

## Two-Day Course: Connecting Authority in Education

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Which students will later look back on you with warmth? And why? Chances are, they will be the students with whom you had a strong relationship. This is exactly the kind of relationship that can come under pressure when faced with complex behaviour. Many teachers recognise the challenge of setting boundaries against unacceptable behaviour without losing the connection with the student.

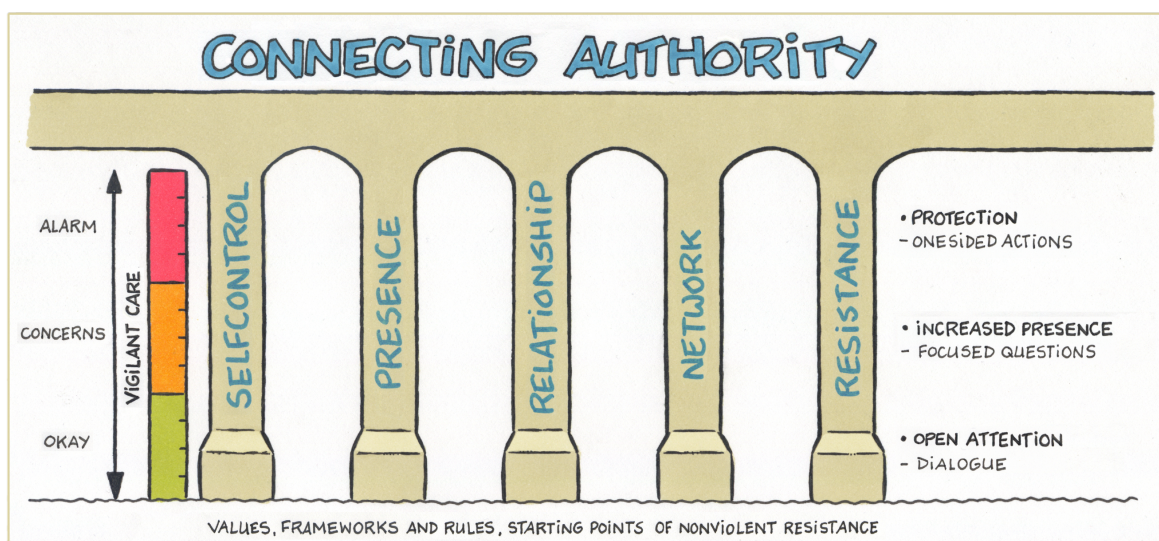
**Connecting Authority**<sup>®</sup>, also known as *New Authority*, provides an answer to this complex challenge. Developed by Haim Omer and rooted in the principles of non-violent resistance, it emphasises a simple but profound truth: connection and authority always go hand in hand.

Connecting Authority is, on the one hand, a pedagogical attitude you can always rely on. On the other hand, it offers concrete interventions that you can apply unilaterally — even when a student refuses to cooperate or does not acknowledge the seriousness of the problem. Knowing that you can *always* take action reduces feelings of powerlessness and helps you see opportunities for (positive) influence again: from lack of power to strength. There is no greater gift for students than meeting a teacher who feels confident and grounded. This creates safety and trust — essential conditions for learning.

### Course Structure

During this two-day course, participants will be trained in applying Connecting Authority within an educational context. The Connecting Authority attitude is central. It is not so much *what* you do, but *why* and *how* you do it.

Eefke Faasen and Erik Faasen, in collaboration with Eliane Wiebenga, developed the metaphor of *the Bridge of Connecting Authority* (see below). The bridge visually represents the relationship between the different elements of Connecting Authority. The programme follows the structure of this bridge. Throughout the course, there is also time to discuss real-life cases.



## Objective

Participants will develop the knowledge, mindset, and skills to act from Connecting Authority in their daily practice.

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## Programme

### Day 1

- How have we dealt with feelings of ambivalence towards *Connecting Authority* in schools? The journey we have taken in the field of education.
- Why focus on authority?
- Introduction to the various elements of 'The bridge of Connecting Authority.'
- How do we establish frameworks and rules together with schools?

### Day 2

- The highest level of vigilant care: working with 'The bridge of Connecting Authority' when dealing with problematic behaviour.
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## Method

The trainers use presentations with visuals and examples, film clips, personal exercises, role plays, reflection, dialogue, and case work. During the training, both mindset and skills are practised through role-playing.

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## Erik Faasen

Erik works from the conviction that every person has an extraordinary potential to live a meaningful life. To realise this, he believes it is essential to deepen your self-awareness, learn to trust your intuition, and stay connected to your personal motivations and passions. He is convinced that anyone — regardless of age, experience, or professional level — can grow closer to their core. This is a lifelong, evolving process in which we continually make discoveries that enrich our lives.



Erik has a background as a group leader in youth care and is trained as a social worker. Since 2005, he has guided teams and organisations through development and change processes in his own practice. For the past ten years, he has worked together with Eefke in education as a trainer in Connecting Authority.

Erik is co-author of the workbook *Connecting Authority in Primary Education*.

## **Eefke Faasen**

Eefke believes that every person needs an anchor — someone who remains committed and does not give up. Children need such an anchor, and so do the adults around them — so they can provide children with what they need.

Eefke has worked as a primary school teacher in special education. There, she experienced firsthand how essential a supportive network is when faced with complex challenges. She later studied behavioural sciences and healthcare psychology. She now works in her own practice in mental health care. In addition, she trains educators in Connecting Authority alongside Erik and works as a supervisor.



Eefke is the author of the workbook *Connecting Authority in Primary Education* and has written several articles.