



**REPORT
II SEMINAR – WORKSHOP
“EDUCATION FOR PEACE AND DEVELOPMENT”**

(Lima, 6 - 8 October 2007)

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1. INTRODUCTION

When the Institute for the Promotion of Quality Education (EDUCA, acronym in Spanish) approached the United Nations to ask us to participate in this seminar, the proposal could not have been more opportune, since this topic is intrinsic to United Nation's essence.

This Organization was created precisely after two world wars, when the fear that the death, genocide and destruction scenarios could take place again led the countries of the world to the foundation of an Organization whose main aim, according to its original constitution, was to work for world peace, the sustainable development of the peoples and the progress of the nations. The idea that it was possible to create a better world, a place where the fundamental values of humanity would be the guide for all nations of the planet, arose from the ashes of this world.

This report of the II International Education Seminar for Peace and Development gathers the experiences of educators who believe in those fundamental values and who are convinced that without an education for peace it would be impossible to construct a developed, just and equitable country. It is not possible to have lasting peace without development. As the 2000 Manifesto for Peace and Non-violent Culture affirms, "peace culture makes lasting development, the protection of the environment and personal satisfaction of each human being possible".

This Seminar, as well as the workshops carried out in different regions of the country, are the expression of a systematized effort to deepen in this peace and development culture, to take it to children and adolescents. These students develop values, attitudes and behaviours that reject violence and prevent conflicts, and try to attack their causes in order to solve problems by means of dialogue and negotiation between persons, groups and nations. This is the way in which the United Nations conceives culture of peace. The wealth of this experience is that it touches a fundamental fiber: if we do not educate for peace, there will not be sustainable economic and social development.

In order to attain this goal, in the year 2000 the international community committed itself to reach in the lapse of 15 years what it called the Objectives of Development of the Millennium. If these objectives would be reached, the world would have to be a better place to live and lasting peace could be attained. If the Objectives of Development of the Millennium are fulfilled, extreme poverty will be reduced to half of what it is today; universal primary education will have been obtained; gender equality will have been promoted and in the educational field the inequality between genders in primary and secondary education will have been eliminated. The rate of infantile mortality of children under 5 years will have been reduced in two thirds; the rate of maternal mortality will have been reduced in three fourths; the propagation of VIH/AID and other diseases, such as malaria and paludism will have stopped or will begin to decrease; the international commitments to guarantee sustainable environment will have been fulfilled; and the world association based on development will be a vital force and will be directed to make this planet a place where human beings will be able to live in greater harmony and peace. .

The challenge is not only of the developed countries that undertake a serious commitment to finance the development; neither is it the exclusivity of the rulers; the challenge has to do with each one of us to assume a great challenge, as a life mission, to work for peace and development. The experiences that have been included in this report are a simple scrutiny of what is being accomplished in Peru in reference to education for peace and development. The effort of the organizing team is shaped in this summary that only tries to serve as a guide directing us to where the field of peace education country is moving in this country.

Inés Scudellari
Officer in Charge of the Information Center
of the United Nations in Peru
December 2007

2. PRESENTATION

The II International Education Seminar for Peace and Development” was organized by UNESCO, the Civil Movement “Para que No Se Repita” (“So It Doesn’t Happen Again”), the Peace and Hope Association, The Conference of Religious of Peru and the Institute for the Promotion of Quality Education – EDUCA.

On behalf of all, we express special recognition to Katherine Müller-Marin, of UNESCO Peru, to María Inés Scudellari, of the United Nations Information Center, and to Pericles Gasparini, of the Regional Office of the United Nations for Disarmament and Peace; to Renata Teodori, from the Education Ministry, to the representatives from the Ministry of Health and the Ministry of Women and Social Development, and to the institutions of civil society, to the teachers, to the all those compañeros and compañeras on the path to peace.

Our gratitude for the valuable contributions of foreign speakers and visitors, such as: Anne Margrette Halvorsen from the European Institute for Peace Education - Norway; Monserrat Garriga from Barcelona-Spain; Janet Gerson from the International Institute for Peace Education and CIPE (Community based Institutes for Peace Education) – U.S.A.; Lloyd Van Bylevelt and John Markey of the Center for Peace - Florida, U.S.A., Emma Groetzinger from the Center for Peace of Columbia University-U.S.A., Mariela Torres y Marlene Gómez from the Foundation Schools for Peace, Colombia, and Juan Fernández from CEMSE - Bolivia.

The experiences, approaches and projections presented by the delegations from Piura, Lambayeque, Ayacucho, Huánuco, Huancavelica, Puno, San Martín, Ucayali and Lima were outstanding; the delegates reflected and deepened in the understanding of their practices, the nature, the objectives and the commitments that are the result of their efforts for peace building in a violent, intolerant world, turning the workshops into a learning community focusing on peace and reconciliation.

Special gratitude to all the persons and institutes for their auspices and generous collaboration; it would not have been possible to develop this Seminar without them: the United Nations, the Ministries of Education, Health and Women and Social Development, CAFOD, Catholic Relief Services, Save the Children, Lutheran World Relief, Plan – Peru and CIPE.

A word about the logo selected: the Nazca Lines expressed in the humming bird and the hands were the symbols chosen for the Seminar to express our solidarity with our brethren from the south: Ica, Huancavelica and other towns, where the sudden earthquake worsened their initial inequalities.

The experiences of peace promoters from different places in the country presented during the Workshop and the Seminar demonstrated that more and more persons and institutions perform activities in favor of justice, peace, tolerance, reconciliation. This encourages us to move forward. Many more showed their interest but due to lack of resources were not able to come to Lima, this raises the necessity to take upon us the strategies that may allow us to replicate these actions in a decentralized way.

The Seminar was a vivifying encounter of persons and institutions that seriously and tenaciously sew the path to peace in our country. We reaffirm our commitment with ourselves, our peoples and with future generations to construct a country where life is first and foremost, where we live in peace and harmony among brothers and sisters, with respect, tolerance and love, as members of a same universal plan.

The Seminar dedicated some time to pay tribute, around the Monument “El Ojo que Lloro” (the Crying Eye) to our brothers and sisters, victims of the political violence, who today are not with us physically but who live in our effort to reconstruct the country in peace and hope. This place of memory and reflection for victims and relatives was badly damaged during the previous weeks, by vandalism and intolerant acts, performed by people with ideologies and perspectives that do not respect the sorrow and the dignity of our brothers and sisters who for decades await justice and reparation from society as a whole.

The Seminar marked the challenges that we have ahead of us in order to reach our utopia which is to integrate a country in justice and with possibilities for all, where we are all treated as persons and as citizens with rights.

Thomas Merton, a Cistercian monk and a peace guru, wrote in the 1960s: “*If constructing a peaceful world is the most important task in our times, it is also the most difficult one. In fact, it demands much more discipline, more sacrifice, more planning, more reflection, more cooperation and more heroism than that demanded by war.*”¹

We share a vision of the world that reflects human interaction, where dignity of all human beings prevails; a world without exclusion, discrimination, violence, lack of tolerance and dehumanizing poverty, a place in which the goods of the Earth may be enjoyed and shared by future generations; a place where all persons, the poorest, the marginalized and the oppressed may find hope and the possibilities of building a global human community.

Education for and in peace today, is more urgent than ever in our country. From different points of view, together with our speakers, we reflected on the importance of **peace education** in the present moments of conflict and great inequalities, and we clarified the role that education and promotion play in this commitment.

It was important to analyze the **National Education Project** and to understand how peace education, tolerance, human rights and non-violence is an integral part of it. The need to form citizens aware of others’ needs and responsible for one another, opened to other cultures, capable of valuing freedom, respectful of the dignity and the differences in human beings and prepared to tackle the conflicts and/or solve them by non-violent means.

Peace education is a holistic and participatory process that includes the teaching of democracy and human rights, non-violence, social and economic justice, and gender equity, inclusion in all aspects of life; the importance of sustainable environment, disarmament, diversity of cultural peace practices, international rights, and human and citizen security.

It is in this frame that the II Seminar for Peace Education and Development decided to deal with topics of national, regional and international interests. The first day was dedicated to the peace within the international commitments and treaties and the advances and limits in the global context. In addition, the experiences taking place in other places of the world were shared during the presentations of distinguished guests.

The second day was dedicated to reflect on the guidelines and the national **advances**; the participation of State entities and those of civil society were reviewed and the existing deficiencies were identified in order to establish the national priorities. The results of the Civic Movement “Para que No Se Repita” (“So It Doesn’t Happen Again”), in its five years of continuous efforts and coordinations at the geographic and specialized levels, were analyzed. It is important to point out that our Seminar and those who organized it, in its vast

¹ Thomas Merton OCSO. On Peace., Mowbrays, London, 1976.

majority, are part of this great Movement and are committed to the struggle for justice, peace and reconciliation. There is no doubt that education must be inserted in this path².

The third day was dedicated to reflect on peace at the regional levels, within the framework of the process of regionalization of our country. Out of the 25 regions, representatives from the regions that are moving forward with their Peace Plans and inserting them in their Development Plans shared their processes and outcomes. This Seminar was developed in the afternoon hours while the workshops were carried out in the mornings. The groups shared their institutional practices and the ways of building networks to interchange and strengthen Education for and in Peace in our country. At the closing of this event the conclusions were presented by regions.

Finally, this Seminar has reinforced the sense that WE ARE NOT ALONE. In Quechua, the language of our ancestors, we can say: ATINCHIK! – TOGETHER WE WILL OBTAIN WHAT INDIVIDUALLY IS IMPOSSIBLE!

3. OBJECTIVES, RESULTS AND INDICATORS

Objectives of the Seminar – Workshop

- 1) To encourage the dialogue among the local educators with the global education community on relevant conceptual and methodological aspects for peace in diverse cultural contexts.
- 2) To promote opportunities for the interchange of local education experiences on peace building, and thus contribute to the collective construction of educational peace policies.
- 3) To foster the formation of Specialized Groups on Peace Education within the Regional Promotion Groups of the Civil Movement “Para que No Se Repita”.

Activities

The Project had two main activities:

- 1) Workshop for local successful experiences and new methodologies to construct peace. It lasted three days, with the participation of 200 educators meeting from different regions of the country. It took place during the morning schedule (9:00 a.m. – 1:00 p.m.)
- 2) II International Education Seminar for Peace and Development that lasted three days, directed to a numerous public interested on the subject of peace. It took place during the afternoon schedule (3:00 p.m. – 7:00 p.m.)

Topics for the presentation of education experiences and activities

The projects on peace culture that were presented took into account the guidelines on policies from the National Plan for Action for Children, the Objectives of Development of the Millennium, the National Education Project, the Laws of Decentralization and Regionalization, the Report of the Truth and Reconciliation Commission and the Guidelines or Policies from the Ministry of Education on counseling in schools.

² During the month of August in United Nations Headquarters, in New York City, the **25th Anniversary of the International Institute for Peace Education** –IPE, took place. 500 representatives from 26 countries participated, with reports on the thinking and practices of Peace Education. We took part in it to share the outcomes in matters of Peace Education in schools and communities in our country and to communicate the advances of the Citizen Movement “Para que No Se Repita”, as a unique experience in the world. This movement was established by civil society to receive the Report of the Truth and Reconciliation Commission, after a bloody internal struggle in our country, and was organized to demand the fulfillment of the recommendations, such as the need to obtain important changes in education, to demand justice and repair for the victims from the State, as an indispensable condition for the healing of wounds and to reach peace in our nation.

4. SEMINAR

The Seminar had as its main objective to promote dialogue and agreement among educators, professionals and technicians in education, peace promoters and other members of local communities, with the global community, on conceptual aspects and relevant methodologies for peace in diverse cultural contexts.

Topics developed:

- ❖ International platform on experiences on peace culture.
- ❖ Contribution for a peace culture from national education and health policies.
- ❖ Contribution from instances of the civil society on the education situation, the promotion of a peace culture and the defense of Human Rights.
- ❖ Regional experiences on the work on peace culture from the regional governments and organisations of the civil society.

A great asset was the participation of international experts on promotion of peace education, representatives from the Ministries of Education, Health and Women and Social Development, the People's Ombudsman Office and the National Education Council. These presentations dealt with the guidelines and the public policies; as well as, interventions in the field of human rights and the promotion of peace in the country.

Finally, it was interesting to listen to the approaches and coordination for the joint work that is being processed in the different regions of the country. In addition, the participants at the workshops, organized in regional groups, had the opportunity to dialogue and share their work plans for the year, after having identified the needs, strengths, allies and the best ways to work an extended peace proposal in their working areas.

National speakers (in order of presentation):

- ❖ Elizabeth Evans Risco, Planning Director of EDUCA Institution
- ❖ Renata Teodori de la Puente, Promotion Director for Schooling, Culture and Sports
- ❖ Patricia Salas O'Brien, Chairman of the National Education Council
- ❖ Jorge Valencia Coromina, Representative of the People's Ombudsman Office
- ❖ Rosario Giraldo, Representative from the Civil Movement "Para que No Se Repita"
- ❖ Carlos Portugal Mendoza, Representative from the Ministry of Women and Social Development
- ❖ Luz Aragonés, Representative from the Ministry of Health
- ❖ César Puerta Villagaray, Representative from the Ministry of Education
- ❖ Félix Palomino Quispe, Representative from Ayacucho
- ❖ Álida Aiba Ortega, Representative from Huancavelica
- ❖ Pompeyo Ariza, Representative from Huánuco
- ❖ Rosa Villarán de la Puente, Executive Secretary of the Civil Movement "Para que No Se Repita".

Speakers from International Organizations (in order of presentation)

- ❖ Katherine Müller-Marín, Representative of UNESCO Perú
- ❖ Inés Scudellari, in charge of the Information Center of United Nations - Perú
- ❖ Janet Gerson, International Institute for Peace Education, Columbia University, New York and Coordinator of CIPE
- ❖ Anne Margrette Halvorsen, European Institute for Peace Education
- ❖ Mariela Torres, Schools for Peace Foundation, Colombia
- ❖ Lloyd Van Bylevelt, Peace Education Foundation, Florida, EE.UU.

5. WORKSHOP ON SUCCESSFUL EXPERIENCES

Purpose of the Workshop on successful experiences on peace culture

The active participation and reflection of the participants in the workshop allowed the specific practices of the communities of Peace Culture (education or local) of the different areas of the country to be collectively enriched.

The conformation of a network of peace education, taken on as a collective task, which will continue to be developed in the successive workshops and at the local and regional encounters, with the participation of promoters of justice and peace culture in their education and communal institutions.

Number and location of the experiences that participated:

32 experiences were selected due to their quality and because they represent important efforts in the path towards peace building.

Experiences from the following regions were presented: Cajamarca (1), Lambayeque (2), Huancavelica (8), Lima (6), Piura (3), Huánuco (6), Colombia (2), Ayacucho (2), Puno (1) and San Martín (1).

The experiences can be classified according to their approach and content, in the following way: school experiences (17), experiences in superior education (3) experiences in communities (9), experiences of governance (2), and experiences with women (1).

Brief summaries of the experiences that were presented

EXPERIENCES IN SCHOOLS

Experience N° 1

1. **Title of the experience:** To Educate for Life in the Rural World
2. **Institution:** Centro de Educación Básica Alternativa (CEBA) “Alcides Vásquez”
3. **Place of origin:** Hualgayoc, Cajamarca.
4. **Description of the experience**

The objective of the CEBA “Alcides Vásquez” experience is to form peasant leaders that: a) struggle to defend their needs and promote the progress of their organization, in search of a more human and solidarian society, b) serve others according to Christ’s liberating work, c) divulge the values of the peasant culture and; d) handle technique-productive practices, and acquire and develop micro-enterprises.

At present it has 37 students in the initial level (1st and 2nd grade in primary education) 36 students in the intermediate level (3rd, 4th and 5th secondary level). They are young and adult peasants from 60 peasant communities of Hualgayoc and other provinces

The result of this intervention is alumni who are taking leading roles in their communities, such as health promoters, farming promoters, technical promoters in ecological systems, at the service of their communities.

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Experience N° 2

1. **Name of the experience:** Communication and Action for Peace
2. **Institution :** I.E. “José Abelardo Quiñones Gonzáles”
3. **Place of Origin:** Lambayeque
4. **Description of the experience**

The curricula of this school instills cross-cutting contents of “education for coexistence, peace and citizenship”, and promotes the creation of spaces for communication and peace building, development, democracy, education, human rights and citizenship, which will produce better quality of life work towards a better world.

Through different activities they prepare a communication plan that foster values and attitudes, behaviors of mutual respect, solidarity, tolerance, active participation, dialogue and consensus building. They have promoted participation in the “International Contest Poster for Peace”, “Festival of Peace” and “Manifesto for Peace”. They also use radio and television with relevant contents to strengthen a culture of peace.

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Experience N° 3

1. **Title of the experience:** The Wawa Quena: an Instrument for Peace and Optimism
2. **Institution:** Catholic Bilingual Communal School Isolina Clotet de Fernandini
3. **Place of origin:** Santa Bárbara – Huancavelica
4. **Description of the experience**

This experience is developed within the framework of music. It works towards the creation and interpretation of Andean music with meaningful messages to change the students’ conduct and attitudes, fostering optimism, peace and hope. It also tries to develop capacities of express emotions to prevent violent acts and non-resilient behavior.

Some of the activities were: musical therapy, preparation of “wawa quena” instruments, analysis of the lyrics in popular songs, investigation and composition of peace and optimistic songs, solfeggio, dynamics of rhythm and compass.

The following are the main results: students in process of emotional recovery and with artistic abilities with the wawa quena. They also wrote songs with peace and optimism as their theme.

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Experience N° 4

- 1. Name of the experience:** Let's Celebrate Peace Day.
- 2. Institution:** School N° 157.
- 3. Place of origin:** Huancavelica
- 4. Description of the experience**

This learning Project promotes values, such as respect, solidarity and tolerance in order to build dialogue capacities and work for peace. Children from the kindergarten level and some parents in favour of dialogue and socialisation promoting harmony and happiness are the main participants.

Diverse learning activities are practiced with pedagogical strategies and recreational, active and significant education materials are used with the students.

The important lesson learned was respect for others; learning from our errors; strengthen a solidarian commitment and reject physical violence.

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Experiencia N° 5

- 1. Name of the experience:** We Look for Stories about our Environment and Read Popular Stories to Understand Them.
- 2. Institution:** Catholic Bilingual School Bilingual N° 36556 "Santa Bárbara"
- 3. Place of origin:** Huancavelica
- 4. Description of the experience**

The objective of the project is to stimulate spontaneous reading as an enjoyable and creative task reinforcing their maternal language and valuing their cultural identity.

Their strategies were: the school's responsibility to help the child become an active reader; and the family's job in motivating and promoting reading habits. The work is complemented with workshops directed towards parents on reading techniques and compilation of stories and traditions from the local area.

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Experience N° 6

- 1. Name of the experience:** Strengthening the Students' Emotional Attitudes in the School
- 2. Institution:** School "SIMÓN BOLIVAR"
- 3. Place of origin:** Ayaccocha – Acoria, Huancavelica
- 4. Description of the experience**

The purpose of this experience is to develop in the students positive attitudes towards life and to improve their conduct by being in control of their emotions.

Strategies used: training workshops for teachers and parents, class sessions for students, and coaching for those in charge.

Contents: peaceful coexistence at home, school and the community; citizenship participation and recognition of positive expression of emotions.

This demands intervention at all levels of the school. It seeks to eliminate the inadequate conduct in the classroom, positive teacher – student relations, adequate handling of emotions by means of the use of techniques. As the results we have better learning skills and enhancing the school climate.

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Experience N° 7

- 1. Name of the experience:** We Participate Actively in the Anniversary of our School and Promote Intercultural Ethic Values and a Caring Culture.
- 2. Institution:** School No. 36001
- 3. Place of origin:** Huancavelica.
- 4. Description of the experience:**

Intention: to develop attitudes related to ethic values, intercultural attention, love and peace in children, in the classroom, the school, at home and in the community by means of

different planned activities for the School's Anniversary, considering the different subjects in school curriculum.

Strategies: Use topics related to education for a peaceful coexistence and citizenship participation; education in values and ethics and intercultural education.

Activities: Practice loyalty and respect, solidarity, responsibility, reciprocity and cooperation in diverse group work.

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Experiencia N° 8

1. Title of the experience: Conflict Resolution among the Members of the School with the Implementation and Diffusion of Legal Norms.

2. Institution: School "Simón Bolívar"

3. Place of origin: Huancavelica

4. Description of the experience

Intention: Promote the conflict resolution within the school community with the implementation and diffusion of effective legal norms that contribute to social coexistence and a peaceful climate.

Activities: training workshops for authorities, teachers and parents in conflict resolution and assertive communication by means of the curricula and during the time destined for counseling.

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Experience N° 9

1. Name of the experience: Culture of Peace Building within the School and the Community

2. Institution: EDUCA Institute

3. Place of origin: San Juan de Lurigancho- Lima

4. Description of the experience

Intention: to foster development within the context of a peace culture developing capacities in teachers, authorities, students and the local community.

Contents: peaceful coexistence at school and the community, gender, local development and intercultural education.

Educa Institute has been working with the public schools, the community and the national and international networks, using different topics and needs of the educational system. Experiences of Culture of Peace have taken place within schools in San Juan de Lurigancho developing a significant work and linked with the school experiences relating to topics of coexistence, conflict resolution, solidarity, communication and emotional expression.

Also, an Integral Literacy Program (Edualfa) has been carried out, with special emphasis on reading and writing, and consideration for the culture background of the participants, such as their situation as displaced due to political violence, and reinforcing their personal and social development and their leadership training.

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Experience N° 10

1. Name of the experience: Knowing our Reality We Guarantee our Identity.

2. Institution: School "Martín Esquicha Bernedo" United Nations Friends Club

3. Place of origin: San Juan de Lurigancho - Lima

4. Description of the experience

Intention: To promote respect towards Human Rights in students from 1st and 2nd grades in secondary education in the areas of social sciences and communication.

Contents: peaceful coexistence in the school and their community, children's rights, media and culture of peace and national identity.

Activities: recreational and creative materials prepared by the students, activities related to reflection and commitment to peace.

Key topics: solidarity, conflict transformation, honesty, peaceful coexistence and the rights of the child.

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Experience N° 11

- 1. Name of the experience:** If We Are Able to Live in Equity, the World Will Reach Prosperity.
- 2. Institution:** School “José Cieza Lachos”, UN Friends Club
- 3. Place of origin:** San Juan de Lurigancho, Lima.
- 4. Description of the experience**

Intention: Develop the students’ social abilities to struggle in a permanent way against inequity that defy peace building.

Participants: 3rd, 4th and 5th grades in secondary level, total number of students: 207.

The first stage: 14 activities to aid in the reflection and understanding of the problems related with inequity, inequality, poverty and exclusion which are an obstacle to guarantee peace and improve the quality of life at the national and world context.

Significant teaching: foster commitment and action on the part of the students that will contribute to a more just and human life.

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Experience N° 12

- 1. Name of the experience:** Promoting Culture of Peace in the School
- 2. Institution:** Justice and Peace Deaconry, Council of Laymen, Loyola Reflection Center
- 3. Place of origin:** Piura.
- 4. Description of the experience**

Intention: To create a culture of peace culture through a training program in citizen and ethical values, among the education and social actors of the Piura region.

Participants: 27 schools of the region, 53 educators and 5,000 students from primary and secondary levels.

Topics: peaceful coexistence in schools and communities, children’s rights and human rights.

Three stages: At the first stage the reflections are taken from the Truth and Reconciliation Report, using as a context the sequel of violence at the regional level. At the second, the building capacities and thematic contents are raised, such as justice, solidarity, truth, etc. All of this is designed in educational materials dealing with school administration and classroom management. At the third stage, it deals with the application and validation of the proposal through the different classroom sessions, projects, modules and learning activities.

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Experience N° 13

- 1. Title of the experience:** The Rights of the Citizens of Paita to Enjoy a Clean and Healthy City.
- 2. Institution:** Association of Professionals – School Nuestra Sra. de Fátima
- 3. Place of origin:** Paita - Piura.
- 4. Description of the experience**

Intention: To raise awareness in the population of Paita so that they will commit themselves to caring for the environment as citizens and practice solidarity in the local process of citizen participation.

Topics: sustainable management of natural resources, recycling and selection of waste material, types of infectious and contagious illnesses.

Through the subject of Science, technology and environment, the teacher and his/her students organized some strategies to communicate and coordinate with the authorities of the city of Paita (Provincial Municipality of Paita- Office of Communal Services, Public Charity, Ministry of Health and Public Cleaning Concessionary Enterprise). They have

developed intersectorial policies in favor of the environment as a fundamental right for quality of life and have promoted four Council Meetings for Cleaning and Embellishment of the City with communal participation.

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Experience N° 14

- 1. Title of the experience:** Building the Historic Memory of the School
- 2. Institution:** Deaconry Ministry Association Peace and Hope
- 3. Place of origin:** Huánuco.
- 4. Descripción of the experience**

Intention: To strengthen the implementation of the recommendations of the Truth and Reconciliation Commission, in the education context, incorporating the contents of the Final Report in the curriculum at the primary level in the Huánuco Region.

Participants: students, parents and the community.

Main activities: Information and training workshops directed to authorities, educators, students and the distribution of methodological guidelines.

Strategy: coordination with the regional government and 22 local governments where the schools are located.

Outcomes: teachers, students and parents training workshops, support from authorities by means of guidelines, decrees and resolutions in favor of the Project's implementation.

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Experience N° 15

- 1. Name of the experience:** Student Leaders Formation.
- 2. Institution:** School "Leoncio Prado"
- 3. Place of origin:** Huánuco
- 4. Description of the experience**

Intention: To promote the understanding and the practice of peace culture to counteract the conflict and student violence in the school.

Strategy: Identification and organization of a hundred student leaders in secondary education and a group of parents.

Methodology: learning among peers; by means of individual and group encounters that offer possibility for dialogue as a basic instrument for the understanding of others, peace-building; and to experience and value peaceful attitudes that we discover in ourselves and in others.

Activities: days of experiences and workshops with student leaders and parents.

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Experience N° 16

- 1. Title of the experience:** Peace Schools Foundation
- 2. Institution:** "Fundación Escuelas de Paz"
- 3. Place of origin:** Colombia
- 4. Description of the experience**

This experience fosters action with relation to organization, research, publication, projects, necessary coaching and counseling for the promotion of a Culture of Peace Culture and to emphasize Peace as a duty and a right, especially with the new generations of Colombians.

Among the most important activities are: the diffusion of the ideas and actions to schools in Bogota and in Colombia, in a program called NETWORKS IN THE FORMATION ON CITIZEN CONCIENCE AND HUMAN RIGHTS, the formation of the Youth Network of Peace Schools, to work for the formation of Discussion Groups on Coexistence in all the official and private schools of the Capital District, promoting respect toward differences, tolerance and democratic values and the structuring of the Networks for Peace Educators, that can bring together educators of all levels of education interested in becoming agents of Culture of Peace, Human Rights and International Humanitarian Right.

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Experience N° 17

- 1. Title of the experience:** Building a Democratic Culture
- 2. Institution:** Fundación Escuelas de Paz / Gimnasio Colombo Británico
- 3. Place of origin:** Colombia
- 4. Description of the experience**

The experience is intended to promote interaction where the knowledge of the rights and duties of members of the education community are possible. These opportunities must progressively reach a point in which they will be led by the students.

The Project is structured from the Social Sciences Subject and bringing in the other learning areas in such a way as to become cross-sectional in addition to multidisciplinary and bilingual. The strategies used bring together experiences that are being the source of dynamic processes in the social and political area, starting in the classroom, and projecting towards the local, national and world scopes. The methodology used is "role playing", which allows for constructive participation and political analysis of different topics according to the different commissions set up by the specialized groups that comprise the United Nations proposal. The topics demand research so that opening speeches, statements and resolutions contain alternative solutions. The experience has managed to promote principles of fairness and respect, it responds to the initiatives presented by the students, in order to consider them important members of the community and in this way learn to make decisions for the common interest.

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EXPERIENCES IN SUPERIOR EDUCATION

Experience N° 18

- 1. Title of the experience:** Notes for a Peace Culture in the UNHEVAL after Two Decades of Political Violence
- 2. Institution:** Emilio Valdizán National University - UNHEVAL
- 3. Place of origin:** Huánuco
- 4. Description of the experience**

Objective: To investigate the sequels of violence in the UNHEVAL, to try to change these situations so that they will not occur again. In addition, it works for youth to make amendment, rebuild the historic memory, and reject violence.

The following sequels were found: a) social: rupture in society, little political participation of students, youth without ideological formation, without ethics or values. b) cultural: culture of fear and indifference, c) political: escapism due to lack of ideological sustenance and commitment, impunity at attempts against life, violence and flagrant violation of human rights and; d) academic: stigmatization indicating that the students of social sciences are terrorists, the dismissal of the founding professors, the imposition of new professors without commitment and ethics.

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Experience N° 19

- 1. Name of the experience:** Diminishing the Digital Gap
- 2. Institution:** UN Friends Club of Señor de Sipán University
- 3. Place of origin:** Chiclayo, Lambayeque
- 4. Description of the experience**

Intention: To diminish the gap existing in the communities of Chiclayo by means of the training workshops, development and awareness activities; in order to take advantage of the opportunities of the globalized world; promote solidarity through the action of the voluntary service of the students and teachers in a training program for children of 14 poor farming communities without access to new information and communication technologies

Topics: mass media, peace culture, local development and Information and Communication Technologies.

This program has designed and implemented a new curriculum using diverse technological, psychological and business strategies in each community.

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Experience N° 20

- 1. Title of the experience:** Teacher Formation Program from a Human Rights Perspective for the Promotion of Justice, Reconciliation and Peace
- 2. Institution:** Peruvian Education Institute for Human Rights and Peace - IPEDEHP
- 3. Place of origin:** - Lima
- 4. Description of the experience**

Intention: To promote justice, reconciliation and peace in the Department of Ayacucho – Peru, through the incorporation of a human rights and democracy perspective in the Teacher Formation Program, in the classroom scene with teachers and students.

Participants: Teachers’ School “Nuestra Señora de Lourdes” and 40 schools in Huamanga – Ayacucho. In this Teachers’ School around 150 new teachers get their degree each year.

Direct beneficiaries: we tried to involve 1.124 persons: authorities, teachers and students.

Team in charge: Loyola Ayacucho Center and the Teacher Promoters on Human Rights of the ISP Nuestra Señora de Lourdes.

Strategies: workshops and special educational days with teachers on the subjects of human rights and the importance of the historic memory, teaching practices for future teachers with students at all levels in 40 schools, guided visits to the Museum of the Victims of Violence; there were planned public acts and reflection days on education and peace with the participation of academic, political and social leaders and the community in general.

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EXPERIENCES IN COMMUNITY

Experience N° 21

- 1. Name of the experience:** Conflict Resolution and Developing Plan in the District
- 2. Institution:** Human Development Center
- 3. Place of origin:** Puno
- 4. Description of the experience**

The experience consists in a program that was implemented by the Human Development Center in Alliance with the Peace Group.

Objective: To accompany the peasant and social organization leaders in citizen participation in the struggle against corruption and reinforcement of democracy in the district of Arapa.

Strategies: Educational material to use as manuals for strengthening the rights of citizen participation and developing policies at the district level, which generated favorable conditions for political and social decision making, created discussion groups for inter-institutional consensus building; designated responsibilities in monitoring activities and social control of the municipal budget and designed proposals that affect local development.

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Experience N° 22

- 1. Title of the experience:** Schools for Forgiveness and Reconciliation - ESPERE
- 2. Institution:** Faith and Culture Institute, Antonio Ruiz de Montoya University
- 3. Place of origin:** Piura.
- 4. Description of the experience**

Intention: To teach persons to live productively, processing and healing wounds caused by the different forms of violence present in society.

ESPERE is an experience that motivates the participants to heal wounds (rage, resentment, pain, revenge) that are caused by different types of conflicts.

Strategies: workshops and training modules. The action is directed towards the schools,

prisons, parishes and other social organisations.

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Experience N° 23

- 1. Title of the experience:** Peace Promoters Formation Programs
- 2. Institution:** Deaconry Ministry Association Peace and Hope. District of Jepelacio
- 3. Place of origin:** Moyobamba Province, San Martin Department.
- 4. Description of the experience**

Objectives: Integration and family bonding, knowledge of rights and duties within the family and the community and the promotion of a culture of peace, strategies of conflict resolution.

Participants: authorities, communal leaders, church members, education agents, teachers, parents, students of the community center of Lahuarpa.

Strategies: Conferences on awareness building and knowledge of the factors that affect healthy relationships.

Result: Rural Peace Promoters dedicated to the improvement of human relations and Discussion Groups on Culture of Peace. The organization of a sustainable eight month program has facilitated assistance in dealing with different problems, has offered solutions and alternatives, channeled their actions to meeting with local authorities. The community is ready to stand up for their rights and receive the attention needed in creating a peaceful atmosphere..

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Experience N° 24

- 1. Title of the experience:** Peace and Development for our People
- 2. Institution:** Diocesan Office of Catholic Education
- 3. Place of origin:** Rupa Rupa District, Leoncio Prado Province, Huánuco Department.
- 4. Description of the experience**

Objective: Recognition of human rights, of a peaceful coexistence in order to prevent violence.

Participants: children, adolescents and adults of eight quechua speaking and illiterate peasant communities and three small villages of the populated center of Chinchavito.

Activities: training workshops and the preparation of training materials.

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Experience N° 25

- 1. Title of the experience:** Schools of Forgiveness and Reconciliation
- 2. Institution:** Loyola Center Ayacucho
- 3. Place of origin:** Huamanga - Ayacucho.
- 4. Description of the experience**

Objective: To recover mental health, valuing and accepting forgiveness and reconciliation process as a way of living, also reinforcing personal security, sociability and a deep respect for life, collaborating in the improvement of social relations and human coexistence.

Participants: organizations of those that have been affected by the socio-political violence, women organizations, NGOs promoters who work with population affected in one of the departments struck by the political violence lived in Peru during the years 1980 to 2000.

Strategies: Support from the students of the Social Workers' School and the Communications School at the University, from the Wiñastin Program for Mental Health, the Network for Health Program and Human Rights where a network of promoters was constituted.

Activities: Meetings for study and reflection on forgiveness, memory, truth, justice, reparation and reconciliation, commitment to replicate the workshops, and stay attentive to the demands of the population.

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Experience N° 26

- 1. Title of the experience:** Values' Caravan
- 2. Institution:** Pro-values Civil Association.
- 3. Place of origin:** San Juan de Lurigancho District- Lima.
- 4. Description of the experience**

Intention: The promotion of an Education in moral values sustained in the daily practices of the population living in poor neighborhoods, to stimulate responsible citizen behaviors that will contribute to the promoting values in a responsible manner, thus contributing to the improvement of relationships in the framework of a Culture of Peace.

Activities: awareness raising activities in all types of institutions implementing diverse processes that assure a constant dedication during the entire year, finishing with the celebration of the Values' Caravan on November 12, each year.

Products: Council consensus building, educational guidelines emanating from the UGEL 05 – Educational Office, Carta Magna of values, among others.

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Experience N° 27

- 1. Title of the experience:** Communal Library “Don Quijote y su Manchita”
- 2. Institution:** Equipos Docentes del Perú.
- 3. Place of origin:** Santa Rosa Human Settlement - Puente Piedra-Lima
- 4. Description of the experience:**

Intention: To promote children's integral human development, through concrete actions, that go from the ordering and cleaning different areas, the adequate care of text books and furniture they use, in order to build self respect and capacity building to foster communal leaders in the neighborhood in Puente Piedra; develop interest and passion for reading, promotion of organization capacities so the children can learn to be active participants in their own groups..

Participants: Direct beneficiaries are children and adolescents; the working team develops different strategies to include parents and teachers interested in improving their ability to promote human development among youngsters.

The experience is accompanied by Equipos Docentes of Peru – EDOP, The National Union of Catholic Students – UNEC, Fe y Alegría N° 12 School, Promolibro, the Association Friends of Peru in Mallorca – Spain and the Association “Great People”.

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Experience N° 28

- 1. Title of the experience:** Don't Play with War
- 2. Institution:** International Amnesty (Perú)
- 3. Place of origin:** Lima
- 4. Description of the experience**

Intention: To raise awareness and inform children and youth about the need to be Peace builders and promote the control of small arms commerce.

Main activity: Fair in the Main Park of Miraflores where institutions (Brama Kumaris, ASPEC, GIN, Tarea, MANTHOC, among others), in an interesting and interactive way invite those passing by to join them in activities such as drawings in favor of peace, the Exchange of war toys for other educational ones (guns for puzzles), vaccinations “for good treatment”, all very creative and original activities.

The experience has been developed during the past two consecutive years and has in the past year received the visit of 2000 persons between children, youth and adults. The exchange of more than 500 warlike toys for other educational ones, as well as the diffusion among the population of the campaign Arms Under Control..

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EXPERIENCES IN GOVERNMENT

Experience N° 29

- 1. Name of the experience:** Technical Commission for the Promotion of a Culture of Peace and Reparation.
- 2. Institution:** Discussion Group for the Struggle against Poverty
- 3. Place of origin:** Huancavelica
- 4. Description of the experience**

The Technical Commission for the Promotion of Peace Culture is a group conformed by government and civil society institutions, whose strategy is based on the creation of synergies between the institutions and allies to reinforce a peace culture oriented towards the improvement of the life quality of the population.

Intention: To promote a peace culture and to be vigilant about the recommendations of the Truth and Reconciliation Commission, especially on the matter of reparation in the Huancavelica Region.

Results: the strengthening of a discussion group for the analysis, reflection and debate on the topics of peace culture, reparation and human rights, and the incorporation of the contents of peace culture and reparation in the Regional Education Project.

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Experience N° 30

- 1. Title of the experience:** Building Peace within Schools in the Framework of the Regional Education Plan
- 2. Institution:** Education Regional Office
- 3. Place of origin:** Huánuco
- 4. Description of the experience**

Within the education policies of the Education Regional Office in Huánuco, the 11th policy proposes “Respect for the human condition of the person so as to contribute to his/her integral development”, this is where Culture of Peace has to be introduced as a cross-sectional content in the school curricula at all levels of education.

Activities: Monitoring activities, Prevention Programs: Peace Culture, Human Rights and Peaceful School Climate, Coexistence and School Discipline, Campaign “I have the right to be treated well”, “Take care of my Body”, International Peace Day, Project of Coexistence and Democratic School Discipline.

Perspectives: To implement education policies, innovation projects, prevention programs; to disseminate the recommendations of the Truth and Reconciliation Committee and to promote school organization around peace culture: clubs, committees, defense offices, etc.

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EXPERIENCES WITH WOMEN

Experience N° 31

- 1. Title of the experience:** Women without Violence, Women in Development – Women Participation in Citizens’ Rights.
- 2. Institution:** Peace and Hope Association
- 3. Place of origin:** Huánuco
- 4. Description of the experience**

Objective: To strengthen the capacities of women for the exercise of their citizens’ rights in family and social spheres, the reinforcement of their organizations and political influence in public policies referred to putting an end to violent acts.

Strategies: Schools for Communal Formation, where three main modules are developed: 1) The value of the Human Person, the Right to physical, psychological and sexual integrity, 2) Gender Equity, Conflict Solution and Citizen Participation, and 3) Citizen Monitoring, Influencing public policies and Campaigns for the diffusion and raising awareness, the formation of networks of political influence, groups of self-aid and

committees for social monitoring. Women had a protagonist role in all of them.
 Participants: 19 districts from the province of Huánuco, Pachitea, Leoncio Prado and Ambo, in the Huánuco Region; and in the province of Tocache in the Region of San Martín, indigenous and rural areas affected by extreme poverty and by a high level effect of the armed conflict lived through for 20 years.

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Participants in the Seminar:

❖ Number of participants

The participation of 380 persons contributed to the success of the event, a good number of which presented peace education experiences that take place in different parts of the country.

It is important to indicate that the resource limitations prevented the organizers from supporting a much larger regional participation; we were able to subsidize 45 persons with a scholarship which included transportation and lodging, but were not able to cover the totality of support requirements.

Many of the participants involved recognize themselves as peace promoters, having been direct and indirect beneficiaries in the projects presented.

NUMBER OF PERSONS INVOLVED IN THE EXPERIENCES PRESENTED

(data extracted from the registration of the experiences):

Nº	Name of the Experience	Region	Nº promot.	Nº direct. benef.	Nº indir. benef.
1	To Educate for Life in the Rural World	Cajamarca	14	265	1.500
2	Communication and Action for Peace	Lambayeque	16	941	2.000
3	The Wawa Quena: an Instrument for Peace and Optimism	Huancavelica	2	70	350
4	Let's Celebrate Peace Day.	Huancavelica	2	35	80
5	We Look for Stories about our Environment and Read Popular Stories to Understand Them	Huancavelica	2	35	80
6	Strengthening the Students' Emotional Attitudes in the School	Huancavelica	12	386	800
7	We Participate Actively in the Anniversary of our School and Promote Intercultural Ethic Values and a Caring Culture	Huancavelica	2	38	70
8	Conflict Resolution among the Members of our School with the Implementation and Diffusion of Legal Norms	Huancavelica	6	259	490
9	Culture of Peace Building in the School and the Community	Lima	5	3.200	6.000
10	Knowing our Reality We Guarantee our Identity	Lima	4	50	1.700
11	If We Are Able to Live in Equity, the World Will Reach Prosperity.	Lima	3	207	600
12	Promoting Culture of Peace in the School	Piura	4	1.550	3.000
13	The Rights of the Citizens of Paita to Enjoy a Clean and Healthy City.	Piura	31	1.250	3.000
14	Building the Historic Memory of the School	Huánuco	10	200	30.000
15	Students Leader Formation	Huánuco	66	396	1.500

N°	Name of the Experience	Region	N° promot.	N° direct. benef.	N° indir. benef.
16	Peace Schools Foundation	Colombia	10	3.000	5.000
17	Building a Democratic Culture	Colombia	6	125	230
18	Notes for a Peace Culture in Two Decades of Political Violence	Huánuco	5	7.400	10.000
19	Diminishing the Digital Gap	Lambayeque	20	500	2.000
20	Teacher Formation Program from a Human Rights Perspective for the Promotion of Justice, Reconciliation and Peace	Ayacucho	6	1.124	7.128
21	Conflict Resolution and Developing Plan in the District of Arapa	Puno	4	30	500
22	Schools for Forgiveness and Reconciliation - ESPERE	Piura	20	600	2.000
23	Peace Promoters Formation Programs	San Martín	4	250	1.000
24	Peace and Development for our People	Huánuco	6	300	1.200
25	Schools of Forgiveness and Reconciliation in Ayacucho	Ayacucho	2	200	800
26	Values' Caravan	Lima	300	5.000	10.000
27	Communal Library "Don Quijote y su Manchita"	Lima	50	300	800
28	Don't Play with War	Lima	15	800	2.000
29	Technical Commission for the Promotion of a Culture of Peace and Reparation	Huancavelica	11 institut.	200	1.000
30	Peace Building within Schools in the Framework of the Regional Education Plan	Huánuco	4	500	2.200
31	Women without Violence, Women in Development – Women Participation in Citizens' Rights	Huánuco	14	951	32.400
TOTALS			656	30.162	129.408

The total number of experiences that participated represented 656 peace promoters, 30.162 direct beneficiaries and 129.409 indirect beneficiaries.

❖ **Regions represented:**

The 11 regions that were present were: Cajamarca, Lambayeque, Huancavelica, Lima, Callao, Piura, Huánuco, Ayacucho, Puno, Cuzco y San Martín.

❖ **Characteristics of the participants**

Most of the participants were educators from public schools, peace promoters from different areas of the country, civil authorities from municipalities and from the education sector, relatives of the victims from the violence during the decades of the 80s and 90s, who stressed the need to work for peace based in justice.

The participants in the workshops as well as in the seminar were both women and men, and most of the persons were between the ages of 25 and 40.

The experiences

In the first place, it is worth emphasising the diversity of experiences presented, which reflected the creativity and the capacity to answer to the different realities of the country. Also, different strategies and approaches were exposed: new forms to treat the moral values, the approach to gender, environment, interculturality, emphasis on education, among others.

Each experience responds with pertinent actions to the specific contexts, to the specificities of the participants' age, sex and problematic, and they express very wise and innovative ways to

respond to the opportunities found in their surroundings and to the demands of the community where they are inserted.

The sustainability of many experiences was demonstrated by their incorporation to the daily tasks, to the local traditions, to the conservation and enhancement of their environment and the diffusion of their outcomes

Several experiences demanded the cohesion and joint efforts among allies to guarantee a greater effectiveness of the work, to verify the continuity of the work coordinated between organizations and institutions, the intersectorial and interinstitutional work.

All the experiences focused the personal change as a guarantee of a culture of peace and the centering on human beings for promoting personal and collective changes.

Another characteristic of the experiences is the contribution of their work to an integral human development, with equity and solidarity as their key elements.

Participation in the workshops

The level of participation of the members at the workshops was optimal, the initial motivation continued increasing as they were meeting other persons and sharing the experiences. An open spirit for sharing personal reflection, feelings and emotions as human beings was present throughout the three days.

The desire to share their experiences and the confidence that they displayed in their work, their proposals and the very transparent manner in which they shared the results obtained was evident.

The simplicity and openness to learn from other experiences was also significant, considering that their own experiences could be enriched with the contents of the others. The need to continue deepening in the analysis and effectiveness of their experiences was also expressed throughout the seminar.

Finally, the participants tried to establish new contacts and form networks, due to what they found and learned from other experiences or because they recognised the potential of the others in the fostering of greater changes.

Visit to the Memorial “El Ojo que Llora” (The Crying Eye):

The participants’ visit to the Memorial “El Ojo que Llora”, in tribute of the victims of the violence which the country lived through during the 80s and 90s was an act of reflection and commitment in support of a group of relatives of victims of the political violence. A ceremony took place vindicating the dignity of the victims of the violence in our country, especially considering the suffering they went through during the weeks prior to the Seminar. A group of intolerant persons, not considering the pain that some fellow citizens are still undergoing, irraptured in that space of memory and attacked violently with blunt instruments and stained with orange paint the monument and the stones that represent each one of the victims.

6 COMPLEMENTARY CULTURAL ACTIVITIES

Cultural Activities of the seminar. The participation of the group Casa Infantil Juvenil de Arte y Cultura of Villa El Salvador - under the leadership of Prof. Miguel Almeyda.

Entrance: Reception of the participants by a group of jugglers, clowns and dancers of the Son de los Diablos.

BUPAZ doll. This doll is the creation of UNLIREC and represents the different ways to fight violence expressed in the use of small arms, and how a reflective education proposal with young people can create forms of mental attitudes to resist the force of the powers behind the arm business and death.

Mimic: Miguel Almeyda was very successful in establishing a relaxed atmosphere and helping the audience participate and feel at ease in between formal presentations.

Theater: Opalle – Against the violence and exploitation of children and youth. This group of young artists presented a work of collective creation about the situation lived by many children in poverty and abandonment who live in deprived areas. They expressed a creative way of fighting in a joint manner the exploitation of street children.

Story teller: The actor Alfredo Pastor told, in a very vivid way, three short stories from the Peruvian jungle, expressing the very respectful and deep relationship persons there establish with nature.

Cultural activity during the last day: The mimic helped set the tone with games with balls played with the audience, which allowed great excitement and joy among those present.

Videos on Peace Education. Throughout the entire seminar the following videos were presented:

- ❖ Peace Soldiers, UNLIREC
- ❖ Celebration of the National Holidays. Transparency International and UNLiREC
- ❖ Peace Education – Schools for Peace Foundation, Colombia
- ❖ Presentation of the experiences: a good number of experiences were presented using multimedia projectors with Power Point programs and some showed videos about their experiences.

7 WORK PLANS PRESENTED BY THE REGIONAL TEAMS

At the end of the workshop, the teams, organized by regions, prepared their work plans on Peace Education, which were presented the last day of the Seminar. They expressed their commitment to continue the coordinations initiated and to extend the alliances and the activities in each area of the country.

HUANCAVELICA

Starting with a Culture of Peace Project in 40 Schools, the area was expanded to other institutions working for the local and regional development of Huancavelica. This is also incorporated in the Curriculum and in the Regional Education Plan.

Teachers in these schools develop lesson plan with cross-cutting topics such as Peace Education, Gender perspective, Intercultural and bilingual education.

They have incorporated peace culture, not only in schools but also in different social areas and with different agents, such as thematic discussion groups with local, regional and communal authorities, as well as parents and different organizations of the regional government as well as civil society.

The strategic allies in Peace Culture are the Local Education Offices, the Regional Education Office, the Discussion Group for the Struggle Against Poverty, the Regional Government and other public and private institutions.

LAMBAYEQUE

This region located in a strategic position in the northern part of Peru develops sustainable productive and commercial activities based in the industrial–farming and tourism, preserving the environment and its enormous wealth in cultural patrimony. These strengths have to move us forward to preserve our own identity, to demand our rights and respond to our obligations seeking opportunities for all, working towards peace and social justice, with universal access to a quality education and to the integral health services, within the framework of a democratic, decentralized and articulated country. This calls for consensus

building and citizen participation as the main elements of a sustainable human development.

During the year 2008 we will promote workshops for the incorporation of Culture of Peace as a cross-cutting issue. Peace has to be incorporated at the Regional Education Plan in the region, in order to promote in each school a healthy, authentic and pertinent learning space of creativity, innovation and integration in a harmonious and responsible coexistence. We also commit ourselves to work with new allies to develop socio-cultural events that will fortify the entire region as a Friendly and Welcoming City.

CAJAMARCA

We commit ourselves, due to the problems of our region, to defend life in harmony with the environment, which means, to participate actively in the world-wide campaign to plant a billion trees to cool our planet. In fact, we have already coordinated with the Municipality and the Director of the Education Office, to form an ecological wall with 300 cypress trees. This work will continue and strengthen all aspects of Peace Culture in our region.

PUNO

In Puno, an Andean region, people celebrate life and faith as they dance. One of the outstanding figures in the famous dances is the demon called “La Diablada”. We consider that in our lives we have an endless number of demons, personal demons and other types.

In order to work for peace it is important to put our demons in order and help to put some order in the social demons. We will try to do it with other institutions of the region, working for social justice, solidarity, and peace.

PIURA

In the diversity of histories and traditions, we have discovered that there are no barriers to transcend beyond the frontiers and work together. We will strive to give peace to many human beings who do not have access to it. We must overcome all limits, such as race, religion and promote peace within each person.

For that reason, the north of Peru, represented by Piura, reached the following conclusions: Build a network of people and institutions interest in peace building.

Start an alliance with the Education Local Office to help establish guidelines in Education for Culture of Peace Culture within the Regional Education Plan.

HUÁNUCO

This region has set the main objective for peace building: to institutionalize the Culture of Peace with the participation of government and civil society institutions as well as grass root organizations.

The main activities are:

Strengthen the Peace Education Network on Peace Education (with statuted, Board of Directors, Annual Work Plan, Directory of allies), coordination meetings with local and regional authorities.

Inclusion of the Peace Culture approach as a cross-cutting issue in the University.

Encounter with Student Leaders for Peace.

Poster Contest

Regional Seminar

March/walk for Peace

LIMA

To strengthen the Lima network on Peace Culture in the districts represented in the seminar.

Promote the interchange of experiences and training encounters for Peace Education.

Send, via Internet, educational materials for raising awareness and motivation towards the consolidation of a peace culture.

Organize encounters among different organizations and institutions in each district to strengthen the network.

Institutionalize the network.

Coordinate with other networks and institutions that work for Peace in Lima in order to promote a strong focus on Peace Education

8 SEMINAR FOLLOW-UP:

8.1 The follow-up of the conclusions of the participants' teams

The Seminar was also organized by the Civil Movement “Para que no se repita”, a network that brings together most of the organizations dedicated to the cause of justice, peace, reconciliation, forgiveness and reparation for the victims of the violent struggle in our country.

The organizational structure of the movement is based on geographic and specialization criteria. This allows for all institutions and groups dedicated to peace and/or education to have a collective structure that integrates them and provides joint efforts in the line of peace building in our society, on the local and regional levels as well as the national scope.

The Civic Movement organizes assemblies by regions and at the national level to develop events, campaigns, etc. and also to evaluate those that have taken place during each year. Specifically the Education Commission is the most appropriate one to follow-up on the conclusions of the Seminar & Workshop and for the need expressed to coordinate in a better way its actions in the different territorial levels.

It is worth emphasizing that some experiences have already been articulated in these levels, what guarantees its continuation and its reinforcement.

Another technical support will be the web page of the Civil Movement “Para que no se repita” and any other organization that sets up a link to disseminate any information. In addition, the Civic Movement will incorporate in its data base all institutions and persons associated so as to improve communication and information on Peace Education.

EDUCA Institute, as the coordinator of the Education Commission, also collaborates with all organizations and people dedicated to education, publishing in the web page peace education materials and pedagogic guidelines for the use in schools, classrooms and communities.

The Office of United Nations for Disarmament and Peace – UNLIREC, has asked for the data base of the movement to support with the dissemination of pertinent information.

Through these means, the institutions and individuals will be informed on the proposals, the advances and the activities that are being developed in the diverse local and regional areas and can further develop mechanisms for centralizing information on Peace Education. Since in the regions of Huancavelica, Huánuco and Ayacucho coordinating groups on these subjects already exist, the participants have the idea to establish the same in their regions. We will try to support the institutions that are dedicated to these actions and help those that want to be part of this Peace Movement.

8.2 Political influence in the Education Sector (Ministry, DRE, UGEL)

Since we are living a decentralization process, and special emphasis is placed in education it is important to support the Training Programs and the work that the government institutions can accomplish in their jurisdictions. This need has been expressed at the Seminar and requires great dedication.

The need to reinforce Peace Education in formal and non-formal education has been made explicit and we all realize that special attention has to be given to this field of action, mainly considering schools and Teacher Formation Centers and all institutes that

participate along these lines. The various experiences prove that the efforts springing from the schools reach great audiences such as students, teachers, parents, and local community members.

Everyone involved would appreciate a more explicit determination on the part of the Ministry of Education to promote Peace Education through its normative and executive offices, thus touching subjects as peace climate in schools and classrooms, struggle against discrimination, intolerance, corruption, etc. None the less, the National School Curricula contains elements that introduce these aspects and the possibility of an adjustment to the concrete situation in each region. It is important that teachers be trained and monitored to work on their lesson plans in a more effective way.

8.3 Influence in the health sector (Ministry, Health Centers)

The Health Ministry has taken on Mental Health as an important component to care for the population living in areas of greater poverty which coincide with the ones that were more severely struck during the armed conflict.

In some places in the country the health technicians and promoters in rural communities are working in coordination with the institutions that promote peace education. It is important to give more attention to this group and incorporate the health centers in the effort to reconstruct social peace.

8.4 Participation with other sectors and in other collectives

The Seminar – Workshop has demonstrated the need to coordinate efforts within society in each of the places where Peace Culture Plans are part of the social agenda. The participation of different agents is a great asset in extending the Peace Movement to institutions and places, such as regional governments, local governments (municipal), educational officials, public and private institutions of diverse nature, NGOs, public and private schools, universities, churches, peasant farmers' communities and grassroots organizations, among others.

9 CONCLUSIONS

Many participants considered that the International Seminar – Workshop “Education for Peace and Development” took place at a very opportune moment. This has highlighted the diverse expression of educators, promoters and institutions of different parts of the country, where the need for changes is very urgent.

The Civil Movement “Para que no se repita” is recognised and valued as an organization that facilitates coordination and orientation of the work that must be done in terms of fostering networks for the promotion of justice and peace building in all levels of our society.

The sharing of ideals, principles, action of committed institutions, and the alliances established on a territorial level or of similar proposals, has highlighted the need to continue with the work focused in different areas of the country. There is a great need to encourage decentralized networks in provinces and regions in order to sustain and encourage individuals as well as organizations to participate in this Call for Peace. The NGOs working in the different regions are a great asset because of the projects and programs they are fostering, but also on account of the influence they exert in educational and social policies in the areas where they are present. The Civil Movement can also serve as a meeting point for the developing and reinforcement of these regional networks. Other groups working towards similar objectives should be identified and incorporated in the networks, thus producing synergic action.

The web page of the Civil Movement “Para que no se repita” www.paraquenoserepita.org.pe and that of other institution will be used, establishing links between them, with the purpose of

maintaining the people informed about the projects, programs, campaigns and/or education plans for peace.

There is a need to participate in alliances and groups in different levels: local, provincial, national and also in the international one. The participation of persons from Colombia who shared their experience was appreciated, as was the input of participants and speakers from other countries. The experience of CIPE, Integrated Communities for Peace Education, as an international organization that promotes peace communities throughout the world, encouraging joint action and reflection of world peace issues is of utmost importance. The experience of the Group of Peace Culture in the Social Forum was also considered of great significance in order to open communication with other countries with like problems. We cannot disassociate our problems and those at the international plane, knowing that most of them share the same causes and can only be dealt with in a regional and/or universal manner.

10. RECOMMENDATIONS

It is important to extend the Education Commission within the Civil Movement “Para que no se repita”, with delegated institutions from each region, for the purpose of coordinating and strengthening joint and decentralized efforts in favor of peace.

One of the actions that should be given full attention is the promotion of Seminars in different regions of the country, with the support of the Civil Movement and some regional governments. There is a need to incorporate more institutions that promote human rights, children’s rights, women’s rights, better education and health, social justice, peace and concern for the environment, among others, with the purpose of accomplishing a more effective and vigorous work.

The artistic and cultural movements and/or groups should also be integrated within the Peace Movement trying to incorporate the different popular expressions and manifestations of culture of peace, harmony and of validity of the ethic and moral values, with respect to interculturality in all aspects of civic and political life.

At the national level while participating actively in the Civil Movement and the campaigns organized, more emphasis should be placed in consolidating proposals with an economic, social and political character in the inter-institutional agenda.

There is a need to identify and summon the institutions, NGOs, and organizations that work in each region in order to support the promotion of activities in favor of peace, so that all work within a common objective, but with different emphases according to their nature.

The Seminar has underlined the benefit of pulling resources and energies together for a common purpose. This effort has to be highlighted, especially in the alliance built with the United Nations agencies. It is important to continue working with the United Nations Offices, such as CINU, UNESCO AND UNLiREC, as well as with other NGOs for greater participation and support for formal and non-formal education in the Peace building field.

Since the country needs to have solid institutions that promote Human Rights and Peace Education, we are conscious that it is of utmost importance to invite and incorporate the Ministries of Education, Health and Women and Social Participation, and their decentralized offices in all efforts that take place at the communal, local, provincial and regional levels as well as at the national sphere. In a special way, there is a growing recognition that the Ministry for Women and Social Development is organizing Peace events with the participation of other public and private organizations. This is an opportunity to participate with them on the need to highlight the objectives of peace with social justice.