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| **CONFLICT POLICY** |

**1. General provisions**

1.1. The social and normative attitudes of the Study Centre are tolerance, respect for each other, honesty, cooperation, similarity of interests and values. At the same time, conflicts are an integral part of any collective formation. We are convinced that non-conflict is not an indicator of good relations, but rather a sign of lack of relations as such. And we believe that for the formation of a high level of relations and comfortable interaction of the subjects of the educational process, the aspect of effective conflict management, prevention of destructive situations and providing constructive ways to resolve conflicts is important.

The Study Centre cultivates zero tolerance for all forms of violence and aggression that may be associated with sexual harassment, gender inequality, discrimination and corruption. To overcome these shameful phenomena in the educational environment of the institute created and effectively operates a system for resolving conflict situations. Domestic conflict situations that do not show signs of violence are resolved in the Study Centre at the level of heads of structural units.

1.2. The provisions are concluded for the purpose of:

- normative consolidation of general principles of nonviolent cooperation and constructive dialogue, supported by the policy of the Study Centre,

- definition of norms (models) of behavior in conflict situations of a violent nature, which should guide students (listeners) and employees of the Study Centre during training, teaching and administrative activities;

- regulation of procedures for prevention, detection and resolution of conflict situations between the subjects of the educational process in the Study Centre,

- determination of responsibility for violation of the provisions on the prevention of violent conflict situations.

1.3. The Regulation defines and justifies the policy of the Study Centre on the protection of subjects of the educational process from all forms of violence, including related to sexual harassment, discrimination, gender inequality and corruption.

1.4. The main strategies of the Study Centre in conflict management for their prevention, detection and settlement:

- compromise,

- cooperation,

- avoidance,

- devices.

1.5. The educational process in the Study Centre is based on the following principles of a non-violent educational environment:

- observance of democratic values of human rights and freedoms,

- justice,

- equality of rights and opportunities,

- inclusiveness,

- tolerance,

- preventing and combating discrimination,

- openness and transparency,

- cooperation,

- student-centeredness,

- personality-oriented learning.

1.6. The following terms are used in this document:

1.6.1. Conflict - the process of extreme aggravation of contradictions and the struggle of two or more parties in solving a problem important to them, which is accompanied by negative emotions and requires resolution; it is a conflict of interests of individuals and groups, their ideas, opposing views, needs, assessments, level of aspirations, demands, etc.

1.6.2. Conflict situation - a situation that captures the real contradictions related to sexual harassment, discrimination and corruption, the needs and social expectations of teachers and students (listeners), or a situation that is an obstacle to achieving the goal of at least one of the participants.

1.6.3. The object of the conflict situation is a material (resources), social (power) or spiritual (idea, norm, principle) value, the possession or use of which the parties to the conflict seek.

1.6.4. The subject of a conflict situation is an objectively existing or imaginary problem that is the basis of a conflict situation.

1.6.5. Sexual harassment - acts of a sexual nature, expressed verbally (threats, intimidation, obscene remarks) or physically (touching, slapping), humiliating or insulting persons who are in a relationship of labor, service, material or other subordination.

1.6.6. Discrimination is a situation in which a person or group of persons on the basis of their race, color, political, religious and other beliefs, sex, age, disability, ethnic and social origin, citizenship, marital and property status, place of residence, language or other characteristics which have been, are and may be valid or presumed (hereinafter - certain features), is subject to restrictions on the recognition, exercise or exercise of rights and freedoms in any form, except where such restriction has a legitimate, objectively justified purpose, ways to achieve which are appropriate and necessary.

1.6.7. Gender inequality is discrimination on the grounds of sex, which means a situation in which a person and / or group of persons on the basis of sex who were, are and can be valid or presumed is restricted in recognizing, exercising or enjoying rights and freedoms or privileges in any - in what form, except in cases when such restrictions or privileges have a legitimate objectively justified purpose, the ways to achieve which are appropriate and necessary.

1.6.8. Corruption is the use of a person's official powers and related opportunities to gain illicit benefits.

1.6.9. Positive actions are special temporary measures that have a legitimate, objectively justified purpose, aimed at eliminating legal or factual inequality in the ability of a person or group of persons to exercise rights and freedoms on an equal basis.

1.6.10. Conflict resolution - resolving a situation that captures the real contradictions related to sexual harassment, discrimination and corruption, the needs and social expectations of teachers and students (listeners), or a situation that is an obstacle to achieving the goal of at least one of the participants interactions, by eliminating and preventing the recurrence of the causes, grounds and conditions of such a situation.

1.6.11. Conflicts of interest in assessment outcomes - situations where individuals or organizations involved in assessing or evaluating something, such as a product, service, research study, or performance, have personal or financial interests that may compromise the objectivity and impartiality of the assessment process and its resulting outcomes (Appendix 1).

1.6.12. Compromise - an agreement, an agreement as a reasonable way to resolve conflicts, which is to achieve mutual understanding through mutual concessions of the parties.

1.6.13. Cooperation is the search for a solution that would best satisfy the interests of both parties.

1.6.14. Avoidance is a conscious "escape" from a conflict, an attempt to get out of a situation without resolving it.

1.6.15. Adaptation - a change in their position / behavior, abandonment of their interests in favor of the interests of others.

1.6.16. The subject of the educational process is a student (listener) or an employee of the Study Centre.

**2. Measures to prevent and detect violent conflict situations**

2.1. Every subject of the educational process is obliged to adhere to the norms of non-violent interaction in educational and labor activities and to be responsible for their violation.

2.2. In order to prevent violent conflict situations, subjects of the educational process (students and staff of the Study Centre) in their activities, public statements (messages), online and printed materials must follow the rules of nonviolent interaction, which include a ban on the use of:

- hate speech (expressions containing insults, threats or incitement to violence against a person or group) based on race, color, political, religious or other beliefs, sex, age, disability, ethnic and social origin, nationality, family and property status, place of residence, language or other features,

- discriminatory statements (which contain offensive, derogatory statements about persons based on gender, appearance, clothing, sexual orientation, etc.);

- harassment (undesirable behavior for a person and / or group of persons, the purpose or consequence of which is the humiliation of their human dignity on certain grounds or the creation of a tense, hostile, abusive or contemptuous atmosphere towards such a person or group of persons);

- acts of a sexual nature, expressed verbally (threats, intimidation, obscene remarks) or physically (touching, slapping), humiliating or insulting persons who are in a relationship of labor, service, material or other subordination,

- official powers and related opportunities in order to obtain illegal benefits.

2.3. The management of the Study Centre regularly conducts informational and educational events in order to:

- raising awareness of the subjects of the educational process about the importance of adhering to the principles of combating corruption, non-discrimination, and in particular gender, as well as the inadmissibility of sexual harassment,

- raising the level of awareness of the subjects of the educational process about tolerance for cultural or individual differences of team members: points of view, expectations, perceptions, relationships, etc .; about common mistakes in communication,

- consolidation of a positive socio-psychological climate in the team,

- establishing and strengthening cooperation between possible future rivals,

- work with informal leaders, reducing social tensions in the educational environment.

2.4. In order to identify violations of the above provisions on conflict prevention, as well as to identify existing conflicts in the Study Centre encourages written information (including anonymous) of the administration of the institute about illegal actions of participants in the educational process that can lead to real contradictions with sexual harassment, gender inequality, discrimination and corruption.

2.5. Any participant in the educational process who has witnessed or has a good reason to believe that a violation of the rules of nonviolent interaction has occurred, has the right to submit a written request (notice) to the academic director, or CEO.

2.6. The appeal (message) is accepted for consideration if:

- it contains arguments that indicate that there was a fact of violent conflict (sexual harassment, discrimination, including gender, or corrupt practices of any of the participants in the educational process),

- the appeal is supported by relevant evidence.

**3. Procedure for resolving conflict situations**

3.1. In case of receiving a representative of the Study Centre administration - CEO - an appeal from the subject of the educational process, the addressee initiates the creation of a special commission for conflict resolution (consisting of at least 3 people) to verify the accuracy of the information provided and further resolve the conflict.

3.2. The procedure for verifying the accuracy of information precedes the consideration of the issue of conflict resolution and provides for the following practical and organizational measures:

- interviewing witnesses (any participant in the educational process who is aware of the circumstances of the case may be a witness);

- study of primary sources (publications, etc.);

- carrying out other measures necessary for an objective investigation.

3.3. In case of confirmation of the fact of detection of violence, the special commission acts in accordance with the requirements and in the manner prescribed by this Regulation and current legislation of Ukraine (Law of Ukraine "On Prevention of Corruption", Law of Ukraine "On Principles of Prevention and Combating Discrimination in Ukraine"). ensuring equal rights and opportunities for women and men", other regulations).

3.4. A person who is a party to the conflict or is accused of violence (hereinafter - the Opponent) has the right to be acquainted with the suspicion against him, the peculiarities of the procedure for consideration of this issue. The opponent's right to veto any member of the conflict resolution commission is allowed, if the suspicions of his bias are justified.

3.5. Opponents of the conflict have the right to:

- to know about the date, time and place of the commission meeting and to be present at it during the consideration of the issue of resolving the conflict and bringing the perpetrators to justice;

- to get acquainted with the materials on establishing the facts of violation of the rules of nonviolent interaction, to submit comments to them;

- personally, or through a representative to provide oral and written explanations or refuse to provide any explanations, to participate in the study of evidence of violation of the rules of nonviolent interaction;

- appeal the decision to prosecute.

3.6. Based on the results of consideration of the issue and clarification of all material circumstances, the conflict resolution commission may use the following technologies for resolving the conflict:

- information - elimination of information deficit, elimination of false, erroneous or distorted information from the information field;

- communicative - the organization of communication between the subjects of conflict interaction and their supporters, including with the involvement of a third party in order to change the requirements of one of the parties, if the opponent makes certain concessions;

- socio-psychological - work with informal leaders, reducing social tensions in the student environment or the workforce, consolidating a positive socio-psychological climate in the team; elimination of the causes of the conflict; overcoming the image of the "enemy" of the conflicting parties,

- organizational - the use of methods of encouragement and punishment, including application of disciplinary or educational measures (in case of proving the guilt of the offender).

3.7. Decisions of the Commission for Conflict Resolution are made at its meeting by a simple majority of votes by open ballot and are recorded in the minutes signed by the chairman of the commission.

3.8. The decision is the basis for the issuance of the relevant order of the institute.

3.9. In case of new circumstances of the case or insufficient study of all submitted materials by the commission, the CEO (academic director or executive vice-president) may refer the case for additional consideration.

3.10. The Conflict Resolution Commission should ensure the confidentiality of its consideration of violations of the rules of non-violent cooperation and prevent the dissemination of information outside the relevant regulatory procedures.

Only the participants of the procedure for considering the violation of the rules of nonviolent interaction can get acquainted with the content of the appeal and the case materials.

3.11. The decision to prosecute may be appealed in writing within ten days from the date of review of the decision.

The appeal is submitted to the CEO, who appoints the composition of the Appeals Commission to reconsider the case.

The Appeals Commission, in turn, considers the issue in accordance with the procedure specified in Section 3 of this Regulation and prepares a new decision.

The final decision is made by the CEO or a person authorized by him.

The CEO 's decisions are not appealed.

Appendix 1

**Conflicts of interest**

1. Conflicts of interest in assessment outcomes (see clause 1.6.11. Conflict Policy) arise when the assessors or evaluators have competing interests that could potentially influence their judgment, decision-making, or the reporting of assessment results. These conflicts can lead to biased or distorted assessments, compromising the integrity and reliability of the outcomes.

For example, in a research study, if the researchers have financial ties to a company that manufactures a product being evaluated, their assessment of the product's efficacy may be influenced by their personal or financial relationship with the company. Similarly, in a performance evaluation, if the evaluator has a personal relationship with the person being assessed, it may lead to favoritism or biased judgment.

2. Conflicts of interest can also occur in regulatory or decision-making processes where the assessors have connections to industries or stakeholders that may be directly affected by the outcomes. In such cases, the assessors may be inclined to prioritize their personal or financial interests over impartial assessment, potentially leading to decisions that are not in the best interest of the broader public or intended beneficiaries.

3. To mitigate conflicts of interest in assessment outcomes, it is important to establish transparency, independence, and accountability in the assessment process. This can be achieved through disclosure and management of conflicts of interest, ensuring that assessors or evaluators declare any relevant relationships or interests that could potentially influence the outcomes. Independent oversight, peer review, and diverse assessment panels can also help minimize conflicts of interest and enhance the credibility and validity of assessment outcomes.

4. The procedure for identifying and recording potential and actual conflicts of interest, as well as the steps taken to mitigate the risk of adverse effects, typically involves the following:

**Step 1. Awareness and Disclosure.**

All individuals involved in decision-making or assessment processes are made aware of the importance of identifying and disclosing any potential conflicts of interest they may have. This includes financial interests, personal relationships, or affiliations that could influence their judgment.

**Step 2.** **Self-Assessment.**

Individuals are encouraged to conduct a self-assessment to evaluate whether any conflicts of interest exist. They consider their own relationships, affiliations, and financial interests that could impact their objectivity in the decision-making process.

**Step 3. Documentation.**

Identified potential and actual conflicts of interest are recorded in a formal register or system. This includes details of the conflicted individual, nature of the conflict, and its relevance to the assessment or decision at hand.

**Step 4. Review and Evaluation**.

A designated body or committee is responsible for reviewing the recorded conflicts of interest and assessing their potential impact on the fairness and objectivity of the process. This evaluation includes considering the significance and magnitude of the conflict, as well as its potential to affect assessment outcomes.

**Step 5. Mitigation Measures**

Once conflicts of interest are identified, various mitigation measures are implemented to minimize the risk of adverse effects.

**Step 6. Monitoring and Oversight**

Ongoing monitoring and oversight are crucial to ensure compliance with the identified mitigation measures. Regular reviews and audits are conducted to assess the effectiveness of the implemented measures and identify any new conflicts that may arise.