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"A Critical Assessment of Mediation Techniques in De-Escalating
Interpersonal Conflicts in Brazilian Secondary Schools"

"A Critical Assessment of Mediation Techniques in De-Escalating
Interpersonal Conflicts in Brazilian Secondary Schools"

by

Suy Ellen Macedo da Silva - 51679264

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Abstract

Conflicts have proved to be a constant reality in Brazilian schools, multiculturalism and social issues have made the school, what should be a welcoming place of socialization and learning, a troubled space for the spread of prejudice, discrimination and social injustices. This study aimed to answer what are the main causes of conflicts in schools, what are the effects of these conflicts and how teaching conflict mediation techniques can help reduce interpersonal conflicts in schools. For this, the methodology used was qualitative and descriptive research supported by bibliographic sources and interviews conducted with 8 participants, teachers, students and director of the public education network. The results were analyzed based on the respondents' responses, as well as with the support of specialized literature reviews on topics. We can observe that the impact of these conflicts is mostly negative for those involved. There is, however, no consensus in the ways of conflict management in schools, some choose to dialogue while others still use punitive sanctions. But what is evident is that without addressing the problem at its source, it becomes more difficult to resolve and consequently the way is left open for the recurrence of these conflicts. The teaching of conflict mediation techniques is an alternative to deal with and seek a solution, but also as a tool in the prevention of these conflicts through the awareness of the whole school for the search for peaceful coexistence among all.

Keywords: Conflict; School; Mediation.

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INTRODUCTION

“Frightening”. This is how many teachers classify the school environment today. Currently, the public Brazilian school system has been drawing attention for the numerous scenes of violence against students and teachers. We often see in the news headlines that denounce violent conflicts between students, threats to teachers, armed teenagers, drinking and doing drugs at the classroom door, unfortunately this is the reality of most Brazilian public schools.

In a global survey of the Organization for Economic Co-operation and Development (OECD), more than 100.000 teachers and principals in 2013 placed Brazil in the first position in the ranking of violence against teachers. The result showed that 12.5% of Brazilian teachers declared to have suffered verbal aggression or intimidation by students at least once per week. This is an alarming result considering that the average between the countries researched is of 3.4% (Tenente & Farjaro, 2017).

In this serious context, school violence has been expressed in many ways, incorporating itself into the routine of educational institutions and assuming worrying proportions. The alarming numbers show that all this concern is fair: according to the Participatory Diagnosis of Violence in Schools, made by the Latin American Faculty of Social Sciences in partnership with the Ministry of Education, 69.7% of young people claim to have seen some type of aggression within the school. In 65% of cases, violence comes from the students themselves; in 15.2%, of teachers; in 10.6%, people outside school; in 5.9%, of employees; and, in 3.3%, of directors (Abramovay, Castro, Silva, & Cerqueira, 2016).

Another data worthy of attention was a survey carried out by the National Institute of Educational Studies and Research (INEP) in 2015 about the interaction between educators and students. According to the survey results, 50% of teachers had witnessed some type of verbal or physical aggression by students against school professionals. Nearly 30,000 say they have been threatened by students.

Besides the fact that teachers have to deal with verbal and physical aggression, there are other pressure points that affect their work. The conditions in some regions of Brazil are very stressful, such as in Rio de Janeiro, where quite often teachers have to work in a community that is controlled by the drug traffic and being constantly under threats from students and their family members.

As results of these circumstances, professionals of education have suffered graves consequences. According to the City Department of Education, in 2018 were awarded 3.055 licenses for illnesses such as stress disorder, depression, and schizophrenia. The number corresponding to 8% of the teaching staff in the city of Rio de Janeiro. That is the same as saying that every three hours one teacher leaves their education activity for a psychological issue caused by the insecurity conditions of work (Folha de S. Paulo, 2019).

But, what are the causes of this current situation in the educational field in Brazil? That is one of the questions this research intended to answer or at least to reveal possible reasons that motivate this kind of violent behaviour in students and also, in some circumstances, in teachers.

Jean-Jacques Rousseau (2016) defended that men are born naturally good, society is what corrupt them. On the other hand Thomas Hobbes (2019) stated that all men are evil by nature. According to Hobbes' theory, if man is born bad, he does not know how to live in society and needs an authoritarian state, which dictates the rules, norms of coexistence.

Giving a third perspective this work intends to show that no human being is born violent, criminal or good and civilized, their destiny is not traced after birth. Their behaviours are the result of the environment they are exposed to, for instance, a blank page that will be filled in by experiences during the course of their lives. Therefore, taking this statement in consideration is fundamental to analyze the social aspects of the scenario described in the statistics above.

It's a fact that violence in the school environment is a worrying reality in Brazil, especially when it happens between teacher and students. However, very little, not to say anything, has been done to change this scenario. Teachers and students are double victims of this cruel system, first when they

suffer from the aggression and second when the State does not do anything effective to prevent or even to propose a solution that benefits them.

The World Health Organization in the world report on violence and health of 2002 defines violence as: The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, poor development or deprivation. The definition encompasses interpersonal violence as well as suicidal behaviour and armed conflict. It also covers a wide range of acts, going beyond physical acts to include threats and intimidation. Besides death and injury, the definition also includes the myriad and often less obvious consequences of violent behaviour, such as psychological harm, deprivation and mal-development that compromise the well-being of individuals, families and communities.

The violence hereby discussed is not a physical aggression, once the focus of this work is the use of mediation in order to prevent and/or de-escalate conflicts in school and thus decrease the incidence of conflicts that could possibly escalating to a physical aggressions.

In the opposite current method of conflict resolution that is based on a punitive system, the mediation is the alternative to not only temporarily stop the bleeding, but mainly to treat the wound and in the best case scenario heal it.

Education has the power to transform lives, whether through the knowledge acquired by students, through the relationships created between teachers and students, themes discussed in the classroom and through the study of history or by living together.

The school is considered the first socialization space for human beings and it is there that people begin to share experiences, empathy and understand the limits, issues that continue to be practiced and developed in college.

School conflict mediation appears as a tool to promote dialogue and resolve disagreements within a school or academic institution.

Undoubtedly, knowledge and information are the keys to transform society and give people the chance of confronting any circumstances wisely. In that way teaching about conflict's characteristics and mediation techniques can impact positively in their outcomes.

In the article "Taking Practical Ideas on Peace and Conflict to U.S. High Schools Students discover themselves as peace builders in an often violent world" Alisson Sturma (2019) explains about the United States Institute of Peace (USIP's) program that helps to educate the American people about resolving international violent conflicts. Teachers included in this program are known as Peace Teachers and they spend a year working closely with USIP to incorporate into classrooms issues of international peace and conflict, and conflict management skills.

As a culture of violence emerges nowadays in society, schools do not escape to this trend, which affects its harmonious functioning. In order to revert this tendency on democratic societies, it became mandatory to develop education for an effective management of conflicts settled on a culture of peace and citizenship. The Conflict Resolution Education shapes, in different and culturally significant ways, a variety of processes and abilities that prevent conflict and manage pacifically, interpersonal and institutional disputes. Although the models of intervention are not always identical, the conflict resolutions programs share some basic principles: the conflict is a natural dimension and an inevitable part of the human being. Once driven efficiently, disputes may constitute important learning experiences (Morgado & Oliveira, 2009).

Considering the current educational scenario in the Brazilian public schools this study aims to analyze the use of mediation techniques as an alternative to de-escalate impersonal conflicts in secondary schools. Through a qualitative research that with the help of bibliographic sources and interviews conducted with 8 participants, teachers, students and school principal of the public education network, that tried to answer what are the main causes of conflicts in schools, what are the effects of these conflicts and how teaching conflict mediation techniques can help reduce interpersonal conflicts in schools. For the composition of this work, bibliographic sources were

used, including: Miriam Abramovay & Maria das Graças Rua (2005), Álvaro Chrispino (2007), Roger Fisher & Willian Ury (2011), Erica de Barros Pereira (2020), Paulo Freire (2001), Mark Saunders; Philip Lewis & Adrian Thornhill (2005), among others.

CHAPTER I - LITERATURE REVIEW

1 Social Aspects

The entry of popular families into Brazilian public schools, especially since the 1970s, represents one of the most important phenomena for the construction of a democratic society, as a guarantee of equal opportunity for all. Well, at least in theory that was the idea. However, this so-called universalization of Elementary Education, which means the access of children previously excluded from the education system, has caused numerous consequences both for the school institution and for the family.

For nearly three decades, the educational field in Brazil has been reflecting and considering issues regarding cultural plurality, with the aim of guaranteeing and providing "everyone" with democratic education, so that all identities and cultures are respected and incorporated into everyday life school.

According to Crispino (2007) if on the one hand, the massification of education guaranteed the access of students to the school, on the other hand, exposed the school to a contingent of students whose profile the school was not prepared to absorb. Before, in the remote past, the school was sought by a standard type of student, with standard expectations, similar pasts, dreams and approximate limits. The groups were formed by students of very close profiles. Massification brought students with different experiences, varied expectations, new dreams, and unique values, several cultures and habits all to the same space. Nevertheless, schools remain the same. It seems obvious that this set of differences without an effective conflict management can end in violent manifestations, whether they are verbal or discriminatory aggressions.

To Miriam Abramovay (2015) although verbal aggressions are often understood as minor facts, “typical behaviours of adolescents and young people”, they have an impact on the feeling of violence experienced by students, and can be one of the doors of physical violence. So, students take offense with profanity, nicknames, defamation, insults and offenses. Discrimination in schools affects historically socially relegated groups, who face everyday situations of injustice. The prejudice suffered has a lot influence when it comes to students, that is, teenagers and young people. Discrimination in schools is not just an individual practice among students; they are mainly actions and omissions in the school system that can contribute to impairments in learning of the student, negatively influencing their process of building the identity of the adolescent students and young people. The author also lists the most common types of discrimination in the school environment as: Homophobia; Racism; Discrimination regarding economic inequalities, such as by type of clothing or accessories that students wear and regional origin; Religion; Discrimination of people with physical disabilities and by physical aesthetics.

When it comes to economic inequality, the reality of students living in *favelas*¹ has always participated in the city's imaginary in a negative way, strengthening a sense of insecurity and fear. The *favela* den of criminals, addicts and delinquents, as it is represented, has always caused fear to residents of close neighbourhoods and also among professionals who work in public schools located inside and around the *favelas*.

The pedagogy recognizes how important it is to contextualize the contents as much as possible with the students' reality of life, so knowing the universe of the students allows the contents to be learned more easily in addition to also making the lessons more meaningful (Pereira, 2020). In addition to knowing the student's reality, it's imperative that they are understood and embraced by the

¹ **Favela**, also spelled **favella**, in Brazil, a slum or shantytown located within or on the outskirts of the country's large cities, especially Rio de Janeiro and São Paulo. A favela typically comes into being when squatters occupy vacant land at the edge of a city and construct shanties of salvaged or stolen materials. Some have identified the origins of the favela in the Brazilian communities formed by impoverished former slaves in the late 19th century, but it was the great wave of migration from the countryside to the cities from the 1940s to the 1970s that was primarily responsible for the proliferation of favelas in Brazil (Wallenfeldt, 2019).

teacher's methods. "The educator must know the student's day-to-day life because it is in this reality that the student develops their instincts and blossoms the indiscipline" (Freire, 2001).

Another social issue we face is considering the absolute number of prisoners, Brazil occupies the 3rd position, behind only China and the United States. Besides that, the precarious nature of the prison system, incarceration and increased sentence policies are, as a rule, directed against the black and poor population. The last survey carried out by the National Penitentiary Department (Depen), in 2016, points out that the prison population is predominantly composed of blacks and browns (65%), colour identifications that make up the black racial group. It is worth remembering that 53.63% of the Brazilian population has this characteristic.

Unfortunately society has become used to expecting the failure of black young people. Success is not attributed to them, neither are they offered opportunities to change this social scenario. It is clear that the current system is not working efficiently to embrace and give equal opportunities to everyone.

In the Brazilian Criminal Execution Law (Law No. 7,210 of July 11, 1984) it is one of the most complete documents of the Brazilian legislation. Fundamental rules are established that will govern over the convict's rights and obligations in the course of the execution of the sentence. The law makes it very clear that it is required for the sentenced individual to be re-socialized, so that he can be given appropriate treatment. Unfortunately it is not effectively put into practice in the country. The State chooses to impose penalties, just to punish the detainee for the offense committed. In reality those convicted while serving their sentence do not receive any incentives or programs that collaborate to become a recovered human being and thus able to return to society. And after being released, they have no support from the State and inevitably end up reoccurring and returning to the prison system. It is a vicious circle that brings no benefit to the convicted or to society in general.

Dealing with a problem in a punitive manner is similar to a serious accident where the victim is suffering from a large blood loss, caused by an open wound in their leg, use a tourniquet to stop the

bleeding and prevent haemorrhage. In fact this will make the blood loss stop temporarily, but if the wound is not treated in a way that eliminates the cause of bleeding, not only will the cure or solution of the problem not be achieved, as well as this will result in minor complications and even in the possible loss of the limb.

It could be hard to expect that, in the most difficult phase of life (which is adolescence) considering all the biological changes and internal conflicts, young people who do not receive support from society, often not even from the family, can become adults who will not end up in that same flawed prison system.

That is the reason why there is no point in treating a symptom without first investigating its cause. It is very easy to label the acts of violence as unbalanced, bad, unstructured and do nothing to change these behaviours.

Education has been suffering from the lack of long-term and effective public policies that meet the needs of the community, has been emptied by the removal of good teachers due to the lack of prestige and the significant loss of wages, it has been “scrapped” by the inefficiency of management systems and by increasingly reduced resources, it has become increasingly “desecrated” when history taught us about a school surrounded by respect, belonging and “sacredness” (Chispino, 2007).

Other aspects of education must also be discussed from within. Currently, the biggest benefit of schools is that it is a very rich space of sociability, but the teaching method has been outdated for decades. Over the years, successive generations cannot be subjected to the same rules and content as those of years ago. The contents learned in schools today are basically the same as when their grandparents attended schools.

The knowledge propagated in the classroom can be broader than what has been exposed in a frame. The frontiers of knowledge and the expansion of the process of self-knowledge and interpersonal relationships arise from the exchange between people, in the way in which we relate to them. That

is why this social interaction is so important in the adolescence phase, where the personalities are in formation. At that moment, it is essential to be attentive to the signs that these young people are showing, be it in a silent cry for attention and, often, a cry for help, for not knowing how to deal with all their emotions and transformations. In most cases, young people turn to their peers in an attempt to resolve their issues. Therefore, without preparation, this solution can be as ineffective as dangerous.

As time goes by, it brings change in several aspects of society, including technology and access to it. From an early age, new technologies immediately seduce them and allow the acquisition of new information. Their knowledge progress through the information they receive from the environment in which they are inserted, from the family environment, colleagues, school and audiovisual media. The Report to the (International Commission on Education for the Twenty-first Century, 1996) reinforces that: "the family is the first place of any and all education and therefore ensures the connection between the affective and the cognitive, as well as the transmission of values and norms".

We know that the presence of family stressors (poverty, alcohol and drug use), a historical cry of parental neglect and physical, sexual or psychological abuse, the presence of depression and frustration, the feeling of powerlessness and exposure to violent models they are all integral parts of the development of violence and aggressive behaviour in young people. We also know that the ability of parents to educate their young children, regardless of these risk factors, is an important variable.

However, society has undergone significant changes due to current requirements, so parents early place their children in daycares centres or leave them with third parties. They come home exhausted, after a long day of work, and still have household chores or bring home extra work. So the child is placed alone in front of the TV or plays alone, without an adult to give him attention.

The family relationship focuses primarily on the child's physical needs, that is, on food, hygiene and rest.

As a result, the family has been delegating the role of educator to the school, since it is in the educational context that children spend most of the day. Nevertheless, no other institution can ever replace the educational conditions of the family, nor does it seem reasonable that it is only the school that teaches necessary values for the normal development of the child, such as: democracy, the rules for healthy living, respect for the on the other, solidarity, tolerance, personal effort, etc.

Yuval Noah Harari in his book 21 lessons for the 21st century comments on this changing times and how it affects education today. A thousand years ago it was possible to predict that after 50 years there would not be much difference in basic professional needs and whoever was a farmer or weaver would possibly continue in that same profession until the end of their lives and would still pass on their knowledge to their future generations who would follow in their same footsteps.

Automation, the advancement of technology tends to make many professionals obsolete, which raises the question how far teachers will be affected with this new scenario so close to our reality.

And who will be responsible for mediation of conflicts? There are undoubtedly sectors of human life in which technology has not yet reached. There are companies that provide online mediation through computer programs that make a first call trying to decrease the demand for complaints and accelerate the process of solving the problem in question, but as far as a computer system can go to be able to identify and manage emotions or issues much deeper than a simple complaint of malfunction of a device or service purchased by a consumer. In addition, there are issues in life where only another human being can answer and understand satisfactorily and thus effectively judge other people. The mediator is one of those relevant professionals who play an important role in human affairs. Many conflicts are resolved only with the possibility of being face to face with the other party involved and being able to be heard and also allowing oneself to hear the other side of the story and thus understanding the feelings and issues involved in the case. As described in the

Mediation Act 2017, the mediator has a role of assisting in a neutral and impartial way in communication and, consequently, in this exchange of perceptions, information and even feelings that are essential factors of a way to resolve a conflict.

Today it is not possible to know what will happen 20 years from now. As pointed out by Zygmunt Bauman (2000) in his book “Liquid Modernity” this transition from a solid Era where values were transformed at a slow and predictable pace. So, we had some certainties and a sense of control over the world - over nature, technology, the economy, for example.

The emergence of new technologies and globalization, contributed to the loss of the idea of control over the world's processes, bringing uncertainty about our ability to adapt to the new social standards, which are constantly liquefying and changing.

The student may think: why am I going to stay in a classroom listening to someone talk for hours about something that I can research myself when and where I want? What makes this student interested in continuing to attend a classroom not out of obligation, but out of pleasure and enthusiasm?

The world has evolved and so has the teaching process. All content learned for years in schools was characterized by the teacher as the holder of knowledge and this, therefore, has been passed on as knowledge to students. Nowadays there is nothing a student cannot search for and find in fractions of seconds on the internet. All secular information and knowledge is available through a simple click, consequently students no longer see the teacher as a reference for supreme knowledge and this generates a conflict of authority in schools.

Mosé (2013) argues that if there is an excess of information, if all knowledge is contained in books and on the internet, it will be up to the school to redefine its place in the process of training children and young people. Instead of transmitting content and information, the school must teach its students to select and think critically. Thus, it is necessary a change of focus which has traditionally privileged teaching, but which must privilege learning.

To Karnal (2020) there is a difference between information and qualification. Even if one has access to information it does not make the person able to do something with it. There are all the diseases discovered to date and diagnoses available on the internet, but it still takes ten years of training to become a qualified doctor; knowledge is not made through the internet.

What is being offered to young people? The reality in which the majority of lives reveal the consequences of the problems, such as: precarious housing, shaken families, unemployment, lack of vocational training, lack of opportunities, poor education, vulnerability to endemic diseases, lack of access to the consumer society announces by all means risks of sexual abuse, often starvation. In one word: exclusion, or, worse: hopelessness (Ceccon, 2009).

A democratic society is responsible for the educational consequences of its actions. There will have to be a governmental financial effort, not only economic, but also in terms of human resources, so that programs to combat violence and social exclusion be really implemented and achieve good results. The state cannot allow adolescents to become ill-adapted or marginalized futures just because they did not have positive references in childhood and because the different educational entities have neglected that they also need affection. Besides, they are also human beings going through a vulnerable phase and, for this reason, need to be observed thoroughly.

2 Conflict in Schools

The school is an ideal space for conflict. Place of coexistence of multiple social classes, races, ethnicities and socioeconomic conditions, has always been the mirror of society, social, political and economic realities. The school is, in fact, a place conducive to conflicts for diversity and training, academic and personal, of the elements that compose it and for its internal dynamics daily situations, typical of everyday life, and external ,government legislation, performance of parents and guardians (Sousa, 2014).

The most important feature of conflict is that it is a type of human interaction. Conflicts are constituted and sustained by behaviours of parties involved and their reaction to one another, particularly verbal and nonverbal communication (Folger, Poole, & Stutman, 2016).

Since conflict is entailed in diverse types of social interactions, its concepts have been applied to a variety of situations. The potential for conflict exists where opposing interests, values, or needs tinge our relationships with others (Jeong, 2008).

Vasconcelos (2009) describes conflict as divergence due to expectations, values and opposite interests where each party to the dispute tends to concentrate all reasoning and evidence in the search for new grounds to reinforce its unilateral position, in an attempt to weaken or destroy the other party's arguments. This emotional state stimulates polarities and makes it difficult to perceive the common interest.

Conflict is not to be viewed negatively, though. A fully consensual interpersonal relationship is impossible. Each person is endowed with a unique originality, with very existential experiences and circumstances. For more affinity and affection that exists in a particular interpersonal relationship, some divergence, some conflict, will be present. The awareness of conflict as a phenomenon inherent to human condition is very important. Without this awareness we tend to demonize it or to pretend that it does not exist. When we understand the inevitability of conflict, we are able to develop self-composing solutions; when we demonize it or do not face it responsibly, the tendency is for it to turn into confrontation and violence (Vasconcelos, 2008).

Good coexistence does not mean, however, the absence of conflicts or the aim of eliminating them. Conflict is inevitable to the human condition, "conflict is the natural state of man" (Mendel, 1974). Although it represents a constructive part of life, in all its dimensions, the conflict continues to have a negative connotation in our society. It is assumed to be a deviation from the normal state of attitudes and behaviours and its expression is often associated with anguish, pain and violence, assuming that it is best to avoid or suppress it.

Facing disagreements and disputes does not, however, amount to a destructive process: “the conflict itself is not bad, although people can give you answers that take harmful forms” (Pallarés, 1983). Therefore, the key is not in eliminating the conflict, but in its regulation, a fair and non-violent solution. It is about using the appropriate means, emphasizing the strategies of peaceful and creative resolution of the same.

The school - with its specificities of an organizational nature - is not always in harmonious relations with the educational purposes of society and the inevitable resonance of social conflict; it is a propitious field for the emergence of conflict, hence the need to educate generations (and the entire educational body) on the creative resolution and benefits of constructive conflict management.

Threats comprise the largest variant of violence against teachers in the school environment, mostly motivated by low grades and indiscipline in the classroom. Students react aggressively to teacher-imposed routines, often considered to be violent, although they rarely express the reasons why they understand such practices in everyday school as violations to be addressed with threats. As some of these threats actually materialize in physical assaults, especially in cases where students are placed outside the classroom, suspended and/or denied entry because they have been late, the climate of bullying and tension in school is frequent (Abramovay & Rua, 2005).

In the school context, from the set of rules that dictate behaviours and relations between the main people involved, including the teacher's exercise of authority, a lot of feelings, attitudes and perceptions about the school itself and those involved in the process of schooling, which can often lead to disinterest, indiscipline and acts of violence by students (Abramovay & Rua, 2005).

Schools, by their nature, are maelstroms of conflicting ideas, interests and issues. Sadly, schools do not always respond well to conflict. Often they delay intervention in the hope that the dispute will “blow over” – but it rarely does (Hall, 2019).

Conflict and conflict at school are any divergent opinions or different ways of seeing or interpreting an event. From that, everyone who lives in society has the experience of conflict. Since childhood's

own conflicts, we have gone through the personal conflicts of adolescence and, today, visited by maturity, we continue to live with intrapersonal conflict (going / not going, doing / not doing, talking / not talking, buying / not buying, selling / not to sell, to marry / not to marry etc.) or interpersonal, on which we will do well (Crispino, 2007).

Conflict, therefore, is an integral part of life and social activity, both contemporary and ancient. Still in the effort to understand the concept, we can say that the conflict stems from the difference of interests, desires and aspirations. It is clear that the strict notion of error and success does not exist here, but of positions that are defended against different ones. A clear example of the difficulty we have in dealing with conflict is our inability to identify the circumstances that stem from or result in the conflict. In general, in schools and in life, we only perceive conflict when it produces its violent manifestations. From this we can draw at least two conclusions: the first is that if it manifested itself in a violent way, it was because it existed before in the form of divergence or antagonism, and we did not know or were not prepared to identify it; the second is that every time the conflict manifests, we act to resolve it, curbing the violent manifestation. And in this case, we forget that poorly solved problems will happen again (Chrispino & Chrispino, 2002).

When defining conflict as the result of the difference of opinion or interest of at least two people or a group of people, we should expect that, in the school universe, the divergence of opinion between students and teachers, between students and between teachers will be an object of cause of conflict (Crispino, 2007).

We can expect that, due to the difference between opinions, there will be conflict in the school space. A conflict created by the difference in concept or the different value that is given to the same act.

Teachers and students give different values to the same action and react differently to the same act. As the school is historically used to dealing with a standard type of student, it presents the rule and requires students to be automatically framed. The more diverse the profile of students (and teachers)

is, the greater the possibility of conflict or difference of opinion. And this in a community that is trained to inhibit conflict, as it is seen as something bad, an anomaly of social control. However, the myth that the conflict is bad is crumbling. The conflict begins to be seen as a more natural manifestation and, therefore, necessary for relations between people, social groups, political bodies and States. Conflict is inevitable and its reasons should not be suppressed, especially because it has numerous advantages that are hardly perceived by those who see it as something to be avoided:

- It helps to regulate social relations;
- It teaches to see the world from the perspective of the other;
- It allows the recognition of differences, which are not a threat, but a natural result of a situation in which there are scarce resources;
- It helps to define the identities of the parties that defend their positions;
- It allows you to realize that the other has a different perception;
- It rationalizes competence and cooperation strategies;
- It teaches that controversy is an opportunity for growth and social maturity.

Another important myth built around the conflict, which is also being overcome, is the one that says that it is against the order. In fact, conflict is the manifestation of the order in which it takes place and from which its main consequences are derived. Conflict is the manifestation of the democratic order, which guarantees and sustains it. Order and conflict are the result of the interaction between human beings. Order, in every human society, is nothing but a standardization of the conflict (Crispino, 2007).

When defining conflict in new ways, most people think of it as disagreements based on differences over what they think, feel, or want. Yet most arguments have little or nothing to do with the issues over which people battle. If we are going to support parties in using their conflicts as opportunities and guides to transformation, we need to deepen our understanding of the nature of conflict. How we define conflict is critical to creating deeply honest and empathetic communications and

achieving lasting resolutions. If our definition of conflict is superficial, we may resolve the wrong issues, communicate at an ineffective level, or address concerns that distract us from resolving core problems. In every conflict, the parties appear to have nothing in common, yet they fit together like interlocking parts in a system. The masochist seems to have nothing in common with the sadist, or the optimist with the pessimist, yet they have their differences in common. (Cloke, 2002).

But how to resolve conflicts in schools or at least try to reduce the incidence of conflicts in those places that should be safe and filled with knowledge? Obviously, there is no magic solution that will eradicate violence in schools; moreover it is necessary to think about possible tools through programs that contemplate a policy of dialogue and insertion of these young people effectively in the school as a whole, not just as objects that absorb information plastered into a curriculum that does not allow a creative thinking.

3 Mediation

Mediation is, simply, a facilitated negotiation. A mediator attempts to help people negotiate more effectively and efficiently than they could on their own. The mediator helps the disputants to find solutions to their conflict that make more sense to them than continuing with their dispute. The mediator helps them search for common ground and find creative yet realistic ways to resolve their issues (Stitt, 2004).

To Morgado & Oliveira (2009) mediation, as a constructive means of conflict resolution, offers by providing those involved in the conflict an ideal space to develop both in those who play the role of mediators and in those who, as mediators, work together to solve their problem, the capacity for mutual respect, assertive and effective communication, understanding the other's vision and accepting the different perception of reality. As it is a means of conflict resolution, not litigious and based on consensus, it is conducive to the development of creative solutions preserving the relationship between the parties in the conflict. Here, cooperation to solve a common problem,

respect, identity and recognition of the other as a person and total being are worked on. In addition to that, the presence of a neutral third party that is without the power to impose a solution, gives the process a pedagogical character, given that the parties maintain their ability to act and learn, with a view to reaching an agreement. That is why it is an active process, not only for the mediator, but also for the protagonists of the conflict.

According to Jares (2004), the mediation process should:

1. Favour and stimulate communication between the parties of the conflict, which brings with it the control of destructive interactions;
2. Make sure that both parties understand the conflict in a global way and not only from their own perspective;
3. Assist in the analysis of the causes of the conflict, making the parties separate interests from feelings;
4. Favour the conversion of differences into creative forms of conflict resolution;
5. Repair, whenever feasible, any emotional wounds that may exist between the parties.

Regardless of the type of mediation or the role of the mediator in which we find ourselves, any mediation process must take place according to a series of principles of action:

- Voluntariness - The intervention of the mediator must be accepted by the parties in conflict. The decision to go to mediation by the litigants must also be a free and voluntary act. This principle implies that the parties to the conflict can withdraw “at any time and without problems” (Floyer, 1993).
- Confidentiality - The parties must comply with this duty by keeping the sessions a secret. In the case of mediation in the educational area, the principle of confidentiality must be insisted on when training mediators. The guarantee of confidentiality makes both parties to the conflict more available to express themselves about their issues, to express the way they face it and, therefore, better able to propose alternatives for resolution. This duty is equally

important, as it ensures that whatever is said by the parties cannot be used against them in the future.

- Impartiality / Neutrality and Independence - The mediator must remain independent, both from the parties and from any other body. This way, you should avoid the possible strategies of seduction or complicity of one or both parties, maintaining your identity as much as possible and avoiding taking sides. (Morgado & Oliveira, 2009)

On a global program, school mediation might be used as a conflict resolution process intended to solve disputes emerging between students, students and adults and between adults. This approach to school conflicts promotes a system that faces conflict as a natural part of relationships, stimulating at the same time, values of solidarity, tolerance and equality (Morgado & Oliveira, 2009).

3.1 Mediation in School

The term school mediation refers generically to conflict mediation at school (Torrego, 2006), recognizing other types of mediation - socio-educational, socio-educational and socio-cultural - which aim to respond to the tensions and dissensions felt in and by the institution. Conflict mediation focuses on interpersonal relationships, with the main objective of re-establishing social interactions. This mediation does not occur simply to respond to existing conflicts at school, but is assumed to be a process of promoting citizenship, according to several logics: resolute, reparative, educational, preventive and inclusive. In the school context, mediation is recognized as a methodology with a strong educational and empowering potential, and as an area to be explored for the formation of basic social skills for community life, providing a universe of potential that generates change (Ferreira, 2019).

It can be the object of mediation the conflicts between students, between students and teachers, between teachers, parents and teachers, cases of indiscipline and bullying, less serious offenses, cases of violence between students and even conflicts with the neighbourhood and the

environment can be mediated. School mediation tools and dynamics can also be used to make important decisions that need consensus. It is a process that helps to build solutions through dialogue and strengthens the bond between people (Gouvea Neto, 2017).

In order to carry out the transformation of conflict in the educational context through mediation, and following the foregoing, it is necessary to change behaviours and interpersonal communication and, simultaneously, develop capacities and skills for the management and resolution of conflicts. In this sense, the success of a mediation project at school depends on the involvement of all “agents” in the school context (Morgado & Oliveira, 2009).

The school must develop a context of meaning congruent with mediation. It is of little use that children and young students are sensitized and trained for a culture of dialogue, listening and pacifying interpersonal relationships, if the discourse of educators and teachers is inconsistent with this attitude.

School mediation is intended to restore dialogue among those involved, providing reflection and learning in the face of the conflict. For this reason there is a need for a welcoming environment that has an appropriate treatment for children and adolescents involved in school conflicts, just as the school should be, an environment of transformation, learning and especially social interaction (Lopes & Coitinho, 2016).

Royer (2002) says that is necessary to train teacher to identify a tailored solution to each problem. The most common scenario is teachers suggesting simple solutions to any sort of problems; implying it was though some kinds of magic tricks that long standing, recurring problems have been solved. The context must be considered in order to first understand the situation and then apply the best possible solution to the case. Never think that when the only tool you have is a hammer, all problems have to be seen as nails. He also points out the flaws of the American and European models that prioritize the punitive system whose rules are flawed and that only contribute to increase the frequency of aggressive behaviour in schools. With this information, it is easier to

shape a system that aims to avoid these flaws in our educational system, training trained teachers to act effectively in conflict situations.

The policy of training teachers and avoiding violence and dealing with it in schools will be correct and effective if teachers who work at their school know and understand how aggressive behaviours develop in young people; when sharing the belief that education and, more specifically, the schools are able to contribute to prevent violence from developing and continuing and intervene actively, and not just react to violence and aggressive behaviours that occur at school.

Currently, there are several studies on the mediation of school conflicts in Brazil and worldwide. Based on this, we can divide its practical operation into 5 different categories.

Student helper model: This model enables students to be mediators, ensuring training to develop the communication skills necessary for conflict resolution. This is of great value for conflicts with a lower degree of severity, in which older students help younger ones.

Network mediation model: It occurs when the school creates a network of mediators with the participation of external professionals such as psychologists, psychopedagogists or other specialists on the subject.

Teacher-student model: Here, it is the institution's professionals who receive training so that they can act as mediators - usually teachers.

Social Competence Program: This program developed by the Community of Catalonia is not exactly a mediation program and had as its object the training and qualification of students in personal, emotional and social skills, in order to favour the existence of good interpersonal relationships inside and outside the school, thus improving in coexistence and the reduction of conflicts; (Gouvea Neto, 2017)

Restorative Circles: Also called Restorative Justice, they are meetings for the entire community involved in the learning of students, as parents and teachers. These conversation circles open discussions about the main problems of the institution and, through dialogue, seek solutions with

the participation of all. In this model, listening to victims of bullying, violence and their aggressors can be practiced.

Like any new project to be implemented, the ideal is that the process is done in stages. The three main phases are planning, executing and then monitoring the results.

In planning, the institution must open dialogue with parents, teachers, staff, students themselves and the community. Then, hold meetings only with the faculty and student to define which model of school conflict mediation will be applied.

Execution, on the other hand, requires, in the first place, that the mediators are defined and trained according to the chosen reference. Then, it is necessary to install a mediation centre and put the agenda into operation.

It is necessary to consider the resources available before defining the model that will be adopted and to outline the objectives of the program to make the best choice. (Ferreira, 2019)

To Gouvea Neto (2017) Mediation can be conceptualized as a method of conflict resolution in which an impartial and neutral mediator facilitates communication between people in search of a solution to the problem. It can be used in many areas and the school is one of them. It is a flexible process and can be adapted to the specific needs of a school centre, taking into account the nature of the conflicts and the objective of the program. It is a great tool to improve coexistence in the environment and in the school community and should be adopted by all educational institutions.

Many of the programs developed in schools concluded that mediation is a great tool to help in the pacification and democratization of the school, as well as offering a comprehensive education that provides tools for students to develop emotional, social and communication skills.

The implementation of a mediation program or service in a school must always meet the specific needs of each school centre. According to Silvia Iungman (1996), the objectives of school mediation can be as follows:

- Build a stronger sense of cooperation and community with the school;

- Improve the environment in the classroom by reducing tension and hostility;
- Develop critical thinking and problem solving skills;
- Improve relations between students and teachers;
- Increase student participation and develop leadership skills;
- Resolve minor disputes between people who interfere in the education process;
- Encourage an increase in the self-esteem of members of the school community;
- Facilitate communication and everyday life skills.

School mediation programs make it possible to train members of the educational community as mediators, to disseminate the culture of peace and mediation as a means of peaceful conflict resolution and also to teach people the advantages and benefits of using self-composing processes and techniques in your day to day.

Students who participate in school mediation show an improvement in their individual and social awareness, develop communication, listening and empathy, important human skills. In addition, mediation can improve the ability to analyze and resolve conflicts and better understand life's adversities and challenges. Whereas teachers improve their ability to understand conflicts, communicate and solve problems in the work and school environment. Parents also play an important role and can participate more actively in issues related to their children, especially in conflict situations. The school centre can also benefit from the improvement in the environment, as the educational community can learn to manage conflicts more efficiently (Gouvea Neto, 2017).

3.2 Peer Mediation

Although there are some methodological and conceptual problems with research on conflict resolution and peer mediation programs, current evidence indicates that conflicts between students often occur in schools, although conflicts rarely result in serious injuries, students who have not

obtained Correct training, in general, uses conflict strategies that create destructive results while ignoring the importance of preserving relationships. Conflict resolution and peer mediation programs appear to be effective in teaching integrated negotiation and mediation procedures. After training, students tend to use these conflict strategies, which usually lead to constructive results; and students' success in resolving their conflicts constructively tend to reduce the number of conflicts between students and teachers referred to teachers and administrators, which in turn tends to reduce punitive sanctions (Johnson & Johnson, 1996).

According to the UNESCO report (2006), young people feel safer in reporting their problems to another student, their friend, than to doing it to school authorities such as principals and teachers. Only 11% of students look for teachers or principals when they have a problem, showing a low degree of confidence of students in these school authorities. It is noteworthy that these proportions are lower than that of students who claim that they do not tell anyone about the problems that occur at school (14%). On the other hand, the family appears as the main reference for students in these situations: 58% of students tell school problems to family members. In the same publication, if on the one hand, the family appears as a fundamental value, on the other, it is criticized and blamed, being the target of intense accusations by the children in relation to the parents.

Friends at school have a privileged place in the lives of young people. Of the total number of students surveyed, about 45% of them, when they have problems, choose to exchange confidences with a friend at school. The positive association between the school space and the establishment of friendships is more qualified when in the comprehensive research; discourses on how relationships are built and the reasons for the importance of friendships in the school environment are learned. Trust appears as a builder of the relationship between students. Friends are often confidants, those who help to solve problems, show concern for each other.

When students come up with their own solutions, they feel in control of their lives and committed to the plans of action that they have created to address their problems.

Schrumpf, Crawford, & Bodine (1997) highlight the advantages of peer mediation such as:

- Students are able to connect with their peers in ways adults cannot;
- Peer mediators are capable of framing disputes in the perspective, language and attitudes of youth, making the process age appropriate;
- Students perceive peer mediation as a way to talk out problems without fear that an adult authority will judge their behaviour, thoughts, or feelings;
- Peer mediator are respected because they honour the problem-solving process and their peers in the dispute by the way they conduct mediation sessions;
- The self-empowering aspect of the process appeals to youth and fosters self-esteem and self-discipline;

According to Cohen (2005), peer mediation can also be effective in preventing violent conflict by teaching students how to identify the problem and resorting to mediation as soon as the conflict begins, avoiding it to evolve into violence.

Therefore, there is no doubt that we need an education focused on better future and providing the solution through dialogue between those involved is a step forward above all social, as it demonstrates the maturity of those involved. It is evident that we need to consider education as a means capable of preparing individuals to live in a collaborative society and that is why we should invest in proposals and practical solutions for the peaceful confrontation of school violence (Lopes & Coitinho, 2016).

The development of critical thinking and the ability to solve problems is also an important point to be highlighted. The participation of students allows the spirit of leadership to be awakened, in addition to self-esteem and communication skills, important characteristics for professional and adult life.

3.3 Mediation Techniques

Blitnman & Maes (2004) mention two mediation approaches. There are many techniques that mediators use to assist the parties in attaining this goal. Central among them is helping the parties reframe their interests and needs in a way that will help them see what they have in common and what they might like from each other. Some mediators take a “problem-solving approach” to this task, while others use “visioning.” Problem-solving requires the parties to define their problems and then try to determine possible solutions; with this approach, parties “can become mired in technical details and political problems and may even disagree on how to define the problem.” Furthermore, people generally want to distance themselves from problems, so a problem-solving approach may not help them create any real fundamental change.

Visioning Goals and Objectives Visioning has a more positive approach. Its goal is to help parties identify what they have in common. It is a way of moving forward and through, rather than away from, a problem. Visioning tends to make the parties feel that positive change is possible and that they have more control over the outcome. This can encourage creative thinking and a greater commitment to the mediation process. With a visioning approach, the mediator asks the parties to think about how they would like the mediation to end. Basically, it calls on each side to assess its position in relation to the other, and where each would realistically like to end up.

From a bibliographic research, it was possible to identify 13 Techniques or skills that can be developed to mediate or negotiate conflicts. Are they:

1) Active Listening means the willingness and ability to listen and understand the entire message (verbal, symbolic and non-verbal). Conduct the dialogue with serenity, allowing the parties to talk and express all their intentions. Active listening is more about understanding than listening.

Listening is obviously something that goes beyond everyone's hearing; it means the permanent availability on the part of the subject who listens for the opening to the speech of the other, to the gesture of the other, to the differences of the other. This does not mean, of course, that listening

requires those who really listen to their reduction to the other who speaks. This would not be listening, but self-annulment (Freire, 2001).

2) Open questions are questions that stimulate the speech of the greatest amount of information and the quality of that information. Facilitate the presentation of various situations and feelings, which favours greater observation and understanding of the problem (Marconi & Lakatos, 2003).

3) The stimulus to empathy means the technique by which the mediator encourages people to put themselves in somebody else's place. With a greater amount of information that is presented during the dialogue (with the identification of important points for the parties), the mediator seeks to facilitate the practice of looking at the world / conflict / moment through the eyes of the other person, seeking to understand the fact from another perspective, establishing communication that was previously nonexistent or very fragile, stimulating effective communication, opening up more space for understanding the problem. For example, what for one may be considered as respect, for another may represent humiliation; what for one it could represent a lot, for another it represents little. When people perceive situations 'through the eyes of the other' they start understanding attitudes and reactions they didn't understand before and a different communication from the previous one begins to be established. (Sales, 2016)

4) The annotation technique is important for the mediator to register and remember what was said, highlight the issues that deserve further study, facilitate the later summary of each information received. This technique stimulates important matters, are perceived and effectively reflected, discussed, enabling effective and successful communication. The parties should be advised that notes will be made to facilitate understanding of the situation.

The mediator must maintain eye contact, showing respect and attention and should write down as little as possible to avoid keeping their head down and making the technique an obstacle to communication. The notes should refer to the facts, the moments of emotion and the moments of emotion experienced. Attention should be focused on the parts and not on the notes. Annotations

will help the summary technique. From the accounts of the facts, arguments, feelings presented by the people, the mediator must summarize important points.

5) The summary facilitates the appropriate consensus-building process for four main reasons: 1) certainty for the mediator that he is understanding the situation; 2) it offers security to the people being heard; 3) the parties feel valued; 4) allows the mediator to be sure that people understand what they are saying. (Sales, 2016)

6) Paraphrase is a technique that means repeating what was said with words that facilitate the systematization of what was reported, subject by subject, often able to remove phrases and words said of disaffection or resentment that hinder dialogue. The paraphrase helps the parties to better understand the issues reported, reorganizing the ideas and creating a bridge for possible solutions.

The next four techniques are known as the methodology created by Roger Fisher and William Ury (2011) for negotiation. They are: **7) to separate people from problems, 8) to focus on interests and not positions, 9) to develop options for mutual gains and 10) to work with objective criteria.**

People have feelings, values, beliefs, preconceptions that influence the moment of mediation, especially with regard to the relationship with the other party. In conflicts involving relationships of any kind, there are interests in both the object of the discussion and the relationship. Often this object / interest of the discussion is confused with the relationship, which is common, given the feelings involved. When there is this confusion, the mediator must be able, first, to perceive this confusion and, second, to separate the relationship of the people, from the problem (interest of substance or object of the discussion) in order to identify the most important points in question. The mediator must discuss the present with a view to the future. How can discussions in the present allow for a moment of greater tranquility in the future?

Focusing on interests rather than positions means that the mediator must look for what is really at the heart of the problem, what is the purpose of each one. Position is what you say you want;

interest is what you really want. Opposing positions do not mean opposing interests. The appropriate questions help to meet the real interests: tell me about your needs? What motivates you? What is important to you? Notwithstanding, the mediator must question, allowing for self-reflection and new answers. The development of mutual gains is a technique that stimulates the feeling of cooperation. When people face a conflict situation, they experience some feelings: a) they understand that their opinion is correct and should prevail, being the only possibility of solution; b) they feel threatened by the other, making noises and difficult effective communication; c) believe that interests are opposite, stimulating competitiveness; d) they believe that the other's interests are contrary to their own and that, consequently, they will harm him. From the dialogue, once the interests are identified, it is encouraged to find several solutions, often different from the solutions initially proposed. When people start an argument, they are experiencing an adversarial moment that makes them come up with certain solutions. After establishing a new form of communication, in which real interests are perceived, people identify points of convergence that allow cooperation. And then it must be questioned how to offer proposals for mutual gains - win-win -, since there are common interests. Establishing objective criteria represents a technique that helps to clarify real interests and seek concrete situations, concrete data that help in the solution.

11) Reality testing is the technique used to assess whether the consensus found will be effectively fulfilled. These are questions to know about the operationalization of the decision. This questioning allows the person to place the decision made in the context of the reality of his life. When the party needs to know if what they are presenting as a solution is really what they can accomplish.

12) The management of emotions presented here as a technique for mediation represents the theory formulated by Daniel Shapiro and Roger Fisher (2009) as tools for negotiators to find consensus in their negotiations, recognizing and valuing emotions. He advises that in any negotiation, emotions will be present and that it is possible to manage them, valuing them, to facilitate consensus between the parties. They are: a) to stimulate appreciation - we all like to be

heard, valued and understood. It is the recognition and appreciation of the parties - listening and taking an interest in what is being said. People usually place their situations as more important than those who are listening; b) promoting affiliation - turning the opponent into a partner - stimulating convergent points; c) respect for autonomy - stimulate people's decision-making power; d) encourage status recognition - show that people are important and have a strong impact on that decision; e) encourage both parties to play an important and fundamental role in the discussion.

13) Reformulating situations critically (critical thinking) and finding solutions through a positive perspective (Reframing) represent one of the most important techniques in conflict management. It means encouraging people to be able to perceive in the situation experienced in a critical way, a positive focus on the crisis is an opportunity. (Sales, 2016).

3.3.1 Communication

According to Ferreira (2019) dialogue has a fundamental role in combating violence and bullying; in reducing hostility in human treatment and when present at school, it can prevent low-level offenses, indiscipline and conflicts with the external community.

Etymologically, the word communication brings the idea of a common place of action, a place where the aim is the unity, proximity and not distance or separation. The absence of dialogue hides conflicts, which end up being expressed in violent ways in schools and classrooms (Ceccon, 2009).

It is essential to be open to dialogue, to listen to all parties to the conflict. Dialogue impartially and try to find the appropriate strategies for that conflict. So the role of each in the conflict can vary; depends on the context in which the conflict takes place and who is involved in it. It can happen at one point to be a mediator and the next to be one of those involved in the conflict. What cannot be changed is the position of dialogue, impartiality, and support for conflict resolution with the least possible harm to the parties involved.

Only those who listen patiently and critically to the other, speak to him. Even though, uncertain conditions, you need to talk to him. What anyone who learns to listen can never do to speak imposingly; until when, necessarily, it speaks against positions or conceptions of the other, speaks to them as the subject of listening to a critical speech and not as the object of it. The educator who listens learns the difficult lesson of transforming his speech, sometimes necessary, to the student, in a speech with him (Freire, 2001).

“People listen better if they feel that you have understood them. They tend to think that those who understand them are intelligent and sympathetic people whose own opinions may be worth listening to. So if you want the other side to appreciate your interests, begin by demonstrating that you appreciate theirs” (Fisher & Ury, 2011).

In the process of speaking and listening, the discipline of silence to be rigorously assumed in due time by the subjects who speak and listen is a *sine qua non* of dialogical communication. The first sign that the subject who speaks knows how to listen is the demonstration of his ability to control not only the need to say his word, which is a right, but also the deeply respectable personal taste to express it. (Freire, 2001)

True listening does not in any way diminish the ability to exercise the right to disagree, to oppose, to position oneself. On the contrary, it is by listening well that we prepare to put ourselves better or to position ourselves from the point of view of ideas. As a subject who is dedicated to the speech of the other, without prejudice, the good listener speaks and declares their position with ease. Precisely because they listen, the discordant, affirmative speech is never authoritarian (Freire, 2001).

The use of communication between the parties not only deals with the issue presented by the parties, but also helps with a good environment and the maintenance of their relationship.

CHAPTER 2 - RESEARCH METHODOLOGY AND METHODS

A group of 8 people were interviewed for this research. The number of participants in the investigation was adjusted during the evolution of the study, since at first for this research was intended to interview students of secondary public schools in Brazil, but due to the emergence of the New Corona Virus (Covid-19) and all restrictions that this pandemic brought to our realities, among them the temporary closing of schools, it was not possible to conduct interviews with the desired amount in this research. In this case, we chose to interview people who brought their experiences lived in school time and compare it with the current reality in the country described by the educational professionals interviewed in this research work. The interview was the methodological option to obtain information for the research.

The interview is defined by Haguette (1997) as a “process of social interaction between two people in which one of them, the interviewer, aims to obtain information from the other, the interviewee”. The interview as data collection on a given scientific topic is the most used technique in the fieldwork process. Through it, researchers seek to obtain information, that is, to collect objective and subjective data. Objective data can also be obtained from secondary sources such as: censuses, statistics, etc. Subjective data, on the other hand, can only be obtained through the interview, since they are related to the values, attitudes and opinions of the interviewed subjects (Boni & Quaresma, 2005).

Interviewees may use words and ideas in particular ways, and the opportunity to probe these meanings will add significance and depth to the obtained data. When answering, the interviewees have the opportunity to hear themselves "thinking aloud" about things that they may have not thought about before and that can result in a rich detailed set of data to the interviewer (Saunders, Lewis, & Thornhill, 2015). That was a reason to not choose the questionnaire as a survey method of data collection, once the rigidity of the usual pre-determined answers of this method would not end in the best result for this research.

The interviews were conducted on the condition of anonymity by the interviewees, since they are public servants and are consequently hired by the State, the fear that their responses will be open to the public, generating a threat to their work positions and generating possible violations to dignity of the students exposed in theirs and reported experiences. Boni & Quaresma (2005) remind us that on the part of the interviewee there is insecurity regard to his anonymity and because of this, the interviewee often retains important information. These questions are, nevertheless, better understood by the open and semi-structured interview. Thus, to ensure that there were no limitations on the information transmitted by these teaching professionals, the anonymity of any personal information of the participants in this research was granted.

Although they requested that their personal information was not be disclosed, thus avoiding their identification, the interview participants authorized the use of a device to record and store the responses provided.

Besides the use of interviews as a primary source, this research was also based in bibliography and as explained by Marconi & Lakatos (2003) bibliographic research is a general overview of the main works already carried out, which are important because they are capable of providing current and relevant data in relation to the topic. The study of the pertinent literature can help the planning of the work, avoid publications and certain errors, and represents an indispensable source of information, and can even guide the inquiries. So it was taken in consideration what previous research and what the literature have to say about the topic hereby discussed.

The objective of collecting the data and all information is to demonstrate how the educational field in Brazil has been dealing with the conflicts and violence in the schools environment and what have been done in order to chance the current scenario.

This study was conducted between the years 2019 and 2020, so the results indicated in this work are the result of interviews and research based on a literature review conducted during this period. Considering this, only this time horizon, taking in consideration that in a society based on a

technological era and that undergoes constant transformations and evolutions, the results may point to a different context if we consider the periods before and after this work, even though there is no evidence of a big change in the topic researched in the last decades.

In accordance with the structured nature of the interview adopted, the guide to interview the participants was included in the categories of pre-defined and open-ended questions and previously handed over to the participants in order to guarantee the clearness and fairness of this process, avoiding any discomfort or disagreement on the side of the interviewees. Then when the interviews were conducted the participants were previously aware of the content to be discussed.

Interview form included 9 open-ended questions provided below:

1. What types of conflict are encountered at their school?
2. What are the reasons behind school conflicts?
3. Are there positive or negative outcomes of school conflicts? What are they?
4. What are the effects of conflicts on teachers? (To be answered by teachers and school principal)
5. How teachers respond to conflict? (To be answered by teachers and school principal)
6. What are the effects of conflicts on students? (To be answered by students and school principal)
7. How students respond to conflict? (To be answered by students and school principal)
8. Who is the person or entity responsible to mediate school conflicts?
9. If mediation is used, how does this mediation work at your school?

The questions 4 and 5 were made for teachers and school principal as the question 6 and 7 were made for students and school principal. The other questions were made to all the participants in the way and order described.

CHAPTER 3 – PRESENTATION OF THE DATA

The primary data presented were collected by interviews of 8 people in which comprises 5 teachers of both genders (3= Female and 1=Male), 2 students (Female) and 1 school principal (Female). All of them are part of the public secondary school in Brazil.

The data obtained in this study were, due to the sample size, analyzed manually and in order to describe the interviewees was used a code to each participant as T1 (Teacher 1), T2 (Teacher 2), T3 (Teacher 3), T4 (Teacher 2), T5 (Teacher 2), S1 (Student 1), S2 (Student 2) and SPR (School Principal).

The analyze of the data was made in four steps:

The first phase: the answers of the interviewees were analyzed individually, in depth and each question in the interview form separately. Similarity of responses was verified and these were marked and highlighted.

The second phase: after highlighting the similar answers and common points mentioned in the same questions, they were re-examined to categorize the findings and the themes were generated based on these common points.

The third phase: the data obtained by analyzing the common points of teachers, students and the school principal were written under the themes as direct or indirect citations. The teachers' opinions that were considered interesting were directly quoted.

The fourth phase: the results obtained by analyzing the collected data and relationships between the data were interpreted.

The questions asked in these interviews allow the respondents freedom of interpretation so that there is no influence and lead to responses while maintaining the neutrality of the results obtained.

At the beginning of this study the objective was the analysis of conflicts between teachers and students, since this topic draws a lot of attention in the educational field due to the alarming number of violence suffered by teachers in schools. However it was observed that most responses from teachers and of the students interviewed in this study is focused on conflicts between students. This

shows that it is still these types of interpersonal conflicts that most bother and mark the coexistence in schools.

CHAPTER 4 - DATA ANALYSIS/FINDINGS

Table 1. Types of School Conflicts:

Main Theme	Sub Category	Justification/Sample Sentences
Economic	Social Class	"at the school I work, there are classrooms filled with those called posh girls and playboys who don't accept their classmates[...] from social classes D and E" (T2), "it was clear the division among the people who had a bit more of money" (S1)
Social	Religion Gender/Identity Drugs Prejudice Culture Homophobia Ethnicity	"related to gender identity" (T3), "given the variety of cultures and values, conflicts arise" (SPR), "try to worship or convince you to change your sex orientation, your religion to join theirs" (T2), "we can find conflicts about culture, religion sexuality, ethnicity, family background, and physical appearance" (T5).
Personal	Different opinions/ideas Different personalities/interests Failure in communication Authoritarianism	"different personalities and they're forced to spend hours together" (T4), "are linked to different interest, divergence of opinion and ideas" (SPR).

Table 2. Reason behind School Conflicts:

Main Theme	Sub Category	Justification/Sample Sentences
Personal	Family issues Different opinions Different interests Different ideas	"single-moms who need to work to provide and are away for several hours or[...]days from home" (T1), Most of conflicts come from home" (T2), "difficult at home with their family" (T3). "the reason behind school conflicts is related to differences of interests, ideas, opinions" (SPR).
Social	Cultural aspects Homophobia Drugs Discrimination	"people who had a better financial condition. were a bit more polite...we were bullied[...]more from people who had a poor condition" (S1). "they go in high heels, skirts[...]the boys, ok? Homosexuals... and straight students, most of the time does not accept this and star laughing at them. Another issue is the issue of drugs which several students only come to school with the

		intention not to study but to observe to pass[sic]and be a be a drug dealer" (T2) "black are mistaken for criminals" (T5).
Organizational	Teachers evaluation methods Teachers competition	"divergence in the way of evaluation, mainly in the sense of parents and teachers" (S2), "teachers should work together and help each other" (T4).

Table 3. Conflict Outcomes:

Main Theme	Sub Category	Justification/Sample Sentences
Positive	Family support Issues identification Learning Communion	"when family participates, inspects [...] they accumulate knowledge", "on the issue of suicide[...] they identified the issues she had" (T2), "they learned to deal with a situation (T3), "least favoured would also get together" (S1). "when you expose what is happening [...] I think a more favourable environment is created (S2), "learn how to cohabitate which other by respecting each other's differences and opinions" (T5)
Negative	Bad influences Frustration Lack of tolerance Prejudice Insubordination Disrespect Destabilization Social segregation Violence Anxiety Depression Suicide Panic syndrome	"when they mingle with lousy companies, they go to drug dealing, burglary, jail, sadness and pain" (T1), "harassing a female student so that she'd change her religion [...] boys were saying: you are a dyke, this is a disease, you will burn in the fires of hell" (T2), "frustration...when there is no resolution of the conflict" (T3), "students don't enjoy to follow rules[...] not cross the line and be disrespectful" (T4), "destabilization of environment and personal relations" (SPR), "there is this division [...] these division were quite highlighted" (S1), "Negatives results are more often to come up. Violence, anxiety, depression, suicide and panic syndrome are some of them" (T5).

Table 4. Effects of conflicts:

Main Theme	Sub Category	Justification/Sample Sentences
On Teachers	Sorrow Overwhelm Avoidance Reflexion Stress Impatience	"For the teachers, it remains the sorrow to see the young suffering or dying so early, so young" (T1), "As I say, the teacher is a father, a mother, he is a psychologist, he is doctor, as well as a teacher" (T2), "leading the teachers to a different movement from the search for other alternatives to try understand or resolve the issue, but there are also some teachers...who ignore them and... pass them on" (T3), "they are usually irritated, stressed and demand an immediate solution." (SPR).
On Students	Retaliation Overcoming	"I always retaliated, I never let anyone walk over me...I always tried to study hard to be among the best in terms

	Insecurity Unsafe	of grades...I had classmates who would curl up in a corner and let themselves feel down" (S1), "they don't feel there...they don't feel in a safe place there" (S2).
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Table 5. Responses to Conflict:

Main Theme	Sub Category	Justification/Sample Sentences
Teachers	Positives: Advising Encouraging Lecturing Welcoming Receptivity Dialoguing	"They advise, encourage to study, give lectures, refer to students who have finished the school and are successful, bring love, bring games, attention... celebrate the birthday of those who were born in that month. Try to make a better reunion between them once they usually don't have that at home" (T1), "Now if teacher is a friend, he tries to help that student" (T2), "an open teacher, who has the freedom to talk to the student, to understand all different views [...] a different care to the student, more welcoming, we can have a good result" (T3), "we talk about it. We do tend to share what's going on" (T4), "they will advise the students in how to proceed and follow up to make sure all is good" (T5).
	Negatives: Indifference Rigidity	sometimes there are teachers there are teachers who have more rigid stance... they understand the conflict as if it was an affront, a challenge" (T3), "consider themselves the wronged ones [...] They're always right" (SPR).
Students	Aggressiveness Dialoguing	"if they bullied me I would beat everyone up" (S1), "I have always looked for means of dialogue, to talk[...]I've always managed to understand the other side" (S2).

Table 6. Mediation In Schools:

Main Theme	Sub Category	Justification/Sample Sentences
Who mediates	Child Services Department Educational advisors Therapists Teachers Coordinators Educational Guidance Service Headmaster Management team Inspectors	"Child services Department, educational advisors, therapists, speech therapists" (T1), "it depends on who comes first, the teacher, he can try to remedy it [...] not solve it, he passes to the supervision of the school" (T2), "the teacher, they not only can but he must be responsible for conflict mediator [sic]" (T3), "a chain of command [...] teacher has the right to tell the students to stop [...] coordinators before you go to the headmaster" (T4), "responsible for mediation are always the management team" (SPR), "the front line was always the inspectors [...] And in more extreme cases, they were taken to the headmasters" (S1), "responsible for mediating conflicts have always been the headmaster's office" (S2).
How it works	Cultural events	"We organize cultural fairs [...] theatrical role plays,

	Sportive events Outdoors activity Counselling Peace-building circles Dialogue Lecturing Meetings Listening	speeches songs and poems, chess tournament, soccer championship [...] there is a grove where I take the classes [...] they can get to know the fruit trees" (T1), "a pedagogue and psychologist who meet these students [...] talk to each student individually" (T2), "it is a circle made with students who are part of the conflict and we invite more people to participate" (T3), "I would sit down with the student" (T4), "listening to both parties, investigating causes of the conflicts, and seeking solutions" (SPR), "they would put each one in the corner[...]lecture them and stuff -what a ugly thing!-" (S1)" mediation happened through a meeting of parents and students" (S2), "We empower the student take the initiatives to resolve the issues themselves before we step in" (T5).
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CHAPTER 5 – DISCUSSION

5.1 Types of school conflicts

The conflicts described by the teachers and students interviewed are the same most common types of discrimination in the school listed by Miriam Abramovay in the "Prevention Program to Violence in Schools of 2015". Miriam coordinated several UNESCO surveys and assessments and was a consultant to the World Bank and UNICEF. She is currently Coordinator of the Youth and Public Policy Area at FLACSO (Latin American Faculty of Social Sciences); Coordinator of the Project Violence and coexistence in Brazilian schools. She lists the most common types of discrimination in the school environment as: Homophobia; Racism; Discrimination regarding economic inequalities, such as by type of clothing or accessories that students wear and regional origin; Religion; Discrimination of people with physical disabilities and by physical aesthetics.

According to Abramovay (2015) Prejudice is relates to the preconceived belief about the attributes and qualities of individuals from specific characteristics, believing in natural inferiorities of certain individuals by their race / colour, manner of speaking, dress, etc. and acting differently because we believe in the inferiorities of some and the superiority of others.

One of the most striking discrimination in schools is homophobia, or the discriminatory treatment suffered by young people of both sexes considered to be homosexuals, legitimized by moralisms in the name of masculinity. Such discrimination is based on the conception that there is a correct, “normal” sexuality, which must be synonymous with getting married and having children. (Abramovay, 2015). Homosexuals at school suffer from verbal abuse, humiliation, isolation and also physical abuse. The lack of openness of schools for discussion and the lack of understanding that this is a serious violence means that these students have no one to turn to, nor support, to face the situation, being excluded from various sides, trivializing and naturalizing behaviours existing violence.

A very common type of discrimination is racism, which accompanies reality Brazilian society for a long time, and that, even though its practice is condemned by the (Article 2 of Law No. 9,459, 1997), is still perpetuated in schools and society in general. Racial discrimination is the product of a social world that classifies people as inferior and superior through the criterion of colour and other traits of individuals.

In terms of discrimination, institutions, such as the school, can reinforce, serve their reproduction and, with this, reduce the possibilities of educational and social mobility of black children, adolescents and young people.

An important issue is religious discrimination. The school is the space where meet children, adolescents and young people of different levels and social groups. Like this, individuals with different beliefs and identities, including religious ones.

Other manifestations observed in schools are discrimination related to economic inequalities. The prejudice against poverty, manifested in a very clear way, is also reproduced in the uses of teaching. In the discrimination by poverty, habits and consumer goods can be valued or devalued. A discrimination that is subjected as people in a situation of greater poverty compromises the construction of an egalitarian educational system in the broad sense.

Another prejudice associated with the issue of poverty is that of regional origin. O prejudice against those "who are not from here" fits in the lack of respect for "who it is not like me". Intolerance is related to what is not part of the universe of familiar senses, suffering prejudice who has a different accent and behaves in a different way (Abramovay, 2015).

The discourse in defence of cultural plurality, cultural diversity or multiculturalism (some of the terms used by the educational area), in recognition of Brazilian ethnic and cultural diversity - represented by the natives indigenous, immigrants, people of afro-descendants, rural, urban, etc. - it is included in documents originating from the federal government, such as National Curriculum Parameters (1997), which present the overcoming of discrimination as a fundamental issue, reinforcing the crucial role of the school as an awareness agent (Pereira, 2020).

People are different and specially in a multicultural country like Brazil the school must be a open and welcoming place where there is no room for oppression or discrimination of any king.

The mass schooling process, which started with the bourgeois revolutions and intensified after the Second World War (Mosé, 2013), seems to cause itself part of the contradictions of the current world, as well as it is also produced by them.

Thus, if the school places itself as one of the spaces of education, seen as the process of reflection, learning, acquisition and production of knowledge in the realm of life, the so-called formal education, it also poses itself as a space of crisis . This is because, being plural, coexistence appears as an issue of the school context: how to unite the most diverse ethnic groups, creeds, sexual orientations, in a place still founded on the bases of authority and discipline at a time when society as a whole expresses the breakdown of these relationships in all its institutions (ARENDT, 2013 cited in Diniz, 2014). Or even how to unite a "quality" education, whatever that may mean according to the ideologies involved, when that same "quality" can be influenced by the

relationships within the school and even by the social context, especially when considering the aspects of violence (Diniz, 2014).

Social factors are the main causes of conflicts in schools, a multicultural environment in which, in most cases, coexistence is quite conflicting. The school environment has suffered from constant conflicts between students and between students and teachers. These young people who go through many deprivations of attention, affection and support from family and public entities end up reflecting in a problematic way. Some young people internalize their anxieties and in some cases are driven to depression, others are more reactive and reflect their frustrations more aggressively.

Many who suffer from prejudice and humiliation are becoming increasingly discouraged to go to school. If public and free schooling is considered a fundamental institution in the construction of a more egalitarian, democratic and fair, supposedly operating as a factor of social mobility in the most diverse groups, even in the least favoured, the school can also be a reproductive space for social inequalities and exclusions (Abramovay, 2015).

In a country like Brazil, the role of public schools goes beyond basic education, it has an educational and civilizing role, since these young people are neglected by families, often not on purpose, but without the support of the State, these families, the poorest, do their best to reconcile long hours of work, usually in more than one activity, in order to guarantee the minimum necessary for their survival. It is up to the school, the only place where there may still be some possibility of socialization and civility for these students. End that is why teaching conflict mediation techniques in schools is not only valid for dealing with conflicts in schools, but above all necessary for the formation of a character with principles of respect and tolerance to differences.

5.3 Conflict outcomes

The majority of the answers showed that most of the results of conflicts present in schools are negatives.

This is a clear reflection of how ineffective management measures not only fail to resolve conflicts, but can also contribute to the recurrence of these problems. The absence of preventive practices and measures gives, to the already troubled school environment, space for the propagation and escalation of the conflict, generating devastating results. The school must be attentive to identify the causes of conflicts and act quickly to deal appropriately for each case. As has already been said, conflicts are neutral and inevitable, what can be determined as positive and negative are their results and these are a reflection of the way in which conflicts are seen and managed.

Among possible advantages or disadvantages of a conflict, Floyer, (1993) highlights:

- Produce the changes that gave rise to it;

The conflicts of adolescence are essential for it to happen; delaying only delays entry into adulthood.

Technological changes are indispensable; the delay only increases obsolescence.

- Generate new ideas;

The change produces situations that do not fit the existing ideas; new ideas must be developed to deal with them, expanding knowledge and worldview.

- Evaluate existing ideas;

The confrontation with the new ideas causes the existing ones to be challenged and, eventually, replaced or modified.

- Prove the group's cohesion;

The change introduces questions and different operating conditions for those involved, gives opportunities to new leaders, new relationships and requires a review of the elements of cohesion and existence of the group.

- Reveal different interests of the individual and groups;

The change promotes the revision of interests in view of the new conditions that it introduces in the family, organizational, community environment or in the whole society. Suddenly, people realize that old interests become inadequate or exceeded and new expectations appear.

- Explore personalities;

The change produces new components, values and conditions in the system, demands different behaviours from the current ones, makes them reveal unexplored facets of their personalities - from the fear of the unknown to the pleasure of exploring it.

- Learn things about others;

The challenge of adaptation causes each person to force himself (re) to know the capacity and the form of reaction of others, often surprising.

- Establish and prove the limits between the possible and the impossible;

Only change tests the extent to which established values, rules, traditions condition and direct behaviour.

- Allowing people to express strong feelings;

Feelings that would remain hidden find space and time to manifest, driven by the emotions present in the conflict; conflict often buries taboos;

- Discover how others think;

The regularity of daily life favours behaviours that hide thoughts and desires; the conflict exposes, because it breaks with the established; character does not manifest itself in good times, but in bad times.

- Reveal (and, eventually, exorcise or strengthen) fears;

The unknown emerges. Often, the devil is not as ugly as he is painted, however, there are times when he is even worse....

- Create mutual dependency.

You learn who you can or should trust (and who you shouldn't trust).

Any of these items can be considered an advantage or a disadvantage. The people who experience it determine whether the conflict (or the change that originates it) will be perceived as an opportunity or not.

5.4 Effects of conflicts

Teachers tend to show dissatisfaction and view conflicts in a negative way, the effect of undesirable consequences. As mentioned, the school has a role that goes beyond the simple transmission of knowledge and the teacher is the agent that acts on the needs of the students. These professionals are responsible for dealing with the most different needs of students and often the role that originally belong to their families. This ends up generating emotional effects and overloading the teachers who get involved.

People, in general, usually see conflict in negative way, and teacher seems to have the same idea about it, but it can be the reflex of a misunderstanding of concepts. Conflicts are not good or bad, but their outcomes can be positive or negative depending on how it is managed.

Conflicts are part of our lives. In their nature, conflicts are neutral; the way that we deal with them is what determines if they will develop negatively or positively. If conflicts are well managed they can lead to situations of intense creativity and learning. But on the other hand, when they are ignored or mismanage can present unwanted consequences. The inability to handle conflicts generates violence as a consequence (Ceccon, 2009).

Cortella (2015) explains that there is a big difference between conflict and confrontation. Conflict is inherent to human condition, divergence in posture, ideas, choices, that is, a divergence that may or may even need to reach a consensus, since if the parties have opposite views it will be necessary to reach a consensus even if it is postponing the conflict to another occasion, because otherwise it is not possible to live together. The conflict is creative, it makes science advance only knowledge is advanced when someone thinks differently or looks differently at what is being looked at. The

intention of the conflict is not to nullify the idea or the point of view of the other, doing it, those who think differently disappear because in this case it is not conflict but confrontation. Conflict is divergence, confrontation is the search for annulment. A war is often called a conflict, but in no way can the war be called this way because the conflict would reach something that is the interruption of strong damage. A war is a confrontation because it wants to make the other, the enemy, disappear. Conflict is usual in a community of life, a family, a group of friends, at work, in schools. In a democratic society it chooses the way in which the conflict is managed in order to avoid confrontation, to prevent rupture.

For this reason, mediation in schools is a proposal for managing the conflicts that exist in it, and also with strategies and techniques that help to prevent unnecessary confrontations. Adequate training can help these professionals to deal efficiently and appropriately for each situation.

5.5 Responses to conflicts

Teachers convinced that, due to the diversity of problems related to violence, interventions must be individualized and tailored to each case. It is essential to value continued training throughout their professional life, to be able to integrate new knowledge arising from research into your practice, knowing that simple experience is not enough;

and finally, to understand that it is necessary to develop solid capacities to form partnerships with parents, knowing that the participation of parents exerts considerable influence on the effectiveness of their intervention.

They recognize the essential importance of teamwork, knowing that their interventions in the classroom will not be enough. And that is why the teaching and engagement of the whole school with the teaching of mediation techniques as conflict resolution is a generator of conflict prevention and containment tools in an integrated way with the whole school community covering not only the school space , but also their surroundings and in all personal and socio-educational relationships

since the effects of these techniques can be applied in any interpersonal relationship in the lives of those involved in these programs.

If the effort they put into a school project aimed at preventing violence at school actually improves student behaviour, giving teachers a sense of pride and success, in addition to improving the atmosphere of the school and the classroom, there is great probabilities that this practice will be maintained. It is also very likely that teachers will share this practice with their colleagues, and become more open to suggestions and interventions that are similar to those they have just applied. To be clear, both teachers and students have to feel encouraged when asked to change certain methods or adopt new ones. "What is suggested by us has to contribute to improving your quality of life and the atmosphere of the classroom and school. This aspect is often overlooked" (Royer et al., 2000).

5.6 How conflicts have been mediated in the schools

There is no consensus in conflict management in schools, each teacher uses a way to deal with conflicts. Often there are several steps to a possible resolution of this problem. The student ends up going through many processes and different professionals until some resolution is reached for the presented conflict. On the one hand, some teachers talk and choose alternative methods for the prevention of conflicts, such as the promotion of cultural and sports activities, outdoor walks, bringing students to a more playful atmosphere, outside the usual rigidity and routine of school, on the other hand, there are those who only deal with conflict when it arises and action is needed to resolve it. In such cases, teachers, when they are not able to deal with the problem, tend to refer students to professional advice.

It was possible to notice that sometimes teachers by their own try to deal with conflicts listening and dialoguing and as a ultimately resorting to the school management group.

However, there are cases in which there is no effort by the educational body to use methods of dialogue or conflict mediation, once the problem is presented, the measures tend to be more punitive than socio-educational.

The first point for the introduction of conflict mediation in the school universe is to recognize that there are conflicts and that they must be overcome in order for the school to better fulfil its real purposes. There are, therefore, two types of school: one that assumes the existence of conflict and turns it into an opportunity and one that denies the existence of conflict and, certainly, will have to deal with the violent manifestation of the conflict, which is the known school violence. Schools that value conflict and learn to work with this reality, are those where dialogue is permanent, aiming to hear differences to better decide; are those where the exercise of explicit thinking is encouraged, aiming at learning the mature exposition of ideas through assertiveness and effective communication; where the curriculum considers opportunities to discuss alternative solutions to the various examples of conflict in the field of ideas, ideologies, power, possession, differences of all kinds; where the rules and what is required of the student are never in the field of subjective or tacit understanding: they are explicit, spoken and discussed. In summary, we must be explicit in what we expect from students and in what is proposed to do (Chispino, 2007).

Conflict mediation in the school context is not a new topic. It has existed since 1968 in the United States. Since then, it has been indicated by UNESCO as an educational strategy for preventing violence and improving coexistence in the school context (Ortega & Del Rey, 2002).

However, what was observed through this study is that few public educational institutions have adopted mediation as a means of preventing and resolving conflicts, especially in public schools, where this research has directed its focus.

This work focused on public schools exactly because there is where most of those marginalized and economically disadvantaged people are located once they have no financial condition to afford a private school that, in Brazil, is a privilege of a minority in the country. The 2018 Brazilian School

Census conducted by the National Institute of Educational Studies and Research Anísio Teixeira (INEP) reveals that 77.84% of secondary schools (final years) are public. The extreme diversity of students in Brazilian public schools, not excluding private schools, because they also have their conflicts, but not diversity and plurality of students from different family backgrounds, ethnicities, socioeconomic conditions, nationalities, among other reasons, can constitute, at all levels, an environment conducive to conflict. In this aspect we have to include more public schools, given that - as a general rule - private schools have greater socio-economic homogeneity in the origins of the students who attend them. Not there is no value judgment here, just a simple observation.

As we can see in the interviews most of the time the only thing these young people need is to be heard, to have someone who can listen to them and not only what they say out loud, but also what is said in silence. There are crying for help silenced by oppression and abandonment of family and society. Body talks, attitudes, gestures and temperaments are reflections of the neglect suffered by these young people. In these cases, the school plays a fundamental role in identifying these behavioural changes, not to punish but to identify the problem and provide the necessary assistance to this young people. It is at the school where they spend a large part of the day, where they are surrounded by people who can, through an attentive, trained eye, identify and intervene in the best way to help these students. Thus, teaching mediation techniques in schools can be a tool to assist in conflict resolution and also train the entire school body, including students so that together they can contribute to a peaceful and harmonious coexistence in this space that is fundamental in life and training of these young people.

A properly constructed training program will quickly allow educators to realize that violence is not in the child, but in the means the child has adopted to deal with his environment, something he has learned. Once aware of that it is necessary to use this concept in the formulation of tailored interventions, both in relation to schools, in their fight against the problems of violence, and in relation to the young people who are the causes or victims of this violence (Royer, 2002). As a good

tailor, they will have to adapt the intervention to the particular situation of the school and the student. This may seem difficult, but intervention processes of this type really take into account the complexity of the problems of violence and aggression found in schools today.

CONCLUSION

This study aimed to survey the various types of conflicts that exist in schools and therefore understand how the school staff is prepared to resolve these conflicts and what strategies can be used to resolve them. In view of the limitations in the search for bibliographic research, information was needed from those who, in a real context, could contribute to this study. Thus, we resort to empirical research, where in a sample we tried to listen to the opinion of teachers. After analyzing and discussing the results, we came to the conclusion that conflicts in the school environment are caused by social aspects, such as Homophobia, Racism, Discrimination regarding economic inequalities, regional origin and Religion; This dissertation proposes mediation as a form of intervention in the school context, assuming that the principles that support the mediation process work as true catalysts for change. The voluntariness and confidentiality of the process, combined with the mediator's neutrality and impartiality (which does not impose solutions) contribute to the empowerment of the parties in conflict (Morgado & Oliveira, 2009).

Mediation is based on the conviction that we are all capable of acquiring skills and developing skills for solving problems, in a positive and creative way, through dialogue. By working with values such as recognition and responsibility, by allowing legitimization and problem solving based on cooperation, by reducing the levels of tension produced by conflict, authority is not threatened but legitimized and recognized. It also proposes a comprehensive approach to the school context, which takes into account the specific needs of the educational institution in which mediation is to be implemented, the community in which it is inserted and which allows the participation of all those involved in the educational process . We start from the principle that developing a culture of

mediation at school implies training for democracy, education for peace and human rights, the prevention of violence and the creation of a peaceful and healthy climate that favours good school life. Young students are provided with tools that enable peaceful and cooperative conflict resolution, with a view to introducing mediation into the school context. The process of transformation and dispute resolution provides students with a set of skills so that they can face the situations and challenges of everyday life in a positive and effective way in the future. Learning to manage and resolve conflicts through mediation helps to develop the ability to make decisions, to communicate positively and effectively, to generate empathy, to establish and maintain interpersonal relationships, to use emotions properly, to use thinking critical and creative in solving problems.

In a future work, a case study could be carried out, and in this investigation the sample was chosen at random, as such, choose to study the conflicts of a group of schools, and then propose strategies for resolving those same conflicts, would also be an interesting study. In short, the approach taken allows us to value the acquisition of some skills in conflict resolution. In practice, it will be very important to use them, contributing actively to the resolution of any conflicts. Thus, it is very important to realize that the educational environment is constantly changing, being faced daily with several challenges for which the initial training of its agents has not properly prepared them. And as such, it is very important to reinvest in continuous and updated training.

REFLECTION

At the beginning of the Master's we were told that we would have to write a dissertation at the end of the course. Even though I knew I was up to the challenge, I have always had an issue when it comes to writing. I enjoy speaking and debating on any subject, but when I am asked to write, the whole process sounds like an ordeal to me. It is necessary to focus even harder and I'm used to multitasking, so I needed to concentrate only at my writing. Time is always an issue when you

study and work. Then, all I asked in the beginning of this year was to have more time to write this dissertation. What I was not expecting was a pandemic caused by the New Corona virus (Covid-19), which put the world in quarantine and, at a certain point, we faced a lockdown in some countries; Ireland was one of them. I stopped working (since my job was not an essential service) and thereby I had all the time I had once asked for. Nevertheless, despite the fact that I had more time, I started facing some worries and anxiety caused by the current turn of events due to this lockdown, which separated me from everybody else.

Given the chaotic situation in which the world was facing off and mainly, as an individual, how much we were affected by this unexpected reality, the "free time" was not a gift at all. On the contrary, staying at home the whole day for weeks was a psychological disruption. I was fighting two invisible enemies, one was the virus and the other was the aforementioned anxiety - that was already common in my life - but was amplified to immeasurable degrees during the quarantine.

Every day there was a little battle to win, having to overcome external and internal obstacles to keep trying and give my best possible to progress on this study. It was definitely not an easy task.

When we start a journey, whether academic or personal, the fear of failure can end up blocking us and preventing the realization of another stage in our lives.

The entire trajectory since the beginning of this master's degree was a very enriching experience and this study concludes a cycle of overcoming experiences. Undoubtedly, this course culminated with this final research was a watershed in my life, not only due to personal overcoming, but mainly due to the knowledge acquired that went beyond my expectations. Even though I was familiarized with most of the topics researched, I realized there was so much to find out about it. It's the perfect example that we are always in a constant learning process; with each discovery there's a new world of information and knowledge which opens up so that we can explore and grow, because without knowledge there is no growth or evolution. It was a very enriching experience and I complete one

more cycle knowing that despite my insecurities and recognizing my limitations I gave the best I could.

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