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## VOCATIONAL TRAINING AND VIOLENCE: A SYSTEMATIC REVIEW OF STUDIES ON EDUCATION AND PHYSICAL EDUCATION FROM 2000 TO 2017

### FORMAÇÃO PROFISSIONAL E VIOLÊNCIA: UMA REVISÃO SISTEMÁTICA DE ESTUDOS REALIZADOS NAS ÁREAS DA EDUCAÇÃO E EDUCAÇÃO FÍSICA ENTRE OS ANOS 2000 A 2017

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#### RESUMO

O objetivo desse trabalho foi realizar uma revisão sistemática sobre o tema violência no contexto da formação profissional nas áreas da Educação e da Educação Física (EF) no período entre 2000 e 2017. Para a busca, foram utilizados os seguintes descritores: formação profissional e violência, violência e docente, *professional formation and violence*, *professional training and violence*, *vocational training and violence*, violência e formação de professores, *violence and teacher training* e *violencia and formación del profesorado*. Após os procedimentos metodológicos, restaram 25 artigos para análise. Os resultados revelam a escassez de produções sobre o assunto nas áreas mencionadas. Enfatiza-se a responsabilidade social das instituições de ensino em abordarem o assunto, seja na formação profissional e/ou na formação continuada.

**Palavras-chave:** Violência. Educação. Educação Física. Formação profissional.

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#### ABSTRACT

This study aimed at carrying out a systematic review on violence with regard to vocational training in the fields of Education and Physical Education (PE) from 2000 to 2017. The following descriptors were used: *formação profissional e violência*, *violência e docente*; vocational training and violence, teacher training and violence, *formación profesional y violencia*, *formación del profesorado y violencia*. After the methodological procedures, 25 articles were selected for analysis. Considering the fields mentioned, the results showed the shortage of productions on the subject. The social responsibility of educational institutions is emphasized in the sense of addressing the subject, whether regarding vocational training and/or continuing education.

**Keywords:** Violence. Vocational training. Education. Physical Education.

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#### Introduction

Violence occurs everywhere. It is inserted in a social complex that generates innumerable harms to humanity, in addition to being considered an essentially human phenomenon, influenced by historical, social, cultural and psychological issues. Studies on violence show a broad range of arguments, often contradictory with regard to their definitions, characteristics, circumstances, and factors that influence it<sup>1,2</sup>.

Regarding the fields of education, violence has taken several forms over the years; it is manifested through serious physical aggressions, homicides, among others. These violent episodes occur in the relational system of the school community, most often among students, as well as between students and teachers.

Interpersonal relationships built in the school context may extend to other social groups; thus, pedagogical actions may potentiate violent actions or, on the other hand, enable a transformation of values, propagating citizenship and a culture of peace<sup>3-5</sup>.

There is an interlocation between culture of peace and citizenship, since the purpose of an education focused on citizenship is related to learning to be and living with dignity in society, exercising social and individual rights<sup>4</sup>. The principle of respect for life, dialogue promotion and cooperation through attitudes that repudiate every act of violence spreads the culture of peace. Therefore, it is essential that the pedagogical actions are inserted in

education for peace. Teaching, in turn, is included in a social practice that encompasses various social settings and teacher training needs to be guided by principles of freedom and citizenship.

According to these statements, broadening scientific knowledge and building citizenship and a culture of peace is the social responsibility of schools and universities. Physical Education (PE), as a curricular component that is part of all the segments of elementary education, cannot remain unaware of these issues. The corporeal actions experienced within the school PE classes, under a life-training perspective, can construct behavior that shall affect the students' social behavior.

The influences of pedagogical interlocations directly interfere with students' actions, and this learned behavior interferes with social constructions<sup>5-10</sup>. Thus, if such behavior depends on learning, it cannot be denied that the situations experienced during PE classes are important socialization agents in what concerns the learning of values, attitudes and behavior in relation to violence<sup>5,6</sup>.

However, research points to the exacerbated presence of this phenomenon so-called violence in schools, including PE classes and professionals of education, among them the PE teachers, who often claim that they are not prepared to deal with school violence. This lack of preparation from teachers indicates the need to approach, reflect and discuss the violence issue before they exercise this profession, that is, in the context of vocational training<sup>5,6</sup>.

Is this concern materialized through scientific publications on how vocational training has coped with this subject? Is this concern shown in publications from the 19<sup>th</sup>/21<sup>st</sup> centuries? Considering this questioning, the present study aimed at finding scientific publications published from 2000 to 2017, in addition to assessing how violence has been addressed by vocational training in Education and PE, since the pedagogical training of the PE professional is based on authors and texts from the fields of education.

## Method

This is a systematic review that followed the recommendations by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)<sup>11</sup>, which proposes a rigorous methodology to identify studies on a particular topic. The methods used in the search are systematized and the procedures guide the researcher when performing the tasks of identification, selection and critical evaluation of studies.

These stages were followed: a) identification of the theme and selection of the research question; b) establishment of inclusion and exclusion criteria for selection; c) identification of pre-selected and selected studies; d) categorization of the selected studies; e) analysis and interpretation of the results; f) presentation of the review in the form of a synthesis of knowledge<sup>3</sup>. This study was based on the following guiding question: How has 'violence' been addressed in the scientific literature with regard to initial and continuing education in Education and PE?

### *Eligibility criteria*

Initially, the terms found in the abstract, title and keywords were used as filters, and the search was delimited to the original articles published from 2000 to 2017 accessible in full. Some databases were consulted in Portuguese, English, and Spanish by using the Academic Search Premier, Redalyc, Scielo, SportDiscus, ERIC and Portal of CAPES Journals. Descriptors in these three languages were used: *formação profissional e violência*, *violência e docente*; vocational training and violence, teacher training and violence, *formación profesional y violencia*; *formación del profesorado y violencia*.

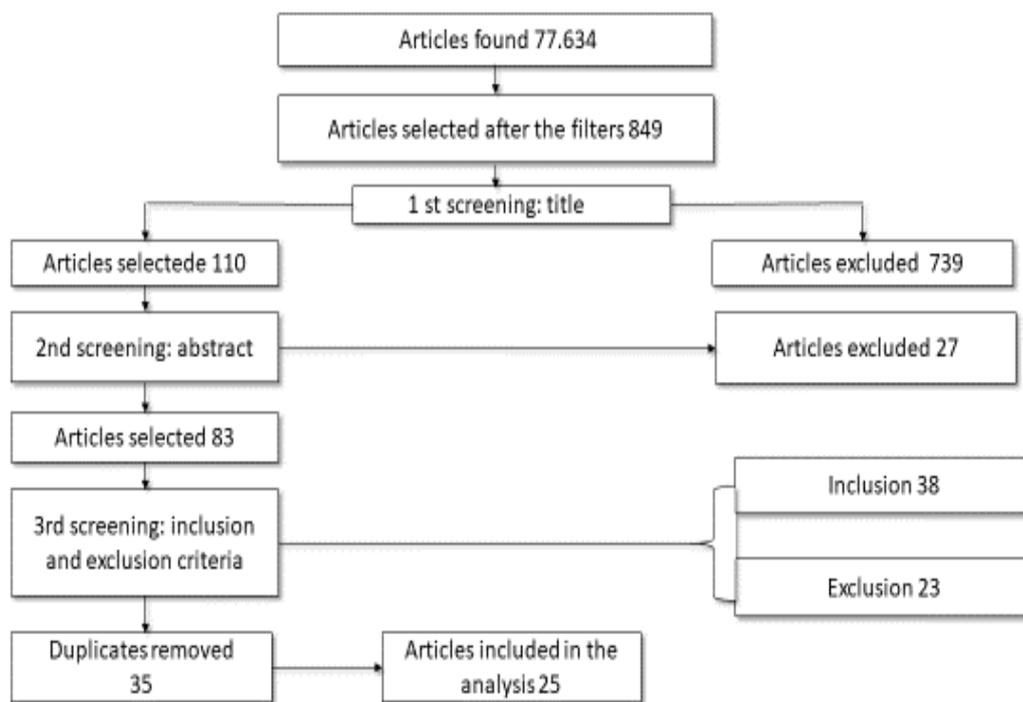
*Exclusion and inclusion criteria*

The studies whose outcomes related to violence in the context of vocational training in PE and Education were included. The ones that were not about the violence phenomenon concerned with initial and/or continuing education, as well as bibliographic reviews, were excluded.

*Article extraction procedures*

The collection initially resulted in 77,662 articles. After applying the filters, 877 studies remained. The first screening began, which consisted of reading the titles. In this stage, 767 studies were excluded and 110 selected.

Subsequently, the second screening was carried out, with the reading of 110 abstracts. In this stage, 83 studies were selected and 27 excluded. In the third screening, the exclusion and inclusion criteria were applied, resulting in the exclusion of 23 and removal of 35 duplicates, thus, 25 publications would be assessed, as shown in Figure 1.



**Figure 1.** Illustrative graph of the search and selection of the articles

Source: Authors

**Results**

Twenty-five articles were read in full, analyzed and the relevant characteristics for a systematic review were highlighted: journal, country of origin, type of study, characteristics of the participants, instruments used<sup>12</sup>.

**Table 1.** Journal, country of origin, type of study, characteristics of the participants and instruments used

Reference	Journal	Country of origin	Type of study	Characteristics of the participants	Instruments used
2001- Rey y Ortega <sup>13</sup>	Revista Eletrônica Interuniversitária de Formação del Profesorado	Spain	Mixed	910 male and female students attending elementary education and high school, aged between 8-14 years	Questionnaire
2002- Pedro <sup>14</sup>	Revista Eletrônica Interuniversitaria de Formación del Profesorado	Spain	Qualitative	Students (initial education; the amount is not specified)	Not specified
2005 - Gonçalves, Piovesan, Link, Prestes, e Lisboa <sup>15</sup>	Cadernos de pesquisa	Brazil	Qualitative	10 teachers of elementary education (09 women and 1 man)	Field diary, notes and tape recordings
2005 - Moraes <sup>16</sup>	Revista de Psicologia organização & trabalho	Brazil	Qualitative	33 teachers of elementary education (31 women and 2 men)	Individual semi-structured interviews
2008 - Ferrer Pérez, Bosch Fiol, Ramis Palmer y Navarro Guzmán <sup>17</sup>	Revista Eletrônica Interuniversitária de Formación del profesorado	Spain	Qualitative	230 students attending the 2nd, 3rd, 4th and 5th years of Education in a University	Questionnaire
2009 - Martínez <sup>18</sup>	Revista Latino-Americana de Ciências Sociais	Colombia	Qualitative	Students attending elementary education (the number is not specified)	Notes
2009 - Valls, Torreño, Colas y Ruiz <sup>19</sup>	Revista Eletrônica Interuniversitaria de Formación del Profesorado	Spain	Qualitative	Professors and students (the number is not specified)	Interviews
2010 - Pereira e Gioia <sup>20</sup>	Escola de enfermagem da USP	Brazil	Qualitative	18 teachers from a municipal elementary education school in the city of São Paulo	Questionnaire; Notes
2010 - Jiménez, Lleras y Nieto <sup>21</sup>	Educación y Educadores	Colombia	Qualitative	Teachers attending continuing education with the purpose of implementing a program entitled 'Classes in peace'	Documents; Notes
2011 - Mendes <sup>22</sup>	Rev Esc Enferm USP	Brazil	Qualitative	307 students attending the 2nd cycle of elementary education at a school in Lisbon	Questionnaire
2011 - Pérez de Guzmán, Amador y Varga <sup>23</sup>	Revista Eletrônica Interuniversitária de Formación del Profesorado	Spain	Mixed	756 students attending elementary education	Interviews, Discussion groups, Tests
2012 – Bujosa, M. C., Beneira, R. M. A. y Grande, M. D. P. <sup>24</sup>	Revista Interuniversitária de Formación del profesorado	Spain	Qualitative	06 professors and 03 academic managers	Specific interviews for managers and professors
2012 - Finck e Filho Salles <sup>25</sup>	Acta Scientiarum	Brazil	Qualitative	Actions of the Group of Studies and Research, and the teacher training chore	Documents

Continuing Table 1...

Reference	Journal	Country of origin	Type of study	Characteristics of the participants	Instruments used
2012 – Pitanga, Bas Peña, Garcia <sup>26</sup>	Revista Eletrônica Interuniversitária de Formação del Profesorado	Spain	Mixed	38 Spanish universities; 03 American universities 03 British ones	Eletronic questionnaire; Teaching plans; Intersubjective dialogue
2012 – Pitanga, Bas Peña, Garcia <sup>26</sup>	Revista Eletrônica Interuniversitária de Formação del Profesorado	Spain	Mixed	38 Spanish universities; 03 American universities and 03 British ones.	Electronic questionnaire; Teaching plans; Intersubjective dialogue
2013 - Bedmar-Moreno y Montero-García <sup>27</sup>	Convergência Revista de ciências sociais	Spain	Qualitative	119 undergraduate students of Education undergoing a course entitled 'Education for peace'	Questionnaire
2013 - Maring y Koblinsky <sup>28</sup>	Journal of School Health	United States	Qualitative	20 teachers from 3 American schools	Interviews
2013 - Silva <sup>29</sup>	Educar em Revista	Brazil	Mixed	12 students attending the Pedagogy course	Interviews
2014 - Bas-Peña, Pérez, Vargas y Montserrat <sup>30</sup>	Revista Eletrônica Interuniversitária de Formação del Profesorado	Spain	Mixed	36 Spanish universities (the number of participants was not specified)	Online questionnaire
2014 - Bermudez <sup>31</sup>	Península	Mexico	Qualitative	182 undergraduate students from the Mexican university so-called <i>Universidade de Ciências e Artes</i> , Chiapas	Notes; students' reports
2014 - Ferreira y Schulze <sup>32</sup>	South African Journal of Education	South Africa	Qualitative	14 teachers of elementary education	Interviews
2014 – Conde Flores <sup>33</sup>	Sinética Revista Eletrônica de Educação	Mexico	Qualitative	Teachers from private and state schools located in urban and rural areas (the number is not specified)	Interviews
2014 – Morales, Lopez, Bilbao et al. <sup>34</sup>	Terapia Psicológica	Chile	Mixed	397 teachers of elementary education	Online questionnaire
2015 - Cassullo y García <sup>35</sup>	Revista Eletrônica interuniversitária de Formação del Profesorado	Argentina	Qualitative	200 undergraduate students of Education in the Argentinian Institute so-called <i>Instituto Superior J. V. González de Buenos Aires</i>	Online questionnaire
2015- Reyes-Angona y Fernández-Cárdenas <sup>36</sup>	Revista Eletrônica de Investigación Educativa	Mexico	Qualitative	350 teachers and school supervisors of Mexico state	Production of texts
2016 - Gómez-Jabaro <sup>37</sup>	Revista Eletrônica Interuniversitária de Formação del profesorado	Spain	Mixed	214 undergraduate students and professors (the courses are not specified)	Interviews, questionnaires and discussion groups

Source: Authors

The articles included in this study were published in 14 journals according to the following distribution: *Revista Eletrônica Interuniversitária de Formação del Profesorado*<sup>13,14,19,23,24,26,27,30,35,36</sup>, *Revista da Escola de Enfermagem da USP*<sup>20,22</sup>; being one article from these ones: *Cadernos de Pesquisa*<sup>15</sup>, *Revista de Psicologia Organização & Trabalho*<sup>16</sup>, *Revista Latino-Americana de Ciências Sociais*<sup>18</sup>, *Educación y Educadores*<sup>22</sup>, *Acta Scientiarum*<sup>25</sup>, *Convergência Revista de Ciências Sociais*<sup>27</sup>, *Journal of School Health*<sup>28</sup>, *Educar em Revista*<sup>29</sup>, *Península*<sup>31</sup>, *South African Journal of Education*<sup>32</sup>, *Sinectica Revista Eletrônica de Educación*<sup>33</sup>, *Terapia Psicológica*<sup>34</sup>, *Revista Eletrônica de Investigación Educativa*<sup>35</sup>.

When considering the countries where the studies were published, Spain was in evidence with 10 publications<sup>13,14,17,19,23,24,26,27,30,37</sup>. In Brazil, six studies were found<sup>15,16,20,22,25,29</sup>; in Mexico there were three<sup>31,33,26</sup>, in Colombia two<sup>18,21</sup>, and a publication in Argentina<sup>35</sup>, South Africa<sup>32</sup> and the United States<sup>28</sup>.

A single investigation in the field of school PE was published in Brazil. The research reports a partnership among the Brazilian university so-called *Universidade Estadual de Ponta Grossa*, the group of studies in school PE and the Nucleus of studies and teacher training in Education for peace and coexistence. Such an investigation shows some reflections and discussions on sport, violence and culture of peace, fomented in the initial and continuing education<sup>25</sup>.

Regarding the methodological procedures, the predominance of the qualitative approach used in 18 studies was seen,<sup>14-25,27,28,31-33,35,36</sup> and the mixed approach was used in seven<sup>13,23,26,29,30,34,37</sup>. Considering the participants, the studies were distributed among elementary education teachers, university professors, undergraduate students of the Pedagogy course, undergraduate students, undergraduate students who already worked as teachers, higher education students, schools and universities in general. The following instruments were used for data collection: interviews<sup>16,19,23,24,28,29,32,33,37</sup>, questionnaires<sup>13,17,20,22,27,35,37</sup>, notes<sup>15,18,20,21,31</sup>, online questionnaires<sup>26,30,34</sup>, documents<sup>16,21,25</sup>. The other instruments were used once: field diary<sup>15</sup>, tape recordings<sup>15</sup>, discussions groups, tests<sup>23</sup>, intersubjective dialogue<sup>26</sup>, students' reports<sup>31</sup>, and text productions<sup>36</sup>.

The largest concentration of publications occurred in 2014, that is, five studies<sup>30-34</sup>. There were no publications in 2003, 2004, 2006, 2007 and 2017. Regarding knowledge fields, 20 studies are in Education<sup>13-15,17-19,21,23,24,26-33,35-37</sup>, two in Psychology<sup>16,34</sup>, two in Nursing<sup>20,22</sup> and one in PE<sup>25</sup>. The publications in the fields of Psychology and Nursing had Education as a subarea and the studies were about violence in the context of vocational training.

Concerning vocational training, eight articles were related to initial education<sup>17,26,27,29,30,31,35,37</sup> and 15 to continuing education<sup>13,15,16,18-24,28,32,33,34,36</sup>. Two studies addressed both initial and continuing education<sup>14,25</sup>.

## Discussion

Considering initial education, the studies raised issues on legislation. In Spain, the law referred to as *Lei Orgánica 1*, dated December 28th, 2004, refers to protection and measures against gender-based violence, and on the responsibility of all segments of the Spanish education system to promote education and respect for the rights of freedom and equality between men and women, as well as the exercise of tolerance based on coexistence democratic principles. The text of this law indicates the obligation of the universities to include training and research on gender equality into their curriculum in a transversal form. Considering teacher initial training, the law requires the insertion of a discipline that addresses gender violence<sup>38</sup>.

However, when investigating the teaching plans of Spanish universities, the authors argue that most universities have neglected discussions about violence, and, consequently, they have not specifically addressed gender violence as established by legislation. There is fragility in undergraduate programs on subjects specific to gender violence<sup>24,30</sup>. Some of these institutions carry out formative activities on the subject, however, students and professors say that this education is still inadequate.

The studies carried out in Spain<sup>30</sup>, Mexico<sup>31</sup> and Brazil<sup>29</sup>, show that students do not think it important to approach the subject of violence for their education, moreover, university professors often do not approach the subject because they do not consider it relevant for the students' education. Research shows that there is no institutional policy defined in universities, and this positioning generates permissiveness, usually exercised in the relations of power present in various social organizations, among them, the university<sup>14,19</sup>.

Violence involving women occurs in the university context<sup>17,19,24,31</sup>. In a public university in Mexico, both professors and male students propagate violence against women, with professors engaging themselves in gender and psychological violence, and the students spreading violence related to sexual acts and academic harassment. Psychological and physical violence also appears among all students, but to a lesser extent<sup>22</sup>.

Considering the articles assessed in the present study, gender violence was the most evidenced<sup>14,19,31,37</sup>. This finding indicates the need for studies on gender violence to be addressed in initial education. Power relationships and gender violence are recurrent and extremely complex themes in contemporary society; also manifested in the school environment. There are several issues involved in this type of violence. The recognition by society of the roles played by men and women varies according to culture, social class, ethnicity, religion, sexual orientation, among others. Likewise, gender relationships are established from asymmetric power relations. Some authors investigated in this study suggest that the initial vocational training of those who deal with students in schools enables to render problematic and approach these issues if they provoke critical discussions supported by a secular education that highlights human rights.

Another worsening factor is that there is a relation of power characterized by symbolic violence between professors and students in which subtlety is present, often imperceptible both to the practitioner and victims. This violence is legitimized by the educational institution and exercised with tacit complicity in a power relation of the social organization itself, that is, the forms of coercion are based on unconscious agreements between the parties involved<sup>39</sup>.

Despite these reports, all the studies assessed recognize the importance of the social role of university professors and undergraduate students in order to retain violence. Due to the nature of teaching work, which is contributing to the process of humanization, it is expected that initial education develops in students an understanding of the teaching profession as a social practice.

This responsibility falls on teacher education courses, more specifically on university professors, because it is precisely the knowledge that the students acquire in the university that shall initially subsidize their teaching performance<sup>24,40</sup>.

Regarding continuing education, the studies report reflection, discussion, elaboration and implementation of programs aimed at violence prevention. There is a consensus that intervention through programs can minimize school violence. Therefore, the program should encompass sensitization and training of professors, students and parents, focusing mainly on interpersonal relationships. In order to improve coexistence, investing in pedagogical innovations is necessary. Education of emotions, feelings and values should be at the core of violence prevention programs.

There are many intermittent issues between initial education and professional performance. The discussions among researchers indicate the need for articulation between

theory and practice in initial education, as well as the approximation of initial education with teaching performance, since the lack of this dialogue results in an extremely fragile teaching practice<sup>40,41</sup>.

It is necessary to consider that the school constitutes the violence manifestation scene of several social spheres. Oppression resulting from school violence triggers behavior that interferes with the identity and socialization of victims. Consequently, school evasion, insecurity and often even cases of suicide are due to this type of violence<sup>3</sup>.

Considering legislation and implementation of programs, the studies assessed report some measures; however, they emphasize the distance between the national programs, the professors' perspective and the reality of educational institutions. When analyzing the implementation of these programs, they comment that, despite several attempts, these measures still have little impact on school daily life<sup>21,32</sup>.

Situations of violence and precarious working conditions have considerably affected the mental health of teachers, as they are sources of psychic suffering<sup>27</sup>. In this sense, emotional competence is primordial for teaching, since it can assist the professors in resolving conflicts. Emotional competence is the personal ability to deal with social relationships, which requires emotions. It is related to the conception of justice, self-control, compassion and moral sense. There is a feedback, a mutual influence, between social relationships and emotions<sup>35,42</sup>.

Teaching requires the formation of an affective bond; it is a construct of human relationships<sup>28,32</sup>. Among the possibilities of reactive intervention in violent contexts, games are used with the purpose of improving interpersonal relationships. Considering the students' interactions, their body is used as an instrument of school violence. This violence generates marks that the students record in their bodies through their corporeality<sup>18</sup>.

With regard to PE specifically, the present search located only one investigation on violence in the context of vocational training published in *Acta Scientiarum Education Maringá* journal. As it is the only study located in the field of PE, it will be shown herein in more detail than the others assessed<sup>25</sup>.

Therefore, this is qualitative/descriptive research, a report of experience, which shows reflections on sports with regard to violence prevention in initial and continuing education contexts. The study reports some projects linked to Elementary Education, with partnerships between public agencies and universities, evidencing the Laboratory of School PE Teaching; linked to the university so-called *Universidade Estadual de Ponta Grossa* (UEPG), which develops actions based on the pedagogy of values and coexistence through sport. In UEPG, the Group of Studies and Research in School PE and Teacher Training (GEPEFE) of the Graduate Program in Education, has a line of research entitled 'Physical Education, Sports and Education for Peace: conceptual and methodological dimensions, and teacher training.' It is attended by PE teachers of elementary education, professors and PE undergraduate students attending the UEPG courses, in addition to the students of the Graduate Program. With this composition, the group fosters discussions generated in the contexts of initial and continuing education, as well as professional performance.

The study mentions the production and dissemination of knowledge by GEPEFE, that is, lectures, articles discussions and seminars. Its proposals are based on the concepts of peace and violence, on the process of building resilience, on pedagogy that portrays the values inherent in interpersonal relationships, looking at behavioral changes through sports and PE, under a perspective of Education for Peace<sup>25</sup>.

This investigation indicates a concern of school PE in addressing social issues. Through corporal culture themes, the possibility of propagating citizenship based on Education for peace exists, since games, sports, dance, fights and gymnastics are socio-cultural constructions that favor the learning of coexistence; interpersonal and intrapersonal

development, and, consequently, social development<sup>25</sup>. The elaboration and implementation of a culture of peace is based on values, such as equality, respect for human rights, cultural diversity, justice and freedom<sup>4, 25, 27, 43</sup>.

Responsibility belongs to everyone; however, the actions and reflections performed in the field of education and, thus, in PE, are fundamental to retain violence through education for peace, favoring the construction of a culture of peace.

## **Conclusions**

The studies show that there is a certain distance among legislation, the perspectives of professors and the reality of higher education institutions. In this sense, it is necessary to bridge the gap among university, professors and students, since without this dialogue teaching will certainly be stagnant. There is no doubt on the complexity that makes up the context of legislation concerning professional training, and that only the implementation of laws is not sufficient to develop such programs; enabling actions within each education context is essential. Issues regarding the emotional state of professors are also discussed in the articles assessed in the present study. Researches argue that the emotional state of professors is also a relevant factor related to violence in the educational context.

Regarding PE, sport and games have been used as a means of training and preventing violence. The only investigation found on this subject, showed that games develop relational skills among their practitioners. When participating in a given game, the child must understand and assume a role compatible with the norms instituted by the small societies formed around the practice of this game, that is, one must understand, respect and acquire a particular behavior in relation to a particular game. Due to their inherent characteristics, games become an important instrument that stimulates interpersonal and intrapersonal relationships, since their practice allows the subject to recognize a certain social context and the search for possibilities to act. Sport in the context of school PE and in other contexts may prevail by the propagation of non-violent actions. Sport enables to learn cooperation and competition with respect and moral values. Therefore, it is essential to consider that sport is a social practice and, as such, it may or may not potentiate violent behavior.

A violent scenario has affected humanity; it is incorporated in society and often reproduced in the context of Education and PE. The responsibility of offering a humanistic education through sport permeates the context of school PE and addresses the extent of relationships within a broad social, cultural, political and historical context. The way activities are conducted will determine whether or not sporting practice will contribute to the acquisition of values inherent in the culture of non-violence. Providing environments that facilitate experiences through the elaboration of sporting and meaningful contexts for students, thus, generates possibilities to glimpse a system that establishes positive relations between sport, society and the culture of peace.

The corporal practices developed in PE classes constitute the cultural manifestations expressed in the corporal dimension. All bodily manifestations are structured in cultural dynamics; the movement expresses the senses and meanings at a given historical, social and cultural moment. Therefore, the PE classes allow reflection on the theme and its contextualization in the social scene.

Despite the shortage of studies on violence in vocational training, this research enabled to consolidate the idea that the violence phenomenon dimensions in this context with regard to the fields of Education and PE reveal an extremely complex social construction.

In order to build values for the culture of peace, it is essential to reflect on the relational process of humanity, in which the interfaces of violence are installed, considering that the heart of paradigmatic rupture lies in the questioning, reflection and articulation of

relations of power in several social organizations. It is necessary to rethink the social responsibility of educational institutions in discussing the phenomenon of violence and thematizing it as a content in professional training.

However, reflecting and seeking ways to deal with violence is not the role of educational institutions only. It is necessary the engagement of the several social actors inserted in the most diverse contexts. The culture of peace requires ruptures in various social spheres, not only with regard to vocational training in the fields of Education and PE. Starting from this vast set of factors and based on the reading of the articles assessed, it is urgent to construct new paradigms on the understanding of the violence phenomenon in its interfaces.

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