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SAFE TO LEARN

Learning in a
protective environment

© UNICEF/UN01508177 Gilbertson VII Photo

2018-2019 HANDBOOK FOR TEACHERS

#EndViolence

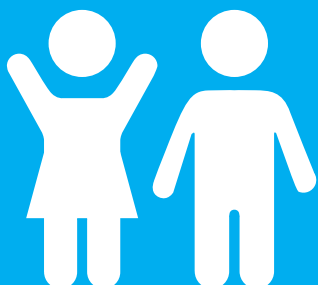
Education in Children's Rights and Global Citizenship. Activities and resources.

Key dates: We're counting on you!

NOVEMBER 20

Universal Children's Day

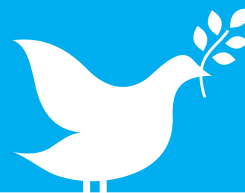
The big day of our peace campaign is here! It's time to share the peace vaccine with those around us so we can all be free of violence. Just one thing: don't expect a shot in the arm, this vaccine is designed to make you think!



JANUARY 30

School Day of Non-violence and Peace

Take advantage of the second peace vaccine date to share it with as many people from as many different places as possible! It's also a good time to address another important issue: How can we create violence-free schools with a children's rights focus?



MARCH 22

World Water Day



Celebrate World Water Day by organizing a Water for Niger race. The thousands of children that take part in the annual school races are proof that every drop counts. Run for Niger!

Discover other important world dates which can be included in the school calendar at: www.unicef.es/educa/dias-mundiales

SUSTAINABLE
DEVELOPMENT
GOAL 16

We want to promote just, peaceful and inclusive societies that are free from fear and violence. Join us!

3 Goals where education plays an important role:



Transformative strategies which we can implement in our work as educators:



Prevention

By helping the students to reach their full potential as citizens of democratic, non-violent societies.



Regeneration

By transforming schools to create a more sustainable, inclusive and auspicious future.



Commitment

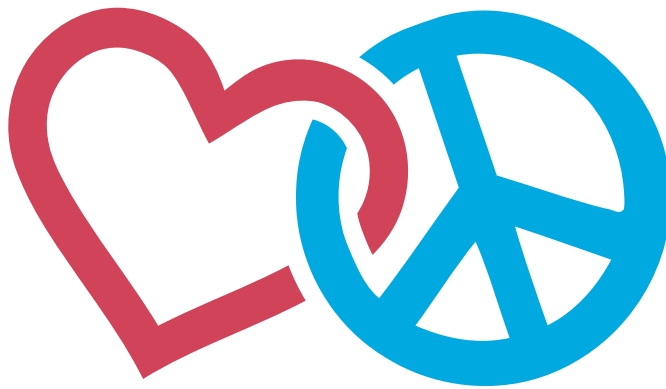
By including and empowering school children so they can cooperate and participate in creating a better future.



The Sustainable Development Goals include a specific goal aimed at achieving just, peaceful, and inclusive societies. Here, education plays a vital role by exposing inequality, violence, injustice and exclusion, and by promoting the development of global citizen competencies based on dialogue, non-violence, universal rights and equality. More information is available at: www.unicef.es/educa/blog/ODS-16-sociedades-justas-pacificas-inclusivas

EDUCATION AGAINST ALL TYPES OF VIOLENCE

Violence is very similar to a virus: although it's there all the time in the background, we can't actually see it until there's a sudden outbreak, which could potentially cause irreparable damage. Violence is irrational. Its ultimate aim is to destroy but, like many viruses, it also has the ability to mutate just when we think we have it under control. Similarly, as with viral infections, prevention is always better than cure. **Our particular vaccine for violence is knowledge and active awareness**, the ability to see and recognise it in ourselves and the environment and to resolve conflicts in a peaceful and non-violent way.



This handbook focuses on prevention as a means of protection against violence. We believe that it is necessary to vaccinate the whole of society, to get everyone thinking, to open their eyes to the violence which surrounds us and affects thousands of children every day, many of which can be found in our classrooms and in our community.

Since 2013, UNICEF has been working on a global campaign to end violence against children. The #ENDViolence campaign aims to reach a wide public, including children and adolescents, through coordinated awareness-raising, advocacy,

intervention actions and training aimed at sensitizing the public to the damage violence causes to children's lives, health and schooling. Over 90 countries have already joined this campaign in which the role of education is vital.

A violence-free education is an unquestionable requisite in a democratic society: students should feel safe in the classroom; all school material should be completely free from any justification or support of violence, schools should never be targets for attacks and school life should not be a source of stress, anguish or concern for students, teachers or families.

Everyone should be aware and act to ensure that violence has no place within the school walls. However, if what we want is to promote education in children's rights, we need to go a step further. Violence-free schools cannot exist in a culture of violence. Therefore, education is the key to achieving a society which respects peace and coexistence. **Education may well be the vaccine against violence that we were all looking for.**

If only putting an end to violence was as simple as administering a vaccine that immunizes for life. **This vaccine isn't administered or taken, it makes you think**, so that each 'patient' can find their own path to non-violence. Because no single, universal formula exists for creating peace, it's the day-to-day conflicts that challenge our capacity to educate, learn, and live in harmony.



"There is no path to peace. Peace is the path." (M. Gandhi)

PRE-SCHOOL EDUCATION

The early years of a child's life are vital in learning to understand and manage emotions such as anger, fear or impatience. From an educational point of view, this is important as violence sometimes stems from our frustration at not being able to understand our own or other people's emotions, or to establish cordial relationships with others. The good news is that these skills can be acquired from a very early age, allowing small children to learn to manage their emotions and develop harmonious relationships. Let's help them take their first steps towards a peaceful existence!

SOME IDEAS TO DEVELOP

- Everyone has the right to live in peace and tranquillity.
- Violence is not a valid way to achieve things
- We should treat others as we would like to be treated, and ask to be treated with respect.
- When we feel unhappy or unable to find a solution, we can ask for help.
- You can trust good friends.
- Peace is within everyone.

KEY CONCEPTS

- Coexistence
- Caring
- Peace
- Respect
- Friendship
- Trust
- Empathy
- Self-confidence
- Protection
- Similarities and differences
- Self-control

Learning for life

Even though they are too young to fully understand violence or its causes and consequences, children under 6 may be exposed to it or exhibit it in their relationships with others. It is very important that basic social skills are acquired at this stage and that basic emotions can be expressed and recognised in order to prevent feelings of frustration, outbursts of anger or passive reactions to abuse.



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KNOWLEDGE

- Awareness of needs, self-awareness
- Peace-related emotions: happiness, love and tranquillity.
- Violence-related emotions: anger, fear, suffering.



ATTITUDES

- Interest in contributing to a peaceful environment.
- Concern for other people's feelings, the development of empathy.
- Respect for others.



COMPETENCIES

- Basic interpersonal skills for living in harmony with others.
- The ability to express frustration without resorting to violence.
- Willingness to request help in conflictive situations.
- The ability to communicate and relate with others in a non-violent way.



CLASSROOM ACTIVITY

Once upon a time, there was a dot called *Dot*...



The story of "Dot" is a **cartoon about diversity**: a young schoolchild feels felt out, insignificant and different from the rest of his classmates, who are letters. Together they make an important discovery. You can see the video and download the class plan for the story at:

www.unicef.es/educa/biblioteca/historia-de-punto-video-actividad-educación-infantil



#EndViolence

Join the international UNICEF campaign to end violence. Celebrate Universal Children's Day in your school with a pro-peace and kindness vaccine. Find out how on pages 10 and 11.

PRIMARY EDUCATION

Educating children so that they know how to recognise violence, protect themselves against it and refrain from using it helps them to grow up safe and aware of the importance of protecting peace. During primary school, we can help children to reflect on what violence is, where it comes from and what our role is in preventing and stemming it. It is a good time to teach them the difference between conflict and violence, and anger and aggression. This handbook will be very useful.

SOME IDEAS TO DEVELOP

- Conflict is not intrinsically bad. It is normal for there to be problems and a certain amount of conflict in all relationships.
- Anger is a valid emotion experienced by everyone at some stage, but it does not necessarily have to lead to aggression.
- Violence is neither normal nor unavoidable; there are other ways to resolve issues.
- In order to solve problems peacefully, we need to know each other well, listen carefully and avoid misunderstandings.
- If we all work hard to resolve conflict in a non-violent way, we can build peace.
- It is the right of every child and adolescent to live in peace and be protected from all types of violence.
- Peace isn't a goal: it's a way of doing things.

KEY CONCEPTS

- Conflict vs violence
- Anger vs aggression
- Peace and non-violence
- Active listening
- Misunderstanding
- Perceptions
- Cooperation
- Problem-solving
- Consequences



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KNOWLEDGE

- Understanding the nature of conflict and when it can turn into violence.
- The ability to identify the causes of conflict and non-violent means of resolution.
- Using teams to build peace and resolve conflicts.
- Understanding rights and responsibilities.
- How to recognize stereotypes and prejudice.
- Understanding the importance of living in a peaceful environment and the harm caused by violence.
- War: causes, outbreak and consequences.
- Conflictive situations in the immediate environment: similarities and differences to war.



ATTITUDES

- Self-respect, positive self-image, strong sense of self-worth.
- Tolerance, acceptance of others, respect for differences.
- Respect for the rights and responsibilities of others.
- Gender equity.
- Empathy.
- Solidarity.
- Motivation to participate in processes of peaceful conflict resolution.
- Tolerance to other expressions of emotions, even if we do not identify with them.
- Respect and empathy for victims of violence, even when we don't share their opinions or circumstances.
- Willingness to use the available channels and procedures to protect victims of violence.



COMPETENCIES

- Communication: active listening, self-expression, paraphrasing, refocussing.
- Assertiveness.
- Ability to cooperate and work as a team to resolve conflicts.
- Continuing development of how to manage their own and other students' emotions.
- Problem-solving.
- The ability to think up alternative solutions.
- Conflict resolution skills.
- Ability to mediate in other people's conflicts.
- Emotional and self-control in situations of conflict that affect them.
- Ability to differentiate conflict and violence.
- Acting publicly in favour of children's right to protection.

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CLASSROOM ACTIVITY

School as a place of peace



We suggest you hold a class discussion on the responsibility each of us has in overcoming our differences so that the classroom and school can become a non-violent environment. The **cartoon** "Dreams" highlights that rather than being different being a bad thing, it is, in fact, a great thing. What is it that makes us different and what have we got in common? What positive outcomes can we achieve if we work together?

You can watch the video and download the class plan at:

www.unicef.es/educa/biblioteca/suenos-escuela-de-paz-video-actividad-educacion-primaria



BEROOUND

SECONDARY EDUCATION

During adolescence, children undergo profound emotional and cognitive changes which challenge the coexistence competencies they've already acquired in previous stages of education. It is the right time for developing ethical competencies based on universal principles and the students' own moral conscience. Certain features of this developmental stage, such as impulsiveness or the tendency to question norms, may suggest that educating for peaceful coexistence might be a daunting challenge at this particular stage. However, never before have the students been this capable of making judgements based on moral reflection and their own criteria. Make sure to seize the moment!

SOME IDEAS TO DEVELOP

- Violence is not inevitable: we can prevent it, reject it and avoid it.
- Non-violence requires effort and a permanent commitment from individuals, groups, the community and society.
- We live in a culture of violence. Learning to recognise this is the first step towards changing things.
- People can learn to solve problems in a non-violent way.
- Managing a conflict is not the same as resolving it.
- Everyone has the right to be free of violence and to live in peace.
- Enjoying the right to live in peace entails the responsibility to contribute to building a peaceful environment.
- There cannot be peace as long as prejudice and discrimination exist.



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KEY CONCEPTS

- Inclusion and exclusion
- Emotional honesty
- Stereotypes and prejudice
- Assertiveness
- Mediation
- Reconciliation
- Escalation of violence
- Culture of peace
- Power

Competencies for a global understanding of the issue

The full learning cycle can be completed in secondary school, starting with an understanding of the phenomena associated with violence, peace and conflict resolution, followed by self-evaluation of our own behaviour, an examination of the issues at stake, how to remedy them, how to analyse a situation and develop and internalize values. During secondary education, further and more complex issues are taught and the learning cycle is completed so that it is meaningful and the students are set on a learning path that can continue for the rest of their lives.



KNOWLEDGE

- Conflict analysis.
- Mediation processes.
- Understanding how individuals and society are interdependent.
- How to identify the dynamics of conflicts.
- Understanding the social implications of violence and its impact on cultures.
- The victims, victimizers, and victimization.
- Cultures of peace and ideologies in which violence is justified.
- The role of democracy and social participation in the protection of peace.
- Recovery and reconstruction: possibilities and limitations.



ATTITUDES

- Reconciliation.
- Social responsibility.
- Inequality and a sense of justice.
- A critical awareness of stereotyping.
- Interest in acquiring a greater understanding of conflict, without adopting black and white stances.
- Willingness to reflect on one's own stereotyped images and prejudices.
- Critical analysis of the messages in the media and violence and conflict are represented and explained.

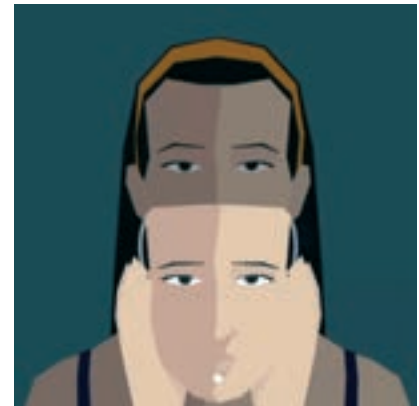


COMPETENCIES

- Critical thinking.
- Ability to act independently of stereotypes.
- Constructive conflict resolution.
- Preventing conflict.
- Participating in society in favour of peace.
- Ability to live with change.
- Ability to use effective conflict resolution strategies for personal and non-personal issues.
- Adopting leadership roles in the building of peaceful environments.
- Setting up support groups among peers.

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BEROOUND

CLASSROOM ACTIVITY

"I'm me"

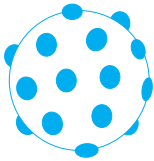


Self-affirmation and the search for one's own identity is a major concern in adolescence. However, in this process, adolescents may be tempted to use stereotypes and prejudice to get a clearer image of themselves and the environment. Such stereotypes, even the positive ones, may have an alienating effect, feed intolerance and have a negative impact on the social climate of the school. The video and related classroom activity challenges the students to remove their masks in their dealings with others.

You can access the video and lesson plan at: www.unicef.es/educa/biblioteca/yo-soy-yo-actividad-educacion-secundaria



THE BE-NICE-TO-EACH-OTHER VACCINE



Like viruses, the only thing violence produces is victims: everyone loses when violence breaks out. And just like epidemics, prevention is better than cure. This year we'd like your school to get involved in helping create a peace and kindness vaccine to keep our environment protected on November 20, Universal Children's Day. Remember, we're talking about a different kind of vaccine, one that'll make you think! Find out more!

STEP 1. Design your own 'violent-virus'

A violent-virus isn't just any kind of virus. It feeds into our fears so we should design one that reflects whatever it is we are concerned about. You'll find a PDF file with different examples of what the monster-virus might look like at www.unicef.es/educa/buentrato. Let your imagination fly, add bits that viruses don't normally have, like horns, scales, claws, and angry eyes! You could also use photographs, drawings, press cuttings or words to reflect the different kinds of violence you want to get rid of in your school. Create a fearsome virus that it's worth pulling together to beat!

STEP 2. Give it a name

Don't give it an ordinary name though, it has to be super scary. Some individuals and groups are vulnerable to a particular kind of violent-virus. Have you noticed some people are unable to express their opinions? Maybe there's an epidemic of Silencer Terribilis in your school. Are there other groups who feel left out? Maybe you are facing an outbreak of Discrimina-Excludis. Are social networks an unpleasant place to be? It could be a case of Digital Bullyitis at work. It doesn't have to have a scientific, latin-based name. The important thing is that you find the right name to describe what it is that you want to get rid of.

STEP 3. Isolate the virus

"Isolate" your violent-virus by sticking it on a mural in the middle of the classroom wall. The mural will serve as a Petri dish where the virus will be treated with your vaccine. Remember: for a vaccine to be effective, the violent-virus mustn't disappear, it needs to be reduced to a weakened state by the 'good intentions' around it so that whoever receives the vaccine will have food for thought.

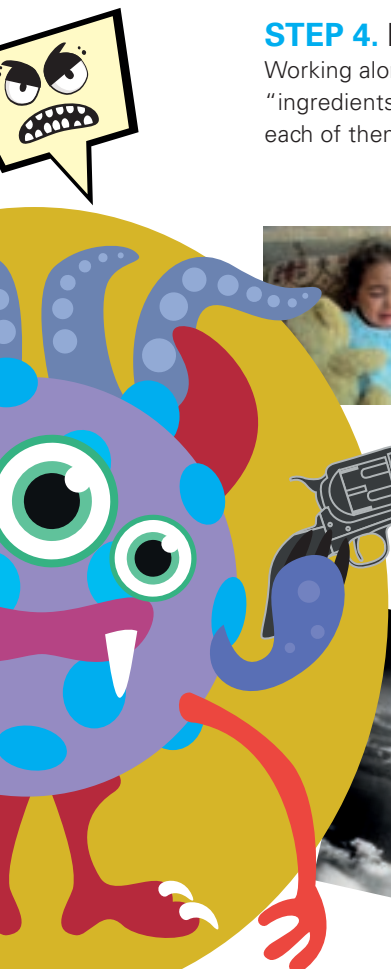




www.unicef.es/educa/buentrato

STEP 4. Draw up a list of vaccine ingredients

Working alone or in small groups, prepare flash-cards with "ingredients" (ideas/actions) of how to beat the violent-virus. Describe each of them on the card (e.g. "respect", "friendship", "listen"), including the active ingredients, instructions and recommendations for use. Surround the violent-virus mural with the flash cards so they can start working to reduce its effect.



STEP 5. We've found a vaccine!

The vaccine is on the mural, ready to be manufactured and distributed. It's time to give it a name and, decide on five non-violence action points the group is willing to commit to and draw up 3 requests to submit to the leaders responsible for protecting children's rights (e.g. the school board, town hall, media or government, etc.).

STEP 6. The class non-violence manifesto

Download and print your class's manifesto with the list of commitments and calls for action the group has agreed to and signed. Hang it in a visible place in the classroom as a reminder during the school year. You could also present it to the people or institutions you have contacted with your requests in defence of the right of all children to protection against violence.

STEP 7. Start the immunization campaign

November 20th, Universal Children's Day is a good date to start the campaign in favour of peace. Apart from the manifesto, print the name of your vaccine on some sticky plasters which you can hand out to the 'patients' who are in line for vaccination during the immunization campaign. Remember the vaccine isn't something that's given, it is something that makes you think. The main aim is to explain to the patients what the violent-virus is and how your class's formula for peace can make it go away.

STEP 8. Tell everyone about your vaccine!

Make sure everyone in the school hears about your vaccine: organize an interview or programme about it on the school radio, write an article for your school blog, publish it on social media, or send it to www.unicef.es/educa/blog so we can publish it. You could even contact the local radio stations or newspapers. Find out how at: www.unicef.es/educa/blog/difundetu-actividad

PROTECTIVE ENVIRONMENTS AND AWARENESS: BUILDING A CULTURE OF PEACE

The educational community has an important challenge it needs to address: people need to be made aware that several types of violence exist in schools that are stopping them from being the protective and safe environments we'd like them to be. Schools should be places where every child and adolescent can benefit from the right to education and reach their full potential. We will only be able to change this situation if we can make this violence visible.

When approaching the subject of violence, we need to consider three key aspects: the infringements of the victims' rights, the psychological damage they suffer and the configuration of the relationships and abuse of power that lead up to it. Violence can only be prevented by developing the kind of healthy, secure emotional bonds which are characteristic of relationships where the rights of all parties are recognized and respected. (Horno, P., Ferreres, A. (2017) Los municipios ante la violencia entre niños, niñas y adolescentes, UNICEF Spanish Committee)

We need to be more attentive and aware in order to identify the attitudes, behaviour and anti-values that allow violence to persist and counteract them with educational measures. Two good examples are intolerance and violence in the media.



Detecting symptoms of intolerance in the surrounding environment

If we address certain types of behaviour in school, we can stop bullying before it spirals out of control. The key to prevention is to monitor the environment for this kind of behaviour so that we can intervene:

- Language: denigrations, and pejorative or exclusive language towards others is a red flag. Devaluing, demeaning or dehumanising specific groups within the school should not be allowed (e.g. girls, gypsies, immigrants, the LGBTI community, small children etc.)
- Negative stereotyping or prejudice towards specific groups.
- Offensive teasing and jokes or pranks.
- Blaming innocents or scapegoating.
- Discrimination in activities and games.
- Ostracising or deliberately ignoring others.
- Harassment and intimidation
- The desecration of religious symbols or ridiculing beliefs.
- The expulsion, exclusion or segregation of members of the group.

Based on: Reardon, B.A., Tolerance: The threshold of peace. Santillana y UNESCO, 1999.



The effects of violence in the media

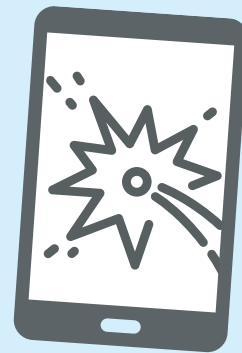
The effect of media violence on children is a controversial issue on which there is no single, obvious solution. However, there is evidence which reports the main emotional, cognitive and behavioural effects of normal exposure to representations of violence during childhood:

Desensitisation: it is an adaptive emotional process. The more we are exposed to violence, the less we are emotionally affected by it and the more our ability to respond emotionally to the degree of violence is altered.

Culture effect: it is a cognitive consequence. When the media focuses on scenes of violence, we are given the mistaken impression that the world is a very insecure and dangerous place, which leads to fear and insecurity in small children and overprotective behaviour in adults.

Modelling: it is a behavioural effect. People acquire certain behaviour by emulating either real or fictional models. There are certain situational variables which can influence this modelling process so key aspects of violent content for consumption by children and adolescents should be carefully monitored. Find out more at: www.unicef.es/educa/blog/contenidos-violencia

Adapted from Iborra, I. Cómo informar sobre infancia y violencia. Centro Reina Sofía, 2007



Beware of hidden violence!

The traditional image of violence is physical, visible and bloody. It is the kind of violence we associate with street fights, murders, wars or physical abuse. However, sometimes, the roots of aggressive behaviour can be found in invisible, cultural and

socially accepted forms of violence, which are breeding grounds for outbursts of physical violence. An increasingly acknowledged example of this is gender violence, which is culturally linked to discrimination against women. Unless we educate

boys and girls in true equality, where they learn that we all have the same abilities, attitudes, future potential and rights, irrespective of gender, religion, ideology, skin colour or sexual orientation, we will not be able to stop the worrying statistics on suffering and death as a result of sexism, xenophobia, homophobia and other forms of discrimination.



Labelling violence helps us to identify it: Discover the glossary of terms related to violence at: www.unicef.es/educa/biblioteca/glosario-paz-no-violencia

Something to reflect on: Are we educating in a culture of violence?

Ostensibly, in society we reject violence. However, a clear contradiction exists because we still tend to view it as a natural, normal or, at the very least, an inevitable response to conflicts. When we address violence, we do not usually focus on preventing it but rather on punishing it, which, while it may sometimes be justified, is in itself a form of violence. **In education, if a contradiction is apparent between aims and educational practices, students may well learn something we didn't intend them to.**

How can we identify different types of violence and aggression? Are there any examples in our immediate surroundings?

How to identify types of violence and aggression

By its nature:	physical	verbal	inter-relational
By its aim:	hostile	instrumental	
By its cause:	reactive	proactive	
By the degree of planning:	impulsive	premeditated	
By the effects:	direct	indirect	
By its action mode:	active	passive	
By the reasons for it:	legitimate	illegitimate	
By its visibility:	open	covert	
By its effects over time:	immediate	deferred	
By the trigger:	person	situation	
By the extent of damage:	targeted	collateral	

TOWARDS A VIOLENCE-FREE SCHOOL: THE CHILDREN'S RIGHTS FRAMEWORK

The Convention on the Rights of the Child recognizes that all children and adolescents have a right to be free from all forms of violence. This right involves a series of obligations for adults in their daily dealings with children and also entails responsibility for the children themselves. Educating in responsibility is a requirement of UNICEF's Education in Children's Rights and Global Citizenship which presents schools with a two-fold obligation: on the one hand, legally,

schools must be violence and risk-free environments, and on the other, they are obliged to foster teaching techniques and coexistence models that promote peace.

How can we address this challenge from the school? We suggest using an analytical tool that covers four key aspects at three levels, from the most specific to the most strategic..

AREA OF INTERVENTION

Individual. In order to achieve peace, changes in the attitudes, behaviour and competencies of each individual are necessary.

Community. The participation of the entire educational community is necessary to develop an environment of coexistence where everyone is free to develop.

Social. Structural and societal transformations are just as necessary as the changes at the individual and community levels.

CONTEXT

Classroom. Where competencies for conflict resolution, education in values or teamwork can be acquired through learning/teaching practices.

General School Plan. For an all-rounded education in non-violence, classroom work is necessary but not enough. Organization and the commitment of the entire educational community are essential in achieving this kind of education.

Educational policy. This stresses the importance of equity in education in terms of access, quality, redistribution of resources, results, and teaching-learning methodologies.

FOCUS

Curriculum. The syllabus can be used to address present and past conflicts and wars and invite students to reflect on their causes and consequences.

Ethics/values. In order to promote values based on respect for human rights, peace and global citizenship, the anti-values underlying violent behaviour need to be analysed.

Criticism. A social justice perspective must be adopted in order to achieve decision-making equity for parties in conflict, encourage acknowledgement of different identities and reconcile different perceptions of injustice.

STRUCTURE

Infrastructure. This refers to the school facilities: safety and suitability, whether they cater for all the different groups, whether all students are guaranteed access, etc.

Structure. The school is the hub where peaceful coexistence can be built to benefit both the school and the surrounding community.

Supra-structural. This refers to the social structure of the area where the school is located.



The wheel of misunderstanding: **Stop it in its tracks!**

Misunderstanding lies at the root of many conflicts between people, groups, and even countries. It is necessary to understand the cycle of behaviour and perceptions in misunderstandings in order to prevent or halt them. When we teach our students this competency, we are sharing a powerful tool of peaceful communication, negotiation and mediation.

How do teachers teach for peace education?

- They are mindful of their impact as role models.
- They acquire and use appropriate techniques to resolve conflicts and promote peaceful relationships.
- They encourage a creative approach to problem solving
- They plan motivating, cooperative activities that foster initiative and personal achievement rather than aggressive, competitive behaviour.
- They involve students and families in the decision-making and planning of the syllabus.
- They make use of community resources when developing the syllabus and are sensitive to the needs and perceptions of the community.
- They invite critical reflection and value different points of view while remaining vigilant about their own position on controversial issues.
- They value cultural diversity by providing opportunities to learn about and experience cultural differences.

For more information, see: J.Buckland, A.Jones e Y. Duncan: *Peace education: the Aotearoa/New Zealand way*, Teaching Resource Centre, Auckland, College of Education, 1989



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Levels of conflict resolution

Managing a conflict is not the same as resolving it. Neither is reacting to it the same as anticipating it and being able to prevent it proactively. Understanding the hierarchy of approaches available when confronting a conflict helps us better understand why some solutions are faster while others are longer-lasting.



FORCE	Solving a conflict by force is in itself a form of violence because the opinions of one party are imposed on the other. Such methods of conflict resolution are the weakest form of conflict resolution.	Two groups are arguing over the use of a part of the playground and the older or stronger group "wins".
BINDING SENTENCE	In these methods, a third party outside the conflicting parties decides on the resolution, which may be based on a legal or regulatory system.	The teacher or school principal decides the outcome, for which they use their coercive power and their capacity to force the parties to comply.
ARBITRATION	In arbitration methods, both parties agree to choose someone to arbitrate between them and to abide by the resulting decision.	The two groups consult a neutral party and ask for their opinion, accepting the outcome even if they are not happy with it.
NEGOTIATION	The two parties participate in the solution of their differences. However, the resolution often depends on the real or symbolic power of one of the parties, who may thus have an advantage.	The two groups agree to vote and the largest group wins.
MEDIATION	Mediation is a facilitated negotiation. The person mediating the conflict does not issue a judgement, he/she facilitates a resolution according to the will of the parties.	A group of mediating students guide the negotiation between the two groups so that it is fair and equitable, suggesting techniques and ideas.
RESOLUTION	Resolution achieves a constructive change to the relationship between the conflicting parties. This does not necessarily mean that their feelings have been resolved completely, but that a solution has been found for the problem in question.	Through this mediation process, the groups in conflict draw up a list of rules and guidelines to use in future.
RECONCILIATION	Reconciliation occurs when a lasting solution is achieved. In reconciliation, there is no residual resentment. A "win / win" solution is reached and both parties feel optimistic about the result.	The two groups come to understand the position of the opposing party and volunteer further alternative solutions.
TRANSFORMATION	It is the highest level of joint participation. The starting point for the solution lies in a conscious decision by both parties to build new and better relationships.	What has been learned through the conflict resolution process has solved other coexistence issues and can also be transferred to other situations.

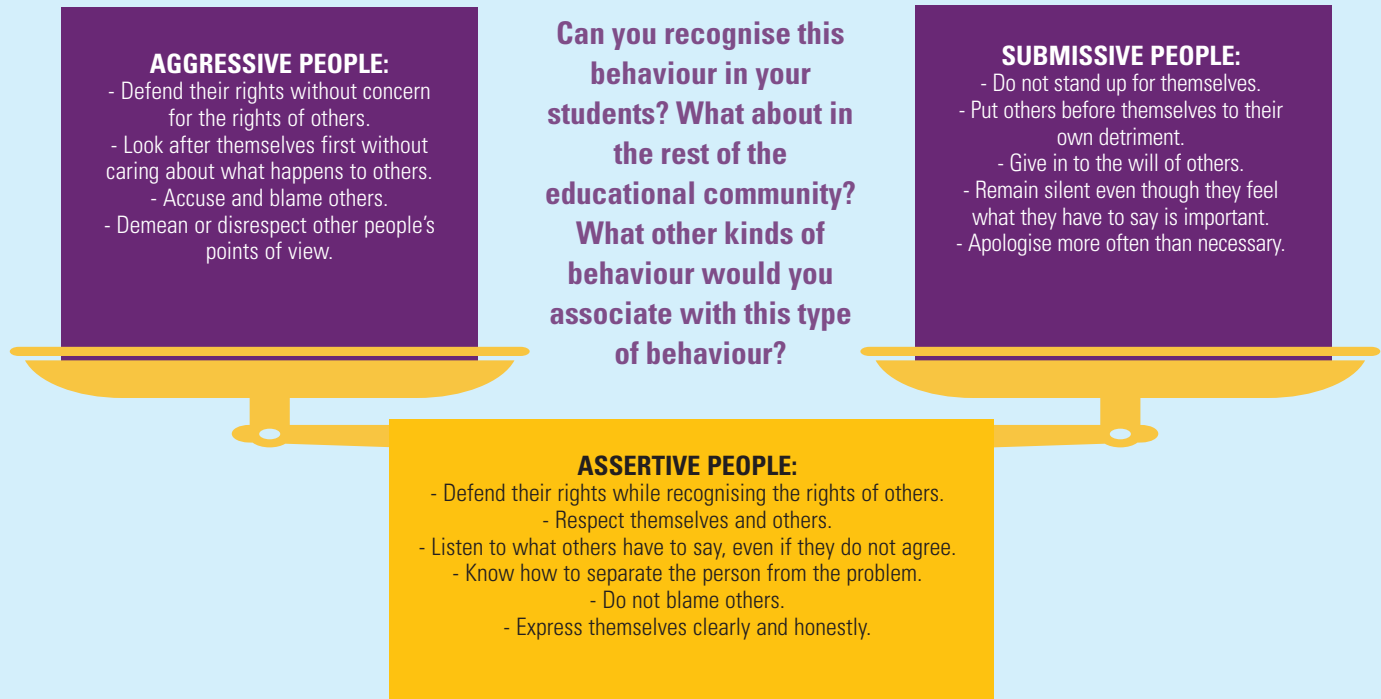
Looking for a real solution!

Here are some features of long-lasting solutions that will work.
Solutions must always be:

Realistic **E**ffective **A**cceptable **L**ogical

Peace is balance: let's teach assertiveness

As educators, we need to be able to detect the kind of behavioural dynamics that can trigger violence. Sometimes, aggressive behaviour can be taken as a sign of leadership or independence, or submissive behaviour can be interpreted as someone being nice or disciplined. Assertive behaviour, however, lies somewhere in between, in a place where it's possible for everyone's rights to coexist in peaceful and respectful harmony.



A quick guide for mediators: 6 steps for problem-solving

1. What do you want to achieve?

Both sides in conflict should be able to express what it is they want without blaming or accusing the other party.

2. What is the problem? Both parties have to agree on what the problem actually is. If they are arguing about different things or different aspects of the same thing, it will be impossible for them to reach a consensus.

3. How many solutions can you offer?

It is necessary for both parties to come up with as many solutions as possible, in order to find the best one and not settle for the first one that comes up.

4. Do you think you've found a good solution? Both parties need to analyse the proposals and rule out those which are deemed unacceptable to either.

5. What would be the best solution?

Having analysed the pros and cons, the two parties agree on the solution which would be most acceptable to both.

6. Has the problem been solved?

Make sure the solution is really working by checking back at a later stage.

KEY CONCEPTS

The following five key concepts of education for sustainable development can help to encourage reflection and change our views on non-violence.

Social justice

- Does injustice produce violence or does violence produce injustice?
- What is structural violence? How can it be stopped?
- What is the difference between being fair and being strict?
- Is it more important to prevent violence or to punish it?
- Is it OK to combat violence with violence?
- When do you think the use of violence is justified?

Interdependence

- How would you prevent violence from escalating?
- Do armed conflicts and wars in other countries affect us?
- What are the economic, social and political effects of war?
- Who benefits from wars?

Images and perceptions

- What image do we have of violent people?
- What image do we have of pacifists?
- Do you think there is an acceptable "middle ground" in violence?
- How do social stereotypes affect justifications of violence?

Conflict resolution

- What conflicts of interest are caused when there is an outbreak of violence?
- What role do you think emotions have in the peaceful or violent resolution of conflicts?
- In what way are wars similar or different from the conflicts in your environment?
- Would you say that it's easier to put an end to wars that are far from home than to resolve conflicts around you?
- Do you think it is possible to reach agreements that are beneficial to all? How would you go about it?

Change and future

- What do you think influences the course of history more: wars, scientific discoveries, art or human progress?
- Would you like the history of the future to be written about wars or about scientific and cultural progress?
- If you could eliminate a past war from history, how would the present be different? Do you think it would be worse?
- If you could make a war that is happening at the moment disappear: What effect would it have on the future?
- What might the future be like in a world without violence or war?

#EndViolence

1,000 MILLION

children were victims of physical, sexual or psychological violence in 2017

Homicide is one of the five leading causes of death among adolescents



80% of
homicide victims are
male minors



1 out of 4
children is a victim of physical abuse



Nearly **1 in 5** girls is a victim of sexual abuse

FORGOTTEN CONFLICTS AND PEACE: A DISTANT MEMORY



History can often appear to be reduced to a succession of wars. When we look back on specific eras, it is the empires, battles, revolutions, agreements and treaties that shaped the countries as we know them today that come to mind. **Peaceful, less bellicose countries are not generally featured in history books.**

And what about nowadays? While political conflict and different types of violence are reported in the media, there does not seem to be much news about wars. Does this mean that "no news is good news"? Unfortunately, this is not the case: there are wars and armed conflicts most people know nothing about taking place all over the world at the moment, but they don't appear in the news or in history books. They are the "forgotten conflicts". While the news has forgotten about them, the humanitarian organizations haven't. UNICEF, for instance, runs emergency programmes in every country currently affected by armed conflicts.

SAHEL

Several countries in the Sahel are affected by the violence of the terrorist group Boko Haram. In the area of Lake Chad alone, there are over 2.5 million people who have fled or been displaced through violence. UNICEF has stepped up its programmes in Niger, Nigeria, Chad, Mali and Burkina Faso to meet the needs of the millions of children who are affected by this crisis.



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© UNICEF



CENTRAL AFRICAN REPUBLIC

After several years of conflict in the Central African Republic, the violence and displacement of the population have left children with deep emotional and psychological scars which will be difficult to erase. With the organization's emergency programmes, UNICEF works to create safe spaces for children and adolescents where they can recover from the trauma they have suffered.

SYRIA

UNICEF works with children who have been affected by the war in Syria. They also work with Syrian children in neighbouring countries and in Europe where millions of children have fled and are living as refugees.

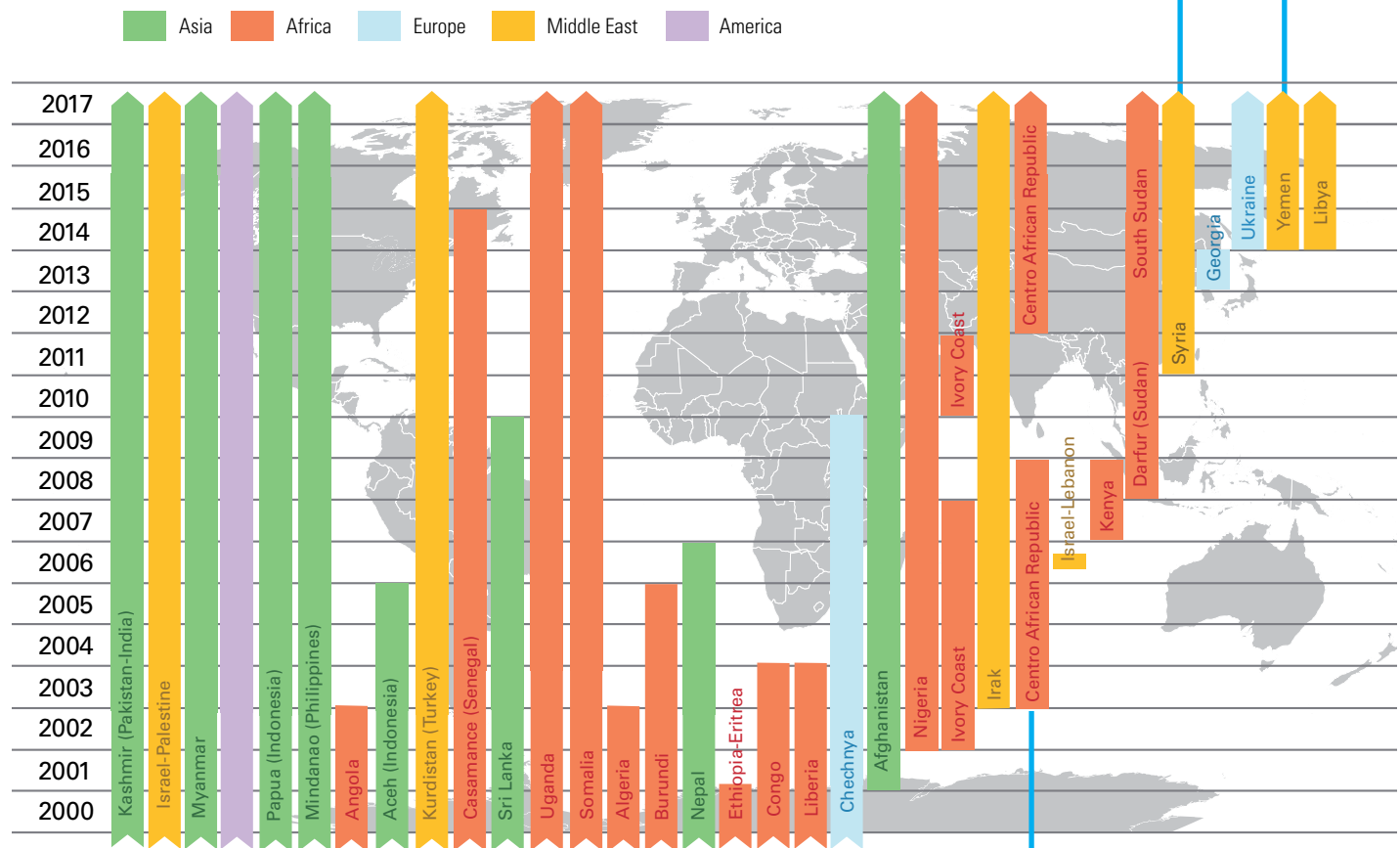


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YEMEN

Although Yemen has been at war since 2015, there is hardly any news about the ongoing conflict or its causes and consequences. Over 3 million children have been born there since the hostilities began and the education of a further 4.5 million schoolchildren is severely threatened. UNICEF is working throughout the country to provide children with emergency aid in health, nutrition, water, hygiene, sanitation, protection and education.

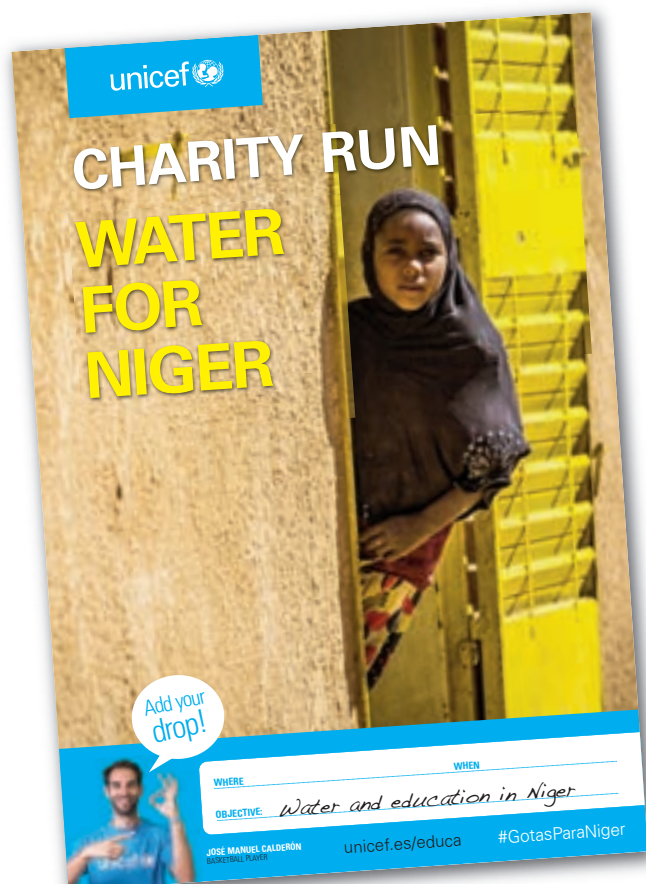
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When XXI century began, several wars had been devastating the lives of thousands of people for years. The first decades of this millennium haven't seen any improvement in the situation and several armed conflicts, insurgences, guerrillas and diplomatic crises are ruining the lives of millions of children – stealing their homes, their families, their rights and their childhood. In this infographic you can see some of the most and less known wars of this century so far.

WATER FOR NIGER

Since 2008-2009, Water for Niger races have been bringing schools together to reach a common goal: to make sure the children of Niger are guaranteed their right to water. Thanks to all those who have organized races in your schools and congratulations on your achievements!



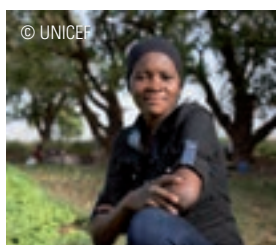
Organize a "Water for Niger" race at your school and help UNICEF to continue to roll out programmes so the children of Niger can enjoy their rights. Every drop counts!

ADD YOUR DROP!

Take part in a race 2018-2019.

Get race bibs for your school at:

www.unicef.es/educa/gotas-para-niger



The right to education

Mariama Mamane is an example of the difference free access to education can make. This 27-year-old Nigerian engineer is currently researching ways of cleaning the Niger River of an infestation of water hyacinth, and using the weed to produce natural fertilizer and sustainable energy. UNICEF is also involved in projects to eliminate the persistent gender disparity that exists in education in Niger, particularly in secondary school. Providing sanitation and access to water in schools is key to achieving this.

NEW SEASON

THE ADVENTURES OF FREDO FOX



Discover what you can do in the classroom for children's rights in this season's Adventures of Fredo Fox. Fredo has been interviewing experts in mediation, solidarity, cooperation, children's rights, and the Agenda 2030 for Sustainable Development. And most of them are under 18 years of age!

The videos are full of good ideas for motivating students to develop projects such as creating a solidary classroom, working on sustainable development goals through the emotions, or setting up peer mediation teams. Teachers will also find fun ideas: how about being part of the longest lesson in the world?

You can watch the new and previous seasons of the adventures of Fredo Fox at:
unicef.es/educa/fredo-fox
Don't miss it!



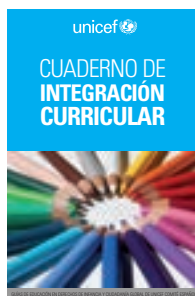
PUBLICATIONS ON EDUCATION IN HUMAN RIGHTS AND GLOBAL CITIZENSHIP



PROTECTION HANDBOOK. Educating for non-violence is only possible if we've managed to turn our schools into truly protective environments for children. Based on the premise of prevention and early detection, this guide offers keys to four protection-related issues students may have to face: bullying, abuse, sexual abuse and online threats. The handbook also includes guideline for establishing protocols to confront these forms of violence. www.unicef.es/educa/biblioteca/cuaderno-de-proteccion-infantil



PARTICIPATION HANDBOOK. The participation of the entire school community in decision-making, including the students, not only enhances coexistence in the centre but also improves many other key aspects of its day-to-day life. When a school is committed to the concept of participation, it becomes a well-run, effective micro-democracy, where social cohesion among equals and across different generations can be enjoyed. www.unicef.es/educa/biblioteca/cuaderno-de-participacion-infantil



INTEGRATED CURRICULUM HANDBOOK. One of the responsibilities derived from the Convention on the Rights of the Child is to make sure all children and adolescents are aware of and understand their rights, so that they can exercise and defend them. This book offers guidelines and ideas for including children's rights in the curriculum, not only as a subject, but as a teaching/learning methodology and means of developing the students' full potential. www.unicef.es/educa/biblioteca/guia-integracion-curricular-educacion-derechos-infancia



HUMAN RIGHTS EDUCATION SELF-ASSESSMENT GUIDE. This guide outlines how to carry out an initial diagnosis and self-evaluation on key aspects of implementing children's rights in the school environment. The objective of the self-evaluation is to reflect on the policies and practices in operation in the school and to use this as the basis for an integrated human rights education project. www.unicef.es/educa/biblioteca/guia-autoevaluacion-educacion-derechos-infancia

Does your school have a human rights education project that you would like recognized by UNICEF? Learn about schools that have already received awards for their commitment to human rights and find out how to apply for one for your school in 2018-2019 at: www.unicef.es/educa/centros-referentes



GROW, TAKE RESPONSIBILITY AND ACT. This Human Rights Education manual summarises some guidelines for implementing a plan to promote children's rights in the school. The main aim of the programme is to encourage older primary school and secondary school students to take ownership of the rights of children as their own and to become active voices for these rights in their community. www.unicef.es/educa/biblioteca/crec-programa-promocion-derechos-infancia

CHILD SEXUAL ABUSE IS OUT OF BOUNDS

Child sexual abuse is a serious problem that affects children and adolescents of all ages. It is the responsibility of all adults to prevent it in the world of children's sports too. This campaign aims to provide tools for effective prevention and detection of sexual abuse among children and adolescents in a sports context. This kind of violation is one of the most serious infringements of children's rights and highlights a grave failure of the environment to protect them. This is why prompt, effective action is required to prevent and detect this kind of abuse as early as possible.

"Child sexual abuse is out of bounds" consists of 5 handbooks aimed at different age groups with a common goal: to detect and prevent abuse in sports through awareness-raising and to provide educators, trainers and personnel involved in managing sports facilities with the necessary information and training so that the children benefit. UNICEF has collaborated in the development of these handbooks which belong to the "Child sexual abuse is out of bounds" campaign run by the National Spanish Sports Council.

www.unicef.es/educa/biblioteca/abuso-sexual-infantil-fuera-de-juego





IS THERE A MUNICIPAL BOARD IN YOUR TOWN THAT CHILDREN AND YOUNG PEOPLE CAN JOIN?

There is a growing number of municipalities which have a council where local children and/or adolescents can participate, voice their concerns and be heard. These participation councils are forums where children can meet regularly to discuss the issues that concern them and propose ways of improving their environment.

Find out if your municipality has one and if any of the students in your school is participating or is interested in doing so. We'd love you to get involved and forge a bond

between your school and the local children's council where together you can develop and discuss the contents and activities in the guidebook and share the results with the town hall. Over time, everyone will learn something important: that proposals put forward by children can actually influence municipal policies. Children's opinions are vital in order to build active citizenship! We encourage you to get involved in your town council!

www.ciudadesamigas.org



MUNICIPALITIES AGAINST VIOLENCE AMONG CHILDREN AND ADOLESCENTS

This handbook aims to increase the visibility of violence among children and adolescents as a social problem that affects the whole community, not only the school environment and families where it occurs. Only through the coordinated intervention of social stakeholders can all types of violence among children and adolescents in all spheres be acted on effectively.

ciudadesamigas.org/documento/los-municipios-ante-la-violencia-ninos-ninas-adolescentes/

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The maps used here are stylized and not illustrated to scale. They do not reflect UNICEF's position on the legal status of any area or country or the delimitation of borders.

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THE COVER PHOTO: 10-year-old Lera sits at her desk in her classroom in Marinka, Ukraine and stares into the camera. The war has had a devastating effect on her school life. Classes are often interrupted by bombing and the children have to spend long hours in a makeshift bunker in the basement of the school. Her right to play has also been infringed: "we haven't been allowed to play in the school yard since one of the boys was shot in the arm during break time." Different manifestations of violence impact children's rights, impeding their development and stunting their potential.

UNICEF works in the most extreme circumstances all over the world to reach and protect the rights of disadvantaged children and adolescents everywhere. The organization is present in 190 countries and territories where it carries out whatever work is necessary so that children and adolescents may survive, thrive, and reach their full potential. And we never give up. The work of UNICEF is entirely financed by millions of private donors from all over the world as well as private, social and public sector grants.

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SUPERHEROES
IN SCHOOL

1 SEPTEMBER - 21 OCTOBER

More information at: unicef.es/educa/blog/concurso-comic-superheroes

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