

Report of Good Practices for a Culture of Peace

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Foreword



I am pleased to present this Report of Good Practices for a Culture of Peace, which was written in conjunction with the School for a Culture of Peace at the Universitat Autònoma de Barcelona.

Within the framework of the International Decade for a Culture of Peace and Non-Violence for the Children of the World 2001-2010¹, this report is intended to be a guide of practices, to encourage positive activity in the civil society and promote similar practices in our own environment. Moreover, it intends to be a tool for public and private institutions, to develop their own good practices for a Culture of Peace based on the experiences of other projects already developed in other parts of the world.

Previously, the *World Report on the Culture of Peace 2005*, drafted by our foundation and coordinated by David Adams, showed the great progress that the Culture of Peace has made in the world civil society, five years after the implementation of the Declaration and Programme of Action on a Culture of Peace. This study is another step forward, ensuring that all this effort makes more weight and sense.

¹ Declared by the United Nations General Assembly in its resolution 53/25, 10 November 1998.

The completion and publication of this report could not have been possible without the collaboration of the Peace Promotion and Human Rights Office of the Government of Catalonia, whom we would like to thank for their support.

From the Foundation, we continue to contribute to the building and consolidation of a Culture of Peace through reflection, research, education and on-the-spot action. We work to achieve, and if possible exceed the goals of the Decade.

A handwritten signature in blue ink, reading 'Manuel Manonelles i Tarragó', written over a horizontal line.

Manuel Manonelles i Tarragó

Director

Barcelona Office of the Foundation for a Culture of Peace

Introduction

This report continues the process started by an earlier document, the *World Report on the Culture of Peace*, which was drafted by the Foundation for a Culture of Peace with the aim of evaluating the progress made at the midpoint of the Decade for a Culture of Peace and Non-Violence for the Children of the World 2001-2010².

The *World Report on the Culture of Peace* was compiled by David Adams based on more than 700 reports submitted by more than 100 countries from around the world, and was well received by the Member States³ present at the General Assembly on 20th October 2005.

This valuable information, available on the website: <http://decade-culture-of-peace.org/>, has been our starting point. There it is possible to find the answers to the third question of the questionnaire given to the civil society organizations: "What actions have been undertaken by your organization to promote a culture of peace and non-violence during the first half of the Decade?"

With the aim of completing the present *Report of Good Practices*, we have followed two strategies: (a) we undertook a general study of the practices (more than 700) with an analysis and a proposal for future action, and (b) we selected the "good practices"

² In accordance to the invitation in operative paragraph 10 of General Assembly Resolution A/59/143

³ Specially Bangladesh, Fiji Islands, Qatar, Thailand and the EU Presidency (United Kingdom). Their statements are available on www.fund-culturadepaz.org/informe.

The selection of practices is ordered by the same 8 domains of action defined by the Programme of Action of the Decade for a Culture of Peace:

- CPE** - Culture of Peace through Education
- SESD** - Sustainable Economic and Social Development
- RHR** - Respect for all Human Rights
- EWM** - Equality between Women and Men
- DP** - Democratic Participation
- UTS** - Understanding, Tolerance and Solidarity
- FFIK** - Free Flow of Information and Knowledge
- IPS** - International Peace and Security

The criteria to select the practices, inspired in those of the Colombia's National Database of Good Practices⁴, have been the following:

- Effectiveness: a breakthrough project, with tangible and feasible results, that affects a considerable number of people;
- Sustainability: a project viable to be implemented several times (either by the self-management of the financing or people's motivation, etc.);
- Legitimacy: linked with a community reality, the project's management must be assumed by the people close to the community in question;
- Replicability: it should be possible to reproduce in other environments (with the necessary adaptations for each context).

The selection of the good practices has not been easy. We are aware that we have left some valuable examples aside, sometimes because there were similar practices, and in other instances it was due to a lack of information. Despite this, we believe that this report contributes to the necessary debate,

⁴ The Colombia's National Database of Good Practices, a good practice in itself, has unfortunately not been described in the website <http://decade-culture-of-peace.org/>. It collects the good practices aimed to act on the roots and consequences of the armed conflict in Colombia.

both academic and methodologic, that step by step it defines and improves the studies on the Culture of Peace.

In this regard, this report can be a useful tool to show the civil society's capacity to transform the world into a non-violent society, as well as to facilitate the exchange of ideas and invite all the people sensitive to the Culture of Peace to commit themselves to build it everyday, with the means available at hand, which are infinite.

Selection of good practices

Title: **Congolese youth learn about the peaceful resolution of conflicts**

Organization details:

Jeunes et femmes pour
les droits de l'homme et
la paix (J.F.D.HO.P)
bopemed@yahoo.fr
R. D. CONGO

Linked to the Programme of Action:
9. b) Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination.

Domain of action: CPE

Goal: Provide them with the capacity of resolving conflicts peacefully.

Development: The association gives lessons on the peaceful resolution of conflicts to youth of any ethnic community and political affiliation, from public and private education centres, secondary and university education in different regions of the country.

The training workshops, in collaboration with San Egidio community, also inform the participants about their rights and duties and make them know the global movement for a Culture of Peace.

Results: The association highlights the fact that where the workshops were developed, the number of violent conflicts and drug-taking has decreased. The participants improve their knowledge on both their rights and duties as citizens.

Criteria of quality: Sustainability, Legitimacy, Replicability

Title: Treatment of the Iraqi war in the social sciences class of a nursery school

Organization details:

Jardín de Infantes 902
 “Mariquita Sánchez”
 C/ Mitre 742
 (2015) Ramallo
 ARGENTINA

Linked to the Programme of Action:
 9. b) Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination.

Domain of action: CPE

Goal: Teach the values for a harmonious life in society, profiting from boys and girls interest in the images of the Iraqi war repeatedly seen in the media.

Development: Constant work on the Iraqi war with a nursery school class, boys and girls aged 5 and 6 years old. There is a progression of contents to the last issue, the war. Being small children, a logic evolution is needed, going through the personal to the collective. To start they do activities to foster appreciation for what is familiar and to recognize other people’s needs. Then, the way of expressing the feelings of community, country and humanity belonging is being addressed. From then on, activities are carried out to talk about the acceptance of individual and cultural differences and also the treatment of conflicts to reach an agreement.

Results: It does not mention any results. It is a difficult action to evaluate in the short term.

Criteria of quality: Sustainability, Replicability

Title: Preventing violence in the city

Organization details:

Partners for Violence Prevention
 340 Walnut Street
 St. Paul, Minnesota
 55102 UNITED STATES
 OF AMERICA

www.partnersforviolenceprevention.org

Linked to the Programme of Action:
 9. b) Ensure that children, from an early age, benefit from education on the values, attitudes, modes of behaviour and ways of life to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance and non-discrimination.

Domain of action: CPE

Goal: Prevent violence through education of different collectives in the city of St. Paul.

Development: The project aims to prevent violence, taking action in different collectives:

In schools, the association offers training in social and emotional capabilities, anger management, techniques to face violence with confidence, etc. Also, it facilitates the creation of Students Councils for Peace, where the students learn and practice peaceful strategies to implement these skills in the school and the community.

The programme Family violence/ domestic violence trains health staff to increase their knowledge of the domestic violence effects on people and improve their assistance in these cases.

Results: The measures applied in the schools have reached almost 5600 students. More than 1500 health professionals have received training about the effects of violence on people.

Criteria of quality: Legitimacy, Effectiveness

Title: **Integrate the Culture of Peace**

Organization details:

Ta'awon - Palestinian Institute
for Conflict Resolution
P.O Box: 2462
MBC building – Al-bera
Ramallah – West Bank,
PALESTINE
taawon@taawon4youth.org

Linked to the Programme
of Action:
9. c) Involve children in
activities designed to
instill in them the values
and goals of a culture of
peace.

Domain of action: CPE, DP

Goal: Integrate the culture of peace with the policies and strategies of different civil society organizations.

Development: The starting point of the project is to organise a training course on the Culture of Peace addressed to educators of civil society organizations from different fields, such as youth, agriculture, etc. In turn, these representatives have to pass on what they have learned within their organization. Thus, each one plans how to implement the culture of peace principles in their ongoing project and organization, contributing to promote the culture of peace in Palestine.

Results: The action reaches 150 associations of 8 districts in the West Bank.

Criteria of quality: Replicability, Legitimacy

Title: **Building the historical memory in school**

Organization details:

Instituto Regional
para la Paz - Irepaz
Jr. Huallayco n°1310
PERU
irepazperu@yahoo.es
www.irepaz.org

Linked to the Programme of Action:
9. e) Encourage revision of education
curricula, including textbooks, bearing in
mind the 1995 Declaration and Integrated
Framework of Action on Education for Peace,
Human Rights and Democracy for which
technical cooperation should be provided by
the United Nations Education, Scientific and
Cultural Organization upon request.

Domain of action: CPE

Goal: Include in the education curricula the contents and recommendations of the Final Report of the Truth and Reconciliation Commission.

Development: The project began in April 2005 in order to diversify the curricula following the recommendations given in the Final Report of the Truth and Reconciliation Commission, which calls for a more democratic and plural education. The project has been implemented in the 4 most affected areas by political violence, from the 11 that the region of Huanuco has. The actions undertaken were as follows: after an informative phase addressed to the directors and teachers of the selected centres, the workshops of curricula diversification were developed with the educators. These workshops allow preparing methodological guides for educators that are delivered to educational institutions so as to be validated. Until May 2006, the project worked with 1st and 2nd grades and from May onwards with primary 3rd and 4th.

Results: It has reached 200 teachers from the 4 provinces. At the moment, they are calling for support to spread the experience next academic year.

Criteria of quality: Replicability

Title: **Peace is in our hands**

Organization details:

Fred i våra händer
Svenska FN-förbundet,
Box 15115, SE-104 65
Stockholm, SWEDEN
www.fredivarahander.nu

Linked to the Programme of Action:
9. e) Encourage revision of education curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy for which technical cooperation should be provided by the United Nations Education, Scientific and Cultural Organization upon request.

Domain of action: CPE

Goal: Train in Education for Peace and promote the addition of Education for Peace in the education curricula.

Development: The project follows three strategies in favour of the mentioned goals: first of all, training groups of young people so they work actively for a culture of peace, in a daily basis. Secondly, offering training in the transformation of conflicts to teachers to spread what they have learned. Thirdly, working for the addition of the Education for Peace in the official curricula of primary and secondary, as well as in the training programmes for teachers. For that purpose, it has achieved the support of 22 teaching students' associations and has promoted the acceptance of motions in parliament.

5 organizations cooperate to develop these actions together: SweFOR, PeaceQuest, the United Nations Association of Sweden, Christian Council of Sweden and Teachers for Peace.

Results: More than 400 young people received training in culture of peace building and 2800 teachers have been trained in education of conflict. In March 2005, a motion was approved in Parliament. It indicated the steps to follow in order to include education of conflict in the official curricula.

Criteria of quality: Effectiveness, Replicability

Title: **Disarmament of the minds**

Organization details:

Peace and Disarmament
Education Project
PO BOX 236/1,
Tirana, ALBANIA
info@cpde.net
www.cpde.net

Linked to the Programme of Action:
9. g) Strengthen the ongoing efforts of the relevant entities of the United Nations system aimed at training and education, where appropriate, in the areas of conflict prevention and crisis management, peaceful settlement of disputes, as well as in post-conflict peace-building.

Domain of action: CPE

Goal: Educate Albanian children and youth for disarmament.

Development: To complement the physical disarmament project conducted in the whole country; this disarmament education project is developed in collaboration with international organizations, like the UN Department for Disarmament Affairs or *Hague Appeal for Peace*. Following the assessment of necessities, an education project is defined and implemented by the communities for which it is intended. In this way, the community becomes an active agent in the implementation of the project. The education method is also participatory and aims at teaching *how to think* about disarmament, rather than *what to think* about it.

To ensure the sustainability of the project, the Albanian Centre for Peace and Disarmament Education has been created.

Results: 50 workshops have been carried out at local and national levels, and 3 summer schools. Some contents of this education programme have been added to manuals of the Institute for Pedagogical Studies. Teachers from all the country can use them.

Criteria of quality: Legitimacy, Sustainability

Title: The Olive Tree Campaign

Organization details:

World Alliance of YMCAs
12, Clos-Belmont
1208 Genève SWITZERLAND
office@ymca.int
www.ymca.int

Linked to the Programme of Action:
10. d) Reinforce actions at all levels to implement national strategies for sustainable food security, including the development of actions to mobilize and optimize the allocation and utilization of resources from all sources, including through international cooperation, such as resources coming from debt relief.

Domain of action: SESD, UTS

Goal: Replant 50,000 olive trees in the Palestinian territories where they have been uprooted, a military strategy in the Palestinian-Israeli conflict.

Development: The destruction of thousands of trees has implicated important economic losses in Palestine. Therefore, tree planting seasons were organised with the sponsorship from the YMCA, YWCA, churches and other groups and individuals from 26 countries around the world. In each season, they target fields in new areas for the next planting seasons. Moreover, February 5th and March 5th will be International Planting Days. Local and international volunteers are invited to collaborate in the campaign.

Results: To year 2005 around 13,000 olive trees have been planted, and hundreds of volunteers have participated.

Criteria of quality: Effectiveness, Replicability

Title: Armenia the civic miracle of Colombia

Organization details:

Fundación Colombia
una nación cívica
Carrera 14
35N-40 Armenia COLOMBIA
www.fundacioncivica.org

Linked to the Programme of Action:
10. e) Undertake further efforts to ensure that the development process is participatory and that development projects involve the full participation of all.

Domain of action: SESD, RHR

Goal: Educate the citizenship to overcome the lack of respect for human dignity.

Development: The project develops an education programme which lasts 3 months in the Colombian city of Armenia, together with the community. It is addressed to community leaders and deals with citizens' culture, human rights and democracy. Afterwards, these leaders must promote, in their communities of origin, the creation of local civic management plans. They will be supported by the foundation, based on the own interests and demands of the community.

Results: Training of 150 community leaders and 40 specialized professionals. Some of the benefits provided by the community plans are:

- Training programme in handcraft work to generate income for mothers,
- Squads in neighbourhoods in case of social and public health risks.

Criteria of quality: Effectiveness

Title: **Good Water Neighbours**

Organization details:

Friends of the Earth Middle East,
85 Nahalat Binyamin Street
Tel Aviv, 66102 ISRAEL
info@foeme.org
www.foeme.org

Linked to the Programme of Action:

10. i) Incorporate capacity-building in development strategies and projects to ensure environmental sustainability, including preservation and regeneration of the natural resource base.

Domain of action: SESD, UTS

Goal: Promote cooperative efforts to protect the environment, obtaining a regional sustainable development and creating the necessary conditions for peace in the Middle East.

Development: The Good Water Neighbours project involves communities in Israel, Jordan and Palestine. They carry out activities to raise awareness among the youth of sustainable water management in the house and within the community.

In each community, either Israeli, Jordanian or Palestinian, there is the figure of the Water Trustee, who has to exchange information on the water situation in his community and seek ways of cross-border cooperation to solve common water problems.

It is planned that the results of these pilot experiences will be used to raise awareness in the whole region about equity in the consumption of water and its sustainability.

Results: The Water Trustees of each community have become lawyers/ local activists for change. Also, in each community, a public building has been transformed into a water-wise model building.

Criteria of quality: Effectiveness, Legitimacy, Sustainability

Title: **Childhood dignity**

Organization details:

UNESCO Club "Dignity of the child" Volgograd
Titova str., 48-105
400123 Volgograd
RUSSIAN FEDERATION
ene@vistcom.ru

Linked to the Programme of Action:
11. a) Full implementation of the Vienna Declaration and Programme of Action.

Domain of action: RHR

Goal: Watch over for the compliance of the rights of children.

Development: This UNESCO club develops several projects of protection of children's rights, among which we can highlight the following:

Through the "Lawyer of the Child" programme, an office is set to offer lawyer and social worker services to assist children abused by parents, living within a negative environment, etc. The action varies from social measures of support to legal counsel before the courts.

The "Children in prison" programme gives legal, social, humanitarian support to 350 children that are in prison, inspecting their living conditions, financing the prisons' reforms and monitoring the reintegration of children into the community once released.

Results: From year 2001, the centre has assisted more than 2,000 boy and girls.

Criteria of quality: Replicability

Title: **Respect for the International Humanitarian Law**

Organization details:

Sulong CAHRIHL is a network of organizations, one of the participatory organizations is: Balay Rehabilitation Center No. 25 Maalindog Street, UP Village, Diliman, Quezon City, PHILIPPINES 1101
balayadvocacy@tri-sys.com
www.balayph.org

Linked to the Programme of Action: 11. c) Strengthening of national institutions and capacities in the field of human rights, including through national human rights institutions.

Domain of action: RHR, CPE

Goal: Monitor respect for human rights and the International Humanitarian Law in the context of the Philippines-Mindanao armed conflict.

Development: The network of organizations Sulong CAHRIHL (Comprehensive Agreement on Respect for Human Rights and International Humanitarian Law) is an initiative from the civil society to promote the goals and monitor the compliance with the Comprehensive Agreement on Respect for Human Rights and International Humanitarian Law of the Government of the Republic of Philippines and the National Democratic Front in 1998. This initiative considers that the Respect for Human Rights and the International Humanitarian Law is a crucial first step to peace-building in the country.

Results: Sulong CAHRHIL has become the principal support for human rights and peace in the framework of the long negotiations between the Philippine government and the National Democratic Front.

Criteria of quality: Sustainability, Replicability, Legitimacy

Title: **San Sebastián / Donosti, Space for a Culture of Peace**

Organization details:

Ayuntamiento de Donosti/San Sebastián
 Dirección de Juventud, Educación,
 Cooperación y Derechos Humanos
 Palacio Goiokoa Igntea, 9 1º
 Donosti/San Sebastián ESPAÑA
giza_eskubideak@donostia.org
www.donostia.org

Linked to the Programme of Action: 11. f) Dissemination and promotion of the Universal Declaration of Human Rights at all levels.

Domain of action: RHR

Goal: Build a plural society in which life is respected and enriched by the diversity of ideas.

Development: Within a Comprehensive Plan of Action, the project tackles municipal policies and projects on human rights, following 5 strategies: the creation of the new Human Rights Centre "Itsasargi"; the programme of support and solidarity to the victims of terrorism and violence; the building of the Park Amaiur for peace; the programme of support to collectives that work to defend human rights; and the Education in Values.

The Education in Values seeks to promote reflection, awareness and debate among citizens on the violation of Human Rights, strengthening solidarity, respect, freedom and diversity. With this aim, many activities of awareness and reflection are undertaken. For example, film festivals on human rights, education programmes and contests to motivate reflection on peace and children rights in schools, etc.

Results: Choosing continuity, the council has planned new actions for peace and human rights for the next years.

Criteria of quality: Sustainability, Replicability

Title: **Create work opportunities**

Organization details:

AWAL- Women society
Dr. Sabika Al-Najjar
PO box 22162
Muharraq BAHREIN
awalws@batelco.com.bh

Linked to the Programme of Action:
12. d) Promotion of equality between women and men in economic, social and political decision-making.

Domain of action: EWM, SESD

Goal: Create work opportunities for women.

Development: On the one hand, the association creates small enterprises (catering firms of traditional Arabic coffee in weddings and funerals, embroidery firms) to provide jobs to unemployed women. On the other hand, it facilitates microcredits to enable the creation of new firms.

Results: The catering and other enterprises created have increased their efficiency thanks to the microcredits. They have expanded to other regions of the country and have increased their personnel.

Criteria of quality: Sustainability, Replicability, Legitimacy

Title: *Grêmio em forma*

Organization details:

Instituto Sou da Paz
Rua Luís Mural, 260
Vila Madalena
São Paulo BRASIL
Cep: 05436-050
www.soudapaz.org

Linked to the Programme of Action:
13. b) Special emphasis on democratic principles and practices at all levels of formal, informal and non-formal education.

Domain of action: DP, CPE

Goal: Create students' councils in public schools to promote peaceful solutions to conflicts and encourage dialogue and negotiation among students.

Development: The project distributes manuals and coordinates discussion forums to help students create Students' Councils. It fosters the Students' Councils participation in forums and seminars on school violence and reinforces the students' participation. These Councils allow participating in events such as the National Campaign for the Right to Education, State and National Plans, the World Education Forum and the conferences of state and national youth.
The association organizes many activities of awareness in favour of peace. For example, football championships for peace or ceremonies against armed violence. It has other projects, like the training of "Agents of Peace", who prepare activities on weapon control.

Results: Between 2001 and 2005, 32 Students' Councils have been created, being São Paulo especially active.

Criteria of quality: Replicability, Legitimacy

Title: Mediation in the style of the Solomon Islands

Organization details:

The Australian Centre
for Peace and Conflict Studies
Level 4, Building 39A
University of Queensland
St Lucia QLD 4072 AUSTRALIA
acpacs@uq.edu.au
www.uq.edu.au/acpacs

Linked to the Programme
of Action:

14. c) Study further the
local or indigenous
practices and traditions of
dispute settlement and
promotion of tolerance
with the objective of
learning from them.

Domain of action: IPS, UTS

Goal: Define strategies of peace-building in the Solomon Islands, so they combine traditional and occidental methods.

Development: In cooperation with Solomon Islands natives, the project designs a peace-building workshop, recuperating local traditional methods of conflict resolution, combined with occidental forms. Taking place in three different towns, the workshop prepares plans of action to develop peace-building processes, such as fixing broken ties between communities, the disarmament of members, or the peaceful resolution of conflicts.

Results: The project has consolidated a wide network of people and organizations with strengthening capacities to manage the conflict in a peaceful way. The association has cooperated with the National Council for peace of the Solomon Islands, among other actors, to build sustainable peace projects.

Criteria of quality: Legitimacy, Replicability

Title: Building bridges among communities

Organization details:

Setu: Centre for Social
Knowledge and Action
1 Punyashlok,
University Road,
Navarangpura,
Ahmedabad 380 009, INDIA
setumail@wilnetonline.net

Linked to the Programme
of Action:

14. d) Study further the
local or indigenous
practices and traditions of
dispute settlement and
promotion of tolerance
with the objective of
learning from them.

Domain of action: CPE, RHR, UTS

Goal: Build a bridge between people of different religions and social origins in Gujarat, India.

Development: Setu, meaning “bridge” in different languages of India, develops varied actions to facilitate the exchange of people from different religious communities as well as economic and social levels. It organizes youth camps to encourage dialogue, invites leaders from different communities, appears in the press so as to make visible the questions of intercommunities’ dialogue and shared culture among different regional groups. Also, it creates materials to raise awareness on aspects the different religious groups share.

Results: The religious violence between Hindus and Muslims has made it difficult for the progress of these projects.

Criteria of quality: Legitimacy, Replicability

Title: *Refugio*- Centre for the Treatment of Refugees and Torture Victims

Organization details:

Refugio
 Mariahilfplatz 10
 81541 München
 GERMANY
info@refugio-muenchen.de
www.refugio-muenchen.de
Refugio is supported by:
 Soroptimist International:
www.soroptimistinternational.org

Linked to the Programme of Action:
 14. f) Support actions that foster tolerance and solidarity with refugees and displaced persons, bearing in mind the objective of facilitating their voluntary return and social integration.

Domain of action: RHR

Goal: Provide psychological treatment, therapy and medical diagnosis to refugees that have been tortured or that suffered from trauma, psychological crisis, etc.

Development: *Refugio*, the Centre for the Advice and Treatment of Refugees and Torture Victims in Munich welcomes the majority of refugees from the region of Bavaria, who require psychological help. *Refugio* is specialized in non verbal techniques of intervention, like art and music therapies.

Results: Since its opening in 1994, more than 200 people of all ages have received psychological treatment in *Refugio*.

Criteria of quality: Legitimacy, Replicability

Title: The Centre of Intercultural Competences in Osnabrück

Organization details:

Büro für Friedenskultur
 Fachbereich Kultur der Stadt Osnabrück
 Rolandsmauer 24
 49074 Osnabrück
 GERMANY
friedenskultur@osnabrueck.de
www.equal-osnabrueck.de

Linked to the Programme of Action:
 14. g) Support actions that foster tolerance and solidarity with migrants.

Domain of action: UTS

Goal: Promote intercultural competences of citizens and workers towards people from different cultures and promoting equal work opportunities for immigrated people.

Development: On the one hand, the project facilitates the incorporation of immigrated people into the labour market. With that purpose, they offer training in working skills, languages and information on how to access the labour world.

On the other hand, it fosters the intercultural competences of the officers who are in contact with immigrated population, through workshops that increase their knowledge on other cultures and allowing them to share their intercultural experiences with officials from other sectors.

Finally, it provides access to jobs at the city administration and creates conditions so that the immigrated people can access management positions.

Results: 250 drivers of the bus company Osnabrück have improved their intercultural competences, among other results.

Criteria of quality: Legitimacy, Replicability.

Title: **Linguapax**

Organization details:

Centre International de
Phonétique Appliquée
raymond.renard@umn.ac.be
is one the cells of the
Linguapax Network
www.linguapax.org

Linked to the Programme
of Action:
14. h) Promote increased
understanding, tolerance
and cooperation among
all peoples through, *inter
alia*, appropriate use of
new technologies and
dissemination of
information.

Domain of action: UTS, RHR CPE

Goal: Foster intercultural understanding and peace through multilingual education.

Development: The activity of ICAP (International Centre of Applied Phonetics) is linked to the creation of the Inter-university Linguapax Network, by UNESCO's Chair in 1997. It consists of the foundation of a Linguapax cell at university level, which seeks to coordinate the different local, regional and national initiatives arisen from the UNESCO Programme on languages. Depending on the possibilities and competences of the different institutions, the cells have to tackle the following goals:

1. - linguistic rights and cultural diversity
2. - linguistic heritage and intercultural relations
3. - language didactics and teacher training following the guidelines of Linguapax.

Results: From the 50 universities that have stated their interest, 20 have an active Linguapax cell. A weekly bulletin is edited, allowing the exchange of information. Also, there is an annual publication by the ICAP, containing the contributions made by the different cells (*Cahiers du Réseau Linguapax Network Bulletin*).

Criteria of quality: Legitimacy, Replicability

Title: **Teaching for the emotions, heart and spirit**

Organization details:

Centre de Médiation
et de Formation
à la Médiation
24, rue Tournefort.
75005 Paris FRANCE
cmfm@freesurf.fr

Linked to the Programme of
Action:
14. i) Support actions that
foster understanding,
tolerance, solidarity and
cooperation among peoples
and within and among nations.

Domain of action: UTS

Goal: Experience that the recognition of one's own and others' sufferings is needed to build peace.

Development: Since 1997, annual meetings proposed to youth from different European countries have been organized in France, Italy and especially the Balkans. The meetings in Macedonia gather Serbian and Kosovar youth. During the week together, they experience mediation processes and direct relation to their tragic past. They discover that, despite being different nationalities, they have suffered similarly and they recognize each other as victims. This meeting joins them to foster peace in the future.

Results: Although the project did not foresee that the youth would design joint actions for peace, one of the results is the sense of responsibility they have developed. It has even conditioned some young people in their career's choice. At the University of the Peace in Florence, a section of Peace Education for Mediation and in the University of Milan, a Mediation chair.

Criteria of quality: Sustainability, Replicability

Title: **Seminar-Workshop: training journalists from all press editorials in Kinshasa**

Organization details:

Antenne pour la Reconnaissance de l'Environnement au Congo (AREC)
arec_ong@yahoo.fr
ngadi2000@yahoo.fr
 67, Avenue du commerce
 Immeuble Untc, 1er étage
 Commune / Gombe
 R.D. CONGO

Linked to the Programme of Action:
 15. c) Make effective use of the media for advocacy and dissemination of information on a culture of peace involving, as appropriate, the United Nations and relevant regional, national and local mechanisms.

Domain of action: FFIK

Goal: Train a group of journalists capable of transmitting about Peace and Environment in their respective editorials.

Development: The seminar is attended by journalists, opinion columnists and people who have to make political decisions. Thus, there is a structured group of journalists, well trained in peace and environment matters, in case they interview politicians. It tries to raise awareness in schools and universities.

Results: The radio-television transmissions and the articles in the newspapers, by the journalists trained in these seminars, have had a positive impact on the population.

Criteria of quality: Effectiveness, Legitimacy, Replicability

Title: **The Clean Print**

Organization details:

Euro's voor Vrede
 Obrechtstraat 43,
 3572 EC Utrecht
 NETHERLANDS
www.eurosvoorvrede.nl

Linked to the Programme of Action:
 16. a) Promote general and complete disarmament under strict and effective international control, taking into account the priorities established by the United Nations in the field of disarmament.

Domain of action: IPS

Goal: Raise awareness of the impact we have as consumers, citizens and employees on war and peace through our habits and encourage changing them.

Development: Euro's voor Vrede has prepared a simple and funny questionnaire that allows people to evaluate how much they contribute to peace or armed conflicts in the world. It is completed with a list of suggestions that can be adopted to improve the world situation. The questionnaire gathers previous projects, like 'V-biljet', which calculated the impact of paying war tax, or the 'ecologic print' that calculated the impact of peoples' actions on the environment. The questionnaire is part of a series of actions to promote the possibility that the taxpayers can decide whether their taxes are assigned to defence or not. It is integrated within the international movement to the resistance to pay war tax (*War Tax Resistance*).

Results: On this campaign, results have not been seen yet. For the moment, there is no country where it is legal to decide not paying taxes addressed to finance wars.

Criteria of quality: Legitimacy, Replicability

Title: **Alternatives to militarism**

Organization details:

The Campaign for Conscientious Objectors was structured in a network, the Conscientious Objectors Network. One of the member associations is Zene u crnom (Women in black) Jug Bogdanova 18/5 11000 Belgrad SERBIA & MONTENEGRO stasazen@eunet.yu www.wib-zeneucrnom-belgrade.org

Linked to the Programme of Action:
16. b) Draw, where appropriate, on lessons conducive to a culture of peace learned from "military conversion" efforts as evidenced in some countries of the world.

Domain of action: IPS

Goal: Get the right to conscientious objection.

Development: Signatures have been collected in more than 30 cities of Serbia. They ask the right of conscientious objection to the military service. Later on, another signature collection takes place to reduce the duration of the military service and recognise the right of conscientious objection. While some associations organize workshops on demilitarization of the minds, others work at the legal level. Women in Black has encouraged the campaign "No to army", asking the total abolition of the military service.

Results: In august 2004 a law that recognises the right to conscientious objection was approved. Hundreds of young people have embraced this possibility.

Criteria of quality: Legitimacy, Effectiveness

Analysis of good practices

1. General Analysis

The Culture of Peace has arisen the motivation of a great number of collectives, who get involved from a variety of approaches and from an honest spirit of conciliation and transformation of societies.

However, many organizations limit the scope of their actions, aiming at a more limited impact than the one they could reach. Many dedicate much energy on activities with limited repercussion, whereas their transformation capacities could be better managed.

2. Analysis of the practices in relation to the domains of action

There is a huge disproportion in the number of practices published on the website depending on the domain of action.

Distribution of practices according to the domain of action* (%)		
CPE	Culture of Peace through Education	50,4
SESD	Sustainable Economic and Social Development	10,9
RHR	Respect for all Human Rights	8,2
EWM	Equality between Women and Men	4,1
DP	Democratic Participation	3,1
UTS	Understanding, Tolerance and Solidarity	13,0
FFIK	Free Flow of Information and Knowledge	3,1
IPS	International Peace and Security	7,2
TOTAL		100,0

*Calculated according to the preferred domain of action of each organization's practices

One can do two readings. On the one hand, this disproportioned distribution can mean that globally there is not a holistic vision of peace. On the contrary, it is particularly linked with military security and absence of violence,

nonviolent resolution of conflicts and understanding of the peoples. A second possible explanation is that while some topics (CPE, UTS, IPS and RHR) can be perceived as directly related to the Culture of Peace, others (SESD, EWM, DP and FFIK) are more connected to other United Nations campaigns (Millennium Development Goals, Platform of Action of Beijing, etc.).

Moreover, the majority of the practices fall into more than one domain of action at the same time, including topics like mainstreaming gender and democratic participation.

The following sections describe the variety of practices we can find in each domain of action, and analyse the practices with regard to the rest of domains. In spite of recognising the value of the complementary of the practices and the necessity to promote a Culture of Peace from different approaches, some articles from the Programme of Action for a Culture of Peace have been underlined. First, if they were developed in coordination, the effectiveness of the actions underway would be enhanced. Secondly, there is a lack of practices in the area, and thirdly, we believe they are competence of the civil society.

a. Culture of Peace through Education

In this domain in particular, there is a great diversity of organizations that develop this area and therefore the approaches are very different too. The most widespread practices are: symbolic acts (vigils, demonstrations, peace day celebration, etc), in a higher number than other domains of action. Also, awareness raising activities (talks, seminars) and training. In the field of training in Education for peace, we underline workshops of different topics, the training of teachers and the efforts to add topics of education for peace, nonviolent management of conflicts and education for disarmament in formal and post-university education curricula.

Slightly more than the 50% of the Decade actions are located in the domain of a Culture of Peace through Education. This is due to the great proportion of experiences on education for peace. Furthermore, this domain has collected many practices that were otherwise difficult to classify.

On the other hand, it is important to note that despite being the goal of numerous organizations, the inclusion in the school and university curricula of the education for peace is still a pending matter in most countries, together with education in conflict, intercultural education and education for the human rights. Given the strength that this issue can reach, it is recommended that, during the second half of the decade, the actions are coordinated at world level to “encourage revision of education curricula, including textbooks, bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy for which technical cooperation should be provided by the United Nations Educational, Scientific and Cultural Organization upon request.”⁵

b. Sustainable Economic and Social Development

It essentially works for the creation of job opportunities, in many cases cooperatives or self-occupation experiences. For this purpose, the microcredit is a very used tool. The projects of Sustainable Economic and Social Development (SESD) often have repercussion on other domains at the same time, like Democratic participation or Equality between women and men.

The practices of SESD represent nearly 11% of the total. Probably it underestimates the real proportion of practices in this area developed all over the world. It could be interpreted that many organizations implementing SESD practices feel less linked to the Culture of Peace Decade than to the development in general and the Millennium Development Goals campaign. The latter is difficult to beat in the field, given its analysis of the necessities and the clear goals and strategies to achieve them. Therefore, more emphasis could be given to “strengthen, through development assistance in post-conflict situations, rehabilitation, reintegration and reconciliation processes involving all engaged in conflicts⁶”. Also, other economic factors could be stressed, related to armed conflicts (mine clearance, alternative occupations for people that live from war, etc.).

⁵ Art. 9.e) from the Programme of Action for a Culture of Peace. A/RES/53/243

⁶ Art. 10.h)) from the Programme of Action for a Culture of Peace. A/RES/53/243

e. Democratic Participation

Also, the number of projects on the issue Democratic Participation (DP) mainstreaming is higher than the number of projects with specific practices. There are training projects for democratic participation (in the school field, in the definition of Sustainable development projects, etc) and projects where one participates directly, from the most formal democratic participation (observation of the Elections in one's own country) to direct participation (insist upon the government to create a Peace Department so as to make laws on specific issues, etc.)

As in the domain Equality between women and men, the low proportion of practices, only a 3% of the total is due to its mainstreaming perspective. Taking into account that politic participation in democracy is not exclusive to the states, and that it is important to create participation spaces from an early age and from any field, we recommend "special emphasis on democratic principles and practices at all levels of formal, informal and non-formal education⁹".

f. Understanding, Tolerance and Solidarity

In the field of Understanding, Tolerance and Solidarity (UTS), there are many and varied projects, dealing with issues like the promotion of informal meeting spaces (artistic workshops, concerts, etc), the search of shared characteristics through religions or recuperation of historic roots, protection of languages, improvement of the intercultural competences, the approach of confronted communities, etc. Often, arts play an important role here.

A great number of projects— a 13% of the total — tackle the issue of UTS. The growing cultural diversity of the societies makes it necessary to work deeply on these fields and educate in the difference, in order to "support actions that foster understanding, tolerance and solidarity throughout society, in particular with vulnerable groups¹⁰". Moreover, measures to promote it should be seen as a mainstreaming content of any other domain of action.

c. Respect for all Human Rights

In the Respect for all Human Rights area (RDH), local practices are essentially developed, like protection services to disadvantaged groups (children, victims of direct violence, immigrated people, etc.), or measures to secure compliance with the International Humanitarian Law. On the other hand, there are few projects given to human rights specifically.

Despite its relevance for the Culture of Peace, it only represents the 8% of the practices collected in the *World Report on the Culture of Peace*. It is explained by the fact that working for the respect for all human rights requires an especially qualified training. The guidelines of the Programme of Action on a Culture of Peace concerning this field are mostly focused on governments' action. However, we believe that the area can be assumed by civil society associations with the adequate training base. Thus, we highlight the importance of educating for human rights and strengthening work in order to "achieve the goals of the United Nations Decade for Human Rights Education (1995-2004)⁷", still not achieved in the majority of countries.

d. Equality between Women and Men

Only a 4% of the described projects are within the domain Equality between Women and Men. Despite this, it does not mean that there are few projects on the gender issue, but that they incorporate it in a mainstreaming gender perspective. For example, this is the case of many pacifist women associations.

Gender mainstreaming efforts are a good strategy to develop this domain of action and hence "promote equality between women and men in economic, social and political decision-making⁸". Every Culture of Peace activity should incorporate the gender perspective.

⁷ Art. 11.e) from the Programme of Action for a Culture of Peace. A/RES/53/243

⁸ Art. 12.d) from the Programme of Action for a Culture of Peace. A/RES/53/243

⁹ Art. 13.b) from the Programme of Action for a Culture of Peace. A/RES/53/243

¹⁰ Art. 14.d) from the Programme of Action for a Culture of Peace. A/RES/53/243

g. Free Flow of Information and Knowledge

The projects that work directly on the Free Flow of Information and Knowledge prioritize the training of journalists so they pass on the contents and values of the culture of peace. They use internet to disseminate education for peace resources or to work on the web.

Despite the important role of the media in reporting the culture of violence, the practices in this field are not numerous (3% of the total). Thus, it is especially important to counteract this fact and “make effective use of the media for advocacy and dissemination of information on a culture of peace involving, as appropriate, the United Nations and relevant regional, national and local mechanisms¹¹”.

h. International Peace and Security

Even if they are not numerous (7% of the total), the practices of this domain cover a great deal of actions: disarmament promotion, resolution of conflict workshops, projects to alleviate the material destruction in wars, mine clearance, dialogue with armies to limit their scope of intervention, negotiation for the nonviolent resolution of armed conflicts, etc.

For countries that do not suffer from armed conflicts, this field is probably the most difficult to relate to the local context. The type of associations involved is mostly research centres connected to universities or big associations, because it is perceived as a remote issue. That is why, the IPS field implements the most transforming practices. From the wide variety of actions undertaken in this field, we underline that of “support initiatives, at the national, regional and international levels, to address concrete problems arising from post-conflict situations, such as demobilization, reintegration of former combatants into society, as well as refugees and displaced persons, weapon collection programmes, exchange of information and confidence-building¹²”.

¹¹ Art. 15.c) from the Programme of Action for a Culture of Peace. A/RES/53/243

¹² Art. 16.f) from the Programme of Action for a Culture of Peace. A/RES/53/243

3. Analysis of the quality of the practices

a. Effectiveness

The effectiveness of the practices can be considered from two points of view: First, evaluate to what extent the practice meets its goal; second, to what extent the goal itself has an impact on the promotion of the culture of peace. In the first case, it can be observed that there are few cases in which the organizations foresee indicators when planning a project. Therefore, although the effective criterion could be one of the more objective ones, the indexes of success cannot always be analyzed.

In the second case, even though all the activities complement each other; the different types of practices (symbolic acts, awareness actions, training sessions, lobby to governments, direct intervention, etc.) have different degrees of influence. The analysis of the practices shows that a great proportion is focused on awareness activities. Considering that these types of practices are less transforming, we have not collected them in this report. From the practices that we have considered more effective, we highlight the educational which finish with intervention plans, those of political influence and of direct intervention.

b. Sustainability

Few of the projects introduced here are economically sustainable on their own, they depend on external financial support. As some organizations declare, more than one project ends up in the pending box, because of the lack of funding to develop it. In fact, the lack of funding also jeopardizes the effectiveness of the practices, since many times there is no certainty in how long the project will be. Therefore, practices are planned in the short term. Also, there is a great disproportion in the access to resources between one organization and the other.

As regards to the sustainability of the human resources, the projects are more sustainable when part of the efforts are dedicated to train and involve local communities in the project's definition and implementation. The majority of projects done in partnership express this intention. A particular project, for example, worked on stress prevention (*burn-out*) of peace-

builders. This demonstrates that it is not an occupation easy to keep; on the contrary it can be a strong emotional exhaustion.

c. Legitimacy

Almost half of the practices are undertaken by the same local associations where the project is developed (both in its implementation and definition). The other half is shared between an association of a wealthy country and the other from the country where the project is implemented. In the latter, it is very important to take into account the cultural differences from the country where the project is developed and understand that it is not about preferring to teach how to fish than to give a fish, but to learn together the best way to fish. Fortunately, many practices implemented by organizations from different countries do mention their efforts to define the projects jointly.

d. Replicability

Most practices can be replicated in essence, always with the previous adaptation to the reality of the context where it is developed. Thus, it has to be taken into account that the practices here explained should be considered as a starting point and not as fixed forms of work.

As it has already been said in the introduction, it is important to make the most of these previous experiences (both the ones selected in this report and the ones published *World Report on the Culture of Peace* <http://decade-culture-of-peace.org/cgi-bin/ib3/ikonboard.cgi>), and use them in the best possible way.

17 Proposals for the second half of the decade

Thanks to the previous analysis, we have made a series of proposals to give a new impulse to the Culture of Peace Decade. The Decade will only be a success if intergovernmental organizations, states, United Nations agencies, enterprises, media, etc. commit themselves to the civil society. Otherwise, the civil society's efforts will go against the current. It is important that each actor makes its own assessment and gives the best proposals to improve their action in the field. Next, we include some of the possible proposals to facilitate the civil society's task.

A. Training and empowerment of the civil society

The associations' room to manoeuvre is wider than most associations assume and than what the Programme of Action on a Culture of Peace states. A first line of action could be then to work on the empowerment of the associations to take this challenge.

1. Draw up and making available a **Manual for peace builders** that presents the basic concepts of the Culture of Peace (always respecting cultural diversity), encouraging the empowerment of groups, training for non-violent action, facilitating goal planning, assessment of results, etc.
2. **Offer training workshops** to civil society organizations on these issues: empowerment, nonviolent action and culture of peace.
3. Prepare a **list of specific goals** (*checklist*) of each domain of action, so that the different civil society associations can easily estimate which are the preferred domains of action. Of course, before they have to analyze the fulfilment of these objectives in their context. To be practical, this list should be as much specific as possible, but at the same time flexible enough to adapt to the different contexts.
4. Facilitate associations' financing, offering **information on financing organizations** to culture of peace projects, both at international and regional levels, especially in those regions with few resources.

B. Better visibility of the movement for a Culture of Peace

In comparison with other campaigns of international coverage, the Decade for a Culture of Peace has not obtained the visibility and support that deserves. Moreover, it is difficult to perceive the advances made within the framework of the decade. This is due to the wide range of issues covered, the difficulty of setting progress indicators and the scarce dissemination of information on the Culture of Peace. It is not that the progress is little, but that the publicity made is not effective enough. Below there are some proposals to solve this problem.

5. Make an effort to **communicate more clearly the concept** of culture peace, in a way that transmits its content (holistic concept) and at the same time it is accessible to a non specialist public.
6. **Edit advisory and educational material** on the culture of peace concept and practice.
7. Make an effort to **relate the 8 campaign topics with** the people's daily life. Thus, it can be more easily identified what can be done, from **everyday's routine**, and make obvious that peace is not an abstract fact, but it depends on everyone's responsibility.
8. **Publish**, throughout a world bulletin or state and regional reports, **the advances in the field of culture of peace**.
9. Train the local media in **journalism for peace**, offer information on the campaign and arrange contacts to disseminate information on the advances of the decade and other news about peace.

C. Strengthen the coordination of the Culture of Peace Decade

Even if the actions developed are numerous and rich, they are often undertaken in an uncoordinated way. That is why some domains of action are less developed in comparison with others, or energies are wasted due to the lack of network coverage.

a. Coordination of practices

The practices repeated in different countries could be coordinated to improve their effectiveness in a global scope.

10. Define **preferred thematic campaigns and coordinate their actions**, following the model of The Hague Appeal for Peace, where a group of interested actors has defined the specific goals and calendars.
11. Specify these campaigns' **objectives and goals**, possible to assess with indicators, just like the model of the Millennium Development Goals Campaign.
12. The definition of objectives should take into account the different capacity of the associations and **promote action in regions with less resources** or less committed with the Decade for the Culture of Peace.
13. Institutionalize an **organism in charge** of defining which type of actions should be undertaken by each type of actor (from an international organism to a local actor) in order to facilitate the fulfilment of these objectives and goals. As the *World Report on the Culture of Peace* mentions, the UNESCO, the lead agency for the Decade, could assume this role, whenever there is a real will and enough means to carry out a quality task.

b. Website of the Culture of Peace Decade

The creation of the web of the Decade for the Culture of Peace is already a big step forward to facilitate the visibility of the actions undertaken and their coordination. An interesting tool is the opening of a discussion forum on future strategies. This web could allow as well:

14. **Centralize educational and awareness resources** given by the organizations that signed the manifesto on the Decade for the Culture of Peace and on the issues defined by the domains of action.
15. **Publish workshop models** (basic contents, workshop structure, activities to undertake, basic bibliographic resources, etc.).

16. **Better systematize the information on the practices** already developed, so the information published serves of inspiration to other associations. Information should be collected under a common pattern (objectives, development, results), and install a specific search engine to find projects by topic, etc.
17. **Disseminate the existence of the web**, so that it becomes a useful tool, used by the maximum number of associations. It is not only to take advantage of its resources, but also to enrich it with the organizations' contribution.

Each one of these proposals requires motivation and commitment to be undertaken. For this reason, we would like to encourage the peace activist associations to get involved in building a Culture of Peace. This should be tackle according to their approaches and with a perspective of networking and summing up efforts. We repeat that the means at everyone's hand are infinite.