

Presentation 10.

COMMUNITY INVOLVEMENT.

DIALOGIC MODEL OF CONFLICT PREVENTION AND RESOLUTION

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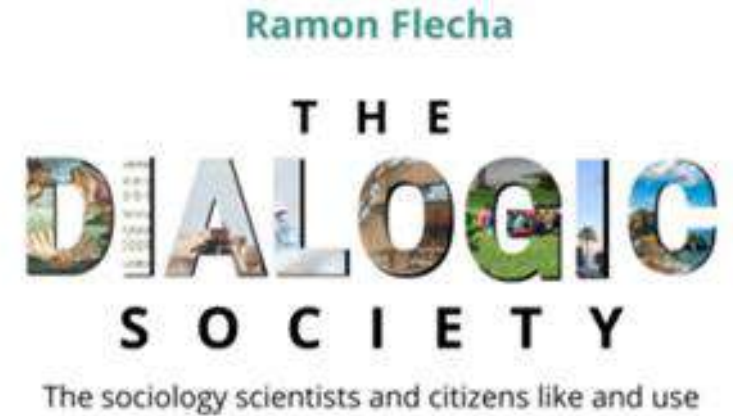
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- **Dialogic society and community participation**
- Dialogic Model of Conflict Prevention and Resolution. Creation of Norms.
- Some resources and activities



Dialogic Society

- In democratic societies, citizens decide the goals for their lives and for their communities. The “experts” (i.e., traditional authorities such as politicians, doctors, pastors, teachers, scientists, intellectuals, etc.) do not define these goals (or main questions) anymore.



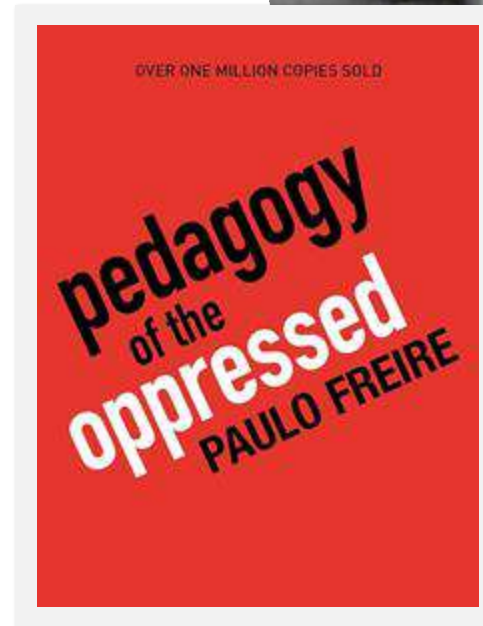


Citizens have recently established the UN Sustainable Development Goals as their global priorities, beyond any national, regional or continental interests.

Public institutions (such as the European Commission) are orienting not only its political agenda but also its scientific programme to these goals, in dialogue with all citizens.

Community Involvement

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



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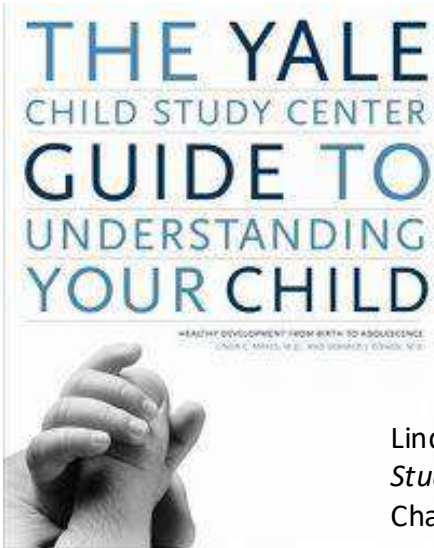
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Dialogic model of Prevention and Conflict Resolution

- 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



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Dialogic Model of Conflict Prevention and Resolution

Based on preventive socialization of violence

Involvement of all the community in deciding the norms

Creation of spaces of dialogue
(Mixed committees)

Achieve Zero Violence from Year Zero



*Model for co-existence that **requires participation of the whole community, starting with new ways to run the school.***

Martin, N. & Tellado, I
(2012). Violencia de Género y Resolución Comunitaria de conflictos en los Centros Educativos. *Multidisciplinary Journal of Gender Studies*, 1(3), 300-319 <https://doi.org/10.4471/generos.2012.14>

*This is made up of a social **process from which we develop a new consensus of rules and values that prevent the behaviours and attitudes that lead to violence [...]** and **favour egalitarian and respectful attitudes for everyone.***

Oliver, E. & Valls, R. (2004) *Violencia de género: Investigaciones sobre quiénes, por qué y cómo superarla*. Barcelona: El Roure

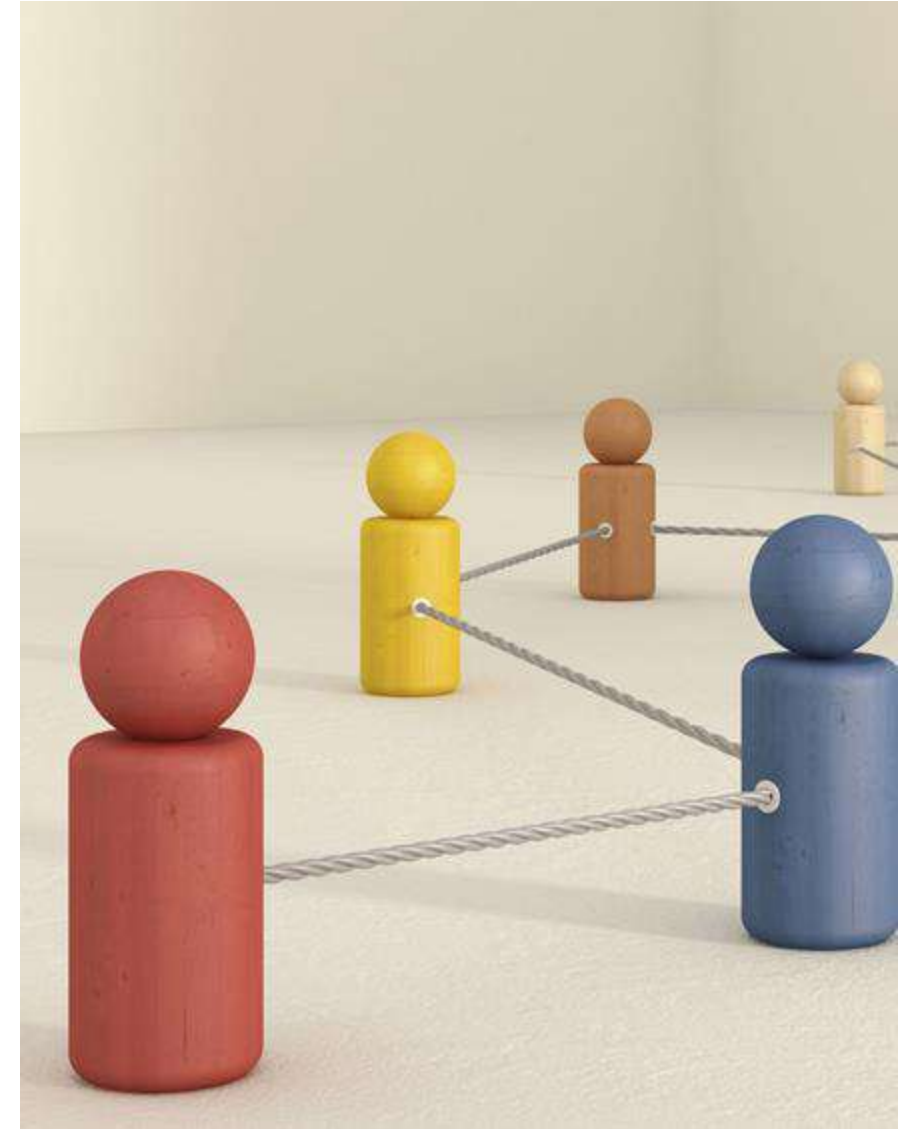


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Dialogic model of Prevention and Conflict Resolution

Keys to Implementation

- The introduction of Successful Educational Actions (SEAs) as the Interactive Groups and the Dialogical Literary Gatherings that guarantee learning for all.
- The opening of spaces for dialogue in schools on the models of socialization and coexistence.
- The development of normative principles through a process of deliberative democracy, based on egalitarian dialogue. The introduction of practices and languages that guarantee freedom from violence since 0 years.



Dialogic model of Prevention and Conflict Resolution

Making rules

DISCIPLINE-BASED MODEL	MEDIATOR MODEL	COMMUNITY MODEL
Removing a conflict situation by means of punitive actions	Resolving a conflict situation once it has emerged	Preventing a conflict situation
Authority	Mediator	Community
Top to bottom rules	Dialogue for implementing rules	Dialogue throughout the rulemaking process (procedural ethics and deliberative democracy)
Emphasis on sanctions, exclusions, etc.	Emphasis on support between peers rather than apportioning blame	Emphasis on participation; A clear link to learning

Dialogic model of Prevention and Conflict Resolution

Implementation

Conditions for creating a Rule:

- It has a direct relationship with an important theme in the life of the students.
- It has the verbal support of the whole of society.
- It is often broken at school, despite having the verbal support of the whole society.
- It responds to a behaviour to that is possible to eliminate.
- With the overcoming of conflict, the community will be setting an example to society, family members, teachers, students.



Dialogic model of Prevention and Conflict Resolution

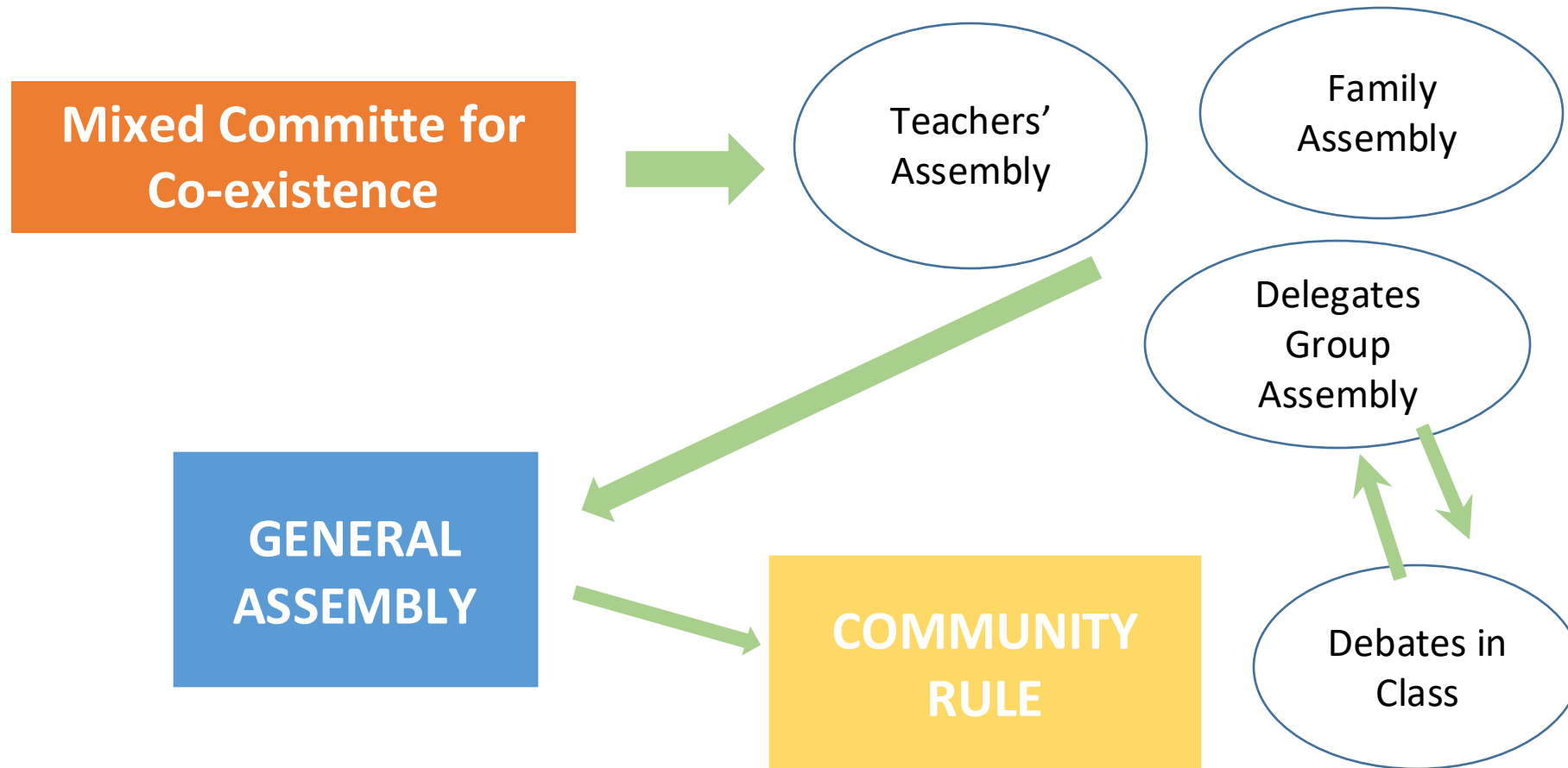
Implementation

Step by Step guide to create a new rule:

1. The Mixed Committee of coexistence debates and proposes a norm for the whole community; which responds to the deep concerns for the construction of egalitarian relations
2. The proposed norm is exposed and discussed between the teachers, parents, delegates and community assembly.
3. It goes through the classes. Involvement of students. Collection of comments, reflections, proposals for changes, proposals to maintain it.
4. Debate between delegates of students: concretion, application of the norm. Support from the Mixed Committee.
5. Assembly: delegates explain to everyone the outcomes of the deliberations. Collection of assessments and proposals. Support from the Mixed Committee.
6. The whole community: watch over the application of the norm and continuous review. Follow-up through delegates and Mixed Committee.
7. Process accompanied by training: dialogues, discussion of texts, video forums, among others.

Dialogic Model of Conflict Prevention and Resolution

Implementation: 7 steps for rulemaking



Examples of rules

"NO ONE SHOULD BE HARASSED BECAUSE OF THE WAY HE/SHE IS DRESSED"

Examples of rules

"The whole community has decided that the standard for home and school is...
"I like to be treated well. Thank you!"



Decalogue

Examples of rules



1. Only good treatment at IPI Sansomendi, without physical or verbal violence.
2. Good people are the ones who treat me well. Surround yourself with them and take care of them!
3. I am free to make my decisions and I can explain them.
4. Respect my opinion. Respect me if I say NO!
5. The teachers, the mailbox, the email, the assemblies... are for talking about what is happening to me and how I feel.
6. When I get angry I use good words and good manners to defend myself.
7. When you treat me badly I defend myself:
 - Making you the magic curtain
 - Telling you "I don't allow you"
 - saying "we can talk" to you
 - Asking for help
8. Asking for and receiving help is important. Don't be afraid!
9. I make a friend shield for those who need it.
10. If you keep quiet, you are a coward. Say it and you'll be brave

Examples of rules

The Mare de Deu de Montserrat School rule

- We must respect our fellow students and everyone in the community.
- No physical aggression is allowed: fighting, hitting, etc.
- You may not verbally attack: insult, criticise, tell lies about that person, or threaten them.
- You may not force anyone to do anything they do not want to do. You may not discriminate on the basis of any difference in religion, skin colour, food, etc.
- We have to be good friends: we have to defend the victim.

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- **Some resources and activities**



SOME RESOURCES (In Spanish)

- <https://sede.educacion.gob.es/publiventa/guia-para-la-comunidad-educativa-de-prevencion-y-apoyo-a-las-victimas-de-violencia-escolar/acoso-escolar/21889>
- <https://sede.educacion.gob.es/publiventa/guia-para-la-comunidad-educativa-de-prevencion-y-apoyo-a-las-victimas-de-ciberacoso-en-el-contexto-escolar/acoso-escolar-ciberacoso/21888>



SOME ACTIVITIES



Implementation of SEA
from a Dialogic Learning
Approach



Dialogic Gatherings
(literary, movies, etc)



Analysis of masculinity
and femininity models in
fictional characters



Lyrics analysis

ANALYSIS OF MOVIES AND SONGS

These are NOT “personal preferences” (neither of the teacher nor of the students)

It is NOT an attack NOR a defense of particular style (musical, aesthetic, etc.)

It IS the identification of the promotion or overcoming of the DOMINANT COERCITIVE DISCOURSE in social dynamics and behaviors.

**Attraction
to violence
Vs
Attraction
to
egalitarian
models**

**Attacks vs
Defense of
sexual
freedom**

**Attacks vs
Defense to
“falling in
love”**

**Communicative
acts of power
vs Dialogic
Communicative
Acts**

**Emptying
violence of its
attractiveness
vs Making
non-violence
attractive**

KEYS TO IMPLEMENTATION

1. Training in **scientific evidence of social impact**
2. Introduction to **Successful Educational Actions (SEA)** such as interactive groups and dialogic literary gatherings that guarantee the learning for all. Dialogic learning.
3. The introduction of practices and languages that guarantee **violence-free spaces from 0 years of age** (do not trivialize)
4. The opening of **dialogue spaces** in school on socialization models (**dominant coercive discourse**, interactions, dialogic and power communicative acts, etc.)
5. **Participation of the whole community**
6. Development of normative principles through a process of deliberative democracy, based on **egalitarian dialogue**.
7. ***Bystander intervention*** and action against **Isolating Gender Violence**



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