional Cooperation with Developing Countries and Transition Countries, International Solidarity and the Promotion of a Culture of Peace’. There are references to schools and peace education, in relation especially to international issues.³⁷
 - Also in Friuli Venezia Giulia there is a regional

training and research program called ‘Peace is taught and learned’.³⁸

- The regional law of Valle d’Aosta, one of the bilingual Italian regions, concerns bilingual education to “promote knowledge of the evolution of linguistic and pedagogic policies and to spread the message of multilingual education as a means of peace and solidarity among peoples.”³⁹
- In Calabria the law is linked to the Civil Service: Regional Law 5 November 2009, No. 41: ‘Rules for the Establishment and Discipline of Civil Service in Calabria’. (BUR No. 20 of 31 October 2009, Extraordinary Supplement No. 1 of 10 November 2009) (Coordinated text with the amendments and additions contained in LR 28 December 2009, No. 54) and includes the item: “Peace education and the promotion of human rights as well as education for coexistence, civic sense, respect for lawfulness.”⁴⁰

3.2 Policy agenda

3.2.1 At the national level

The main question about promoting NVCT is: How much does it cost to give non-pedagogical answers to educational problems? How much does it cost to not know NVCT?

It is a problem to leave conflicts out of school work, leaving the development of skills needed to chance, family or good fortune, in the absence of awareness and teacher training. The consequences of this lack of NVCT in schools may be seen in many different symptoms, which are not easy to interpret but are important in terms of cost.

And how much does it cost to address violence in school with old, punitive and non-educational responses? It may result in the rejection of some students, in failures and student drop-out. Obviously it’s more difficult to respond to these difficulties in more complex ways, based on changes in the way groups and classes are managed by teachers, starting from their own culture and training. But, compared to the current dysfunctional situation, in the medium term, introducing some NVCT would probably be less expensive.

Conflicts are the vitality of relationships, and offer opportunities for evolution. It makes no sense to try to cancel or hide them. There is clear scientific evidence of the effectiveness of NVCT (see the STAR bibliography). In contrast, the traditional punitive approach lacks

30. http://www.consiglio.provincia.tn.it/leggi-e-archivi/codice-provinciale/archivio/Pages/Legge%20provinciale%2014%20febbraio%202007%2C%20n.%205_16309.aspx

31. <http://arianna.consiglioregionale.piemonte.it/base/coord/c1995067.html>

32. http://www.sito.regione.campania.it/istruzione/LEGGI/L12_2000.HTM

33. <http://www.provincia.re.it/page.asp?IDCategoria=701&IDSezione=4340&ID=292942>

34. <http://www.provincia.re.it/page.asp?IDCategoria=701&IDSezione=4340&ID=94862>

35. <http://www.oics.it/index.php/spazio-italia/legislazione-italia/leggi-regionali/88-veneto>

36. http://www.consiglio.marche.it/banche_dati_e_documentazione/leggirm/leggi/visualizza/vig/1366#art6

37. <http://www.regione.molise.it/web/crm/lr.nsf/0/530437FD768229D5C12570910032DFD4?OpenDocument>

38. <http://www.cittaperlapace.it/doc.php?tipo=eventi&id=87>

39. http://www.consiglio.regione.vda.it/app/leggieregolamenti/dettaglio?pk_lr=2130

40. http://www.esseciblog.it/files/calabria_lr_41_09_serviziocivile.pdf

scientific data to support the idea of eliminating conflicts understood as obstacles, as useless or as avoidable incidents.

Others laws and possible stakeholders for advocacy for nonviolence

At the national level we can say we have a few laws in the drawer. The expression “non-violent conflict resolution in interpersonal relationships” is in the Fedeli law proposal (N1680 XVII Legislature draft Law). The proposal has not been discussed and probably the new parliament elected on 4 March 2018 will not discuss it. But it is interesting for its use of the term nonviolence. The proposal seems to refer to some extent to NVCT, but is probably connected to advocacy coming from the LGBT and feminist context. The Bill contains clear references to the training of teachers and the compliance of textbooks with the Self-Regulatory Code on Equal Opportunities. It aims to eliminate stereotypes regarding gender and the culture that allows violence and discrimination against women and LGBT individuals.

This law aims to protect a particular group of victims of violence, while EduCATE's idea of NVCT involves methods, relationships and pedagogy, rather than pretexts or the content of conflicts. However, development of NVCT teacher training in schools and thus the enhancement of NVCT skills may reach the objective of clamping down on gender-based violence. It makes clear, without ambiguity, that violence is not acceptable. It is possible to learn to discuss anything, gender included, to learn how to argue with passion and strength. The context is a safe school where the dignity and rights of all are equally protected.

We may, therefore, include the stakeholders of Fedeli's law among our stakeholders and help to improve it.

3.2.2 At the local level

The Italian EduCATE partner works at a local level in many regions of Italy and abroad. Local administrations have funds for developing NVCT projects in schools. A good example is the municipality of Pesaro. Many schools in the Marche region have been involved in projects addressed to teachers, parents and students during the last 15 years.⁴¹ In many regions, CPP's projects in schools are continued for several years. But there isn't a national monitoring of local initiatives.

Other projects are created at a local level in Italy. An interesting case is Switzerland: the Italian-speaking Canton Ticino bought a copy of the interactive Exhibition on conflict for teenagers in 2001 and a group of teachers have been using it since, and helped CPP to upgrade and improve it (in 2008). It is one of EduCATE's

41. Paolo Ragusa, *La scuola che ci serve*, LIR 2014.

good practices. Also, in Kosovo, CPP helped to set up a school for children aged 0 to 6 based on the maieutic methodology, which is connected to NVCT strategy. It has been funded by NGO funds for several years.

A step in the policy agenda is to contact people who are at the same time policymakers and pedagogy professors or teachers.

Anna Scavuzzo, teacher and deputy mayor of the City of Milan, personally opened the activities of the Parenting School of the CPP in Milan, which involved hundreds of people in family education meetings. It is an initial sign that the authorities are beginning to recognize the pedagogical work performed by parents. The five-year CPP Parenting Schools in many Italian cities are addressing adults about the concrete needs of their children and the difficulties in their education. They are also a contribution, in the perspective of cultural change, that will lead to a new law on protection from domestic violence. Parents are especially interested in knowing that one can educate without violence, without punishment, that one may ask for and get help when facing the difficulties that families habitually have in the task of educating their children in competent ways. Basic pedagogical information is missing in many families: on children's growth, on how to organize education (e.g. how long a child should sleep, or sit in front of a screen without inflicting damage). The vice-mayor also opened the conference of 8 April 2017, with 1,200 participants.⁴² The former parliamentarian and pedagogy professor Milena Santerini spoke at this conference.⁴³ The participation and intervention of this parliamentarian/pedagogue was important in highlighting a widespread and concrete problem that is related to the low diffusion of NVCT in schools.

The increasing number of students diagnosed with learning disorders, and being taken over by neuropsychiatrists and labeled, is a serious development, and closely linked to the low level of NVCT competency. There are problematic situations that are interpreted using early medical diagnosis. But a preliminary analysis of the pedagogical situation could have given a response to the problems. This is also a case of poor family education or poor educational cohesion between schools and families. Adults may avoid their conflicts using the shortcut of a diagnosis of the 'problem child'. There are situations that are delegated to doctors who have an individual approach, addressed to single 'problematic' children, entailing the use of medications or prematurely employing tablets and computers. This approach has high costs and is likely to turn natural infantile immaturity into a badly managed problem, subtracting it from normal learning and education dynamics.

42. <http://www.vita.it/it/article/2017/04/10/ma-linfanzia-non-e-una-malattia/143014/>.

43. <http://cPPP.it/eventi/dettaglio/appuntamenti/la-lezione-non-serve>

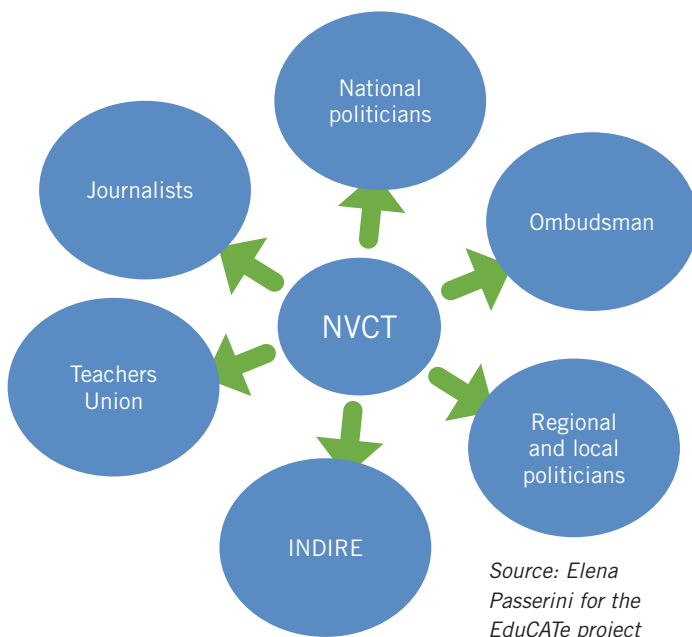
There are situations that can greatly improve if tackled with an educational perspective, if the potential of groups and classes is used, or pedagogical advice is given. Pedagogy, including the skills of NVCT, may lead to more effective responses. The lack of educational cohesion among adults may explain why non-pedagogical responses are preferred in many cases. It allows adults to keep doing the same thing, without question. For example, some students have unacceptable behavior and results because they sleep too little, eat badly, use free time in harmful ways (typically glued to screens almost from birth), move little and badly, and so on. These are typical and widespread 'educational mistakes' that do not become the subject of constructive dialogue between teachers and parents.

There is a risk of transforming natural infantile immaturity into a problem managed by neuropsychiatrists. The normal dynamics of learning and education may need some conflict between adults, or it will lead to efficient but ineffective commercial and professional circuits. New educational methods, including NVCT, are based on human potentials and on group learning potentials, and may help classes, groups, schools and communities to work better, facing their problems with creativity and strength.

3.3 Stakeholder analysis

Our European advocacy should call strongly for the cessation of misguided funding. Much public funding is sent in useless directions, with the intention of reducing violence and conflict. It is possible to use scientific-based information and practices to reach better results and benefit teachers, students and families.

Figure 3.1. Map of stakeholders involved in teacher training in NVCT in Italy



A simplistic vision, not pedagogical and not sufficiently informed on common problems in schools, is currently the basis of contested public spending choices that have led to impasse situations. The possibilities opened up by NVCT are notable for improving learning and working at school, with numerous positive cascading consequences. If teachers are key, it would be better to fund teacher training in NVCT when required. We want to address our advocacy in many directions (Figure 3.1).

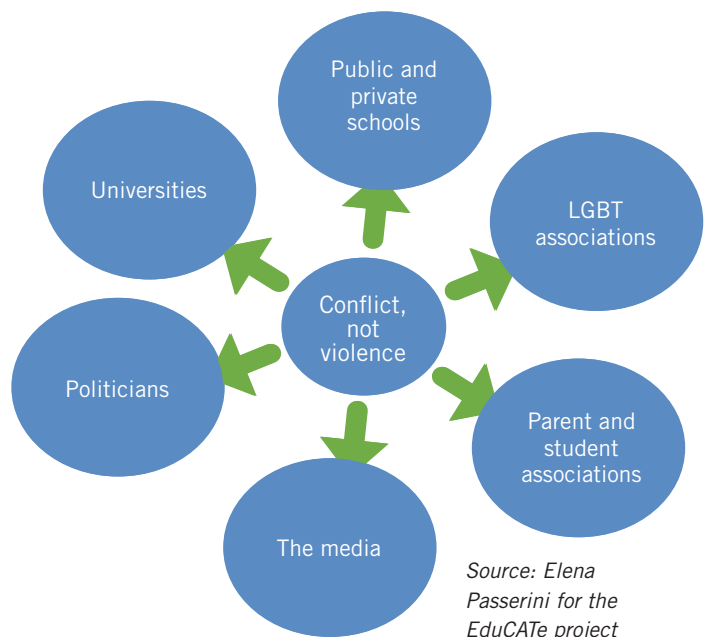
Different messages have to be given to many stakeholders. We may ask many organizations for assistance (Figure 3.2).

3.4 Advocacy action plan

What changes are the most important for Italy? The most important needs? The most important objectives? The first thing that politics should do, in the direction of implementing teacher training, is not a new law, but rather improving the current teacher contract, giving more value to their job and commitment, to ongoing training focused on life skills and NVCT. The new contract looks weak on teacher training. It could be a good idea to dedicate funds to NVCT teacher training, in order to implement NVCT strategies and practices in schools. We would not recommend making it mandatory, but that teachers have access to this opportunity, granting more than 500 euro a year which they could need for a lot of other purposes. It is important to give teachers acknowledgment should they want to learn and put in practice NVCT methods.

The second thing to do concerns the education of children aged 0 to 6. According to the Istituto Nazionale

Figure 3.2. Map of stakeholders supporting teacher training in NVCT in Italy



Box 3.2. 'Conflict' is not a synonym for 'war'

It's a simple request, addressed to journalists, politicians and publishers in particular: stop using the word conflict as a synonym for war. Conflict can be used as a necessary moment for development, through which evolving subjects, children or adults, can learn something important that is impossible to learn otherwise. Conflicts and quarrels are important for learning about one's own and others' potential. Education, according to NVCT, needs to be based on a concept of conflict well-distinguished from violence and war. It is necessary for Europe to clearly state that conflict and war are not synonyms. Pedagogy, psychology and science need a clear terminology. *Wars are fought with weapons and cause death and destruction, conflicts are enacted with words and other non-verbal means, without weapons, killings and destruction.* And yet it has become fashionable to use the less frightening word conflict to mean war, as Italian and at times international media often do. An example is the Declaration of Rome, signed by the 27 European leaders on 25 March 2017. In English it refers to "two world wars", but the official Italian version translates "wars" as "conflicts".*

Such confusion of words hampers understanding of the value of the European project. The union among Europeans, as is stated in the Declaration, has enabled European Union nations to live through political, economic, cultural or religious conflicts without war, without mutual destruction. This union among Europeans consists not only of the European Union as an institution, but also of the choice to engage in political actions without war, without annihilation.

* English version: <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25-rome-declaration/> and the Italian version, on line 3: http://www.governo.it/sites/governo.it/files/documenti/documenti/Approfondimenti/EU60/RomaDichiarazione_it17.pdf

di Statistica (ISTAT),⁴⁴ only 22.4% of children under the age of three residing in Italy have a place available in daycare. In 2013/2014, only 13,459 nurseries were listed in the national census: 65% private and 35% public (municipal). The situation is better for children aged 3 to 6.

The age from 0 to 6 is the best time in which to make clear to parents that to educate and to punish are quite different practices and that the parenting task of educating children is supported by school-based cohesion between adults. Delegating the child's education from 0 to 3 to the family and grandparents is common but it is not beneficial from a nonviolence

perspective. It would instead be important to protect and support the educational environments where children can have fundamental experiences based on relationships with competent educators and other children. For children, it is important to use the five senses and to meet other children, which is not easy in families where screens, personal computers and smartphones are overused, even under the age of three.

The aims of advocacy and the needs we want to address should be described with specific reference to school life. For this purpose, it is useful to identify common situations and the responses that adults give in the belief that they are addressing the problem. These situations appear to be more or less latent conflicts which might be managed in an entirely different way, if seen from an NVCT perspective. The dissipation of public resources arises because of mistakes in perspective, which lead to expensive and inadequate 'solutions'. The ability to handle conflicts without damage and loss, in order to deal with divergences and problems in well-organized and competent ways, could produce substantial savings in public money.

Conflict deficiency, even in schools, can cause great waste of time and of resources. Some examples:

- The most important example is the *perception of violence and the strategies that are believed fit to control phenomena*. In Italy we have witnessed parliamentary discussions centered on the idea that it could be useful to install cameras in nursery schools in order to monitor teachers and their potential mistreatment of children. This strange idea to dedicate a lot of money for installing closed-circuit cameras for preventive investigations in nurseries may be funded by Lombardy.⁵ The police use cameras in schools if a judge at preliminary hearings suspects unlawful teacher behavior, such as beating children (which is a crime at school but not in the home; many parents beat or slap their children legally – only 50% parents never do it.) Parliament voted in favor of this oddity, based on parents' anxiety and their weak confidence in schools. From an educational point of view, the idea of using cameras to control or uproot any violent teachers is the costliest and least effective possible. Detecting violent teachers, misconduct, potential burnout or other problems can and should be achieved effectively (and above all, not after the damage is done) using pedagogical tools. More modern methods of selection and training of teachers and pedagogical support for them would help. This would mean giving space to pedagogy and to an evaluation of the relational skills of teachers, with tests on psychological and vocational attitudes.

44. ISTAT: www.istat.it/en/archivio/192188

45. http://milano.repubblica.it/cronaca/2018/07/30/news/lombardia_regione_asili_nidi_telecamere-202981527/

- Schools are increasingly asking for educational support; educational staff paid by municipalities support teachers paid by the state. NVCT methods would help teachers to deal with conflict without special aid teachers.
- Regarding drug use, NVCT increases relational skills, the ability to interact with others in problematic situations and conflict, and aims to develop autonomy, not addiction. Schools sometimes use a police-like approaches to drug use, such as the employment of police dogs. An educational approach aimed at autonomy, at development of assertiveness, responsibility and social skills, is an antidote to legal or illegal drug abuse. In fact, alcohol, tobacco and other drugs are attractive because they are seen as helping to facilitate social and sexual life. Educational institutions could greatly improve their educational contribution during adolescence. Enhancing soft skills would be a more effective strategy for addiction prevention than old strategies based on criminalization and punishment of perpetrators. Police interventions in schools have been publicly condemned by the CPP as useless.⁴⁶ Many schools work on the prevention of the abuse of tobacco, alcohol and other drugs by stressing above all the damage to the body and the psychological and physical dependence on toxic substances or habits. How effective are

these medical approaches? NVCT skills and the development of autonomy (such as the ability to say no) could have the effect of reducing the attractiveness of dangerous lifestyles. Students want to enhance their independence, not be subjected to drug sellers. Rather than fear, the desire for freedom could be a much stronger and more effective motivation.

- Both MIUR and some schools tend to give great weight to investments in technology. There is a belief that giving more PCs or tablets to children leads to better development and education. But there is abundant evidence (see, for example, Manfred Spitzer) of what has been termed 'digital dementia' and about the effects on the brain, body and learning of children's screen abuse. Also, investment in such technology is very expensive and risky, especially for toddlers. Here, a red alert by CPP has gone unanswered.⁴⁷
- A controversial topic at school concerns assessment and evaluation.⁴⁸

In brief, we need to promote the sustainable development of more effective practices, which are based on scientific knowledge and have been tested.

46. https://www.corriere.it/scuola/secondaria/17_marzo_21/daniele-novara-un-errore-vanno-piu-li-che-discoteca-19aa37d8-0e03-11e7-bc58-c287e833415a_preview.shtml?reason=unauthenticated&cat=1&cid=LC5Euemg&pids=FR&origin=http%3A%2F%2Fwww.corriere.it%2Fscuola%2Fsecondaria%2F17_marzo_21%2Fdaniele-novara-un-errore-vanno-piu-li-che-discoteca-19aa37d8-0e03-11e7-bc58-c287e833415a.shtml

47. <http://www.cppp.it/alcune-mosse-a-costo-zero-per-far-partire-subito-1.html> ; <http://www.cppp.it/rottamiamola.html> ; <http://frasideilibri.com/la-rabbia-dei-pediatri-italiani-basta-cellulari-e-tablet-ai-bambini-i-danni-sono-devastanti/> <http://www.cppp.it/allarme-rosso-videoschermi-e-prima-infanzia.html> <https://www.avenire.it/opinioni/pagine/smartphone-ai-bimbi-no-grazie-ma-subito>
48. <https://www.avenire.it/opinioni/pagine/valutare-gli-studenti-in-base-ai-progressi>

4. Advocacy for NVCT in Spain

By Cécile Barbeito

4.1 Justification

Over the years, several administrations have promoted nonviolent conflict transformation (NVCT) policies through different channels. However, the result of changing governments is the implementation of successive but inconsistent measures to promote either more peaceful coexistence or less violent relations. Meanwhile, a structural measure that would reach the vast majority of students, such as pre-service teacher training in NVCT, has not been implemented.

This chapter provides arguments to justify why NVCT training is needed, and why it would be preferable to provide it at university (pre-service).

4.1.1 Arguments that justify NVCT education

No official, updated data has been gathered by central government to analyze and tackle violence in schools, and much less to address conflict. In 2016, the government committed itself to create an observatory on violence at school,⁴⁸ but this has not been created yet. Some regions have their own observatory, but this does not enable an overall picture of the magnitude of the problem.

As estimated in an international report (Special Representative of the Secretary-General on Violence

against Children, 2016), in Spain, slightly less than 40% of children say they have been excluded by other students in their school, or been hit by other students, at least once in the last month (data goes back to 2013), with a higher rate for boys (42%) than girls (38%) (see Figure 4.1).

According to UN report, the rate of bullied children in Spain seems to be high. A phone-line set up by the Ministry of Education to protect students from bullying in November 2017 received 5,552 calls within two months, and 1,955 of them were considered cases to be further investigated, for possible intervention (EFE, 2017).

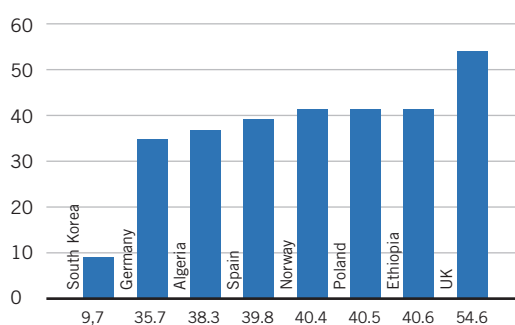
Also, the service to protect teachers from harmful conflicts or school violence (El Defensor del profesor, service of the ANPE teacher trade union) recorded, during the school year 2015-2016, 1,961 teachers requesting help to solve issues related to difficulties in coexistence at schools) (El Defensor del profesor, 2016). Since its creation in 2005, this assessment service has been provided to more than 30,000 teachers, which represents an average of 2,700 cases of teacher harassment per year. This service, which highlights the need for “free psychological assistance to teachers and recognition of anxiety, depression and stress as professional diseases of teachers”, has also called for “a specific teacher training plan for the prevention and detection of conflicts related to school coexistence”.

Nevertheless, to be consistent with our approach, it is important to consider other data in addition to bullying data. The objective of NVCT, indeed, is not only to decrease the number of children that are harassed, but mainly, in a much broader approach, to improve coexistence at school.

In line with this more comprehensive approach, other data has been found. Although it can be considered old (2010), it is important to see the kind of criteria that can be taken into account to assess peaceful coexistence at school.

While it is difficult to evaluate whether the results in Figure 4.2 can be considered positive or negative. For example, is it acceptable to have almost 2,000 bullying cases in schools even if this represents only 0.024% the total of students? (MECD, 2016b).⁵⁰ The absolute

Figure 4.1. Rate of bullied children per country (2013)



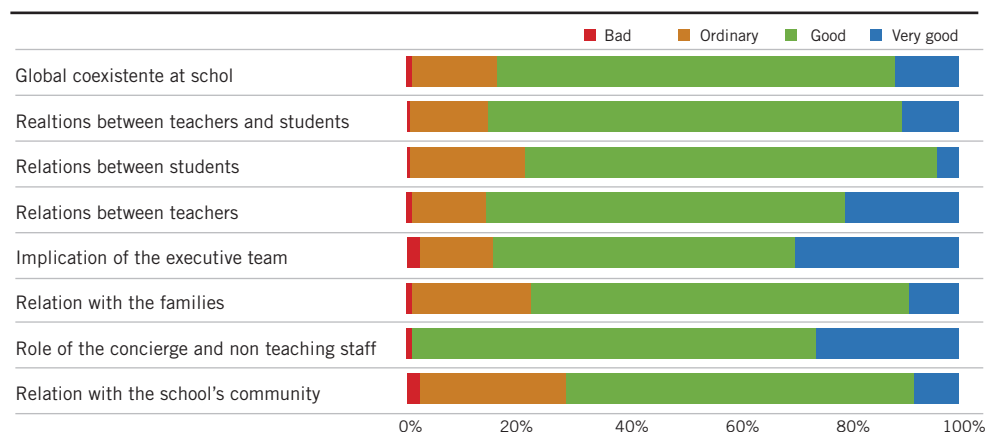
Note: the data refer to the number of children that have been bullied at least once in the last month.

Source: Special Representative of the Secretary-General on Violence against Children (2016), quoting Children's World Data, 2013

49. In 2007 the Ministry of Education created a State Observatory on School Coexistence to contribute to the construction of a peaceful climate in schools, by diagnosing the situation in schools, and suggesting measures that would promote peaceful coexistence. This observatory launched a comprehensive report on 2010, but has since then 'disappeared'.

50. The Ministry of Education, Culture and Sports counts a total number of 8,117,122 students during the school year 2016-2017. The number of possible bullying cases, 1,955 in December 2016, represents a rate of 0.024%. Data from the MECD, 30 June 2016.

Figure 4.2. Quality of peaceful coexistence in secondary schools according to Spanish teachers (2010)



Source: Díaz-Aguado, Martínez Arias, Martín Babarro (2010)

standard of the acceptable level of violence should be close to zero cases, and, at the same time, 'bad' coexistence situations should not exist.

According to the Escola de Cultura de Pau, the main argument for NVCT training is that it provides tools for positive relationships with families and friends (J. Delors' "learning to be"), that it develops crucial skills

for professional life, and that it educates for active citizens in a way that strengthens social cohesion.

For these measures to be effective, though, it is important that NVCT goes beyond isolated measures, and takes, instead, the most comprehensive and structural approach possible. This means, for example, developing whole-school approaches, where all teachers

Table 4.1. Basic Peace Education normative system in Spain

Spanish Laws	<i>Ley de fomento de la Educación y la Cultura de Paz (Law on the Promotion of Education and a Culture of Peace) (Law 27/2005).</i> The Spanish government is committed to resolving conflicts in accord with the Charter of the United Nations, and to promoting peace through, in particular, education for peace at all levels of education (article 2.1), including lifelong learning (article 2.4), and the creation of specialized university institutes in collaboration with the UN (article 2.5). ⁵¹
Regional Laws	Andalusia <i>Decreto por el que se adoptan medidas para la promoción de la cultura de paz y la mejora de la convivencia en los centros educativos sostenidos con fondos públicos</i> (Decree that adopts measures for the promotion of a Culture of Peace and the Improvement of Peaceful Coexistence in public schools) (Decreto19/2007). Its article 37 requires that there be trainings in the culture of peace addressed to teachers in the schools themselves or by creating specific inter-schools study groups (37.1 and 37.2), school directors (37.3), parents (37.4), and all actors together. Its focus, therefore is on lifelong learning. (The decree defines in its preamble that its scope does not include universities.)
	Basque country <i>Decreto que establece el Currículo de las Enseñanzas Básicas para la CAPV</i> (Decree that establishes the Curriculum of basic learning in the Basque Region) (Decree 175/2007) (and later modification Decree 97/2010), identifies competences related to conflict resolution competencies (art.8.4.b), and states that schools must develop peaceful coexistence plans (art.3.6.). It does not mention, though, anything about teacher training, neither as lifelong training nor by universities.
	Catalonia <i>Llei de Foment de la Pau (Law to Promote Peace) (Law 21/2003).</i> This law defines the actions public administration must encourage to promote peace. In its article on peace education, it is not very specific on teacher training, but states that one of the obligations is the "elaboration and application of global peace education programs addressed to all the students". <i>Decret sobre drets i deures de l'alumnat i regulació de la convivència en els centres educatius no universitaris de Catalunya</i> (Decree on the rights and duties of the students and regulation of peaceful coexistence in Catalan schools) (Decree 279/2006). The decree requires that every school develop a coexistence plan. It has a long chapter on mediation and recognizes several times that a mediator is a person with specific training, but does not mention any measure to promote teacher training, neither as lifelong training, nor at universities.

Source: Escola de Cultura de Pau. More information about regional regulations on violence prevention and peaceful coexistence at MECD (2016a:121-124).

51. After the approval of this law, the Ministry of Education issued funding for peace education projects. This lasted for one year only and was never renewed after that unique call.

have been trained in such contents, and are responsible for promoting coexistence within the school and with the community. In a broader scale, it also means training teachers as soon as possible, and reaching the maximum number of teachers, as would happen if NVCT were included in teachers' university degrees.

4.1.2 Existing laws, policies and curriculum

In Spain, the legal framework that recognizes the need to train teachers in nonviolent conflict resolution is very broad.

In 2005, a very important step was taken by the government to approve a **Law on Peace Education**. While the contents of the law, as described in Table 4.1, refer to teacher training, the influence of that law has been limited: very few people, not even teachers, are aware of this law, and the following educational laws do not mention it, nor include its main aspects.

For instance, the 2006 **Organic Law on Education (LOE)** does not mention the Law on Peace Education approved the year before by the same government. The LOE mentioned conflict prevention and the peaceful resolution of conflict as an educational objective at any level (from kindergarten to high school) and stated that every school had to develop a Peaceful Coexistence Plan. But the LOE did not mention any kind of teacher training, nor any university regulation. The regulation of the LOE on creating a Peaceful Coexistence Plan in every school has been developed at a regional level in most of the regions. Some of the regions refer to teacher training at university level (Andalucía, Galicia), some not (Basque Country, Catalonia) (see Table 4.1).

The following state educational law, the **Organic Law for the Improvement of the Quality of Education (LOMCE)**, approved in 2013, recognizes, as does the previous one, that students should be educated in conflict prevention and the peaceful resolution of conflicts. It does not mention, however, anything about teacher training or university contents. Because the existing policies and practices were not sufficient to address peaceful coexistence, and due to a tragic development in which a student committed suicide due to bullying, the state approved in 2016 a Strategic Plan for Peaceful School Coexistence (*PECE; Plan Estratégico de Convivencia Escolar*) to complement LOMCE.

The current educational law, the **LOMCE** (2013), quotes, as one of its values, the “education for conflict prevention and for its peaceful resolution, as well as for non-violence in all areas of personal, family and social life and especially of school bullying” (Preamble, article 1, k).

The LOMCE reiterates in article 124 that schools should define their peaceful coexistence plan. This same article recommends, even, the use of restorative measures, saying: “Corrective measures shall be educational and guarantee the respect of the rights of the rest of the

students and will seek improvement in the relationships of all members of the educational community.” This approach is certainly not a reality in most schools in Spain, so it is a field to further develop.

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

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

4.1.3 Curriculum analysis

Beyond what the law says, it is important to see to what extent the regulations are translated into the curriculum. The official curriculum for **primary education**⁵² sets, as its main objectives, “to know and appreciate the values and norms of coexistence, to learn to act according to them, to prepare for the active exercise of citizenship and to respect human rights, as well as the pluralism of a democratic society”, and to “acquire skills for the prevention and for the peaceful resolution of conflicts, to allow [pupils] to operate autonomously within the family and the domestic environment, as well as in the social groups they belong to” (Article 7 a and c). ‘Coexistence’ is quoted 16 times in majors of Natural Sciences and Social and Civic Values, and ‘conflict’ is quoted 20 times, related to Natural Sciences, Social Sciences, Sports and Social and Civic Values.

In the official curriculum for **secondary education**,⁵³ some objectives are in line with nonviolent conflict transformation, such as to “responsibly assume their duties, know and exercise their rights in the respect for others, to practice tolerance, cooperation and solidarity between the persons and groups, to engage in dialogue by strengthening human rights and equal treatment and opportunities between women and men as common values of a plural society and to prepare for the exercise of democratic citizenship”, and to “Strengthen their

52. Real Decreto 126/2014, de 28 de febrero, por el que se establece el currículo básico de la Educación Primaria. <https://www.boe.es/boe/dias/2014/03/01/pdfs/BOE-A-2014-2222.pdf>

53. Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

emotional capacities in all areas of personality and in their relations with others, as well as to reject violence, prejudices of any kind, sexist behaviours and to peacefully resolve conflicts” (article 11 a and d).

These objectives are then concretized in several majors. ‘Coexistence’ is not significantly quoted, mainly in the major of Ethical Values (it is quoted 12 times, but in many cases, it is mentioned as a skill to “coexist with uncertainty”, or the ability to read and understand texts such as instructions or written coexistence rules). As for ‘conflict’, it is quoted 50 times, included significantly in majors such as Scenic Arts, Business Economics, Philosophy, Geography, History and History of the Contemporary World (although half of the times ‘conflict’ is used as a synonym of war – see also ‘Conflict’ is not a synonym for ‘war’ in the Italian report above), Psychology, and Ethical Values.

As for the official **curriculum at university level**, the *Ley Orgánica de Universidades* (Organic Law on Universities) (Law 6/2001) does not mention the contents that need to be addressed in the different universities and faculties. Universities are considered responsible for defining the contents of their curriculum (for a deeper analysis of contents at university level, see below), so it is hard to assess to what extent NVCT contents are included in the educational programs.

Peaceful coexistence and conflict are recurrent concepts in the official plans. To be effectively transmitted in

schools, though, they require previous knowledge from the teachers, which is very often not the case.

4.1.4 Conclusion

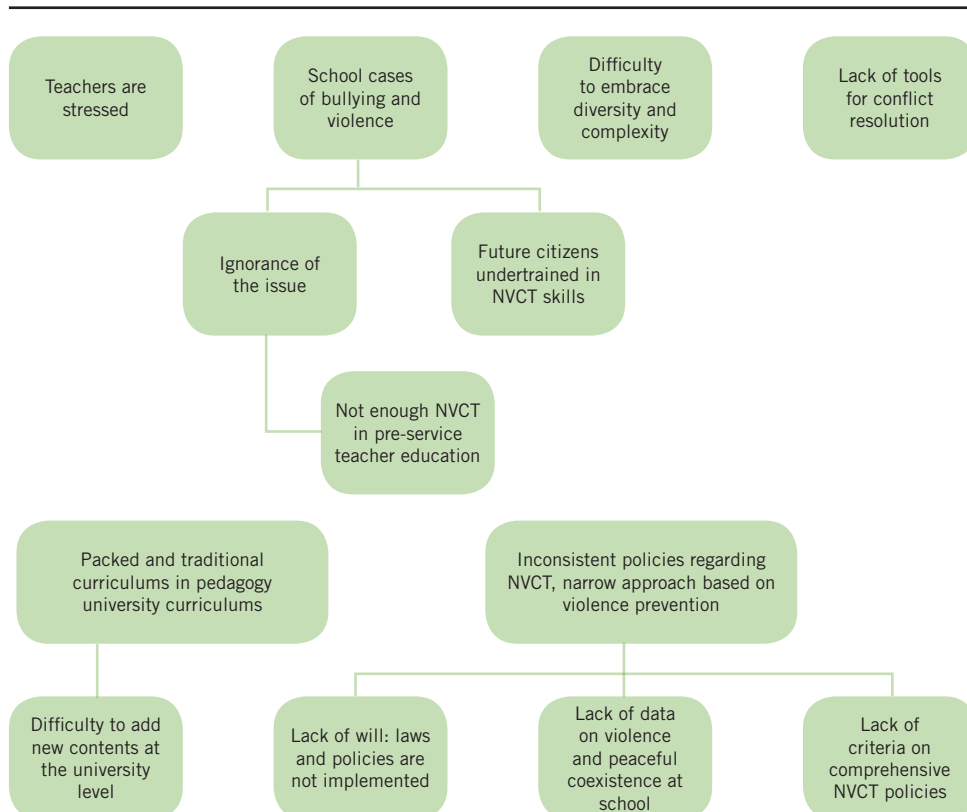
In Spain, the laws and the curriculum development consider conflict education and peaceful coexistence as relevant values, which are then concretized in several ways, such as the Strategic Plan for Peaceful Coexistence, the Peaceful Coexistence Plans, or as contents of some majors.

However, violence is still a reality in schools, and as long as teachers are not trained in conflict transformation contents it is unrealistic to expect them to teach about these topics. The main challenges regarding the lack of pre-service NVCT training are:

4.2 Policy agenda

The educational agenda in Spain seems frozen at the state level. The last general elections in December 2016 neglected the issue of educational policies, and the agenda of the Parliamentary Commission on Education and Sports, similarly, has no act planned in its meetings agenda, so it is difficult to consider an advocacy policy based on their agenda considering the lack of transparency. The last educational law passed in 2013. For this reason, it is not likely that new

Figure 4.3. Problem tree regarding the lack of pre-service NVCT training in Spain



Source: Escola de Cultura de Pau

policy discussions for a new law will take place in the foreseeable future.

On the other hand, in 2016, the state approved a **Strategic Plan on School Coexistence** (*Plan Estratégico de Convivencia Escolar* (2016-2020) (MECD, 2016a) to complement LOMCE. Although the plan is not exactly about conflict education, it is an opportunity to open discussions about the topic and to advocate for a broader approach. This strategic plan, in one of its eight lines of action, refers to the training of teachers and of other agents of the educational community (Line of action 4).

Indeed, the first measure included in action line 4 sets the goal to “incorporate in the pre-service teachers’ training, in vocational training and in the Master’s to become a teacher in Secondary Education, as well as in the in-service training of schools’ management teams, learning contents in coherence with the main axes of the Strategic Plan for School Coexistence” (MECD, 2016a:40). The strategic plan also considers the need for schools to update their coexistence plans in order to incorporate the spirit and introduce the measures of the strategic plan.

The main shortcoming of the strategic plan, as mentioned by Pedro Uruñuela, expert in peaceful coexistence, is that it does not define what it means by coexistence, and therefore there is a risk of focusing only on the eradication of violence, instead of promoting coexistence as a constructive approach. Other shortcomings are the focus on reactive measures, forgetting prevention measures, and the creation of the role of a person in charge of promoting coexistence in the schools, as if it would be the responsibility of one single person (Sánchez, 2017).

There is, therefore, an official framework within which to lobby for teacher training, by asking for the application of the Strategic Plan on School Coexistence. Both the LOMCE and the strategic plan are in the phase of implementation, and can be considered, therefore, an opportunity.

4.3 Stakeholder analysis

To identify the most relevant actors that we should focus on for the advocacy strategy, a number of categories have been analyzed:

- university departments
- teachers who teach majors related to conflict transformation
- non-formal teaching institutions (other NGOs, research centers, researchers, etc) that do advocacy)
- student unions, which can influence the university curriculum
- schoolbook authors and publishers
- school directors

- family associations (CEAPA, FAPAC...)
- teacher unions (ANPE, USTEC...)
- donors and funders
- Department of Education and Department of Economy policymakers members of parliament in charge of educational issues

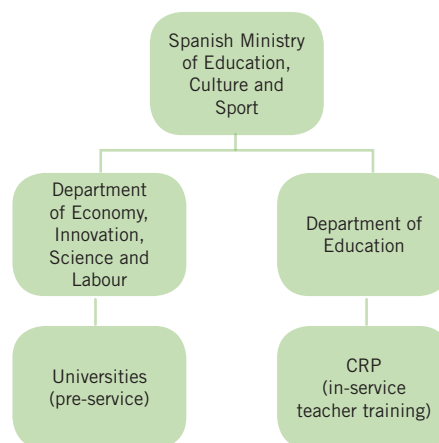
These stakeholders can be divided into public policymakers and educational actors. As for **policymakers**, the most relevant for our advocacy strategy are:

Departments: In Spain, a central Ministry of Education and Science sets the basic guidelines of the educational policies in the country. The Ministry of Education has launched a Strategic Plan for Peaceful School Coexistence (a low-profile program).

- Every region has a **Department of Education**, but the name and the competencies can vary.

In Andalusia, the Department of Education (*Consejería de Educación*) is in charge of lifelong teacher training, and teacher vocational training, but universities are managed by the Department of Economy, Innovation, Science and Labor (*Consejería de Economía, Innovación, Ciencia y Empleo*).

Figure 4.4. Implementing public bodies in Andalusia

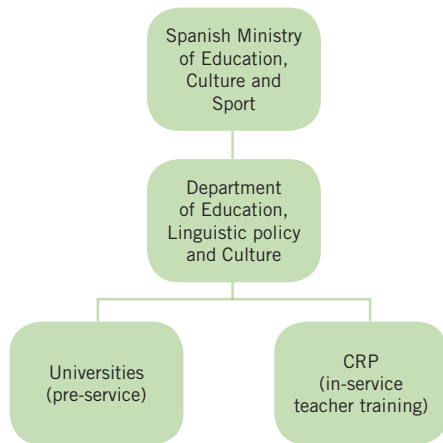


Source: Cécile Barbeito for the EduCATE project

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

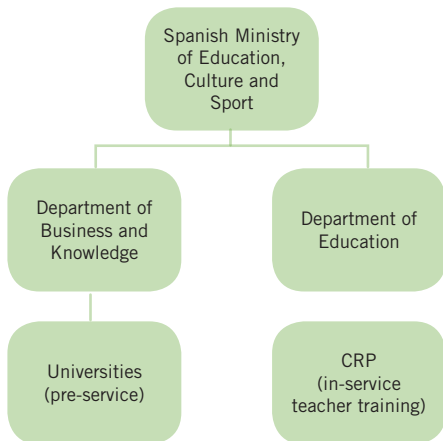
In Catalonia, similarly to Andalucía, there is a Department of Education (*Departament d’Ensenyament*) which is in charge of teacher training, but universities are part of the Department of Business and Knowledge (*Departament d’Empreses i Coneixement*).

Figure 4.5. Implementing public bodies in the Basque Country (Spain)



Source: Cécile Barbeito for the EduCATe project

Figure 4.6. Implementing public bodies in Catalonia (Spain)



Source: Cécile Barbeito for the EduCATe project

- Inside the **Spanish Parliament**, the MPs in charge of discussing educational policies have been identified. These are the 48 members of the Education and Sports Commission within the parliament.

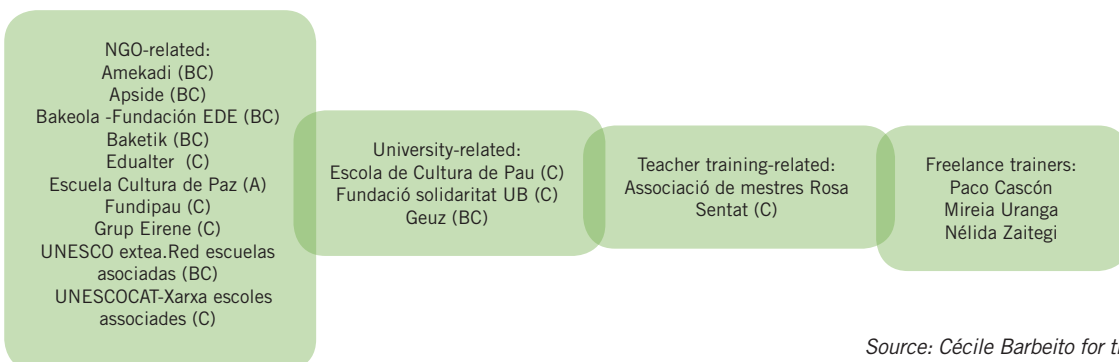
- **Public quality agencies:** The three regions have institutions to control the quality of education at the university level: *Dirección de Evaluación y Acreditación (DEVA)* in Andalusia, *Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco (UNIBASQ)* in the Basque Country, and the *Agència per la Qualitat del Sistema Universitari a Catalunya (AQU)* in Catalonia.

The most relevant **educational actors** are:

- The 22 **universities** that offer degrees in education: 9 in Andalusia, 2 in the Basque Country and 11 in Catalonia.
- **Non-formal training organizations – private initiatives, freelancers, NGOs:** In the three analyzed regions, the number of organizations or people that train in the non-formal sector are not many, and it is usually part of their task, not a main occupation. Many of the NGOs, for instance, target their trainings about peace education to youngsters more than to teachers. No specific teacher trainer organization is specialized in conflict management; they offer trainings as part of a large catalogue of other courses. It also seems that these organizations usually operate separately, with little or no exchange between them as a way to exchange practices or to reflect on them.
- Other **campaigns that advocate for educational issues** are ‘Desmilitaritzem l’educació’ (Let’s demilitarize education) or ‘La Guerra no es un juego’ (War is not a game), which campaign for a ban on military propaganda in schools and in educational fairs. There are also several antibullying initiatives.

While all of the above have a role in the implementation of NVCT training, not all are equally relevant for an advocacy strategy. The actors considered more relevant for advocacy purposes are listed below.

Figure 4.7. Non-formal NVCT training organizations in Spain



Source: Cécile Barbeito for the EduCATe project

4.3.1 Stakeholders map for an advocacy strategy

To prioritize the more strategic stakeholders, it is important to identify which are the key actors, those that take decisions on the educational policies: those responsible in the education and pedagogy faculties who decide on the degree contents, and the quality commissions that exist in every Department to assess the adaptation of the degrees to the professional market.

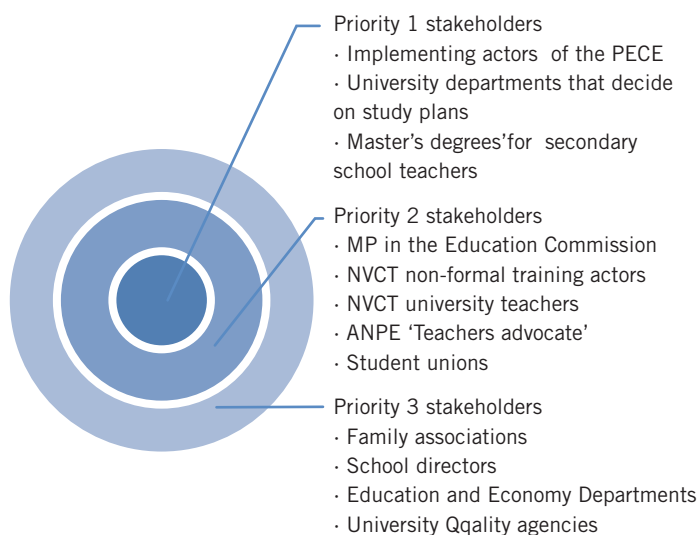
As there is an existing framework with a comprehensive plan to promote peaceful coexistence at school, the main objective of a strategy should be to make sure that this plan is implemented, as announced some months ago. For this reason, other key actors will be the people in charge of implementing the Strategic Plan for Peaceful School Coexistence (PECE).

The **most strategic actors** for the advocacy strategy have been identified, for the Spanish case, as: implementing actors of the PECE at the Ministry of Education, Culture and Sports; responsible people in the pedagogy and education-related university departments that define the key competences, majors and contents of those degrees, and the external commissions in those departments that assess to what extent the contents of the degrees are adjusted to the needs of the future professionals.

The **second level of relevant actors** consists of political actors to monitor the implementation of the PECE, such as members of parliament in the Education Commission, and especially those in opposition parties; civil society actors and university teachers who can advocate for the need to teach NVCT in universities, and teacher trade unions, in particular the ANPE 'Teachers Advocate' service that monitors violence against teachers, and student unions.

A **third level of relevant actors** consists of school directors and family associations aiming at peaceful coexistence

Figure 4.8. Key stakeholders for the advocacy strategy in Spain



Source: Cécile Barbeito for the EduCATE project

at school; donors and funders, and the Department of Education and the Department of Economy (although officially they don't have a say in university degrees, they can recommend guidelines), and the agencies that assess quality in universities (ANECA, AQU).

The main stakeholders for an advocacy strategy are, depending on the degree of importance (those in the middle are the more strategic ones):

4.3.2 Analysis of previous advocacy campaign: ESDU project

ESDU (Education for Sustainable Development in Universities) is a very interesting campaign which is taking place currently, with similar objectives to those of the advocacy for NVCT in pre-service training. Its example, and the whole set of activities the campaign is undertaking, are a good example to mirror.

ESDU is led by the Fundació Autònoma Solidària, in collaboration with the Association of Catalan Public Universities, and works closely with faculties, students, university cooperation offices, and associations experienced in Education for Development (ED).

Its broad range of activities, which can inspire the task of promoting NVCT in schools, are:

4.3.3 Sectoral media channels

Some media channels have been identified to spread the word about the campaign (mostly in education magazines and education websites) and to explain more deeply our rationale and research (education indexed journals):

In total, 43 **education indexed journals** have been identified in Spain. There is also the *Global Education Journal*, which is not indexed, but with a readership probably interested in the aims of the advocacy campaign. Some **education magazines** that have been identified are: *Cuadernos de pedagogía*, *Revista de Educación*, *Convives*, *Guix*, and also the mainstream newspaper specialized in education: *Diario de la Educación*.

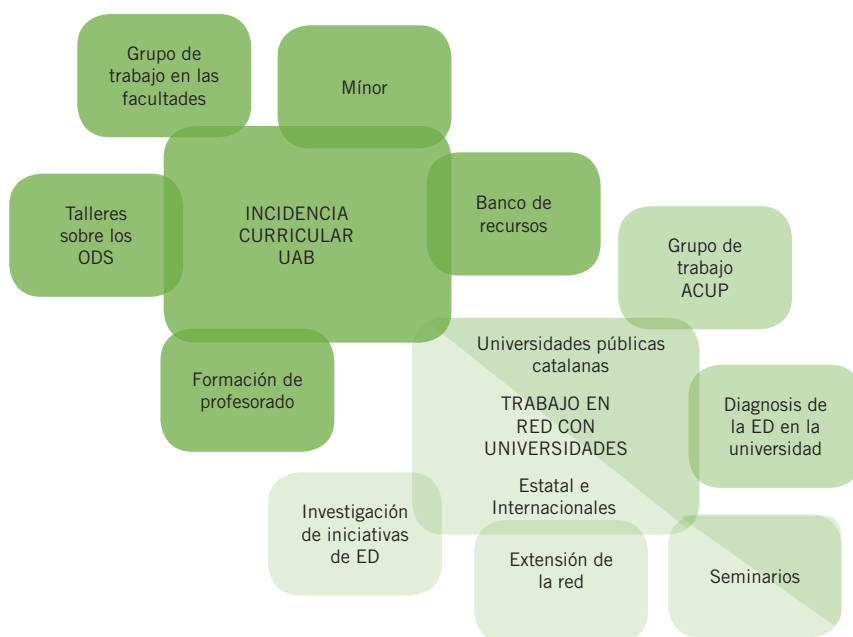
The main **education websites**, with a higher number of readers, are Tiching, or *Educación en Valores*.

For the advocacy campaign purposes, it is probably best to prioritize the education magazines, mainstream media and websites rather than indexed journals, as the objective is to reach a broader public.

4.4 Advocacy action plan

As identified in the previous chapters, the legal framework (LOMCE and PECE) to promote coexistence

Figure 4.9. Actions undertaken by the ESDU campaign



The **ESDU project** is aimed at promoting Education for Development (ED) in the university context, initiated in the 2013-2014 school year. Its goals include training students; improving quality and teaching innovation; promoting a set of participatory processes oriented to the curricular integration of ED at the Universitat Autònoma of Barcelona, and networking at state and international level for similar objectives.

Table 4.2. Actions undertaken by the ESDU campaign

Lobby for the inclusion of ED in the curriculum	Workshops on the Sustainable Development Goals (ODS): Theoretical-practical workshops combined with complementary activities to encourage critical reflection on the ODS.
	Education Groups for Development in Faculties (GEDEF): Groups composed of teachers, students and social entities. Currently underway in the Faculties of Economy and Business, Veterinary and Engineering School to promote the approach of the Social and Solidarity Economy, Food Sovereignty and Sustainable Human Development respectively.
	Training for University Teachers: Specialized courses with academic recognition.
	Resource Bank for Higher Education: Creation of a collection of pedagogical resources to apply in university classrooms. In collaboration with EduAlter NGO.
	Minor of Sustainable Development and Global Citizenship: Aimed at undergraduate students to study as elective credits. Integrated in the official offer of majors in the UAB.
Networking with universities	Working Group on Education for a Sustainable Development (EDS) within the Catalan Association of Public Universities (ACUP): Working group assigned to the University Social Responsibility Committee of the ACUP to design mechanisms for institutionalization and effective implementation of ESD.
	Diagnosis of ED in Catalan public universities: Report on the current state of the ED in the degree programs of Catalan public universities (2015).
	Seminars with university and social agents: Space for reflection and common work with different universities and social entities at the Catalan, Spanish and international levels.
	Investigation of ED initiatives: Identification and analysis of initiatives that promote ED in universities at Catalan, Spanish and international level.
	Network extension: Identification and collaboration with institutions, organizations and networks that present opportunities for achieving the objectives of the project.

Source: ESDU leaflet

can be improved in some ways, but is a valid and comprehensive enough framework to work with. The main actions, then, to advocate for the inclusion of NVCT contents in pre-service training is more related to raising awareness about these frameworks, and empowering stakeholders to make the government accountable for its commitment.

Aim: By the end of 2018, to have raised awareness among policymakers, those responsible for Master's

degrees for secondary teachers, and educational constituencies about the importance of Education for Development (ED) teacher training.

This will happen in tandem with the implementation of Line 4 of the Strategic Plan for Peaceful School Coexistence (PECE), which refers, as mentioned previously, to “incorporat[ing] in the pre-service teachers’ training, in vocational training and in the Master’s to become a teacher in Secondary Education, as well as in

the in-service training of schools' management teams, learning contents in coherence with the main axes of the strategic plan".

This aims will be completed by achieving the following **objectives**:

- Advocate to at least 10 policymakers about the need to include NVCT contents in pre-service trainings
- Advocate to those responsible for two Master's degrees for secondary teachers on the inclusion of NVCT in their pedagogy and education-related degrees
- Raise awareness in educational for about the need for educators to have NVCT skills for their professional development

To achieve these objectives, the following **actions** should be undertaken, following three strategies:

Box 4.1. Advocacy for NVCT action plan in Spain

A. Advocacy with policymakers

- A.1. Open communication channels with the people responsible for implementing the Strategic Plan for Peaceful School Coexistence (PECE), to advocate for NVCT at university level.
- A.2. Share the conclusions of the EduCATE reports to strategic policymakers across Spain to stress the importance of pre-service teacher training in NVCT.

B. Advocacy with those responsible for Master's degrees for secondary school teachers and vocational training teachers

- B.1. Meet with at least two university departments that decide on study plans to explore possibilities of including NVCT in the Master's degrees for secondary school teachers and vocational training teachers.

C. Awareness-raising in educational fora

- C1. Define a communication strategy, with key messages and updated data about violence and coexistence at school and the benefits of NVCT. Use these messages in letters to the stakeholders, articles for the press, and digital posters, Internet banners, etc that will be available for their use.
- C2. Contact all the key stakeholders, inform them about the advocacy campaign, and establish ways to collaborate with them:
 - NVCT non-formal training actors: inform them about the campaign and invite them to sign the letter with questions addressed to MPs, and to integrate the quality commissions at universities to take part in the advocate.
 - NVCT university teachers: inform them about the campaign, invite them to sign the letter with questions addressed to MPs and coach them, if interested, to advocate in their faculties for the inclusion of NVCT in their degrees.
 - ANPE 'Teachers Advocate': inform them about the campaign, ask them about updated data, ask them to use it for our communication strategy, and invite them to sign the letter with questions addressed to MPs.
 - Student unions: inform them about the campaign, invite them to sign the letter with questions addressed to MPs, and coach them, if interested, to advocate in their faculties for the inclusion of NVCT in their degrees.
 - MPs in the Education Commission: inform them about the campaign and suggest questions to ask the government about the degree of implementation of the PECE.
- C3. Publish at least one article in educational fora to raise awareness about the need for NVCT teacher training in pedagogy.

5. Advocacy for NVCT in Sweden

By Arja Kostiainen and Ilse Kakvoort

5.1 Justification

A large proportion of Swedish researchers agree that violence, inequality and harassment exist not only in Swedish schools but also in society as a whole (Thornberg, 2006; Säfström, 2015; Lunneblad, Odenbring and Johansson, 2017). According to Patfoort (2015), violence emerges when there is an imbalance in power between people: when there is a need for a winner and a loser, and when feelings, needs or values collide. To achieve equity, relations between people need to be characterized by consideration for everyone's individual as well as collective needs, interests and feelings. As stated by Patfoort (2015), the aim of conflict transformation is to counteract imbalances in, or complete denials of, human value. As violence and inequality exist in the Swedish school system, conflict transformation is needed as a preventive measure, such as in in-service education.

The aim of this text is to come up with a proposal to strengthen the subject of conflict transformation in Swedish teacher education and to propose further training in constructive conflict transformation for teachers. The text discusses how education and teaching should be able to contribute to a more equal and fair society without the use of violence.

This section discusses some of the main features that have characterized the Swedish educational policy system in recent years as well as what characterizes the Swedish education system from a nonviolence and conflict management viewpoint. The arguments for nonviolent conflict transformation (NVCT) education follow, in order to strengthen the field.

Per Molander is one of Sweden's most experienced analysts of issues concerning political administration. He has charted the extensive changes, taken from, among other spheres, industry, that the public sector in Sweden has undergone in the last 30 years. The public sector has sought to emulate the private sector. The work on change started in the 1980s, and the public sector was thought to lack competition. As well, the reform concerned improving efficiency and adapting to demand. Competition was seen as the means to achieve these objectives (Molander, 2017:1).

Thirty years after the reform, we can see effects such as market adaptation of the education system, competition between activities (school, education) and the need to present activities as competitive to prospective customers (Molander, 2017:1). In this market-adapted education system, phenomena such as conflict and conflict transformation appear to lack the longed-for

competition potential. Conflicts do not work as sales arguments in a market-oriented education system. It is difficult to find texts or commentary on conflict transformation by authorities such as the Swedish National Agency for Education or the Swedish Schools Inspectorate, which are supposed to offer guidelines and support for education to be carried out correctly and to meet the learning outcomes of conflict transformation education within pre-service and in-service teacher education.

Competing study programmes, schools and pupils cannot be guided by everyone's equal value all the time or take into consideration what is best for the whole. The individual student or pupil strives for good grades and probably does not see it as their responsibility to consider how their performance affects the group as a whole. The striving for competition and measurability of performance rarely benefits social values such as trust, solidarity and everyone's equal value. If anything, it creates fear for relations that are too close and daring to confront each other, as is required by conflict transformation. Social values and positive teacher-student relations, however, have been shown to have a positive effect on learning by students (Jennings & Greenberg, 2009). In this text, the discussion will be on how different actors in Sweden can work for NVCT as a preventive measure in the form of pre-service or in-service education. The discussion, though, will be influenced by other phenomena as we need to relate to them, such as the increasing juridification, degrading treatment, discrimination and harassment, as these are what are raised in Swedish education discourse today.

According to Sara Carlbaum (2016), holder of a PhD in Political Science, the Swedish education system has been regulated and controlled, to a greater or lesser extent, over the years by laws and regulations. In these laws and regulations, collective rights are in focus. There have been failings in personal rights and individuals' chances to pursue their rights through the legal system. In the last few decades, the focus on student rights has increasingly been through the use of legislation, which has resulted in a strengthening of the position of students as individuals in the education system (Carlbaum, 2016). Students' legal rights have been strengthened through supervisory authorities such as the Swedish Schools Inspectorate, the Child and School Student Representative, which can hold the institution, school and school board responsible and safeguard quality in education.

Control by law and regulations is known as juridification. It means that moral, ethical and pedagogic issues, problems or conflicts are turned into juridical issues

and judicial processes. With the increased need and confidence in legal processes and the lack of alternative approaches, moral issues and conflict management tend to be transformed into law and solved or handled using legislation. Teachers seem to have become more unsure of which conflicts should be handled through conflict dialogue, for example, and which should be solved through legal measures. A few clear examples are described in Lunneblad, Odenbring and Johansson's (2017) study in which the researchers show how school actors try tentatively to find their way when managing escalated situations. This has led to additional work in the form of, *inter alia*, increased documentation of measures to keep a line of retreat open and avoid lawsuits.

Runesdotter (2016) has studied the effects of the increasing juridification of Swedish schools from the perspective of school actors. The study bears witness to the way bureaucratic logic – chain of responsibility, rules and procedures that often belong in public administration – has gained greater influence over which priorities and principles are allowed to control the daily work in schools. Juridification also has an effect through the so-called market logic that comes into play when parents and pupils choose a school based on its reputation or on whether it is considered to have acted rightly or wrongly in legal processes. According to the author, professional logic has also come to light in schools, as they have succeeded in making degrading treatment a common concern. School actors have then worked together to create a common approach to degrading treatment and responded to guardians using pedagogic expertise instead of treating them as customers.

“The extended legal regulations and control are important to the relations between the school staff and the pupils and their guardians and also affect the way the school's job should be interpreted, how the work can be organised and what should be prioritised.” (Runesdotter 2016: 97, own translation)

Silvia Edling (2015), visiting research professor and lecturer in didactics at the University of Gävle, explains how market-economic terms and content in New Public Management and a neoliberal spirit have influenced the talk about education as a profit-driven process in which students and pupils are seen as customers and teachers as sellers of education as a product. It is supposed that control and measurable knowledge will bring order to a Swedish education system in decline and disarray. Mistrust and debate have been directed against education as an institution and against teachers and the way they go about their job.

Principles such as measurability, categorization and visibility have shaped the role of teachers and influenced the role in the direction of outside-in professionalism. The teacher is expected to organize and structure his/

her teaching based on expert advice and evidence-based research that has its roots in positivist theory formation. This means that it is experts who say how teaching should be conducted and define the right way to achieve results (Edling, 2015).

Tomas Englund (in Carlbaum, 2016) describes this shift in Swedish education policy from legislation that imposes obligations to legislation that confers rights for the ‘private good’, that privileges individuals’ right to decide on the choice of, for example, education. Educational stages and career are seen as a private and individual right as opposed to a ‘public good’ (education was seen as a collective and social right). Equal education should include all people and be ensured for everyone.

This situation, at the political and structural level, means that social problems and conflicts tend to be solved through rational and administrative solutions, and that different forms of ‘expertise’ (not always involving teachers) are used to solve problems. This prevailing political direction has also influenced the approach to and the way in which problems and conflicts are seen. Instead of conflict transformation, the focus has been on degrading treatment, discrimination and harassment. There are requirements for the school’s working environment to be free from these phenomena (Swedish National Agency for Education, 2011b). The charting of the work of schools against discrimination and degrading treatment has therefore attracted growing interest, not least in research but also in media. For school leaders and teachers, this has meant new requirements for documentation.

The Education Act requirement that education be founded on a scientific basis and proven experience (Education Act, 2010:800, Chap. 5§) has led to extensive assessment of a range of programs that are supposed to stop degrading treatment, discrimination and harassment. So-called evidence-based programs, such as Lions Quest, SET (Social Emotional Training), StegVis (Second Step in English-speaking countries), Friends, Skolmedling (School Mediation), Skolkomet, Farstametoden and the Olweus program have been used in activities. The Swedish National Agency for Education’s (2011) assessment of these eight manual-based programs showed that none could be recommended in its entirety to stop harassment, as, for example, it was unable to prove that the programs worked, they had a weak scientific basis, and one was even shown to increase harassment. The conclusion was that the programs could be used as inspiration and a source for individual efforts to stop harassment. Some of the above programs are intended to develop other competences, such as conflict management or social-emotional skills but have not been assessed against these goals.

What, then, are school heads and teachers recommended to do in place of the above programs to stop degrading treatment, discriminations and harassment? The Swedish National Agency for Education’s (2013) continued

recommendations and analysis of the situation showed that problems of degrading treatment, discrimination and harassment were much deeper and greater. Instead of looking for problems in individual pupils, schools and teachers should now turn their attention to the complex social processes of which the pupil is part, i.e. a wider focus should be directed at forms of co-operation between pupils and staff at organization, group and individual level, as well as the school culture. Systematic quality work means that the whole education activity should be mapped and analyzed with the purpose of anchoring respect for the equal value of all people. Schools must continually pursue improvement work, with measures being followed up and evaluated.

Individuals who were previously seen as 'perpetrators' and 'victims' in, for example, harassment situations may prove to have had temporary positions in the group community. Attitudes and representations, expressed or unspoken, about what is considered normal or abnormal are often behind degrading treatment and discrimination (Swedish National Agency for Education, 2013: 18). For teachers and school staff, this means that they need time to discuss norms and values, which norms risk excluding someone from the group community, and which norms may risk giving someone added value or subjecting someone to less value.

If a pupil is excluded from the group community, it can easily lead to social rejection and marginalization, which, in the long term, can lead to violence to deal with the social rejection and feeling of being in a weak position. School is the arena in which we are shaped as individuals and where roles and positions in the group community are either allotted or taken away. The most important job of teachers is to uphold democracy and help pupils understand what the equal value of all people means in practice.

To sum up, it can be highlighted that conflict transformation exists as a mandatory subject in teacher education for all categories of teachers in Sweden, but what is included in this subject area can vary widely between higher-education institutions (HEIs). A review of curricula and course literature at Sweden's these institutions providing teacher education clearly shows this difference in the form of, for example, descriptions of learning outcomes or choice of literature in relation to the subject area. Teachers at HEIs play an important role, not just in preventing violence and reducing violence in schools but also, with the help of conflict transformation, in shifting focus from competition to cooperation/collaboration and common problem-solving strategies, restoring calm and trust, and offering parties greater control over the process. The aim of the EduCATE project is to show examples of such conflict transformation training.

The striving for market adaptation with the focus on maximizing one's own utility and pursuing results does not appear to have benefited the process of conflict

transformation. Instead of preventing hierarchies in social relations and imbalance in human value, the political intentions of recent decades rather appear to have increased the disparities between people. Larsson et al (2010) and Ostrowicka (2012) point to such polarization among children and among young people, where school does not appear to be able to compensate for different living and learning conditions.

"The discussion on the school in crisis and how children and young people, to a large extent, fare badly at school should therefore be seen from a greater social perspective. A large proportion of all children and young people manage in life despite everything: they continue to further education, get jobs and become adults. At the same time, we can see increased polarisation between those who manage to navigate an individualised school landscape and those who suffer or fall out of the system. There is a close connection between discussions about the school crisis and the picture of violent and threatening youths." (Lunneblad, Odenbring and Johansson, 2017: 23, translated by official translator)

Different political forms of control have their different periods. The above-mentioned, prevailing form of New Public Management control is increasingly criticized, according to Guevara (2015:5), including by the Swedish government. According to the author, a search is now conducted for new forms of control for public administration in Sweden; we appear to be abandoning the idea of just customer benefit and looking for broader societal benefit. It is considered more fitting to contribute to societal benefit and provide good service in the rapidly transforming network society that characterizes Sweden today. It is interesting that control models such as New Public Value and New Public Service are being discussed as alternatives in the subject area of conflict transformation. They are intended to be of value to society by including, for example, dialogue on shared values and interests – not maximizing self-interest – and building trusting relations, which also means a changed view of the leadership role (Guevara, 2015:5). As mentioned before, the words *conflict* and *conflict transformation* are largely missing in the education context. We are therefore particularly pleased to read that the New Public Service model raises conflicts as part of relationship-building by white-collar workers and as something that a leader is expected to be able to manage to achieve societal benefit. Problem-solving and conflict transformation are seen as part of such a changed leader role, according to Guevara:

"According to NPS, the role of leaders is primarily to support co-workers and work with group processes as well as problem solving and conflict transformation. NPS focuses more on the role of the white-collar worker than of the politician. At the same time, the content of NPS amounts to a request to both politicians and

white-collar workers to work with societal benefit as a goal.” (Guevara, 2015: 5-8)

5.1.1 Development areas in Sweden

Based on UNESCO's recommendation concerning education for international understanding, cooperation and peace and education, I have chosen some guidelines (primarily from Articles 4 and 5) to discuss failings and areas for development in Sweden:

- Abilities to communicate with others (Article 4)
- Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other (Article 4)
- Readiness on the part of the individual to participate in solving problems of his/her community, country and the world at large (Article 4)
- It [Education] should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level. (Article 5)

5.1.2 Gaps in the Swedish education system relating to international guidelines

- *Abilities to communicate with others*

The fact that development in Sweden has been influenced by neoliberal principles goes against, for example, UNESCO's recommendations to learn “abilities to communicate with others”. For an individual to develop the ability to reason, they need a developed language and the ability to conduct a dialogue, rather than resorting to confrontation. If experts such as lawyers take over, for example, people's conflicts, the opportunity to familiarize oneself with others' viewpoints, needs and feelings is lost. Furthermore, people lose the feeling that they as individuals can control their own lives, feel meaningful and learn from each other. Teachers are important actors and role models in developing communicative abilities.

- *Awareness not only of the rights, but also of the duties incumbent upon individuals, social groups and nations towards each other*

A further weakness that arises in the current situation is the above phenomenon of ‘private good’, which means that I as an individual look after my own rights instead of developing solidarity with my fellow human beings.

- *Readiness on the part of the individual to participate in solving problems of his/her community, country and the world at large*

‘Participation’ involves relational competence and seeing oneself, as an individual, as a participating subject, as opposed to an object. As schools should serve as a model for democracy, it is the duty of schools to create a good environment in which differences between individuals are seen as an asset. The current categorization of individuals does not increase the feeling of being part of a group or a community but rather risks creating social rejection and a feeling of not being valued by people.

Teachers are in a position of power, and have the power to define who fits into group communities or get added value. The categorization of people as good and bad, bullies and bully victims or nasty and kind gives pupils a position in a group community. The equal value of all people should apply, but categorization usually involves assigning added or less value, which risks increasing the vulnerability of individual pupils' social relationships.

- *It [Education] should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level. (Article 5)*

How does the feeling of social responsibility and solidarity develop in less privileged groups? To develop human values, conflict management strategies that allow values to be expressed and seen are also required. Learning to express unsatisfied basic needs takes time and requires teacher competence in social relationships.

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

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

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

In addition, the Swedish Higher Education Authority (one of the governmental agencies) is responsible for the quality of higher education and, among others, the descriptions of the teacher education degree. Another

governmental agency that needs to be mentioned is the Discrimination Ombudsman, responsible for implementing the discrimination law (SFS 2008:567), which is also applicable to all educational institutions.

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

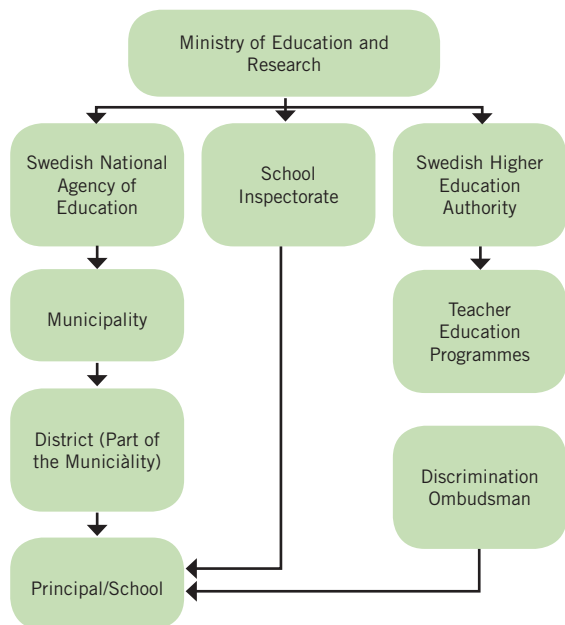
At present, schools follow a goal-steered system with a high degree of local responsibility. The Swedish parliament and the government, however, still draw up the overall national goals for the Education Act; the curricula; the ordinances for primary and lower secondary schools, upper secondary schools,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

didactics. In the 2001 program, this core was called 'general education area' (AUO) and consisted of 90 higher-education credits, including teaching practice (which covered 30 higher-education credits, HECs). In the 2011 program, this core is named 'educational science core' (UVK), consisting of 60 higher-education credits. Teaching practice is not included in these 60 credits (which consist of an additional 30 HECs).

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

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

Figure 5.1. Model for political decisions



Source: Ilse Hakvoort, Arja Kostiaainen

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

Sweden has reformed its teacher education twice in ten years. The first 'new' teacher education program was launched in 2001 and the second 10 years later in 2011. Both programs consist of a common core of courses addressing educational science, pedagogy and

Demographic information: How many in-service and pre-service teacher do we need to educate?

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

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

Conflict and conflict management in formal educational discourse

Conflict and conflict management are not explicitly mentioned in the current Swedish Education Act (2010:800) nor in the previous one (1985:1100). The Education Act refers to physical and psychological violence, but not to conflicts as opportunities for learning and developing. Furthermore, references are made to small distractions and disturbances that cause discipline problems.

Besides the Education Act, schools follow the respective national curricula: the Curriculum for Pre-school Teachers (Lpfö98-revised 2016), Curriculum for Primary School Teachers (SKOLFS 2010:37) and Curriculum for

Upper-Secondary Teachers (SKOLFS 2011:144). In the national Curriculum for Primary School Teachers, both terms (conflict and conflict transformation) are absent. We need to revisit the 1980 Curriculum for Primary Schools Teachers to find references to them. Both concepts are used in the national Curriculum for the Pre-school Teachers (Lpfö98-revised 2016) and the national Curriculum for Upper-Secondary Teachers (SKOLFS 2011:144).

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

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

Between 1975 and 2000, schools in Sweden clearly focused on the existence and prevention of bullying. At this time, the concept of bullying included oppressive behavior, but later was replaced by the concepts of discrimination, harassment and degrading treatment. During this period, educational institutions were encouraged to implement prevention programs. Based on the outcomes of a large-scale study by the National Agency of Education studying the effects of eight programs on reducing bullying (Skolverket, 2009, 2011), schools were encouraged to implement effective program activities, rather than entire programs. After a long period with a dominant bullying discourse focusing on the characteristics of individual children, the focus moved to a group and tolerance discourse, which was followed by a new discourse: the norm-critical discourse. During 2011-2014, the National Agency of Education received rather large resources from the government to teach teachers, other staff and principals about the norm-critical perspective. Table 5.1 summarizes the discourses.

In school, as in society, it seems to be difficult to manage people's differences. Too often, differences between

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

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

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

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

Formal pre-service and formal/non-formal in-service conflict management education for teachers

With regard to conflict transformation education in pre-service education, formal course syllabi are developed, including conflict transformation education, and can be found on the website of the higher-education institutes that provide teacher education. Course syllabi are legal documents (available in Swedish and sometimes in English) and often developed by course leaders. A course cannot run without an official course syllabus. All pre-service teacher education should have a course

Table 5.1. Discourse around degrading treatment – developed over time in Sweden

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

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

or part of a course on conflict management, and there should be course syllabi for all of them.

Concerning formal in-service education/training for teachers, it is more difficult to find information. Higher-education institutes are rather autonomous when it comes to providing conflict management in-service education for teachers.

With regard to non-formal in-service education or training for teachers, the field is more scattered. It is hard to find actors or organizations providing such education or training. We are convinced, however, that many actors or organizations provide conflict management education for teachers.

Teacher education in Sweden

In 2011, Sweden launched four new teacher education programs (Pre-school Teacher Education, Primary School Teacher Education, Subject Teacher Education, and Vocational Teacher Education). Conflict management education went through a dramatic change. To explain the change, we have to start with what preceded it.

Before 2011, teacher education lacked systematic teaching about conflict and conflict management. There were exceptions, such as the higher-education institute in Kalmar (now Linnaeus University) and to a lesser extent in Gothenburg, with a long tradition of teacher trainers with a shared interest in conflict management. Kalmar offered courses to student teachers that were included in their teacher education, while Gothenburg only offered courses in conflict resolution for secondary education subject teachers as part of their program. It was more common to provide courses in conflict management outside ordinary teacher education – ‘free choice’ courses (in other words formal in-service training). Even if these courses were not included in the ordinary teacher education program, many teacher students and professionally working teachers were attracted to them and collected extra credits. Several of them are still running and are evaluated in ‘Lifelong learning for teachers’ below.

For about 10 years, peace activists, students, engaged teacher educators and political actors struggled to make conflict management part of formal teacher education. To gain attention and stimulate change, peace-movement activists set up a network among teacher educators and conflict management consultants interested in the field, aiming to give a voice to student teachers who wanted to study conflict management in their teacher training. Five political parties turned the issue of conflict management into a political question by proposing a motion to the Swedish parliament insisting that knowledge about bullying and conflict resolution should be included in ordinary teacher education. While the motion was approved by parliament, the concept of conflict resolution was removed by those who formulated

the amended text in the official teacher degree descriptions (done by the Higher Education Ordinance, since renamed the Swedish Higher Education Authority). Instead of the term ‘bullying and conflict resolution’, ‘the ability to counteract discrimination and degrading/demeaning behavior of children and pupils’ was used.

Conflict transformation included in teacher education
In 2005, people active in the field raised questions in parliament about how the minister of education could ensure that trainee teachers would acquire knowledge and skills in conflict management when it was not explicitly covered in the description of the degrees for teachers. The minister answered that the text would be changed and would include conflict management. Four years later, in 2009, this change became visible in the bill ‘Best in the class – a new Teacher Education’ (Bäst i klassen – en ny lärarutbildning, Prop. 2009:10/89), which discussed and proposed new teacher education programs. The proposal gave voice to, among others, student teacher unions and the network of teacher educators and conflict management consultants, who stressed the importance of ‘conflict management in teacher education’.

In May 2010, the Higher Education Ordinance (1993:100) included conflict management as a visible goal in the official, newly developed teacher education programs. Social relations, conflict management and educational leadership became one out of eight areas of priority for all teacher education. This change took place on 12 May 2010 (SFS 2010:541) and the ordinance/regulation took effect from 1 July 2011.

In formal pre- and in-service teacher education, the concept ‘nonviolent conflict management’ is hardly used. It is more common to find ‘constructive conflict resolution’. The term nonviolence would be translated as ‘ickevåld’ and, because of its associations with activist groups, it is not often used by educators. Sometimes, ‘nonviolent communication’ is used (using the English wording ‘nonviolent’). In Sweden the term ‘konflikthantering’ is used when conflict resolution, conflict management or conflict transformation is meant. Directly translated, this would mean ‘conflict handling’, which is not an internationally accepted term.

In Sweden, there are about 50 higher-education institutes (HEIs) (colleges/universities, state/private). About 27 run one or more teacher education (2011) programs. Some offer only the subject teacher education program (e.g. KTH Royal Institute of Technology trains science, engineering and mathematics teachers) while others (like the University of Gothenburg and University of Umeå) offer all four teacher education programs. In 2011, every HEI that wanted to offer one or more teacher education programs needed to hand in a formal application, which was examined as regards quality.

From 2011, HEIs all over Sweden that were given the right to provide teacher education programs developed

courses that address the teaching of social relations, conflict management and educational leadership. For the first time, teacher education is formally required to teach student teachers how they can approach conflicts and conflict management in schools on solid scientific grounds and evidence-based knowledge, as part of their training. The ordinance, though, did not specify the content of this training, leaving it up to the individual HEIs to develop courses.

Lifelong learning for teachers – formal in-service training

Sweden has a long tradition of free higher education. It is common for teachers to search for further in-service training among the free-choice courses that HEIs offer. In addition, the National Agency of Education (NAE), commissioned by the government, can initiate course development in specific areas. With regard to the field of conflict management or transformation, we have not seen specific initiatives from the NAE – although several initiatives have been undertaken on the prevention of bullying, harassment, degrading treatment and discrimination, and the promotion of equal treatment and learning about norm-critical thinking. Over a three-year period, 2007–2010, the NAE collaborated with HEIs to offer in-service training on research on and the practice of bullying and discrimination. From 2011–2013 the NAE worked with about 14 HEIs (among others, Jönköping, Örebro, Karlstad, Gothenburg, Umeå, Kristianstad, Malmö, Linnaeus, Luleå, Södertörn, Borås and Stockholm universities) to provide a course on fundamental values and equal treatment in theory and practice (7.5 HECs), based on a whole-school approach. Teacher trainers from the 14 HEIs with expertise in the field worked with the NAE on developing a common course. In addition, this group met, discussed and trained during the three years the course was running, to meet the quality measures as well as to develop themselves. Depending on the teacher trainers in charge of the course, conflict management was briefly addressed in the courses. At present, the NAE is focusing on racism and immigration questions.

Free-choice courses on conflict transformation are provided by the Swedish HEIs. We do not know how many HEIs are running them. Free-choice courses in conflict transformation education are, by definition, run by experts in the field of conflict transformation in pre-schools and schools, and most of their credits are directed to conflicts and conflict transformation.

Lifelong learning for teachers – non-formal in-service training

Even non-formal training organizations offer education in conflict transformation. We assume that there are many, though hard to trace.

5.2 Policy agenda

The control mechanisms of the public sector have attracted great attention in Sweden. Professor Göran Arnqvist (SvD, 23/5 2017) has debated the political situation of recent years through sharp criticism of the way public Sweden is controlled. Arnqvist wants to raise awareness of the way the management of public bodies, such as, for example, in nursing, healthcare and education, is losing competence in its core activity. So-called New Public Management (NPM) principles are being allowed to take over the management and administrative functions and become the primary purpose of the activity. According to Arnqvist, this happens through political appointments to leading positions and the recruitment of staff with a financial or legal background. Experience and competence in the core activity have low priority, and the result is that marketing, visions, goals, routines, etc. take over from the real purpose of the core activity. According to Arnqvist (SvD, 23/5 2017), it is wrong when the means are turned into the goals in public services. Supporting activities should not be allowed to take over.

This idea of control of public services also raises serious questions internationally. According to Molander (2017), there is consensus in international research that the quality of public administration is of great importance to social progress. According to the author, control of public services has taken a prominent position. Denhardt and Denhardt (in Guevara, 2015) stress that the driving force for the actions of people in the public sector is the desire to contribute to a good society and to serve citizens for the common good, not to be driven by self-interest and results. The authors see a new movement emerging in which politicians as well as residents and civil servants need new ways to contribute to democratic citizenship and thereby a good society.

Molander (2017) presents and problematizes new control methods and theories on public welfare to reform the public sector. The pursuit of results, competition and customer benefit using the control model New Public Management (NPM) is being challenged by new forms of control such as, for example, New Public Service (NPS). The fundamental approach of NPC is that democracy, citizenship and service should form the basis of the public sector. According to Denhardt and Denhardt (in Molander, 2017), this control model includes organizational humanism, the basic idea of which is to include the staff in the policymaking and content of the work and to leave scope for the staff to analyze the situation themselves and then act accordingly. Governance through control and authority is perceived as hampering the staff and risks making them passive and resigned. Leadership is more about providing support for staff, being the driving force for group processes, and encouraging problem-solving and conflict management. According to Denhardt and Denhardt (Molander, 2017), the staff are not judged on efficiency but equity, equality and perceptivity.

The Swedish education system still appears to suffer from neo-liberal rationality and governance through control and administration. Montserrat Gomendio, Deputy Director for Education and Skills at OECD, paints a gloomy picture of the conditions of Swedish teaching staff. According to Gomendio (Lärarnas Tidning), the shortcomings consist of poor salary trends and low status, and a high workload. National tests, individual assessments, more and earlier report cards and inspections by the Swedish Schools Inspectorate are a few examples of administration and bureaucracy in schools. A Swedish teacher can easily end up having to write 500 documents in a term. The chair of the Swedish Teachers Union, Johanna Jaara Åstrand, in turn explains that teaching staff do not have enough time for their core tasks despite working longer hours than the average for other countries.

Professor Anders Hanberger's (Pedagogiska Magasinet, no 2, 2017) examination of five (of approx. 30 systems) of the dominating documentations (SIRIS, Systematic quality work, the Swedish Schools Inspectorate, Open comparisons and PISA) in schools shows that, except for PISA, in principle, all the other systems provide information on the same thing: grade statistics, national test results and information and results of pupil and parent questionnaires. According to the author, this fixation on results creates frustration for teachers; Hanberger's study shows that assessments are often seen more as obstacles than development of their teaching. According to Hanberger, there is a complete lack of data on the effects of efforts in, for example, education on democracy, equality and critical thinking. So-called soft values are conspicuous by their absence.

To sum up, it can be established from Hanberger's examination that the pressure for, for example, external measures of easily quantifiable data has raised a need to examine other values in the curriculum. Hanberger calls for a focus on the broader goals of the curriculum, such as, for example, personal development and citizenship education. In the context of the project EduCATE, it is hoped that attention will be drawn to awareness of the school's values, pupils' citizenship education and conflict transformation. The international and national demand for new forms of control for the public sector can lead to the so-called softer values – of which conflicts are part – being seen as a natural part of interpersonal relations. Maybe in the future we will be able to exact responsibility from politicians for the way social relations and conflict management are taught.

5.3 Stakeholder analysis

Stakeholders at the national level

It would be a remarkable change in the field of conflict transformation education if national politicians commissioned the National Agency of Education to organize a course for teachers and/or teacher educators

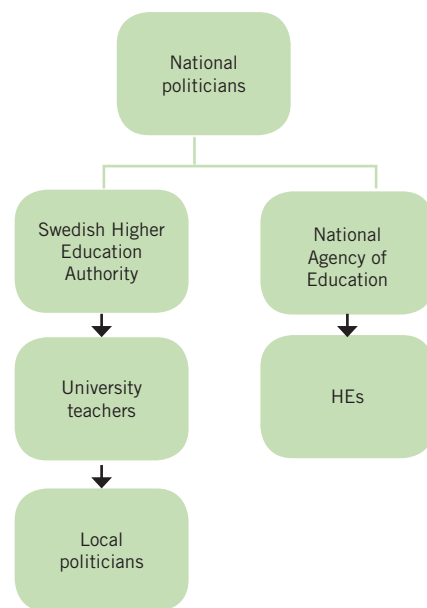
in conflict transformation education on a national level, through collaborations with and between HEIs.

In May 2017, a specially established school commission finalized its report, which has been sent to politicians for discussion.

As the Swedish Higher Education Authority prepares and changes the description of teacher education program degrees, it is an important actor in the field.

Stakeholders at the local political level (municipality) and course development (individual teacher educators) should also be involved.

Figure 5.2. Map of stakeholders involved in teacher training in NVCT in Sweden



Source: EduCATE project

5.4 Advocacy action plan

For this action plan, we came up with several possible activities. During the course of the project we will conduct one of them.

5.4.1 Advocacy for NVCT action plan in Sweden

Option 1

Aim 1: Increase the quality of the conflict resolution courses in Swedish higher-education institutes (20 HEIs are reported in SoA teacher education) that provide teacher education

Possible actions

Action 1.1: Send a message to the 20 HEIs and ask them to send their course guide (which is more extensive than a course syllabus)

Action 1.2: Talk to five course leaders who are highly competent in constructive conflict resolution (Kalmar,

Umeå, Jönköping, Malmö, and Borås) and them to HEI where we do not have any information about the competences of the course leader

Action 1.3: Organize a meeting of all course leaders
Indicators evaluating the actions

Indicator 1.1: Collecting a minimum of 10 (50%) course guides

Indicator 1.2: Number of course leaders attending the meeting

Indicator 1.3: Extension of the course literature with a minimum of one text in the field of approaches to conflicts in schools

Option 2

Aim 2: Make the field of non-violent conflict transformation more known to local schools and politicians

Possible actions

Action 2.1. Organize a dialogue conference on the theme (invite staff from local schools and local politicians)

Action 2.2. Contact people from the region office (Västra Götalands region) working with education – to discuss in what way their office can support our efforts

Action 2.3. Prepare and distribute brochures, translating the position paper into Swedish

Indicators evaluating the actions

Indicator 2.1: Number of participants at the dialogue conference (minimum 30)

Indicator 2.2: Number of meetings with local politicians and people responsible for education

Indicator 2.3: Number of distributed position papers

Option 3

Aim 3: Push for competence development for teacher training educators at HEIs

Possible actions

Action 3.1. Contact university organizations responsible for human resources development of HEI staff, and present and discuss a possible outline for a competence development course in conflict resolution

Action 3.2. Gather teacher educators from the conflict transformation courses in Gothenburg to discuss what kind of education in conflict transformation staff need

Action 3.3. Organize a one-day or half-day workshop with UGOT teacher educators in conflict transformation, in which they deliver to each other the lectures/activities/workshops they normally provide for the students

Action 3.4 Discuss with other HEIs what they would like to see in the area of competence development for their staff

Indicators evaluating the actions

Indicator 3.1: To what extent universities are willing to create the conditions for such a course

Indicator 3.2: Number of colleagues in Gothenburg attending workshop

5.5 Conclusion

The aim of this report was to put forward proposals to strengthen the theme of conflict transformation in Swedish teacher education and to propose further training in conflict management for teachers.

To strengthen the subject of conflict management, it would be advantageous to shift the focus from serving customers to serving citizens and to value people instead of only productivity. The New Public Value model contains problem-solving and conflict management as an overall value system, which could guarantee powerful cooperation processes and synergy effects for constructive conflict management throughout society. This could also strengthen the status of conflict management in teacher training. The value-critical examination in this report has shown that the current competition-oriented forms of control in the public sector lead to power positioning and dominance between people in society instead of contributing to building communities and increasing the social capital of the population.

The report also discusses how education and teaching can contribute to a more equal and fair society without the use of violence. The political intentions in recent decades appear to have created disparities between people, which is also expressed in schools in the form of polarization between those who succeed at school and those who fall outside the group community. Schools can no longer compensate for different living conditions, and the risk of threatening and violent youths is increasing. The discussion on how children and young people fare badly at school should therefore be seen from a greater social perspective. New models for communities are being discussed in Sweden. According to the New Public Service, civil society needs to be strengthened by forming interest groups. The idea is that small groups create strong communities in which people can preserve as well as develop ideas and group identities. The political alienation and people's unused wills can then contribute societal benefit and be channeled into greater participation by the citizens. Counteracting hierarchies and imbalance in human value in this way also creates good conditions for constructive conflict management.

6. Advocacy for NVCT at the European level

By Marjolein Delvou

This report outlines international and European recommendations and key documents related to nonviolent conflict transformation (NVCT), lays out the most important reasons to advocate for NVCT in pre-service and in-service teacher education at the European/international level, and sketches out the current policy agenda to delineate possible channels to do so. Important European stakeholders concerned with the issue of teachers' professional development in nonviolent conflict management (NVCM) are presented. The final part consists of specific recommendations.

6.1 Justification

6.1.1 European Union

The European Union is built on the principle of subsidiarity. Education is one of the areas that has so far been considered to be a sole national competence; the primary responsibility for education lies with the nation states. There are no signs that this will change soon.

However, we have seen several attempts by the European Commission to support more intensive alignment and cooperation between nation states in the field of education and training. The most recent illustration of this was the launch of the concept of a European Education Area, by Tibor Navracsics, European Commissioner for Education, Culture, Youth and Sport, at the Social Summit in Gothenburg in November 2017.

In his speech at the first European Education Summit in Brussels in January 2018, launching the campaign to build this common area by 2025, the commissioner referred to the *Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (2015)*, stressing the importance of education to support inclusion and social cohesion.

In the Commission Staff Working Document accompanying the Proposal for a Council Recommendation on promoting common values, inclusive education and the European dimension of teaching issued on 17 January 2018, the need to (learn how to) address controversial issues in the classroom is recognized. However, when we read further, emphasis is put on creating safe spaces for constructive dialogue, where learners experience non-conflictual discussions. At first sight there seems to be a contradiction between the need to address controversial issues and the notion of non-conflictual discussions on these same topics (European Commission, 2018a: 25). In the proposal itself there is no reference to conflict.

The focus lies on promoting common values at all levels of education, fostering inclusive education, encouraging a European dimension of teaching as well as supporting teachers and teaching (European Commission (2018b: 2).

The support for teachers is interesting in the sense that it acknowledges and refers to the fact that nearly half of the countries still have no policies on including citizenship education in initial teacher training (European Commission (2018b: 13).

Conflict transformation seems to be most relevant in relation to the promotion of common values. In the proposal, this includes the development of structures that promote the active participation of all stakeholders (teachers, parents, students, community actors) in school governance, as well as the provision of opportunities for young people's democratic participation and active and responsible community engagement. The Council of Europe's Competences for Democratic Culture framework (see below) is also referred to. It stresses the value of conflict resolution skills as one of the core competences.

Earlier, in 2006, the European Parliament and European Council adopted a recommendation on *Key Competences for Lifelong Learning* relevant to all education and training sectors. This common European reference framework sets out eight key competences aimed at contributing to the development of quality, future-oriented education and training tailored to the needs of European society. Since its adoption, the framework has been widely used by member states to implement reforms and by other stakeholders to structure their work.

Social and civic competences formed one of the eight strands. Conflict management and resolution skills were considered part of this strand (European Parliament and Council of the European Union, 2006).

“These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.” (European Parliament and Council of the European Union, 2006: 16-17)

The Key Competences Framework is currently being reviewed to make sure that it remains a relevant tool that reflects political, social, economic, ecological and technological developments since 2006, with a specific focus on promoting entrepreneurial mindsets (European Commission, 2018c: 14).

Many stakeholders felt that the area of social and civic competence was rather broad and that more attention should be given to civic competence and the role of citizenship, shared values and human rights. Individuals should be empowered to act as responsible, active people able to contribute to peaceful, tolerant, inclusive and secure societies (European Commission, 2018d: 34).

In the current proposal, issued on 17 January 2018, *Personal, Social and Learning competence* has been separated from *Civic competence*, which becomes a competence in its own right. In addition, *Cultural awareness and expression* is being proposed to give more space to the intercultural dimension of learning.

In the *Personal, Social and Learning competence*, the importance of cross-disciplinary competences and creative skills is stressed, to support future generations to successfully navigate their personal and social lives and careers. It is also confirmed that the development of social and emotional competences supports inclusion in schools and school systems. Furthermore, research has shown that academic learning and social and emotional learning support one another. Relations play an important role in academic learning.

In the design of the new key competences framework, the Collaborative for Academic, Social and Emotional Learning (CASEL) is built on: three dimensions of social and emotional learning are proposed: personal (intrapersonal), social (interpersonal) and learning (intellectual). The document also refers to evidence showing that programs that take a whole-school approach and are integrated into the school day are more successful.

In the part describing the *Civic competence*, conflict resolution skills are explicitly mentioned in a reference to the framework developed by the Council of Europe (see below). Apart from that, there's no other reference to the importance of conflict in education (European Commission, 2018d: 51-54).

6.1.2 Council of Europe

The Council of Europe has long been active in the fields of education for democratic citizenship and intercultural dialogue.

In March 2016, one year after the *Paris Declaration*, Council of Europe ministers met in Strasbourg and adopted an *Action Plan on Building inclusive societies*, to support member states in managing Europe's diversity through smart policies. It encourages specific work on competences for democratic culture and intercultural dialogue through education, emphasizing that these competences are not acquired automatically but need to be learned, fostered and practiced (Council of Europe, 2016a).

To enhance this learning process, the council proposed a conceptual model of the competences that citizens require to participate effectively in a culture of democracy, including descriptions of what a person is able to do if they have mastered the various competences specified in the model. The model, *Competences for democratic culture. Living together as equals in culturally diverse democratic societies*, grounded in an analysis of existing schemes on the regional, national and international level (101), is intended to inform educational decision-making and planning. It is an attempt to provide an account that captures, synthesizes and builds on the optimal features of existing competence schemes (Council of Europe, 2016b: 9-11). The model is currently being piloted by teachers in a number of member states (Council of Europe, 2016a).

Box 6.1. Conflict-resolution skills defined by the Council of Europe

Conflict-resolution skills are those required to address, manage and resolve conflicts in a peaceful way. They include abilities or skills in:

- reducing or preventing aggression and negativity, and creating a neutral environment in which people feel free to express their differing opinions and concerns without fear of reprisal
- encouraging and enhancing receptivity, mutual understanding and trust between conflicting parties
- recognising differences in the power and/or status of the conflicting parties, and taking steps to reduce the possible impact of such differentials on communications between them
- effectively managing and regulating emotions – the ability to interpret one's own underlying emotional and motivational states as well as those of others, and to deal with emotional stress, anxiety and insecurity both in oneself and in others
- listening to and understanding the different perspectives of the parties involved in conflicts
- expressing and summarising the different points of view held by conflicting parties
- countering or reducing misperceptions held by conflicting parties
- recognising that sometimes there may be a need for a period of silence, a truce or a period of inaction, to allow the conflicting parties to reflect on the perspectives that are held by others
- identifying, analysing, relating and contextualising the causes and other aspects of conflicts
- identifying common ground on which agreement between conflicting parties can be built, identifying options for resolving conflicts, and refining possible compromises or solutions
- assisting others to resolve conflicts by enhancing their understanding of the available options
- assisting and guiding the parties involved to agree on an optimal and acceptable solution to the conflict

Source: Council of Europe, 2016a: 49-50

Conflict-resolution skills are mentioned as one of the core competences. In the document it is described in great detail what this means concretely.

It is important to note that competence in this account is understood as the selection, activation and organization of competences and the application of these competences in a coordinated, adaptive and dynamic manner to concrete situations. As such, conflict resolution skills are considered part of a bigger set of competences, such as empathy, listening skills, cooperation skills, etc (Council of Europe, 2016a: 23-25).

The document also states that the Council of Europe will offer advice to its member states on the implementation of the framework, and training to those who will make it work in practice.

6.1.3 UNESCO

UNESCO leads the Global Education 2030 Agenda through Sustainable Development Goal 4: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*.

The roadmap to achieve this is the Education 2030 Framework for Action. In respect to conflict, UNESCO, being a global institution, focuses more on providing education in conflict, post-conflict and crisis situations, not on conflict transformation education as such. Conflict resolution skills are only briefly mentioned as part of high-level cognitive and non-cognitive/transferable skills to adapt to the fast-changing demands of the labor market.

In target 4.7, peace and non-violence are mentioned as part of education for sustainable development (UNESCO, 2015).

“By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” (UNESCO, 2015)

6.1.4 OECD

The OECD also proposed a key competences framework in 2005: Definition and Selection of Competencies (DeSeCo).⁵⁵ The focus lies on competences that individuals need to acquire for a successful life in a

55. OECD’s Definition and selection of key competences: <http://www.oecd.org/education/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>

Box 6.2. OECD recognition of the competence to address conflicts (2005)

Conflict occurs in all aspects of life, whether in the home, workplace or the larger community and society. It is part of social reality, an inherent part of human relationships. It arises when two or more individuals or groups oppose one another because of divergent needs, interests, goals or values.

The key to approaching conflict in a constructive manner is to recognise that it is a process to be managed rather than seeking to negate it. This requires consideration of the interests and needs of others and solutions in which both sides gain.

For individuals to take an active part in conflict management and resolution, they need to be able to:

- Analyse the issues and interests at stake (e.g. power, recognition of merit, division of work, equity), the origins of the conflict and the reasoning of all sides, recognising that there are different possible positions
- Identify areas of agreement and disagreement
- Reframe the problem
- Prioritise needs and goals, deciding what they are willing to give up and under what circumstances

Source: OECD, 2005: 13

well-functioning society (OECD, 2005: 4). Its aim was to extend the PISA assessments to other domains. This is now being realized through the global competence framework (see below).

In DeSeCo, the ability to manage and resolve conflicts is mentioned as part of Competency Category 2: Interacting in Heterogeneous Groups.

In early 2018, the OECD published a new PISA Global Competence Framework. The introduction refers to the emphasis in UN Sustainable Development Goal 4 on learning to live together sustainably. This has led the OECD to include global competence in their Programme for International Student Assessment (PISA). In 2018 the OECD will assess for the first time at what stage 15-year-old students are situated in the process of developing global competence. Again, education and schools are recognized for their crucial role in preparing our youth to participate in our world (OECD, 2018a: 2):

“Global competence is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.” (OECD, 2018a: 7)

Conflict management is mentioned in one of the key questions that will be assessed. This means that dealing with conflict is considered an integral part of global competence:

“To what degree are students able to understand and appreciate multiple cultural perspectives (including their own) and manage differences and conflicts?” (OECD, 2018a: 6)

Another important question in the global competence assessment is:

“How are teachers being prepared to develop students’ global competence?”

This means that the assessment will potentially give us insights into how education systems are preparing their educational staff to integrate global, international and intercultural perspectives throughout the curriculum and in classroom activities (OECD, 2018a: 6). Similar to the framework of the CoE, competence is considered a combination of knowledge, skills, attitudes and values (OECD, 2018a: 7).

Conflict reappears in the description of the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender. Conflict resolution is considered one of the skills required to understand the world and to take action (OECD, 2018a: 13):

“Competent students approach conflicts in a constructive manner, recognising that conflict is a process to be managed rather than seeking to negate it. Taking an active part in conflict management and resolution requires listening and seeking common solutions.” (OECD, 2018a: 15)

The OECD is currently developing a new learning framework relevant for 2030. According to the OECD, education should support young people in their ability to “... navigate in time and social space to manage their lives in meaningful and responsible ways by influencing their living and working conditions”.⁵⁶

The new framework will define knowledge, skills, attitudes and values for three transformative competences: creating new values, taking responsibility, and coping with tensions and dilemmas. Student agency and co-agency with peers, teachers, parents and communities are the driving concepts in this respect. The importance of coherence (walking your talk) and support from adults is considered crucial. The framework also refers to how socio-emotional skills improve learning. It will focus on secondary school education only.

6.1.5 Conclusion

When looking closer at the policy documents issued by these institutions, we can conclude with the following points.

56. OECD, Education 2030: <http://www.oecd.org/education/school/education-2030.htm>

First, the main focus of all four institutions or organizations lies on (global) citizenship, critical thinking and intercultural dialogue as a means to overcome cultural divides, reduce intolerance, prejudice and stereotyping, live together, enhance cohesiveness and resolve conflicts. Although it is admitted in certain documents that this can be extremely demanding and difficult in some circumstances, it is not clearly explained what is needed concretely to support this.

Secondly, the different institutions or organizations refer regularly to each other’s work and policy documents in their own work.

Finally, and most importantly, conflict is mainly referred to as a situation to overcome, not as an opportunity to learn, an integral part of learning processes, or a pedagogical practice in its own right.

6.2 Policy Agenda

6.2.1 European Union

As mentioned above, there are two recent policy documents prepared by the European Commission and adopted by the European Council of Ministers for Education, Youth, Culture and Sport on 22 May 2018:

- Proposal for a Council recommendation on promoting common values, inclusive education, and the European dimension of teaching, adopted by the European Council of Ministers for Education, Youth, Culture and Sport on 22 May 2018
- Proposal for a Council recommendation on Key Competences for Lifelong Learning, adopted in January 2018 by the European Commission

Partly in parallel, the *Working Group on Promoting Citizenship and Common Values of Freedom, Tolerance and Non-Discrimination* is preparing an online compendium of good practice as well as an overview of key elements of a policy framework to support effective policies on citizenship education and inclusive education.⁵⁷ For the consortium, this is an opportunity to put forward good practices that promote NVCT in line with our approach.

6.2.2 Council of Europe

From 18 May to 21 November 2018, the Croatian Minister of Foreign Affairs will be chairing the Committee of Ministers of the Council of Europe, the Council of Europe’s statutory decision-making body.

The Council of Europe recently launched its 2019-2024 Education Programme.

57. https://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values_en

As part of this and as a further implementation of the new reference framework, a new campaign has been launched, 'Free to Speak, Safe to Learn: Democratic Schools for All'. The campaign, coordinated by the European Wergeland Centre, aims to highlight the commitment to democratic values and principles in the life and culture of schools across Europe.⁵⁸

The following topical issues that will be addressed through the campaign are closely related to NVCT:

- Making children's and students' voices heard in practice*
- Dealing with controversial issues*
- Developing resilience against violent behavior*
- Prevention of bullying, cyber-bullying and any violence against girls, children with disabilities, children with special educational needs, as well as children belonging to minority groups*

In practice, this means that the EduCATE consortium could suggest good practices to the European Wergeland Centre, responsible for coordinating the campaign, to advance its vision about the importance and benefits of NVCT in teacher training.

More generally, the EduCATE consortium could approach members of the Council of Europe's *Ad hoc expert group on Competences for Democratic Culture*, in particular those members coming from the consortium countries.

6.2.3 OECD

As mentioned above, the OECD will use its Global Competence Framework to assess at what stage 15-year-old students are situated in the process of developing global competence. It is not yet clear when exactly this assessment is planned for.

The assessment will potentially give us insights into how education systems are preparing their educational staff to integrate global, international and intercultural perspectives throughout the curriculum and in classroom activities.

6.3 Stakeholder analysis

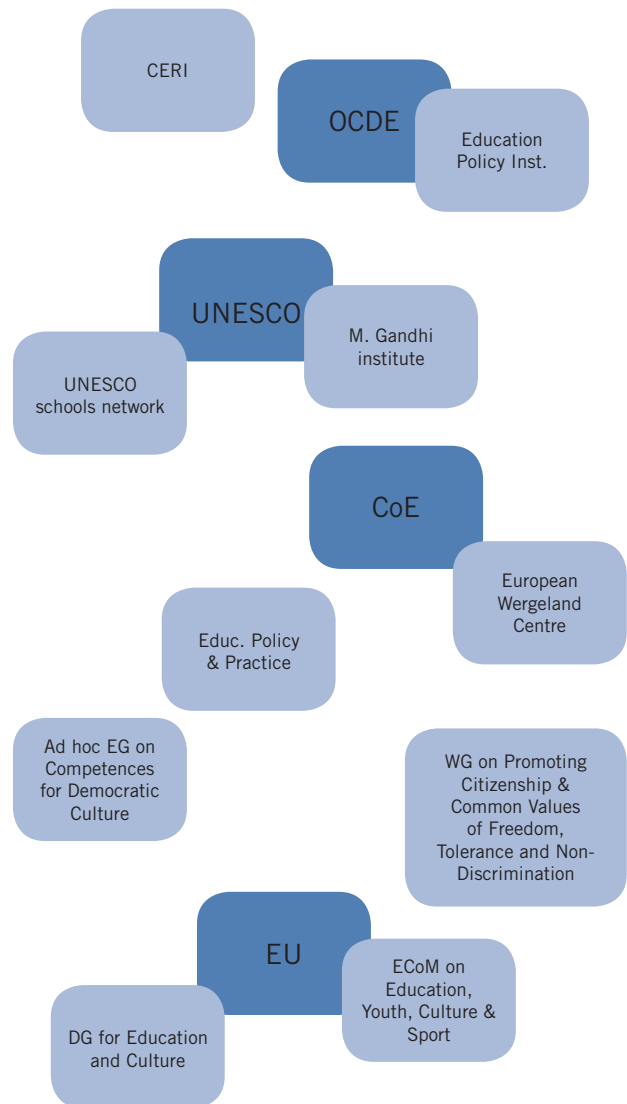
The main stakeholders, not specifically based in Europe, but with a strong activity there, and with competencies regarding education and the promotion of NVCT, are as follows:

6.3.1 European Union

Directorate General for Education and Culture⁵⁹

The Directorate General for Education and Culture (DG EAC) is the executive branch of the European Union

Figure 6.1. Map of stakeholders involved in NVCT teacher training in Europe and internationally



Source: Marjolein Delvou for the EduCATE project

responsible for policy on education, culture, youth, languages and sport. DG EAC also supports these issues through a variety of projects and programmes, notably Creative Europe and Erasmus+. It is led by a commissioner, Tibor Navracsics, and a director general, Martine Reicherts, who report to the European Parliament.

Working Group on Promoting Citizenship and Common Values of Freedom, Tolerance and Non-Discrimination⁶⁰

ET 2020 Working Group provides a forum for exchange of key policy issues falling under the scope of the Paris Declaration. The focus lies on developing citizenship, fundamental values and non-discrimination in the different sectors of education and training.

Its main policy priorities are the four pillars of the Paris

58. <https://www.coe.int/en/web/cm/cm-chairmanship>

59. <http://www.theewc.org/>

60. https://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values_en

Declaration:

- Enhancing critical thinking and media literacy to develop resistance to all forms of discrimination and indoctrination
- Ensuring that children and young people acquire social and civic competences
- Fostering the education of disadvantaged children and young people and combatting discrimination
- Promoting intercultural understanding through all forms of learning

The Working Group is composed of government representatives from 36 countries, including EU member states, Iceland, Norway, Switzerland, Albania, Serbia, Macedonia, Montenegro, Turkey, as well as representatives of European social partners, stakeholder associations and international organizations. It started its work on 22 February 2016.

As mentioned above, the Working Group outputs, are:

- an online compendium of good practice
- key elements of a policy framework to support effective policies on citizenship education and inclusive education

European Council of Ministers Education, Youth, Culture and Sport⁶¹

The policy areas covered by the EYCS Council are the responsibility of member states. The EU role in areas of education, youth, culture and sport is therefore to provide a framework for cooperation between member states, for exchange of information and experience on areas of common interest.

The EYCS Council is composed of the ministers responsible for education, culture, youth, media, communication and sport from all EU member states. The precise composition of the council depends on the items discussed in a particular meeting.

Council meetings are also attended by a representative from the European Commission, usually the Commissioner for education, culture, multilingualism and youth.

The EYCS Council meets three or four times a year; twice in its full configuration.

6.3.2 The European Wergeland Center

The European Wergeland Centre (EWC)⁶² is a resource center on education for intercultural understanding, human rights and democratic citizenship.

Their work builds on Council of Europe recommendations and policies, such as the Charter on Education for

Democratic Citizenship and Human Rights Education, which was developed to make sure that the values of human rights, democracy and the rule of law are promoted in and through education.

EWC's main aim is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy and human rights.

The organization was established by the Council of Europe and Norway in 2008 and serves all 47 member states. It is governed by a board composed of representatives of the Council of Europe and Norway. Their offices are located in Oslo, Norway.

6.3.3 Council of Europe

Steering Committee for Educational Policy and Practice⁶³

The Steering Committee for Educational Policy and Practice oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues.

Governments of the 50 State Parties to the European Cultural Convention are represented in the committee by senior officials from the general education and higher-education sectors. Several non-governmental organizations (NGOs) in the field of education are observers to the committee.

Ad hoc Expert Group on Competences for Democratic Culture⁶⁴

This group includes expertise such as Developmental and social psychology, in particular intercultural competences, intergroup attitudes, national and ethnic enculturation, political and civic engagement, active citizenship; Language education, intercultural competence and teacher training; History and civic education; Strategic development of education, Education for democratic citizenship; Education policy, cross-curricular issues, curriculum development; Intercultural education; history teaching: image of the other, Education for democratic citizenship; Social psychology and intercultural communication; Pestalozzi Programme; Education policy; member of the CDPPE Bureau; Higher-education policy, including the European Higher Education Area and the European student movement; Intercultural education, Education for democratic citizenship and Roma education; Curriculum development, Education for Democratic Citizenship; Higher education, sustainable development and intercultural dialogue; Education for democratic citizenship; Education policy, higher education...

61. <http://www.consilium.europa.eu/en/council-eu/configurations/eycs/>

62. <http://www.theewc.org/Content/Who-we-are>

63. <https://www.coe.int/en/web/education/cdppe>

64. <https://www.coe.int/en/web/education/working->

6.3.4 OECD

The OECD includes relevant bodies such as the Education Policy Committee⁶⁵ and the Centre for Educational Research and Innovation Governing Board (CERI).⁶⁶

6.3.5 UNESCO

For a long period an advocator for Culture of Peace, UNESCO nowadays has several institutions that are relevant to promoting NVCT. These are, mainly:

UNESCO Associated Schools Network⁶⁷

The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defenses of peace in the minds of children and young people. The 10,000 ASPnet member schools in over 180 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

ASPnet – a driver for innovation and quality in education – is recognized as an effective tool for reaching target 4.7 in Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 – Education 2030.

Mahatma Gandhi Institute of Education for Peace and Sustainable Development⁶⁸

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development was established with the generous support of the Government of India. It is an integral part of UNESCO, and the organization's specialist

institute on education for peace and sustainable development to foster global citizenship. In 2009, the UNESCO General Conference decided to set up an institute focusing on peace and sustainability education based in the vast and rapidly growing Asia-Pacific region.

UNESCO also publishes the *Education for All Monitoring Report*, which monitors the implementation of global education related to the sustainable development goals, which are related to NVCT.

6.4 Advocacy action plan

Based on the collected information about European and international policy recommendations, we want to stress conflict as an opportunity for transformation.

Shift from resolution/management to transformation

The EduCATE consortium believes that conflict, disagreement, struggle, dialogue, etc are required when one wants to learn or progress. 'Conflict' in different forms offers a great opportunity and concrete path to develop and foster all of the competences mentioned. Dealing with conflict, therefore, is not a goal in itself, but rather an entry point, a means to support other goals. It enables learning through conflict.

High-quality teacher training in NVCT

To unleash the potential of conflict responsibly, we think it crucial to prepare teachers thoroughly for this task. Of course, this requires skills, but it is not a mere technical intervention to solve a problem, it's a way of seeing, teaching and learning.

65. <https://oecdgroups.oecd.org/Bodies/ListByNameView>.

66. <https://oecdgroups.oecd.org/Bodies/ListByNameView.aspx?book=true>

67. https://aspnet.unesco.org/en-us/Pages/About_the_network.aspx

68. <http://mgiep.unesco.org/about-us>

7. Conclusion

Transforming conflicts at school in a nonviolent way seems to be still a need, because data shows that too high a proportion of students still use violence as a mean to solve their conflicts, and because measures to address conflict at school seem to be insufficient.

Regarding policies, many countries have some kind of legal recognition that conflict management skills are an essential competence for students, but, in most of the countries measures to guarantee that teachers themselves know anything about that competence have not been sufficiently implemented. While relevant laws exist in all the countries, the translation of these laws into policies is much weaker.

Comparative look at the situation in each country

Adequacy or insufficiency of current policies on NVCM

Which are the policies promoted in each country to respond to cases of bullying or to promote coexistence at school? Are those policies sufficient?

As reported to UNESCO, in the last 2017 Consolidated Report on the Implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, “[n]early all Member States (81.99%) reported that the curriculum of their formal education system includes principles directly related to peace and non-violence, human rights and fundamental freedoms, cultural diversity and tolerance, and human survival and well-being” (UNESCO, 2017). But is the inclusion of those principles sufficient? What other policies do the countries undertake to promote NVCT?

As observed in the researches, most of the countries have **legal regulations** that significantly recognize the importance of addressing conflict at school. With the exception of Italy, all the analyzed countries and international educational institutions such as the OECD and the Council of Europe do have laws or other legal documents, most of them binding, which recognize conflict as an educational competence that needs to be addressed. In most of the regulations, though, conflict is considered neither as a learning opportunity nor as a citizen tool for social change, but as a negative phenomenon that needs to be overcome.

Countries and international organizations also launch **policies** to implement measures regarding NVCT education. These take very diverse forms, ranging from regulating that in-service teacher training

institutions offer courses about the issue (in France), to implementing up to eight antibullying programs at school (in Sweden). It is important to take into consideration, though, that these policies are implemented differently. In Spain, for example, while on paper a comprehensive plan for peaceful coexistence in schools addresses a set of eight measures, including pre-service and in-service teacher training (action line 4), in reality this plan seems to be poorly implemented.

Sweden is the only the country that has a consistent approach on **pre-service training in NVCT**. It has regulated that all degrees for future teachers (nursery, primary, secondary and vocational) must include compulsory majors about conflict management. In Croatia and Spain, some pre-service majors have been identified in university degrees, usually backed by teachers’ motivation (majors not compulsory in the education and pedagogy curriculum state regulations, and often optional majors within the degree). Except in Sweden, the teacher training strategy seems to be focused on in-service teacher training rather than pre-service, which is a less structural measure. It is therefore urgent that countries develop training in NVCT in university degrees to become future teachers.

In none of the countries, however, is there systematic information to assess to what extent there is sufficient **in-service NVCT teacher training**. For this reason, it is very difficult to evaluate if the respective policies to promote in-service NVCT teacher training are sufficient or insufficient. In only one country – in Sweden, again – are schools obliged to systematize data about incidents at school (although this data is about (non) discrimination more than NVCT, some of the items are relevant for conflict management). In the rest of the countries, there does not seem to be any kind of monitoring of how conflicts are solved at school, nor the use of violence, nor the efficiency of anti-bullying or more comprehensive NVCT policies.

Another matter of concern is whether the contents of the training courses address the issue in a way that emancipates students and considers conflict as an opportunity for growth. As concluded by UNESCO in their worldwide assessment of the implementation of the 1974 recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, “[t]he most common subtopics emphasized [by the countries] were equality, inclusion and non-discrimination (73, 89%), the prevention of various forms of violence, such as gender-based violence and bullying (71, 87%)” (UNESCO, 2017: 5). This could indicate, as with the legal regulations, that the

Table 7.1. NVCT-related measures in the different countries

	Croatia	France	Italy	Spain	Sweden	International bodies
Significant legal regulations	The Law on primary and secondary education (2008, 2014) does not recognize conflict resolution as a key competence.	Core of Knowledge, Skills and Culture recognizes conflict resolution as a key competence (2015).	No law at university or school level	The LOMCE educational law recognizes conflict resolution as a key competence.	The Swedish Education Act (2010) does not mention conflict management skills.	Council of Europe (2016) Action Plan on building inclusive societies and OECD Definition and Selection of Competencies (DeSeCo) mention conflict resolution as a core competence.
Significant policies		The Loi Peillon states that ESPE must offer in-service nonviolent conflict resolution trainings (2013).	Law 107/2015 gives teachers individually funds they can use for teacher training.	Plan for the promotion and improvement of schools coexistence (since 2006) Strategic Plan on School Coexistence (2016-2020)		-
Pre-service training in NVCT in pedagogical degrees	Some non-compulsory majors exist in some pedagogical degrees – more present in infant and primary teacher training than at secondary level.	No pre-service training identified	No pre-service training identified	Few non-compulsory majors existing in some pedagogical degrees	Compulsory majors in all pedagogical degrees	No common policy
In-service training in NVCT	By NGOs and through official channels of Department of Education (ETTA) Number of in-service TC unknown Information not publicly available	By NGOs and through official channels of Department of Education (ESPEs) Number of in-service TC unknown	By NGOs outside official channels of Department of Education Number of in-service TC unknown	By NGOs and through official channels of Department of Education (CRP)	The Higher Education Ordinance (2010) includes conflict management as an explicit goal. Number of in-service TC unknown	No common policy
Observatories	None	None	None	Planned by 2006 'Plan for promotion and improvement of schools' coexistence'	None	International Observatory of Violence in Schools (NGO)
Data		Updated data on violence through National Victimization Survey every two to four years		No updated data on coexistence at school Data on violence towards teachers is collected by teachers' union.	Swedish Educational Act and Discrimination Law oblige schools to collect yearly information on situation of pupils in schools (e.g. safety, discrimination)	Health Behaviour in School-Aged Children, Cross-National Surveys

Source: EduCATE project

global governing tendency is to focus on negative ways to manage conflict (violence prevention), rather than on positive ways (NVCT, peaceful coexistence).

A closer look at the teacher training offer on NVCT in the analyzed countries, however, shows a greater diversity of approaches, and, while there is a significant number of courses that address conflict through measures of violence prevention (anti-bullying, gender violence prevention, cyberbullying prevention), many other issues are addressed with a broader and more constructive perspective (conflict transformation and peaceful coexistence, emotional education, cooperation and other social skills...). The implementation of the pre-service and in-service training courses, then, seems to apply a larger range of approaches and methodologies than the ones promoted by the country's policies.

Monitoring of the efficacy of these measures is difficult to assess: None of the analyzed countries has a countrywide observatory, to monitor the evolution of violence, conflicts and conflict management successes and shortcomings, that collects updated information. Some such initiatives exist, such as the French Observatory of Violence in Schools that after some years scaled up to the European level. It reflects theoretically on violence at school, but is not really an institution that collects data. On the other hand, in Sweden, with a bottom-up approach, every school is obliged to analyze data about the situation of pupils in schools, including their safety and discrimination, but this information does not seem to be analyzed at the country level, or at least is not made public. There is still a lot to do, then, about collecting and analyzing **data** on NVCT, and monitoring the effectiveness of NVCT measures by the mean of **observatories** of other research bodies.

Regarding policies, it seems that there is some gap between the regulations (laws, recommendations) on NVCT pre-service and in-service training, and the measures actually implemented (by the administrations and by civil society). This gap is reflected in different perspectives towards conflict (as something to avoid or as an opportunity), and in implementations that, in several countries, go far behind the regulations.

As seen in the variety of approaches in the analyzed European countries, many measures can be taken to strengthen teacher training in NVCT. But how should this be done?

Key quality criteria for teacher training in NVCT

Numerous measures can be implemented to promote NVCT, but it is also important to know how, and with what contents. According to the authors of this report, there are minimum standards that any NVCT teacher training should follow:

- Consider **conflict as an opportunity** for transformative learning rather than as a problem

Box 7.1. Recommendations to promote NVCT teacher training

The EduCATE consortium urgently calls for:

- A shift in focus from violence prevention and conflict resolution approaches to the more comprehensive concept and practice of **nonviolent conflict transformation (NVCT)** and peaceful coexistence
- The establishment of **educational laws confirming NVCT as a key competence**, both for students and for teachers
- The collection of data on violent conflict and NVCT so that the effect of NVCT training can be monitored and assessed both at school and state level
- A **strong policy recognizing the role of teachers in creating good, cooperative and constructive school settings**, which includes well-defined development plans, action plans and follow-up, as well as sustained government support for NVCT, making it possible to also hold teachers accountable for this important task and not only for the academic achievements of their students
- The **treatment of students as core stakeholders**, in that they are perfectly able, at whatever age, to handle their own conflicts while being aware that conflicts are potential motors of personal and social transformation and growth
- A whole-school approach, with the prioritization of approaches that target as many stakeholders as possible – not just a selected group of peer-mediators but all students, not just one staff member but all school staff
- The creation of opportunities to **engage the whole community** in the process so as to build bridges between the school and the community
- High-quality pre-service and in-service teacher training courses in NVCT:
 - o A **compulsory major on NVCT** (pre-service) in all universities that offer education degrees and Master's degrees (nursery, primary, secondary and vocational teacher training)
 - o The offering of annual in-service teacher training to all teachers
 - o **Peer-learning among teachers**, from local to regional to European level
 - o **Public dissemination of information about all such courses** (syllabi, number of courses, length, etc), so that it is possible to assess the pre-service and in-service policies on NVCT promotion

Source: EduCATE project

- Empower the main actors:
 - **Equip teachers with the strategies, abilities and resources** that allow them to face conflict nonviolently and transform it so that it becomes an opportunity for personal and collective growth for all

- Prepare teachers to **empower students** to solve conflicts by themselves
- Use methods that offer participants the opportunity to largely experiment, interact and role-play:
 - Use **dialogue methods** based on the recognition of controversy as a basis for appreciating diversity
 - Promote practical activities to **experience** the fact that conflict does not need to involve violence and that win-win solutions are possible
 - Use **practical examples and exercises** based on real issues or incidents
- Take a **whole-school approach, and extend out in circles**, 'from me to my classroom to my school to my community to the world'

Educators should be made aware of their position as **role models**, and of the importance of **personal coherence** and acting accordingly.

NVCT practice challenges the school system in that conflict management mechanisms need to be introduced both **structurally and sustainably**.

Recommendations: Conditions needed for success in NVCT teacher training

Given the above, we propose moving from restrictive measures to counter violence and radicalization to a sustainable and empowering approach that recognizes the importance of NVCT both in policy and practice. Because there are large differences between countries in the policies regarding NVCT teacher training, advocacy to improve those policies requires different strategies in every context. Every country, therefore, must define its own roadmap to improve NVCT. At the same time, some issues have been agreed on, as common criteria and shared needs:

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