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## Nonviolent Communication in Lifelong Education

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Article Information	ABSTRACT
<i>Received:</i> 02.12.2022	In today's world, the increase of othering and xenophobia with acts of violence, along with the changes that consume resources due to climate changes such as wars, irregular migration movements, famine and thirst, are an important necessity for understanding nonviolent communication and its application in the field of lifelong education. This requirement brought the problem of "adult education" to the agenda and accelerated the studies on the lifelong learning approach. In addition, key messages developed by UNESCO and the European Commission defined the characteristics that the lifelong learning approach should have. Within the scope of the study, the concept of nonviolent communication explained, and the "Make a Gesture Your Opponent" campaign, which includes nonviolent communication training for Turkey Football Federation first league teams, examined. Within the scope of the study, the "Make a Gesture to Your Opponent" campaign was determined as a case study. Accordingly, the official website of the campaign was examined. As a result of the analysis carried out in line with the key messages, the nonviolent communication approach that the "Make a Gesture Your Opponent" project wanted to instill in its participants shows how important education is in all areas of life. <b>Keywords:</b> Nonviolent communication, lifelong learning, sports, football.
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### 1. INTRODUCTION

Education is a process that we live throughout our lives, but it is quite difficult to define. One of the most frequently used definitions of education can be expressed as "to provide a person with basic behaviors that will help him adapt to the society he lives in" (Oktay, 2001:25). Education is considered as the transfer of acceptable behaviors and value judgments existing in a particular society to the younger generations. Basically, the concept expressed by "learning from the cradle to the grave" has an important role in the western world, especially in the European Commission (EC). On the other hand, lifelong learning, which deals with the education system and the learning process together, emphasizes that the education system should be maintained without being revised in accordance with the requirements of the era, the inadequacy of the education system transformed with the effect of the Industrial Revolution, and general and vocational education and training given only through formal and non-formal education. It covers learning activities in all areas of life (Aksoy, 2013:23). With the "learning to learn" coming to the forefront, it is necessary not only to acquire knowledge, but also to learn ways to access knowledge. Because the lifelong learning approach redefines the values and principles of the education system created according to the values of the industrial society in accordance with the needs of the information society (DPT 2006: 10).

According to Field (2001: 5), the origins of lifelong learning; it is based on the need for rapid retraining of individuals working in the armed forces and critical industry in England in 1919, and as a result of this need, the "World Adult Education Association" held the "World Conference" in Cambridge, England in 1929 (Aksoy, 2013:28). In the report published by the association in 1919, it was emphasized that adult education should be considered as a universal and lifelong national goal (Grace 2000: 149). Adult education provided by adult educators until World War II was designed as volunteer-based and part-time activities (Aksoy, 2013:28). Another event that emphasizes the importance of lifelong learning is the Montreal Conference, and the conference was the first international meeting to set lifelong learning as a goal for the future policies of states (Lowe, 1985: 9). The announcement of the concept to different audiences at different events has enabled the lifelong learning process to be improved day by day. At the Tokyo Conference on lifelong learning, it has been decided that adult education should be seen as a specific and indispensable part of the education process and that legal arrangements should be made and all relevant measures

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should be taken to help develop adult education comprehensively (Lowe, 1985: 177). As a result of the conferences held, the lifelong learning process, which continues to develop day by day, has been supported by various associations and legal regulations, and more research has been conducted on the subject. In this context; Aspin and Chapman (2000:2) realized that there is a lack of definition of the concept of lifelong learning in the literature as a result of their review and stated that the following four main functions are used in the literature to explain the concept.

- The individual's preparation for self-management in adult life,
- Spreading education to the entire life of the individual,
- The individual's life experience serves as an educational function,
- Education finds an identity with the whole of life.

The attitude of lifelong learning, which is generally tried to be explained by the four functions above, is also to provide a fundamental change in the society in order to become a learning resource for each individual. This attitude constitutes a concrete data in understanding the true meaning of lifelong learning (Aksoy, 2013:31). In addition, the European Commission strongly embraced the idea of lifelong learning, which is claimed to have been developed by UNESCO, and published a memorandum containing six key messages on lifelong learning in 2000 (MEB 2006: 1). This publication was intended for the purpose of the European Commission to guide its citizens in accordance with the objective of education reform.

**1. Key Message:** New skills for everyone.

**Objective:** Guarantee universal and continuous access to learning in order to combat social exclusion and support effective citizenship

**2. Key Message:** More investment in human resources.

**Objective:** To noticeably increase the level of money and time invested in learning

**3. Key Message:** Innovation in teaching and learning.

**Objective:** To develop effective teaching and learning methods and the environment and conditions for the continuity of learning throughout life and in all areas of life

**4. Key Message:** Value learning.

**Objective:** To significantly improve learning, participation and outcomes, especially the ways in which non-formal education is understood and appreciated

**5. Key Message:** Reassessment of guidance and counseling.

**Objective:** To ensure that everyone has easy access to good quality information and advice on learning opportunities throughout Europe and throughout their lives

**6. Key Message:** Making learning closer to home.

**Objective:** To provide lifelong learning opportunities to students as closely as possible in their own communities and, where appropriate, supported by facilities based on Information and Communication Technologies

As seen in the key messages determined by the European Commission, the attitude of lifelong learning is perceived as a holistic perspective that prevents individuals from being separated as children, adults and elders, and that education is valuable, innovative, constantly self-monitoring and renewing for everyone, everywhere. aims to unify. In order to implement this integrative perspective, it is necessary to stay away from discourses that may cause discrimination or any situation that will bring individuals against each other during the training process planned to be given, as well as the realization of legal regulations and the establishment of various organizations. At this point, with today's information and technology age, it is of great importance that non-violent communication is understood by all societies, and that trainings that will prevent the use of the language of violence on platforms where individuals share their common feelings and thoughts and which host large masses and ensure their continuity are of great importance.

### **The Concept of Nonviolent Communication**

The foundations of Nonviolent Communication developed by Marshall Rosenberg in the early 1960s are based on his work with Carl Rogers, one of the important figures of humanistic psychology, and the concept refers to an anti-conflict communication method in accordance with Rogers' work. It is a valuable resource that benefits societies that are in violent conflicts and serious ethnic, religious and political tensions. Nonviolent communication refers to developing, using and maintaining language and communication skills that will strengthen our ability to behave humanely even under difficult conditions in the mutually developing communication process between the initiator of communication and the receiver. It replaces our defensive, retreating or attacking habits in the face of being judged and criticized, enabling us to perceive ourselves and others, as well as our intentions and relationships, from a different perspective, and fundamentally improving the quality of our relationships. The process of nonviolent communication begins with the fact that the individual observes the events around him objectively, and then honestly expresses the feelings he feels towards himself and the other person. The process ends with the fact that these feelings give rise to connected needs and these needs are requested using a clear and positive action language (Rosenberg, 2019:22).

Nonviolent communication encourages respect, kindness and empathy by emphasizing the importance of listening to ourselves and the other person with all our being and sincerely. According to Jones (2009:12), in terms of outlining the components of

nonviolent communication, the model consists of two main parts. These are honest expression of one's feelings and needs and empathetic listening to the feelings and needs of others. On the other hand, according to Rosenberg (2019:22), the model consists of four steps: Observation, emotion, needs and desires. In the process of nonviolent communication, the individual first makes an observation and determines what emotions he feels, his needs related to the subject or situation, and then expresses his expectations as a wish or request (Rosenberg, 2019: 23). "What am I observing?", "What do I feel?", "What do I need?", "What do I want to enrich my life?". Each step can be performed sequentially or separately.

**Observation;** as the first component of the four-stage model, it includes observing independently of judgment and being able to express this observation (Rosenberg, 2019: 22). This is when a person expresses observable behaviors as they are, without adding their own interpretations to the event. In other words, it is the separation of observations from evaluation. Observing without evaluation; monitoring all kinds of things that affect a person, seen, heard, touched, without participating in any evaluation is the most important feature of the observation process. Because nonviolent communication suggests the use of a process language that suggests avoiding generalizations, and evaluating observations based on time and context. Combining the observation stage with evaluation reduces the likelihood that the individual will be heard by the other person of what he really wants to say. In the case of such a situation, the other side resists what is being said (Rosenberg, 2019: 42). Because when observation and evaluation are combined, people interpret what is said as a criticism and close communication paths. This, in turn, can cause defensive attitudes to be exhibited, which can lead to blockage of the communication process. Providing concrete information to people through an observation path independent of evaluation will both contribute to the learning of the other person and strengthen the connection between people.

**Emotion;** as the second component of the four-stage model, it provides a real understanding of individuals. Because the influence of emotions on behavior is quite dominant (Goleman, 2016:17). Expressing emotions clarifies communication between people, but the difficulty in identifying and expressing emotions is a common problem among individuals. The reason for this is due to the confusion created by the words in our language, but mainly lies in the inability of individuals to analyze the real emotions they feel about the situations they face, and to distinguish between emotions and thoughts. For example, the positioning of the verb "I think" instead of the verb "I feel" in the sentence "I feel that I am not being treated fairly" is more appropriate for the situation to be expressed. Another example is the sentence "I feel inadequate as a guitar player" is a definition of what we think we are. The sentence "I am disappointed with myself as a guitarist" is an example of a sentence expressing real emotions (Rosenberg, 2019:53-63).

Rosenberg also states that emotions are an indicator of whether our needs are met or not. When the expression of emotions is made clearly, it is possible to prevent the other person from naming the reason for our emotions. Instead, it is ensured that the person takes personal responsibility in connection with his feelings. For this reason, it is useful to use words that refer to certain emotions instead of vague and general words at the point of expressing emotions, and to create a vocabulary that will enable to define emotions clearly. The Nonviolent Communication process aims to distinguish between words and expressions containing thoughts, comments and evaluations with expressions aimed at real feelings (Rosenberg, 2019:53-63).

Needs are seen as the third component of the four-stage model as the source of emotions. Emotions arise from the choices made about how others will perceive what they say and do, and from certain needs at that moment. This component enables the individual to take responsibility for the actions that lead to the formation of their emotions (Rosenberg, 2019:66). The basic premise of nonviolent communication is that there are universal needs that all people share and that emotional responsibilities are assumed (Rosenberg, 2019: 66). These include physical, emotional and mental needs, and each of them is associated with emotions. As an example of shaping needs with emotions, four different options that an individual will apply when he receives a negative message are as follows (Rosenberg, 2019: 66-67):

Self-blame, "You are the most selfish person I have ever seen in my life!" The reaction of the individual who hears the sentence when he turns to the option of self-blaming would be "Oh! I should have been more sensitive". In this case, the thoughts of the individual who made the negative sentence may be accepted and there may be situations such as blaming himself, feeling ashamed of what he has done, falling into depression and even losing his own self-esteem in the long run.

Blaming others, "You are the most selfish person I have ever seen in my life!" The reaction of the individual who hears the sentence when he turns to the option of blaming others would be, "You have no right to say this. I always take your needs into account. You're the selfish one". In this case, the individual who hears the negative sentence starts to blame the other person and his anger increases (Rosenberg, 2019: 66-67).

Perception of one's own feelings and needs, "You are the most selfish person I have ever seen in my life!" The reaction of the individual who hears the sentence, when he turns to the option of perceiving his own feelings and needs, would be "I get hurt when I hear you say, 'You are the most selfish person I have ever seen in my life'. I need my efforts to be seen which I show for your preferences". In this case, the individual, who hears the negative sentences, becomes conscious of the need for the emotions he feels in the face of the situation.

Sensing the feelings and needs of others, "You are the most selfish person I have ever seen in my life!" The reaction of the individual who hears the sentence when he/she turns to the option of sensing the feelings and needs of others would be "Are

you offended because you want your preferences to be taken into account more?". In this case, the individual tries to analyze their feelings and thoughts instead of blaming others (Rosenberg, 2019: 66-67).

The fact that individuals respond to the negative sentences directed at them by connecting with the needs and feelings of themselves and the individuals opposite them enables them to take responsibility for their own feelings with the situation. For example; instead of "You disappointed me by not coming last night", "I was disappointed when you didn't show up last night; because I want to talk about some things that bother me" is a more accurate sentence in terms of expressing the emotions clearly and understanding that the disappointment is attributed to the unmet desire of the individual. "...I am feeling; because I ..." is the phrase that can most accurately express the connection between emotions and needs.

Clearly expressing emotional needs increases the likelihood of meeting those needs. At this point, expressing the situation with correct sentence patterns instead of blaming or criticizing the other individual prevents the alienation of needs from life (Rosenberg, 2019: 68-69). However, in the process of developing emotional responsibilities, individuals go through three different stages. Emotional slavery is the period when it is believed that you are responsible for the feelings of others. Rebellion is the period when the feelings and needs of others are not taken into account. Emotional freedom is the period when an individual accepts full responsibility for their own feelings instead of others, realizes that they will never be able to meet their own needs for the sake of others (Rosenberg, 2019: 75-78). For example, physical needs include water, food, and shelter, while emotional and mental needs include connection, empathy, support, and autonomy. According to Rosenberg (2019: 66), emotions indicate whether a person's needs are being met or not. When our needs are not met, unpleasant feelings such as sadness, fear, disappointment can arise. Nonviolent communication; it provides awareness that what others say and do can be the stimulus of an individual's emotions, but never the cause. As the final component of the four-step model, requests mean asking what we want others to do to help meet our needs. According to Hart and Hodson (2019:73), the key points of making a request are to use the language of present, positive and doable action. Rosenberg argues that when people hear requests as demands, they are more likely to say yes out of fear of blame, punishment, or coercion. A genuine plea in nonviolent communication should convey a message of cooperation and empathy.

Here, the way wishes are expressed for the enrichment of life is important. It focuses on the positive action language that the individual should use at the point of transmitting the wishes formed after the observation, emotion and need phase to the other party, and the negative wishes directed at individuals or the negative verbs that the individual uses when expressing his thoughts about himself may prevent the situation in question from moving in the desired direction. For example, the prohibitions imposed on an individual with the sentence "You are forbidden to do this" encourage the individual to violate the prohibition in question and provoke him in relation to the subject (Rosenberg, 2019: 86). In the same way, the use of ambiguous language can also cause a negative process that prevents the individual from understanding exactly what he wants from the other person. For example, the sentence "I want you to be comfortable expressing yourself in front of me" directed by a manager to his employees is a sentence that does not explain how his employees can be comfortable when they are around him, but only conveys the manager's desire. Instead of this sentence, the sentence "What can I do to make it easier for you to express yourself comfortably when you are with me, I would like you to tell me" provides a clear understanding of his desire.

From time to time, it is possible for the listeners to perceive requests as demands. The belief of the listeners that they will be punished if the requests are not complied with causes them to perceive the requests as demands and to fulfill them no matter what. However, the purpose of the nonviolent communication process is not to change people or behaviors in order to fulfill wishes, but to ensure that relationships based on honesty and empathy are developed, as a result of which everyone will meet their needs (Rosenberg, 2019: 90). The main point that forms the basis of the four-stage process is to create a quality relationship that allows everyone's needs to be met through "compassionate giving and receiving". In nonviolent communication, in addition to establishing cooperative relationships, personal responsibility is also emphasized. When practicing the four steps of nonviolent communication, empathy and self-empathy play a fundamental role in expressing emotions and needs (Rosenberg, 2019: 20).

### **Factors That Play a Role in Nonviolent Communication**

**Empathy:** As defined by Rosenberg (2019:111), empathy refers to listening to experiences and understanding the meaning of experiences in relation to someone else's point of view. In this process, the use of diagnostics or interpretations should be avoided. Because empathy is markedly different from mental understanding and sympathy. According to Decety and Jackson (2004:75), the three main functional components of empathy are: emotional sharing between self and other, self-awareness of the other and mental flexibility to adopt the subjective point of view of the other, as well as regulatory processes. This definition has parallels with Rosenberg's definition. Using the nonviolent communication model, empathetically connecting with others means recognizing the feelings and needs behind words or behaviors. Nonviolent communication focuses on what the individual observes, what he feels, what he needs and what he wants to ask in order to enrich his life. These processes are the four components that the individual uses to express himself. At the stage of understanding with empathy, it is important to hear the observations, feelings, needs and wishes of others. Empathy is a process that means understanding the experiences of others with respect. Individuals often get the urge to give strong advice, comfort, explain their own situation or feelings instead of empathizing. However, empathy requires the individual to empty his mind and listen to others with his whole being. Holley Humphrey has listed behaviors that prevent the establishment of an empathic connection (Rosenberg, 2019: 110-112).

- Giving advice,
- Getting to the top,
- Teaching,
- Comforting,
- Telling a story,
- Overlapping,
- Building sympathy,
- Query
- Making a statement,
- Fixing

In the process of understanding with empathy, the individual reflects back what they hear from the other person by repeating their own sentences, allowing the situation to be confirmed and the other person to make corrections if the repetition is not correct. Individuals perceive only observations, feelings, needs and requests from the sentences set up for them. In the next stage, they can optionally reflect back what they understand by repeating their own words. Empathic presence is maintained before attention is directed to solutions and requests, allowing individuals to fully express themselves (Rosenberg, 2019: 124).

However, individuals also need empathy in order to be able to empathize. Things that an individual can do at moments when he thinks that he cannot empathize or becomes defensive (Rosenberg, 2019: 124-145); stopping, breathing and empathizing with yourself; nonviolent screaming or taking a break.

Empathy; it enables the world to be perceived again from a new perspective and to continue on the road. Empathizing with others not only helps to touch their humanity, to realize common qualities, but also helps the individual to express himself more easily. In order for an individual to receive empathy from the other person, he must first empathize with himself. In particular, the fact that individuals fall into difficult or bad situations can negatively affect their thinking systems. For this reason, in such cases, it is necessary to go beyond the thoughts that come to the person's mind and realize their deep-lying needs (Rosenberg, 2019: 133). The person with the ability to offer empathy is able to:

- Show fragility,
- prevent possible violence,
- hear "no" without perceiving it as rejection,
- animate a lifeless conversation,
- achieve skills such as hearing the feelings and needs behind silence.

Because after organizing the empathy process that an individual will establish with himself, the empathy that he will establish with the other party makes him feel more secure, while listening to the feelings and needs of others allows the individual to say more. In this sense, individuals can even get rid of the paralyzing effects of psychological pain when they have enough contact with someone who can empathize with them (Rosenberg, 2019: 145). In addition to empathizing with others, an equally important aspect in the nonviolent communication model is self-empathy.

**Self-Empathy:** Self-empathy includes the same tools mentioned above, but empathy is projected back onto the individual, not outwardly. Little (2008) states that the purpose of self-empathy is to connect with how you are feeling right now and become aware of your basic needs. It also emphasizes that nonviolent communication offers an opportunity to expand empathy towards oneself and therefore can be applied to resolve internal conflicts or as a mindfulness practice. This process can help the individual to be more objective about the situation that activates their emotions and to clarify what they want to happen.

**Being Able to Fully Express Anger:** Hitting, blaming, causing physical or emotional pain to others is a superficial expression of what an individual experiences in his inner world. However, a truly angry individual needs a much stronger solution than the actions in question in order to fully express himself. The process of nonviolent communication encourages the suppression of anger, not to ignore it, but to express the essence of anger completely and sincerely. In order for anger to be fully expressed, first of all, the stimulus and the cause must be separated from each other. For this, it should be ensured that the other person is freed from all responsibilities related to anger. He should be free from sentences like "I'm outraged that you did this". One should never be angry because of something someone else has said or done (Rosenberg, 2019:160-162).

Confusing the stimulus and the cause together can cause the other person to feel guilty and take actions aimed at this feeling. Although this situation is a tactic used to manipulate people from time to time, its basis lies in making an individual believe that the cause of the emotions he feels are the actions of others. "What is the cause of anger? the answer to the question of "feeling responsible for emotions" in the section indicates the behavior of blaming others, which is the second option if an individual is faced with a negative sentence (Rosenberg, 2019:162).

Anger arises precisely in the case of the choice of this possibility. It is the case that an individual in this situation finds fault with the other individual when he is angry, and he judges the other person by playing the role of God in the communication processes

in which he is angry. After all, the reason for anger lies in the individual's accusatory and judgmental way of thinking (Rosenberg, 2019:162-163).

The situation of unmet need, which lies at the root of all kinds of anger, can make it common for an individual to use this situation with an alarm logic. When alarmed, the individual needs to realize that a need is not being met and that the current thinking consciousness does not serve to solve the situation in question. For the individual who can achieve this behavior, the state of anger can become a very valuable tool. In order to achieve this, instead of the "I'm angry because they..." pattern, it is necessary to think using the "I'm angry because I ... need" pattern. Otherwise, as a result of anger, a violent situation will arise. Violence arises because the individual believes that others have caused his pain and therefore those people should be punished (Rosenberg, 2019: 164).

In order for anger to be expressed; it is necessary to stop and breathe, to identify judgmental thoughts, to establish a connection with needs, to express emotions and unmet needs. From time to time, empathy can be established between the third and fourth steps. Thus, by the fourth step, it becomes more likely that the other party will hear the individual (Rosenberg, 2019:174). If he tries to sense his needs, the feeling of anger may disappear.

### **Communication Barriers**

People learn many attitudes and behaviors that prevent empathy-oriented healthy communication in life. These are ways of behaving and speaking that cause a person to hurt themselves and others. People tend to use moralistic judgments that lead to good or bad judgments against those who behave incompatible with their own value judgments. Such judgments include criticism, blame, comparison, labeling, etc. Right or wrong behaviors that distinguishes sharply shaped two opposing groups of people are constantly some form of communication to judge who is good and who is bad, what's right and wrong as far from understanding empathy and is pushing into a miscommunication (Rosenberg, 2019; Hovland, Harvey, R., 1957; Harvey, Prather, white and Hoffmeister 22, 1968). Harvey (1961) shows that there is a relationship between the use of judgment-trial statements and violent incidents. While it is seen that violence is more common in societies that are believed to be in good and bad forms of societies and in the process of punishing the wicked, it is less in societies where human needs are given importance. Another barrier to communication is making comparisons. Comparisons cause pressure on people and cause the person to lose compassion for himself and others. It avoids the responsibility of our feelings, thoughts and actions and prevents communication. Instead of constantly looking for fault and blaming others in the face of events and situations, the person should be able to criticize himself when necessary and not escape from his responsibility. Another of the factors that prevent communication is to express our wishes in the form of requests. People tend to react negatively when they hear a request statement, not a request. For this reason, requests should be expressed in a clear, understandable and unambiguous manner, away from statements of orders. What do we want people to do? And why do we want them to do that? (Connor and Killian, 2012).

### **Conflict Resolution and Mediation**

Conflict process; observing, identifying and expressing emotions, connecting emotions with needs, and making applied requests that are expressed in a clear, concrete, positive language of action. The most important point; is the establishment of bonds between people. Because only if the bond is established, it is possible for the parties to understand each other's feelings and thoughts. In order to achieve conflict resolution, it is necessary to realize that the needs of both parties and the well-being of the other party are interdependent, and a situation of mutual care and respect must be established. Conflict resolution with nonviolent communication method represents a different process from traditional mediation. Mediators describe their role as the "third mind" trying to think of a way that everyone can reach agreement. However, they are not interested in establishing a quality connection between the parties (Rosenberg, 2019: 182-183).

The connection established between people in the process of nonviolent communication is different from psychotherapy processes. But is considered as the essence of mediation. Because once the connection is established, the problem is usually solved by itself. In the process, "What can we accept here?" Instead of asking, what all parties need in relation to each other is determined, and after a clear statement is made, what can be done to meet everyone's needs, that is, the strategies that the parties will agree to implement after the mediation session ends and everyone leaves (Rosenberg, 2019: 184).

Nonviolent communication and conflict resolution steps; the individual's determination of his own needs, analyzing the needs of the other person without depending on the way he expresses himself, and searching for the needs behind, checking whether the parties hear each other's needs correctly and continuing to search for needs in case of misunderstanding, as much as necessary for the parties to mutually hear each other's needs. giving as much empathy as the parties, after clarifying the needs of the parties about the situation, the strategies proposed to resolve the conflict are expressed in affirmative action language (Rosenberg, 2019: 183-185).

In the same way, it is extremely important to use protective power and express appreciation in nonviolent communication management in order for the communication process to continue healthily. Because the process of nonviolent communication refers to a method of communication that is compatible with the state of virtue conceptualized by moral philosophy.

The concept of good, which expresses the behaviors that a person should do and choose, has a broad infrastructure that also includes the process of Nonviolent Communication. Because in order to be a virtuous person, a “good person”, we must first be able to get along without harming the people around us in our interpersonal, daily communication processes. At this point, Nonviolent Communication should become a person's primary goal, and thus, a person who overcomes all communication accidents with Nonviolent Communication methods can get closer to the goal of a “good person” guided by moral philosophy.

### 1.1. Statement of the Problem

In today's world, the increase of othering and xenophobia with acts of violence, along with the changes that consume resources due to climate changes such as wars, irregular migration movements, famine and thirst, are an important necessity for understanding nonviolent communication and its application in the field of lifelong education. Violence in the communication process is a reality that affects every moment of individuals' lives. The nonviolent communication process, which will help individuals to understand each other, should be evaluated within the scope of the concept of education and lifelong learning approach. In this study, it tried to explain the importance of the nonviolence communication taking part in many fields such as sports, health, digital bullying, and peer violence in schools, both in curricula and in lifelong education studies.

### 1.2. Purpose of the Study

Violence does not only occur when individuals engage in acts that physically harm each other. Violence can exist even within a single word that individuals say to each other. Individuals living together in societies communicate with each other at every moment of their lives. In this direction, the education system, which are obligatory by the states, work to keep individuals away from the phenomenon of violence. However, the limited structure and strict rules of the education system cannot cope with negative situations other than physical violence from time to time. Or the education systems cannot contact individuals in areas outside the school. However, education is a lifelong necessity and violence does not only physically. In this direction this study aims to analyze how the nonviolent communication process developed by Rosenberg (2019) can be integrated into educational processes in the context of lifelong learning approach.

### 1.3. Problem of the Study

This study it focuses on the language of communication used in the education system that was massified after the Industrial Revolution. The massification of education has caused education to lose its mission of being a guide that touches every aspect of individuals' lives. Individuals in the new system created; age, gender, socio-economic status are separated from each other according to characteristics such as. In this direction the main problem of the study; against the reductionist approach of the mass education system, integrating a lifelong learning attitude into the education process and applying it in a synchronized manner with the language of nonviolent communication.

## 2. METHODOLOGY

The “Make a Gesture to Your Opponent” campaign is a social responsibility project carried out by the Presidency of the Republic of Turkey between 2019-2022 dates. Project, it is designed to reduce hate speech and acts of violence among football players and fans, and to adopt a nonviolent communication philosophy. Within the scope of the study, the project “Make a Gesture to Your Opponent” it was examined within the scope of case study (Dul & Hak, 2008: 8), which allows an event or a small number of events to be selected from real life and analyzed with a qualitative approach by collecting data from them. Examination, within the scope of the key messages of lifelong learning published by UNESCO and the European Commission in 2000, the main objectives of the project and the project were carried out on the official website.

## 3. FINDINGS

Within the scope of the campaign, it was aimed to adopt the concept of “Fair Play” determined by FIFA in order to clear the language of violence between individuals who come together on the basis of the unifying power of sports branches, and to prevent acts of violence. In this context, in order to prevent the football branch, which has the highest rate of viewing in the world, from being used as a tool of hooliganism, it is aimed that the players and their families, who are in the infrastructure of the relevant sports clubs, gain the awareness of non-violent communication.

As part of the project, “Non-Violent Communication in Sports in Istanbul TFF Leagues” training was given to 10 sports clubs in Istanbul, by Assoc. Dr. Ece Baban. Trainings were given to the infrastructure players of Beşiktaş Gymnastics Club, Galatasaray Sports Club, Fenerbahçe Sports Club, Esenler Erok Sports Club, Fatih Karagümrük Sports Club, İstanbul Başakşehir Football Club, İstanbulspor Club, Kasımpaşa Sports Club, Sarıyer Sports Club, Ümraniye Sports Club. The analysis of the “Make a Gesture to Your Opponent” campaign within the scope of lifelong learning key messages is as follows.

**Key Message 1:** New skills for everyone As part of the key message, the Make a Gesture to Your Opponent project has enabled the infrastructure players of sports clubs and their families to learn the “language of nonviolent communication” as a new skill.

**Key Message 2:** Within the scope of the key message of investing more in human resources, the Make a Gesture to Your Opponent project was encouraged to increase the level of time and money invested in learning by raising awareness about the issue through the trainings given in sports clubs.

**Key Message 3:** Within the scope of the innovation key message in teaching and learning, with the Make Gesture to Your Opponent project, it was emphasized that the language of violence, hate speech and acts in all areas of life also exist in the football branch, and it was ensured that the infrastructure players were informed about nonviolent communication within their own football training.

**Key Message 4:** Within the scope of the key message of valuing learning, an interactive communication was established with the participants during the trainings held in sports clubs with the Make a Gesture to Your Opponent project. In addition, the process between the trainers and the trainees was published on the official website of the Make a Gesture to Your Opponent project, making it accessible to individuals who want to learn about the subject, and showing the contributions of the players participating in the training.

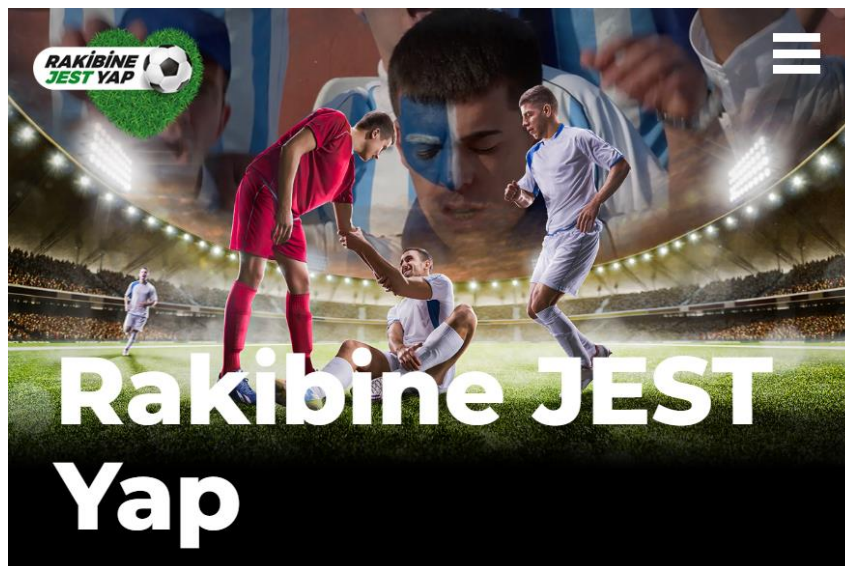
**Key Message 5:** Within the scope of the key message of re-evaluation of guidance and counseling, the "Make a Gesture to Your Opponent" project provided the participants to receive guidance on how to behave against the language of violence they are exposed to in all areas of life. In order for each individual to access the information and advice given within the scope of the trainings, the content of the presentations used in the training, the video recordings of the trainings, and the photographs were shared on the official website of "Make a Gesture to Your Opponent".

**Key Message 6:** Bringing learning closer to home As part of the key message, the Make a Gesture to Your Opponent project has ensured that "nonviolent communication" training is provided in an "easily accessible" way during their football training in their own sports clubs.

### **Examination of the Official Website of the Make a Gesture to Your Opponent Campaign as Part of the Key Messages of Lifelong Learning**

The Make a Gesture to Your Opponent campaign website is accessible via the address "rakibinejestyap.com". In addition to having a dynamic homepage where the project is introduced, the website includes "Non-Violent Communication, Purpose of the Project, What's Happening in the World? Our Trainings and News" tabs.

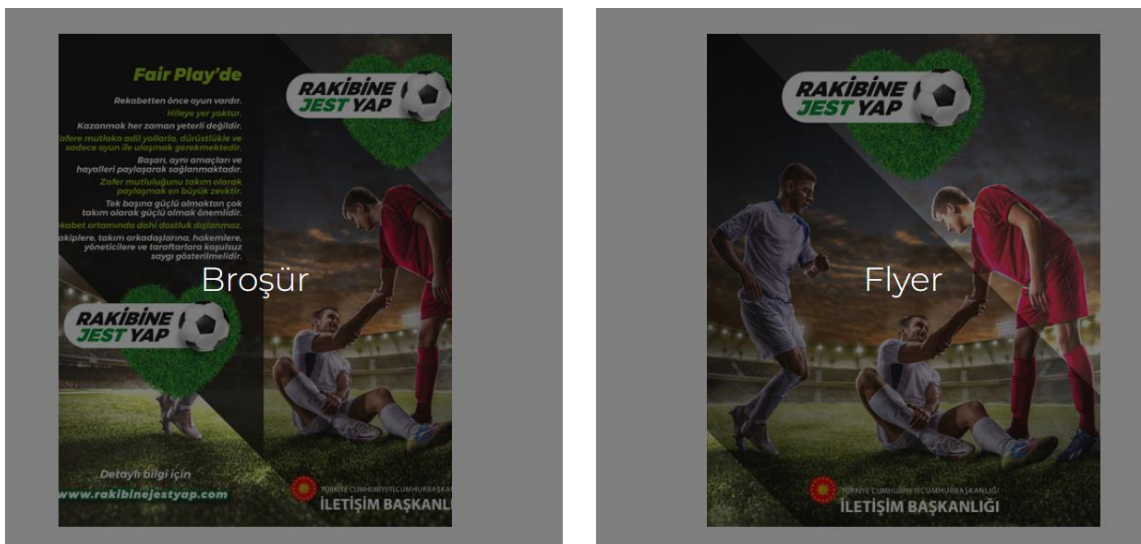
On the Rakibinejestyap.com homepage; there is a visual and promotional film depicting the nonviolent communication and nonviolent action process. Every internet user who enters the website can easily access the visual materials of the message about nonviolent communication within the scope of the campaign. The visuals and videos created about the messages intended to be given within the scope of the "innovation in teaching and learning" key message enable the educational process to be carried out in a more innovative way with different methods.



Picture 1: rakibinejestyap.com Main Page Image

**Source:** <http://rakibinejestyap.com/>

On the rakibinejestyap.com homepage; in addition to the shortcuts of the tabs in the website menu, it also has the images of the brochures and flyers prepared for the campaign.



Picture 2. Rakibinejestyap.com Brochure and Flyer Images

Source: <http://rakibinejestyap.com/>

When the outer covers of the brochure are examined; the cover page includes the image of two rival football players helping each other, the Make a Gesture to Your Opponent project emblem and the emblem of the Republic of Turkey Presidency Communications Directorate, which is the owner of the project. On the other pages, "We love football, we condemn violence", "Connect to football wholeheartedly, not violently", "Football is a common struggle", "Make a Gesture to your opponent with social responsibility campaigns", "The biggest football anywhere anytime!", "In football, there is either winning or losing... In nonviolent communication, always win!" messages are included. On the outer cover of the brochure, "Love football with love, Make a Gesture to Your Opponent!" the slogan and explanations of the principles of Fair Play are included. The distribution of brochures to the relevant target audiences during the trainings and before the football matches includes important summary information within the scope of the key message "New skills for everyone", both for the infrastructure players participating in the trainings, for the families of the players and for the fans who come to watch the football matches to acquire the "non-violent communication" skills. At the same time, brochures delivered to individuals within their comfort zones made accessible and accessible message transfer process possible within the scope of "Bringing learning closer to home".

Brochures and flyer materials designed within the scope of the campaign were used in a way to attract the attention of individuals during training and to raise awareness about the subject before the match, within the scope of the key message "Valuing learning". "What's Happening in the World?" tab of the Rakibinejestyap.com website has Fair Play examples in the field of football in different geographies section. Thus, it is emphasized that the message intended to be conveyed within the scope of the campaign is already being experienced in different parts of the world. The emphasis in question is a proof that participants who act in accordance with Fair Play are applauded by all segments of the society within the scope of the key message "Valuing learning".

On the "Trainings" tab of the Rakibinejestyap.com website, there are presentations, videos and photos of the trainings used in the training. With these contents, even individuals who cannot attend the training are provided with information about the subject. Thus, the key message of "Making learning closer to home" was fulfilled.

Project promotional film on the "News" tab of the Rakibinejestyap.com website; consists of fans helping each other before and during the match, players acting in accordance with player morality, and various scenes that give the project message. The promotional film in question shows that the education process can continue in a leisure activity such as football in a way that will change the perspective of individuals towards education. In addition, the public service announcement prepared for the project is a video content showing that education continues outside of school within the scope of the key message "Innovation in teaching and learning".

The news in the "News" tab of the Rakibinejestyap.com website included the distribution of brochures and educational content before and after various football matches within the scope of the project.

#### 4. RESULTS, DISCUSSION AND RECOMMENDATIONS

The fact that the education system requires individuals to develop certain behavioral patterns by being put into a systematic order from childhood and to approach certain events and phenomena within the scope of determined methods has enabled the lifelong learning attitude to come to the agenda. Because such a limited understanding of education serves as a system implemented by states to increase literacy rates rather than individuals' real development. However, adults also need education. Therefore, the perspective towards education should be developed to include adults and every individual who needs education. In this direction the lifelong learning attitude, which treats the educational process of adults as a "learning" process of

individuals, especially without age discrimination, suggests that the information to be learned in all areas of life can be provided not only by behavioral, but also by mental connections to be established. It is seen as the biggest step that will ensure the development of societies that individuals who are especially vulnerable to negative acts such as social exclusion, bullying and violence receive education on every subject at every moment of their lives. Because people live in communities and they have to cope with many negative processes in this process. Therefore, it is not possible for a system that is limited to chronological classifications such as kindergarten, primary school, secondary school, high school, and university, and continued gradually, to touch the life of every individual. In this direction, individuals need various resources to guide them in their adulthood.

With the support of the importance of the lifelong learning approach by UNESCO and the Council of Europe, international conferences drew attention to the necessity of developing education systems. Thanks to such studies, individuals were supported to continue their education that they left unfinished. However, it has been more clearly understood by the "key messages" developed by the Council of Europe that education is not just about the lessons taught at school. As mentioned in the study, these messages point to the elements that should be considered in the education system so that individuals can live more effectively and protected in social life. It is also of great importance in understanding that education is a form of learning that will not be limited to schools only.

Within the scope of the study, the attitude of lifelong learning has been associated with the nonviolent communication approach, apart from the key messages published by the Council of Europe. Because non-violent communication; it refers to a model developed to overcome all kinds of situations that may cause disconnections in interpersonal communication and separating individuals from each other. In line with Rosenberg, who stated that misunderstandings and exclusions between self-directed individuals would be minimized within the scope of the behaviors suggested by nonviolent communication, the "Make a Gesture to Your Opponent" project, which was carried out with the Turkish Football Federation First League Clubs, was chosen as a case study.

Within the scope of the project, which was designed on the basis of nonviolent communication, the training process given to the infrastructure players in the football branch was evaluated through the key concepts developed by the Council of Europe. In this context, in this study, the importance of the language used and the communication established in the process, as well as the realization of the lifelong learning attitude within the scope of the processes expressed with key concepts, are emphasized. As a result of the findings obtained, the website prepared for the project, the brochures, posters, presentations, etc. It has been determined that the language used in communication materials is suitable for nonviolent communication and lifelong learning approach. It is thought that the use of solutions offered by non-violent communication at the point of realizing an innovative, attentive and facilitating learning process with a lifelong learning attitude provides an opportunity to ensure that adult education is free from discriminatory elements.

### **Research and Publication Ethics Statement**

Ethics committee approval is not required for this study.

### **Contribution Rates of Authors to the Article**

In this article, each author contributed equally.

### **Statement of Interest**

There is no conflict of interest.

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