



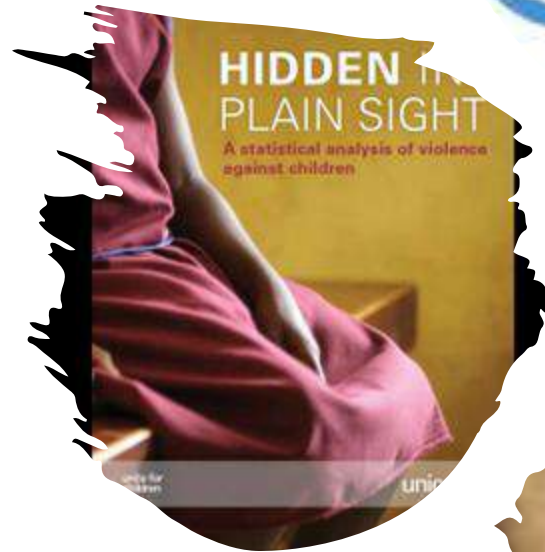
FAMILIES' TRAINING PRIMARY EDUCATION

The presence of violence in schools.

Global problem

Includes gender violence

More vulnerable groups (disability, ethnic minorities, sexual diversity...)



1. Violence 0 from the age of 0

**Do not normalise violence in any context
context**

**“Yet aggression can and must be stopped as
early as possible if children are to be integrated
and successful members of society” (p. 26).**



Centre of Excellence for Early
Childhood Development GRIP
University of Montréal



Trivialisation

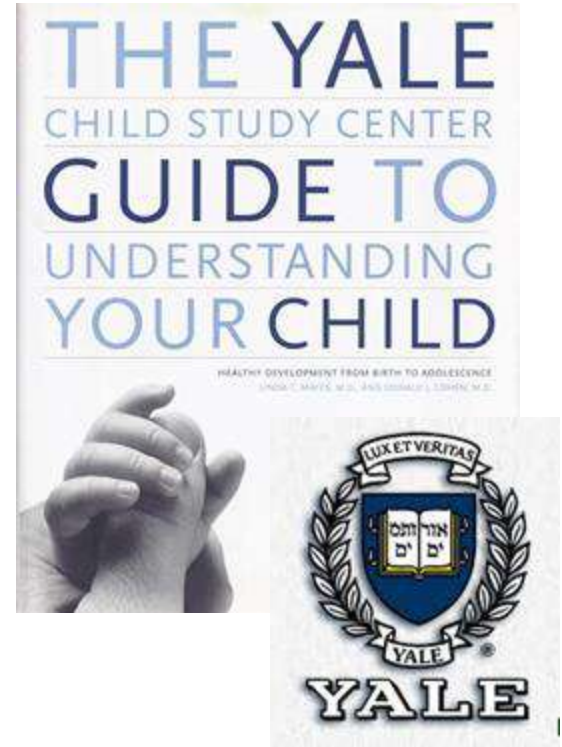
- "Prejudice and bullying is something normal, it has always existed in schools."
- "It's just games, children's things."
- "It was nothing, make up and give a hug."
- "It's not violence, it's part of learning and development"
- "If someone hits you, you hit harder."



1. Violence 0 from the age of 0

- There are children who are victims of violence, others who generate it.
- The belief that young children do not perceive violence is false.

“Any exposure to violence becomes part of our child's worldview” (p. 398).



1. Violence 0 from the age of 0

Violence in adolescence has its roots in childhood violence. This is why interventions to stop physical aggression must begin before children reach the age of 5 (p. 6).



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2. **Socialisation in feelings and Dominant coercive discourse**
3. Protective factors
 - New Alternative Masculinities
 - Consent
 - Community involvement
 - Bystander Intervention.
 - Isolating Gender Violence
 - Friendship
 - Brave club



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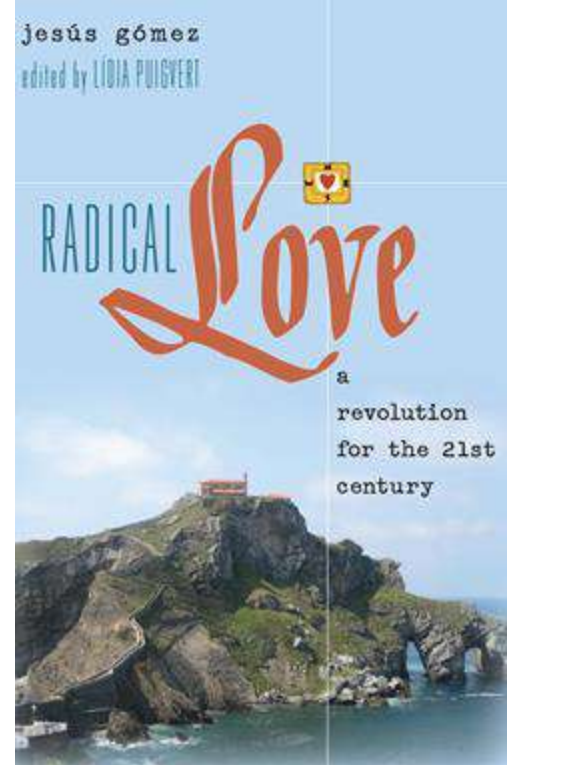


Preventive Socialisation of Gender Violence

- Love and desire are social
- Who do we like and why is not biological, but a matter of **social construction**.

Gómez, J. (2015) *Radical Love. A Revolution for the 21st Century*. Peter Lang Inc.

<https://vimeo.com/7757310>



How are feelings formed?

Interactions

- Family
- Internet
- Friends (Peer Group)
- Tv Series
- Educational Institution
- Media
- Social Networks



How is the coercive discourse transmitted?

How is the attraction to violence "sold"?



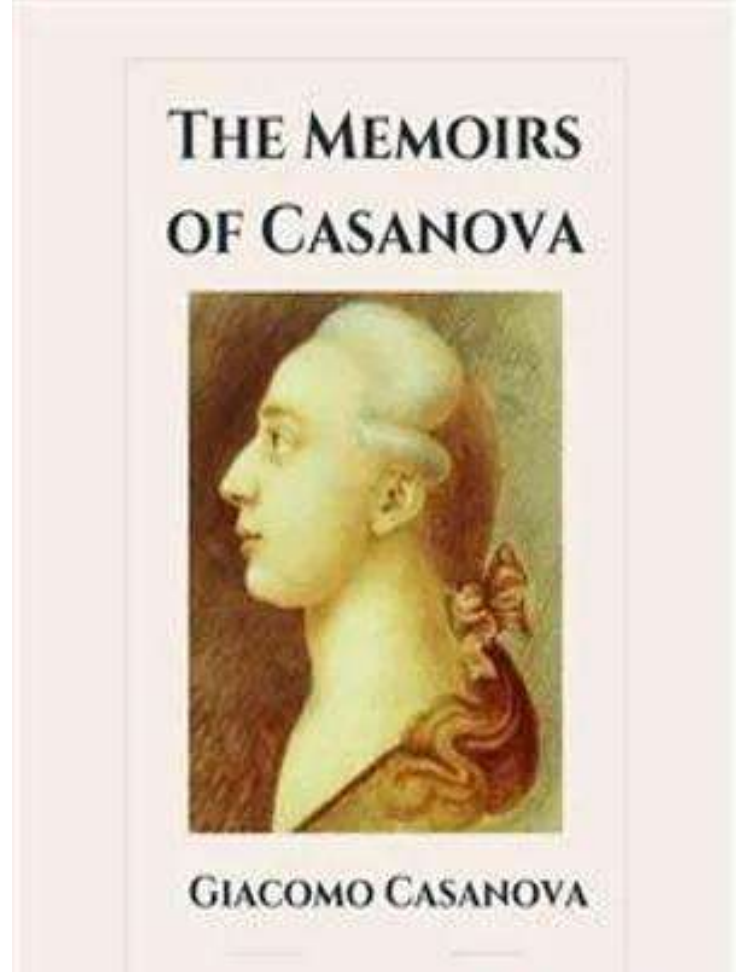
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Coercive discourse throughout history



NETFLIX

Socialisation
through
series, movies,
social
networks...



Coercive discourse by adults



Merritt Smith

6 de octubre a las 7:19 · Editado ·

"I bet he likes you."

Dear man at the registration desk at Children's hospital, I'm positive that you didn't think that statement through. As soon as I heard it I knew that is where it begins. That statement is where the idea that hurting is flirting begins to set a tone for what is acceptable behavior. My four year old knows "That's not how we show we like someone. That was not a good choice."

In that moment, hurt and in a new place, worried about perhaps getting a shot or stitches you were a person we needed to help us and your words of comfort conveyed a message that someone who likes you might hurt you. No. I will not allow that message to be ok. I will not allow it to be louder than "That's not how we show we like each other." At that desk you are in a position of influence, whether you realize it or not. You thought you were making the moment lighter. It is time to take responsibility for the messages we as a society give our children. Do Not tell my 4 year old who needs stitches from a boy at school hitting her "I bet he likes you." NO.



104 35 503

Dominant Coercive Discourse

From childhood also in relationships of friendship, family...

With the "collaboration" of teachers, family, friends...

Dominant Coercive Discourse

Who do you want to be friends with? Which friend do you consider more interesting or more boring?

Which person (family, friends) do you admire the most? Which person (family, friends) do you find least interesting?

Dominant Coercive Discourse And Attraction To Violence

Which pupil in the class do you consider to be the most "**clever**"? Which pupil in the class do you consider the most "**passive**"?

Which classmate do you choose to study with?

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Three models of masculinity



Dominant
traditional
masculinity
(MTD)

Oppressed
traditional
masculinity
(MTO)

New
alternative
masculinities
(NAM)

Flecha, R., Puigvert, L., & Ríos, O. (2013). The New Masculinities and the Overcoming of Gender Violence. *International and Multidisciplinary Journal of Social Sciences*, 2(1), 88-113.

- Attractiveness to violence
- Successful and attractive attitudes of domination
- Coercive dominant discourse of attraction

DTM

DOMINANT
TRADITIONAL
MASCULINITY



- Domination attitudes towards girls and towards non-dominant boys
- Exercise bullying, cyberbullying, gender violence and sexual harassment.
- Without good values and feelings



OTM

OPPRESSED
TRADITIONAL
MASCULINITY

- Attitudes with egalitarian values and ethics, without attractive
- Insecurity
- No position against dominant masculinities
- Dominated by dominant boys and by girls

New Alternative Masculinities



RIMCTIS - International and Multidisciplinary Journal of Social Sciences
Vol. 2 No. 1 March 2013 pp. 88-113

The New Alternative Masculinities and the Overcoming of Gender Violence

Ramon Flecha
University of Barcelona

Lidia Puigvert
University of Barcelona

Oriol Rios
University of Barcelona

Abstract

Research about masculinities gathers different topics from diverse disciplinary perspectives. One of the topics has been the analysis of the effect of the perpetuation of the traditional heterosexual model of masculinity upon gender violence. Recent scientific evidence about the reproduction of this social problem has shown the existence of three different types of masculinities (on the basis of the hegemonic ideal type): Dominant Traditional Masculinities (DTM), Oppressed Traditional Masculinities (OTM), and New Alternative Masculinities (NAM). The first two types contribute to perpetuate violence against women, while the latter allows preventing it and, consequently, leads to its overcoming. This article approaches the existence of these three types of masculinities and analyses both their characteristics and the consequences they have for the perpetuation of violence against women. It presents evidence about the link between language of ethics and language of desire that is found in NAM and which is the key element that explains its preventive effect regarding violence against women.

NAM refuse relations based on power, non egalitarian relations with chauvinisme and select relations based on feelings, solidarity and transformation.

- **Security and self-confidence**
- **Courage y force to take position**
- **Refuse double standard and violence**
- **With attractive and social value**

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CONSENT

No means no

Is “no means no” enough?

Is it enough to say “No”?

If we can't answer?

IT IS IMPORTANT TO SAY NO IF YOU DON'T WANT SOMETHING, BUT IT IS NOT THE ONLY THINK FOR CONSENT



CONSENT

Only “Yes” means yes

It is enough “yes mean yes”?

If you say yes because you are afraid, or they threaten you, or they put pressure on you

**IT IS IMPORTANT PEOPLE CAN SAY “YES”,
BUT IT IS NOT THE ONLY THINK FOR
CONSENT**



CONSENT

Communicative acts

Verbal communication: Yes or No, and if people can talk or not.

Non-verbal communication: gestures, looks, body language.

Context: a free context or a context with pressure, fear, etc.

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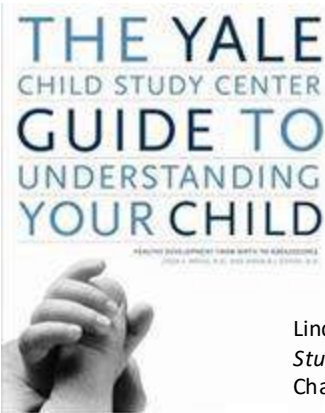
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Dialogic model of Prevention and Conflict Resolution

- Violence is not something that families can eradicate by themselves. To be effective, **the answer is to involve the whole community**, not just the police and authority figures, p. 404.



Linda C. Mayes M.D., Donald J. Cohen (2002) *The Yale Child Study Center Guide to Understanding Your Child* M.D.: Books Chapter 23, Children and Violence, p.330-342

See the video (5 minutes):

<https://www.youtube.com/watch?v=AcNs7q1FaU>

Bystander Intervention

REVIEW OF EDUCATIONAL RESEARCH

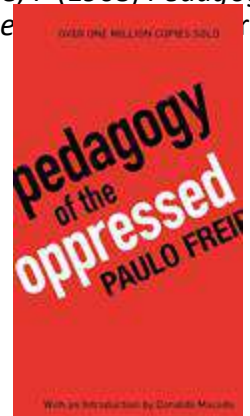
Volume 84 Number 3 September 2014

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357-385. <https://doi.org/10.3102/0034654313483907>

• One of the most important explicit or implicit norms in schools relates to “witness-related” behaviors: either being a passive bystander who, knowingly or not, colludes with and supports bully-victim behavior or being an **upstander who, directly or indirectly, says “no” to bully-victim behavior**. Twemlow and his colleagues have been involved with a bully prevention program that focuses on promoting upstander behavior (Fonagy, Twemlow, Vernberg, Sacco, & Little, 2005; Twemlow, Fonagy, Gies, Evans, & Ewbank, 2001).

“Washing your hands of conflict between oppressor and oppressed means taking the side of the oppressor. It’s not being neutral”

Freire, P (1968) *Pedagogy of the oppressed* back



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ISOLATING GENDER VIOLENCE



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IRIS REBE
Iniciativa de 7 Escoles
Reals de l'Àrea de



AGRUPAMENTO DE ESCOLAS
MARINHA GRANDE
Poente



HVIDOVRE
UNGDOMSSKOLE

Isolating gender violence

Isolating Gender Violence (IGV) is **any kind of violence against those who advocate for gender violence victims**. The objective of such violence is to **isolate gender violence victims and discourage reporting or receiving support, in order to maintain the impunity of gender violence**. The IGV concept is linked to what science and legislations establish as gender violence (Vidu et al., 2021)



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A photograph of three young children laughing joyfully. The child on the left is a young boy with dark hair, wearing a grey shirt. The child in the middle is a girl with blonde hair, wearing a white shirt with colorful paint splatters. The child on the right is a girl with dark hair, wearing a floral patterned shirt. They are all smiling and laughing, with their arms around each other.

Educating in Friendship



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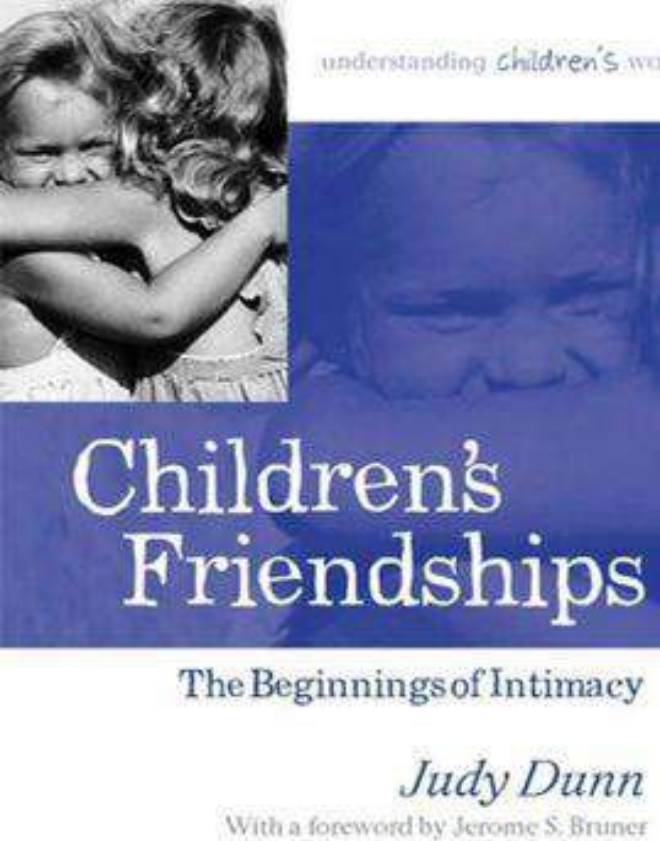
CFAE
Centro de Formação de Atores
Culturais



AGRUPAMENTO DE ESCOLAS
MARINHA GRANDE
Poente



HVIDOVRE
UNGDOMSSKOLE



Theoretical background

Friendship protects from bullying

- Research with more than 533 10-year-olds showed that those who had a "best friend" had a lower risk of bullying.
- *"Even more crucial to protecting children was the quality of a true friendship that defends us from attack"*

(Dunn, 86)

Friendship protects from bullying

- *"A high quality friendship has been identified as a protective factor that significantly moderates the relationship between bullying behaviour and externalising problems, ensuring future research on the topic.*

Tofi, M.M A and Farrington, D.P (2012) Risk and protective factors, longitudinal research and bullying prevention". A new directions for youth development, 133. 85-98. <https://doi.org/10.1002/ya.20009>



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Educating in Friendship

From... "We are all friends"

To.. "I am friend of those who
treat me well"



Zero Violence Brave's Club

Brave are those who:
Speak out against violence
Break the silence and denounce
Make a shield
Value friendship
Defend victims
Protect those who stand up for the victim
Like and choose people who care about them and
treat them well

If you see something, do something!

Strategies to address and overcome gender violence

- Not trivialize and act in any situation of violence
- Participation of the whole community
- Bystander intervention (upstanders), that is, support and solidarity with and for the victims
- Overcoming of Isolating Gender Violence, protecting those who protect
- Foster friendship
- Socialize by counteracting Coercive discourse: treat well those who treat well and reject those who treat badly

SOME RESOURCES



If you have more time, you can read and debate...



EVIDENCIAS

Bullying can be stopped with scientific evidence

7 DE MARZO DE 2023 · AITOR ALZAGA

The solution to successfully ending this social problem lies in applying the scientific evidence with social impact that has already shown improvements in school coexistence

<https://periodicoeducacion.info/2023/03/07/bullying-can-be-stopped-with-scientific-evidence/>



EVIDENCIAS EXPERIENCIAS

Bystander intervention to stop violence in schools

19 DE ENERO DE 2023 · SARA CARBONELL

Not all interventions are effective in stopping and reducing violence in schools. We receive many proposals based on "good ideas"...

<https://periodicoeducacion.info/2023/01/19/bystander-intervention-to-stop-violence-in-schools/>

Resource

Brave's Club: Zero Violence from age zero. European Toolkit for Schools.

<https://school-education.ec.europa.eu/en/insights/resources/braves-club-zero-violence-age-zero>



Home > Insights > Resources > Brave's Club: Zero Violence...

Resource | 15 JULY 2018

Brave's Club: Zero Violence from age zero

To improve the school climate, a group of schools from the Learning Communities project decided to create the Brave's Club. It is based on a "dialogical model of conflict prevention". Since the Club started in 2014, it has made progress in eradicating school violence in both primary and secondary schools. This strategy is making it easier to bring together effective evidence-informed practices on preventing violence in classrooms in general, and more specifically, gender violence.



Image from the Brave's Club report



Watch the video and comment...



<https://vimeo.com/7757310>



FAMILIES' TRAINING PRIMARY EDUCATION