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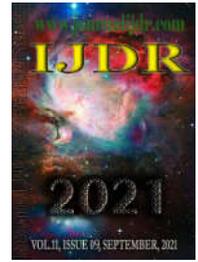
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RESEARCH ARTICLE

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## ARTICULATING METHODOLOGY: SEEDING MENTAL HEALTH IN THE EDUCATIONAL SPACE IN PANDEMIC TIMES

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### ABSTRACT

COVID-19 pandemic resulted in losses, and lessons being learned world-wide. Isolation has impacted our planning abilities, as well as our ability to ponder about new aspirations. In the education, the situation at hand demands attention, given the rise of violence during social isolation. It is necessary to promote teachers' and students' mental well-being, given the complexity involved in teaching work. Our main goal was to develop training processes in the context of Permanent Health Education (PHE), from the perspective of the transversality of the health-disease processes, meaning to enhance knowledge, self-esteem, motivation, as well as health promotion for teachers and students. Image Analysis Methodology has been applied. From that as well as from the authors' praxis, an Articulating Methodology was developed, based on pedagogical-dialogical, intercultural, intersect oral, PHE principles and, finally, on cognitive neuroscience devices. We have explored strengths and weaknesses both in teachers and in students, meaning to prevent violence, meaning to build into learning environments for a culture of peace. This study has revealed the application of Articulating and Imaging Methodologies are able to facilitate the establishment of a PHE process, which promotes teacher training to impact their practices toward the development of healthy learning spaces, knowledge exchange, affections.

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## INTRODUCTION

This article emerges from the concerns of the authors. It became the trigger for its concreteness and a PhD work development from the main author, in a movement that was constituted of "Freirean Praxis" action-reflection-action-reflection. Considering that we are allcreatures of praxis, and that we may only act from the goalswe set for ourselves, which on itself creates new realities, and reinventsus in a process that reverses accommodation and repositions us in our mutual encounters. "We humans [thus] find ourselves in the world, with the world and with others, as beings concretely situated in a process of mutual construction" (Freire, 1987, p. 39). The COVID-19 pandemic resulted in losses, changes and lessons being learned world-wide, rendering this 21st century a quite challenging one. Isolation has clearly impacted our planning abilities, as well as our ability to ponder about new aspirations, especially considering the increase in physical and psychological violence (Acosta, 2020).

Violent events are experienced by both teachers and students in diverse environments. It is noteworthy that violence suffered by teachers should not be excluded from the agendas, as it is a growing concern, as educational policies aimed only at students seem not to be sufficient, if the safety and well-being of teachers are not to be promoted (Yang, Qin & Ning, 2021). In addition, both teachers and students will have to deal with lived experiences caused by social isolation, losses, and scholar distancing, which may have left several negative impacts, not restricted to the learning process, but also affecting socio-emotional development. In such sense, in addition to functional needs, teachers and students shall need emotional support, whether in presential, virtual or hybrid classes. According to World Vision's report (2020), up to 85 million children and teenagers, between 2 and 17 years old, may join the victims of physical, emotional, and sexual violence during a period of social isolation.

32% of the annual average on official statistics data.

In Brazil, according to data from Ouvidoria Nacional de Direitos Humanos (2021), in April 2020, 19,663 reports of sexual violent events against minors were registered, which represents an increase of 47% as compared to the same period in 2019. If one considers the importance of school as a networked protection infrastructure for children and adolescents connected to agents from areas such as Health and Social Assistance, then it becomes clear that educators have an essential role in protecting this age group's rights, as provided for by Estatuto da Criança e do Adolescente/ECA (1990) [Brazil's main statute regarding the protection of the rights of children and adolescents. This highlights the importance of educators' role in the social, cultural, political, and economic contexts of society. Due to online learning, children and adolescents are no longer present in the classroom, which makes it ever more difficult to identify events of physical, psychological, and sexual violence students might be confronting. Therefore, it is important for the State to provide basic conditions for both teachers and educational institutions, even when corporally distanced during this pandemic period, to remain as much as possible in contact with their students and to pay special attention to the most vulnerable ones. Concurrently, adopting measures that guarantee safety, physical and mental health of teachers it is important to enable them to perform their activities in a full, pleasant way, dealing properly with their fears and uncertainties. In this sense Morin (2020) alerts to the importance of education in both the pandemic and the post-pandemic periods, highlighting the importance of children and young people learning to how to deal with their fears, anxieties, and uncertainties. The author warns us to the need for a new educational order, a new gift, whose engine and main anxieties and uncertainties dealing device is education itself. Thus, the promotion of the mental health of teachers and students, is imperative due to the complexity involved in teachers' work in pandemic and post-pandemic scenarios.

This article focuses on the discussion of Permanent Health Education principles (Ceccim & Feuerwerker, 2004), by means of a proposal meant to materialize mechanisms incorporating motivation and social empowerment strategies to the promotion of mental health in school environments. To operationalize the concept of PHE Ceccim (2005) has proposed some principles, which articulate amongst training, management, health care, and participation, highlighting that through such principles there may be a change in the traditional, and elitist, conception of health education, searching for integrality and for the inclusion of users as active subjects in the realm of health practices. The objectives of the endeavor were: (a) to develop training processes within the context of PHE, from the perspective of the transversality of the health-disease process, (b) to enhance the knowledge, self-esteem, motivation and promotion of mental health of teachers and students belonging to the Basic Public Education in the [Brazilian] Federal District [Area]; (c) to reveal their daily life, culture and health; (d) to understand the socio-cultural reality of the subjects; (e) to promote their empowerment; and (g) to create public policies basic instruments on equity and violence prevention and on the promotion of the culture of peace in school environments. Such liberating pedagogical pursuit, whose humanizing practices constitute a fundamental condition to education itself and which do reverberate onto social relations able to generate human sociability, has resulted in the genesis of the Articulating Methodology, which shall be henceforth presented.

## RESEARCH ELABORATION

This is an action research study, being qualitative and participatory in nature, during which authors have explored participants' individual perceptions on school violence, later promoting a culture of peace onto the sad environments. Reported activities were carried out as Training and Digital Culture Workshops held in 2019, linked to the "Training in Empowerment Strategies for Adolescents and Youth in Situations of Social Vulnerability" project, coordinated by the University of Brasília (UnB). The workshops were specifically anchored in the method developed many years ago in another project,

the same University.

**Subjects in complex Essence:** The study subjects were teachers and students from the public education system of [the Brazilian] Federal District [Area]. The study has taken place as a series of workshops: with teachers, in the form of multiplication and with students. As for the workshops with teachers: 14 professionals in total have participated, being: 2 pedagogical coordinators, 11 teachers, 1 hospital administrator (external guest), 1 UnB intern. As for those with students: 125 students in total aged between 11 and 13, and 2 multiplier teachers have participated.

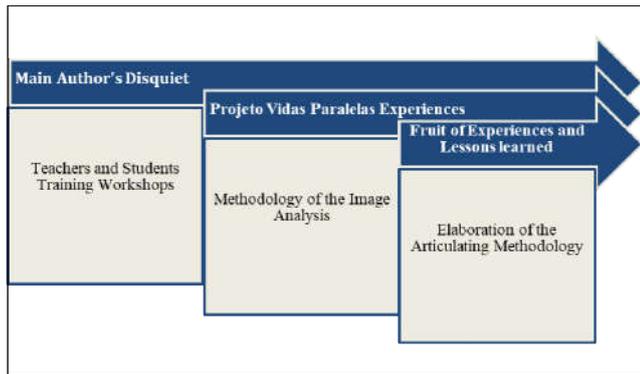
## Procedure - A Work Full of Emotions and Subjectivity

The Workshops were applied in 2 steps.

**1st Step: Workshops with Teachers.** Held on the 20<sup>th</sup>, 25<sup>th</sup>, 27<sup>th</sup> of February and 4<sup>th</sup> of March 2019 in the city of Brasília-DF, Brazil. At this stage, Workshop activities took place in 3 distinct and complementary moments: a) The Construction of the Violence Map; b) The Sharing of photographic Violence and Peace images and the discussion on Violence, Human Rights and Culture of Peace; c) The Agreeing and planning of actions/partnerships, in a process of reflection on the context of school violence and on the promotion of a culture of peace. The Image Analysis Methodology (Hoefel et al., 2016), which seeks to understand subjective phenomena from the experiences of the subjects involved, through the dialogue between expressed words and images and/or photographs, has always been applied. Every activity was developed in 4 meetings. In the first meeting, the map of the Federal District was used in the making of the Map of Violence; in the second and third meetings, photographic images on violence and peace brought by participants referring to the Universal Declaration of Human Rights/UDHR (1948) were shared; and in the fourth meeting, a Plan was conceived based on the teachers' proposals for violence prevention and for the promotion of the Culture of Peace in school environments.

**2nd Step: Workshops with Students.** Held between February 20<sup>th</sup> and April 12<sup>th</sup>, 2019. In this stage, activities took place in 4 moments: a) Presentation - Socio-demographic identification, perceptions, and dreams; b) Making of the Affects/Emotions Map; c) Sharing photo Violence and Peace images accompanied by a discussion on Human Rights and the Culture of Peace; d) Conceiving the School of their Dreams, in a reflective process within the context of school violence accompanied by the promotion of the Culture of Peace. Activities in this stage were carried out in 4 meetings of double classes, totaling 8 hours of classes in each workshop. Workshops were developed in the Disciplinary Projects/PD classes in four groups (two 6th grade groups and two 7th grade groups, in the afternoon). At this stage, we were including extra variables and instruments to encompass the dimensions that had emerged during the first stage, and thus, deepening the perceptions on the Affections/Emotions experienced by students for use in the process of promoting mental health wellness, of preventing violence and of promoting the Culture of Peace. As an instrument, we used words taken from the Positive and Negative Affects Scale/PANAS (Galinha & Ribeiro, 2005; Watson et al., 1988), Portuguese version (Interested, Perturbed, Excited, Tormented, Surprised, Guilty, Scared, Warm, Repulsed, Enthusiastic, Proud, Angry, Delighted, Remorse, Inspired, Nervous, Determined, Trembling, Active, Frightened), alongside words that convey similar meanings (Humor, Health, Hope, Revenge, Father, Mother, Brother, Affection, Drugs, Discrimination, Bulling, Discord, Prejudice, Love, Longing, Falsehood, Silence, Euphoria, Knowing, Toasts, Fight, Studies Life, Family, Shame, Respect, Hate, Knowing, Suffering, Coexistence, Stress, Depression, Discipline, Harmony, Joy, Peace, Teaching, Cursing, Repression).

**Data Analysis - The Complex Mission of Dissociating Subjectivity and Objectivity:** Audios, images/photos, texts, and observations were analyzed through the application of Content and Discourse Analysis methods (Bardin, 2011), which recommend three fundamental phases:



**Figure 1. Scheme of the Data Collection and Elaboration of the Articulating Methodology**

In previous analysis, previous experiences of the researchers have been considered, as the investigators enter and leave any work field with distinct perceptions, due to being researchers, as well as subjects investigated in the very research process. This has been important for the creation of new survey questions. During the exploration of material, variables have emerged that culminated in the inclusion of additional instruments, that could meet the needs researchers had come across during the investigative work. These additional variables have been incorporated into the instruments that were to be applied onto the group of students, facilitating the process of analytic exhaustion and dialogue categorization. Thus, the treatment of results - inference and interpretation took place in a pleasurable and challenging motion, especially in the treatment of data plentiful of experienced subjectiveness on both the participants' and the researchers' sides. At the conclusion of the study process, it was possible to gather all the material required to the development of a new method, which we later named Articulating Method (Moura-Vieira, Alves-Hopf, Callado and Hoefel, 2021), and which encompassed elements fundamental for the study of emotions and subjectiveness, strengthening the establishment of affective ties in view of individual, as well as collective needs of subjects involved.

## RESULTS

### Workshops with teachers/pedagogical coordinators

**Violence Map:** Beginning with the map of the Federal District, participants have described work routes and places based on their personal territorial experiences, indicating places where they had previously suffered, witnessed and/or provoked violence. In reports some violence categories have been identified (loving, childish, moral, intellectual, sexual, psychological, gestural, verbal, gender, racial, financial, institutional, and physical abuse, militarization). Spaces they related to their previous violent experiences were schools, the airport, hospitals, school roundabouts, as well as their home to school and school to home routes. As one can see in some of the following reports:

*At the Escola do Plano where I used to work there was much more violence, even greater than here in Guara, I've always imagined that because it was on the Plano Piloto [National Capital's Main Area], everything would be more structured, which implied lesser violence levels. I was wrong, over there the school is hostage to the students (Participant A)*

*I used to teach 7th grade students in Samambaia, while I was doing some work for the Cultural Fair with my class, all along some students were messing around, getting in the way, being noisy with a balloon. I asked them to help a group, I'd set the activity they were supposed to do on a poster, but a student wanted to irritate me, so he*

*that, I reacted by slapping him.*

*Immediately I stopped, I realized how high my stress level was, took a deep breath, started to cry, went to the principal's office, and asked for help. I talked to the student there and apologized, he realized what he had done to me, recognized his mistake, and apologized as well. After that, he became a great student in my classes (Participant B).*

**Sharing Photographic Images of Violence:** Each participant was asked to bring an image that represented an act of violence and another that represented peace. Each participant commented on their image of violence and on the image of peace during the following meeting. Some questions were asked to the participants (1. Why does this type of violence happen? 2. How could it be prevented? 3. What strategy should be adopted to confront violence?). The main violence categories that emerged relating to the images were: violence against children, political violence, violence at work, and domestic violence. As a result, we obtained the following reports:

*Violence against children moves me a lot, as they are the most fragile and, thus, are most subject to any type of violence. That's what I've lived in a greater context of passive vulnerability to violence, both domestic, sexual, amongst others and in diverse spaces (Participant C).*

*I brought this photo because of the current situation of repression against women in Venezuela. There are several cases of women who are being censored for speaking, they can no longer denounce the violence they are suffering, their denunciations cause other forms of violence. For women's protests are harshly repressed. This to me is a very serious form of violence. The curtailment of women's participation in both social and political contexts is something we need to tackle (Participant D).*

*After an eight-month relationship on a social networking site, and some meetings arranged in person that he never showed up, because he always found an excuse, she decided to make an appointment at her apartment... Perhaps because of her emotional weakness, she ended up making an appointment meeting at home (Participant E).*

*It's happened to me that I'd be in the work environment, and I'd be passing by, and several students would whistle and talk sexy in front of everyone. I didn't know where to hide my face at those moments, I felt bad about it. We think it's common, even normal, even laugh sometimes, but this is not normal (Participant F).*

**Agreements and Planning, in a process of reflection on the context of school violence and the promotion of a culture of peace:** The reflection on Human Rights, violence, and the promotion of a culture of peace was based on the Universal Declaration of Human Rights (1948). Keywords were collectively elected. The Human Rights Declaration was distributed and each participant was asked to pick three words from the ones presented on the table, and individually form sentences complementary to the letter: The most frequent words, which were related to the UDHR are: Shame - Art - 23; Humanity - Art. 1; Will to live - Art. 3; Hope - Art. 13; Transformation - Art. 19; Emotional - Art. 2, 3, 7, 8 and 13; Solitude - Art. 25; Violation - Art. 8; Life - Art. 3; Violence; Art. 5; Pleasant - Art. 7, 23 and preamble; Secret - Art. 12, 21 and preamble; Compassion - Art. 5; Love - Art. 26; Spirit of Fraternity. Some possible solutions were pointed out by the participants for preventing violence and for promoting a Culture of Peace in schools. These possible solutions were sorted according to the triggering questions. What should be done? Identifying violence, conflicts, and types of school violence; separating play from violence; forming partnerships with health and social assistance sector; improving infrastructure and pedagogical work; improving self-esteem with words of support/encouragement from teacher to students; developing the awareness and empathy; sharing problems. What is necessary? Establishing partnerships; thinking about local potentials; motivating and defining strategies; sensitizing students; exchanging knowledge; do not letting bad actions become

sharing information.

What can be done? Replicating this methodology; setting limits; saying no onto certain things; establishing dialogue on social issues and student's interests; collecting data to identify cases of vulnerability in school environment; promoting dynamic activities to diagnose different types of violence suffered by students; using non-violent communication; recognizing different forms of violence that are part of everyday school life (denaturalize). Who should do it? All but the replication of the methodology will be carried out by the teachers in the PD class.

### **Training and digital culture workshops with students**

**Presentation - Socio-demographic Identification, Perceptions and Dreams:** The main socio-demographic Identifications, Perceptions and Dreams were: (1) Students from different regions of Brazil (Brasília, Maranhão, Piauí, Rio Grande do Norte, Santa Catarina, Goiás, Minas Gerais, Bahia, Espírito Santo and Ceará), and from other countries (Japan and Russia); (2) As for color/race - they declared themselves to be brown, white, and black; (3) Outstanding events - participants highlighted parental separation, mental health (depression); (4) Main dreams - participants would like to be football players, policemen, doctors, teachers, astronomers, violinists, or to return to Japan, to achieve good living conditions, to travel the world.

**Construction of the Affects/Emotions Map:** In this activity, a Styrofoam board marked with 04 territories/spaces was handed out to each group of students: Home, Block/Street, School, and the last board marked Another Emptiness. Asking each group to build their territories of affection/emotions with words taken from PANAS/Similar. The main words related to the spaces were: Home - teaching, enchanted, peace, mother, father, brother, revenge, affection, respect, family. Block/Street - pain, fear, scared, violence, love, hate, humor, father, sadness, joy, drugs, play. School - hate, shyness, friend, friendship, play, love, joy, respect, conversation, knowledge, fight, happiness, shyness, suffering, interested, humor, violence. Another emptiness - health, love, sadness, life, depression, prejudice, affection, happiness, discipline, surprise. In the general context, it was observed that according to the students' perceptions, school is seen both as a space of affective relationships and as a place of violence.

**Sharing Photographic Images of Violence and Peace:** Students also reported and brought images of violence like those found in the categories that arouse in dialogues with teachers, such as: violence against children, politics, at work and at home, reaffirming the school as a space for affection and violence.

**Conceiving the Dream of a School:** Based on a reflection on the context of school violence on the promotion of a culture of peace, the construction of a Dream of a School was proposed. All propositions for the conception of this Dream of a School were simple, powerful, and tangible to materialize, as one can see: at this Dream of a School students would enjoy infrastructure such as sports' courts, lockers, air circulator/air conditioning; drinking fountains with cold water; cafeteria with bench and chairs to sit at snack time; better bathrooms; internet for everyone, computer room, multimedia kit in every classroom, better food, sightseeing tours, outdoor classes, music during breaks and educational activities, more dialogue, teachers who'd understand them, comprehensive education, affection, and friendship. What there shall not be: violence, drugs, fights, shyness, disrespect in any way, shape or form, bad behavior, revenge. Proposal for the Dream of a School: community refrigerator; affections' box (where everyone could manifest their feelings); wish mural; a day where everyone could go dressed as they pleased; conversation circles with diversified themes about various cultures and peoples (Africans, Indigenous) including dance, music, cooking, theater, experience laboratory (art, culture, and science), and social activities (visits to old people's homes); a day for sharing ice cream and snacks.

and reflexive that we've developed the Articulating Methodology (AM), which seeks to fill in the gaps found during my career as a teacher, plentiful of concerns and curiosities". Articulating Methodology arose from the need to fill-in those gaps found in didactic-pedagogical praxis. From the perspective of knowledge and experiences exchange amongst researchers working in the education and in the health sectors. AM is based on scientific methodologies and methods articulated and structured to encompass dimensions of education and of health (cognitive, emotional/affective, neural, and social). It emphasizes the realities of a given phenomenon in terms of its origins and of its *raison d'être*, through dialectical approaches, experiences, knowledge, and affections exchanges, providing the mapping of the frontiers between knowledge and emotions, thus allowing for the construction of a new work connected to the local reality and for the creation of proposals based on mapped needs and potentials. This Methodology plays a role, both as an evaluative method and as a device for the formation of a permanent education in health. Furthermore, the entire training process it provides is crisscrossed by some principles and concepts, such as: i) *Amority* - though the conception dialogue expansion in relationships of care and in educational actions, through the incorporation of emotional exchanges and sensibility, allowing for affection to become a structuring element in the search for health; ii) *Interculturality* - through the valuing of diversity, intercultural communication and alterity; iii) *Humanization* - as a principle of comprehensive health care and through the organization of healthy and welcoming work environments, making the importance of the inseparable relationship between care and management clear; iv) *Knowledge exchange internationalization* - through the interconnection between scientific and popular knowledge in dialogue with thinkers and the reality of the territory; v) *Intersectorality* - through the articulated planning of health and education policies.

Thus, encompassing the PHE principles: Training, Management, Health Care and Participation, AM has been grounded on scientific methodologies and methods, such as: *Paulo Freire Culture Circle (Freire, 1963)* - Dialogical strategy that generates a critical movement of people, knowledge, and powers for social and educational transformation. It is a learning space and strategy in which a moderator organizes people in circularity. *Problematization Methodology (Berbel, 2011)* - Through the Arch of Charles Maguerez, this methodology provides for the development of skills and for the systematization of experiences and of knowledge, from the perspective of human rationalities. *Image Analysis (Hoefel, 2016)* - Through images and maps it is possible to map/identify potentials and vulnerabilities in the context to be investigated, considering the complexity of human subjectivities. *Vera F. Birkenbihl's Method (Birkenbihl, 2007a, 2007b)* - Which is based on learning processes, considering aspects of neuroscience that seek to enhance affective relationships and human development.

The organizational structure of AM is systematic and complementary to the construction of an Action Project in Service (Proactive Agenda), which, according to the authors, is considered to be the reinvention and organization of pedagogical action practices. It is possible to apply this methodology in face-to-face, as well as in virtual formats, in 4 moments (Moura-Vieira, Alves-Hopf, Callado and Hoefel, 2021). *Moment 01* - Situational Diagnosis: Mapping of experiences and learning, empowering, vulnerable aspects, and determinants of the work experience. *Moment 02* - Empowerment of Pleasurable Learning Processes: Application of Association and Visualization Techniques that promote a dynamic and interactive dialogue, considering the discussion and the reflection on the aspects and on the determinants of empowerment and vulnerability, as mapped in the situational diagnosis. *Moment 03* - Promotion of self-care: Collective, artistic, and cultural experiences, based on the participants' stories and knowledge, using Integrative and Complementary Practices in Health, such as health promotion devices. *Moment 04* - Construction of a Proactive Agenda: Invitation

## DISCUSSION

In this study, we observed important elements in the participants' reports about school violence, about violence in leisure spaces, and about domestic violence. In addition, teachers' and students' proposals were mapped, meaning to the establishment of agreements and the developing of violence preventing and culture of peace promoting actions in school environments. In the dialogues established amongst moderators and students, suggestions brought up by students for the construction of the Dream of a School could be identified. Considering these findings, the care and protection networks for children, adolescents, young adults, and adults are configured in a set of protective actions and services, which must be articulated at different complexity levels, including school, to guarantee the completeness of care. According to Henry (2000, p.17), when violence is only defined as the use of force towards somebody else, resulting only in corporal damage, it lacks some critical elements, which he calls damages. These damages do not include emotional and psychological pain and tend to focus on the visible and interactionist interpersonal phenomena, ignoring violence in social and systemic processes, and excluding the symbolic violence within domination. Corroborating the definition of violence and respective harm presented by Henry (2000), we have also found different dimensions of violence that manifested themselves in various environments, including the schools' one. For example, at school, various forms of violence were identified, such as: threats from drug dealers; threats to students by other students; fights involving students; pushes; aggression to teachers, aggression from parents towards teachers; a culture of disrespect; policies that belittle teachers; school militarization; relevant violent attitudes in everyday school life; fights amongst students with physical aggression; harassment amongst students and their teachers; a student who is a son of a drug dealer intimidates his colleagues just because he feels powerful; vicious cycles of family violence; veiled violence; gender violence; symbolic violence scars; and fear of the unsaid.

According to Wessels & Kostelny (2021), violence, whether physical, psychological, and sexual, against children and adolescents is contextual, considering that the way in which it presents itself varies, not only from country to country, but also in how the figure of children appear within their families, communities, and societies. In this context, school as one of the knots of the childhood and adolescence protection network constitutes a mechanism for identifying this violence and for supporting students, thus reaffirming the importance of the role of education for the promotion of a culture of peace and of non-violence in the social, cultural, political, and economic contexts of a given society. We were able to observe that even prior to the current pandemic, caused by SARS-CoV-2, violence has had a profound impact on personal and interpersonal relationships. An Australian study (McLean & McIntosh, 2021), for example, has shown that, during the pandemic, there was a significant increase in family violence, including emotional abuse and serious threats against women, emotional abuse/neglect of children, as well as their exposure to family violence, furthermore, professional stress growth amongst educators have been found, and attributed to changes in work practices. Our study has also revealed that even before the Pandemic period, violence has impacted political, economic, and social structures in Brazil, which can be confirmed in some of the participants' reports below.

*The speech of the Excellency of the President, Bolsonaro, strengthens the trivialization of aggression and violence, both against women and in any context. His gestures, his speech, attack me. Everything he propagates is violent, everything he represents is violent, even before he was president, already in the campaign period he already used this discourse of violence (Participant G)*

*When the whole world unites for disarmament and a culture of peace, Brazil comes up with this fallacy, of legalizing the use of weapons (Participant H).*

*(Participant I).*

If, on the one hand, violence is rooted in school environments, on the other hand, according to proposals presented, both by teachers and students, to confront violence, strategies, and actions in school environments are in need if one is to promote a culture of peace and to achieve a peaceful and humanitarian culture. So, it is essential to carry out a broad work within Federal, State, as well as Municipal levels, covering the most diverse dimensions of the educational experience, including collaboration amongst policy makers, teachers, students, families, entrepreneurs, and the whole community. According to Omeghie & Olorunleke (2021), both government agencies and cooperation play an essential role in promotion of an implementation of legislation that supports human rights in schools, towards sustainable learning and national development. When students call for humanitarian schools, or when they propose socially engaged activities, such as visiting homes for the elderly, within their perception of a Dream of a School, they place themselves in as socially active subjects, who establish a bridge between learning and care, whose social value is aggregated to every dimension of the school environment.

The receptiveness of school environments to a culture of peace, as well as of violence prevention, is increased by means of the establishment of a dialogue amongst health, education, and social care professionals, as well as amongst students, managers, politicians, governments, family members, entrepreneurs, and other members of the school community. Since establishing a culture of peace in schools is a joint task that will depend on all those involved, valuing cultural diversity, a safe, comfortable, and peaceful environment through approaches that are included in intra and extracurricular activities (Mas'ud, 2021), then, making bridges between schools, communities and governments will be essential to the development of didactic and pedagogical practices across sectors favorable to a culture of peace within a human rights promotion perspective. In this context, it shall also be necessary to provide permanent training processes for teachers, to generate a feeling of love and co-responsibility all around their didactic-pedagogical processes, building shared affections and emotions over school environment and about people's relationship with it. Thus, promoting common work processes that relate to the need and potential of school environments will become possible.

In this perspective, as indicated by the teachers, there are structural, organizational, formative, and emotional needs and gaps within the scope of the school. To minimize these needs and gaps, the teachers proposed planning and agreement-building activities, such as: the practice of identifying types of violence in schools; intersectoral work including the formation of a partnership with Health and Social Assistance bodies; the improvement of the pedagogical work infrastructure; kind relationships between teachers and students as to promote self-esteem, collective awareness, and empathy. In addition, teachers also signaled that these gaps and needs can be fulfilled, through qualified listening, daily dialogue, an attentive look at vulnerabilities, information sharing, permanent health education processes based on environmental needs for teachers, replication in active and in participatory methodologies, the creation of dialogical openings for social issues and student interests, as well as the use of non-violent communication. Also, the teachers' speeches reaffirmed the need for participation of all those involved in the processes of preventing violence and of establishing a culture of peace in school environments. From this perspective, Articulating Methodology offers many possibilities to the active, cooperative, and participatory work, if we are to consider its methodological, didactic-pedagogical aspects, as well as its affective and organizational principles (Amority, Interculturality, Humanization, Internationalization of knowledge, and Intersectoriality, Proactive Agenda). In the organizational context, Articulating Methodology, applied through a Proactive Agenda, shall reinforce social participation, health promotion, political participation, and the development of training processes, whose narratives and propositions tones shall emerge from

social transformation.

## CONCLUSION

Both teachers and students point out the need for practices able to promote a culture of peace and to prevent violence in the school environments. The establishment of a Culture of Peace should generate all necessary transformation, considering that peace is the main milestone of all human and social relations, as the promotion of human coexistence with differences and mutual respect is concerned. Such changes range from the dimension of values, attitudes, and lifestyles to economic and legal structures, including citizen participation. Furthermore, students' as well as teachers' emotions and sentiment compose a field that should be explored, as their identification is related to personal, as well as to professional growth. Such exploration can provide subsidies for a deeper understanding of the individual (Waters, Allen & Arslan, 2021). We have found conclusive evidence that permanent health education processes, which involve teachers and students are necessary to the empowerment and development of a sensitive and loving reasoning, oriented to the inseparability of training, management, health and social care, as well as of a participating attitude, all of them involved in a dialogue with the emerging needs presented during the pandemic and post-pandemic periods, through political and social processes of questioning and of displacement, which both mean to transform school realities.

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