



EIU Best Practices Series **No. 47**

EIU Best Practices 2018

Building Zones of Peace: Peace Education Programme A Case from **Costa Rica**



APCEIU

United Nations Educational, Scientific and Cultural Organization
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The Education for International Understanding(EIU)/Global Citizenship Education(GCED) Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 46 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, Ms. Sharon Lopez's case has been added to the series with the series number 47, which includes community-based and youth education programme for peace of Costa Rica.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through this series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, Ms. Sharon Lopez's case is the outcome of the action plans established from her learning in Global Capacity-Building Workshop on GCED 2016.

The EIU/GCED Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different location and institutional background, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. I

hope that the EIU/GCED Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulation to Ms. Sharon Lopez for her continuing efforts to promote EIU and GCED, and creating a synergy effect by encouraging others and sharing ideas, which I believe contributed to the successful publication of the EIU/GCED Best Practices 2018.

August 2018



Utak Chung
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7* highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the alumni of the EIU/GCED capacity-building training programmes organized by APCEIU; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Field visit: APCEIU staff undertake field visits to the programme sites of the selected cases to conduct field observation and interviews, and provide

selected applicants with the guidelines for the final report; 4) Case presentation and award ceremony where selected applicants present their cases and receive the Global Citizenship Education Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful and sustainable world.

Contributor



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Sharon Lopez has a Master's Degree in Peace Education and Human Rights. She is a candidate for a Master's Degree in Latin American Studies, and has a Bachelor's Degree in Education. She has been a teacher for the past 20 years working with children, adolescents, and adults in urban and rural areas in Costa Rica and abroad. At present, Ms. López is the Peace Education and Human Rights Master's Degree Programme Coordinator at Universidad Nacional, and works as adjunct faculty at the Universidad de Costa Rica and the University for Peace, facilitating courses in children's rights, peace studies and conflict resolution, feminist theories, among others. She has been a consultant for the Costa Rica Ministry of Justice and Peace, the University for Peace, the United Nations Children's Fund (UNICEF), the Pestalozzi Foundation, and the Latin American Campaign for Education (CLADE).

① Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Acknowledgement

I would like to express my appreciation to the Director of the Instituto de Estudios Latinoamericanos, Mario Oliva Medina, and the Universidad Nacional in Costa Rica for supporting this project, and for encouraging us to develop projects that have a direct impact in our communities especially those at risk.

This project would not be possible without the support of the Director of Civic Center for Peace, Andrés López, who gladly opened the door to our programme. I also extend my thanks to Yuri Alfaro Arias and Leidy Chacon Vargas of the Local Unit of Social Development of Instituto Mixto de Ayuda Social, who put their trust in us to work with women in such vulnerable conditions.

I am particularly grateful to my project assistant, Silvia Elena Guzman Sierra, who has demonstrated passion and commitment to this project. During these two years, we have worked together creating a vast and substantial theoretical and methodological framework centered in participants' experiences, feelings, and ideas. We have also encountered several challenges; however, we have found creative ways to embrace them.

To the Peace Education and Human Rights students who, despite their busy schedules, have devoted their free time to reinforce learning and contribute greatly to participants growth and empowerment, particularly to Daniel Umaña who has been investing his time in gathering valuable information to produce a documentary of the experience.

To the adolescents and women who kindly accepted to participate in this programme and have actively engaged in building a community of care, trust, respect and sorority.

Last but not least, I would like to express my deep gratitude to APCEIU who invested time and resources to promote and develop Global Citizen Education (GCED) to foster a Culture of Peace, taking into consideration actions from countries outside the Asia-Pacific Region, and disseminating the work we do, around the globe.

Summary

Building Zones of Peace (BZP) is a non-formal peace and global citizen education programme created to promote peace and prevent violence in vulnerable urban communities in Costa Rica. The programme aims to encourage participants to develop a critical view of their contexts and explore different ways of taking action to transform the world we live in, and by recognizing how individual and collective efforts have a positive and direct impact in our personal, family and community spheres as well as nationally and globally.

In 2017, BZP was conducted to a group of secondary education students ages 13 to 17. This year (2018), participants are young women, ages 18 to 22, all of the mothers who live in extreme poverty. These women have been selected by a governmental office whose aim is to reduce poverty by empowering them. Several resources and networks of support have been created in different areas such as health, employment, childcare and education to achieve this goal. In this sense, our programme was chosen to contribute significantly in this process.

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Building Zones of Peace: Peace Education Programme

1. Introduction

Central America is one of the most violent regions in the world; its Northern Triangle (Honduras, Guatemala, and El Salvador) suffers high levels of violence, primarily due to organized crime, drug trafficking, poverty and governmental corruption. Unfortunately, Costa Rica does not escape from this violent culture. Although at lower levels compared to our neighboring countries, we also face different forms of violence mainly affecting the youth, children and women, both as victims and perpetrators of violent acts.

Violence impacts the most vulnerable people in the country, those who live in poor, overcrowded areas, public and private spheres where families and communities are shattered by multiple forms of violence. In the past years, the increasing incidence of violence in such areas became a concern and priority for Costa Rican governments, implementing actions towards the prevention of violence, focusing primarily on the adolescent and youth population. Such actions are set out in the Children and Adolescence National Policy 2009-2021 (known in Spanish as PNNA), and in the Young Person Public Policy 2014-2019 (known in Spanish as PPPJ), the goals of which were to guarantee the protection and fulfillment of human rights and the full exercise of their citizenship (CPJ, 2014).

Both policies fall in a rights-based approach, recognizing young people as subjects of all rights inherent to the human person. Furthermore, the PPPJ (CPJ, 2014) underlines the need to continue the fight to ensure equality among young men and women, being Afro-descendant, migrant, indigenous, a person with disabilities, from urban or rural zones.

The rights-based approach, together with intercultural and gender equality approaches of the policies, provide action lines and strategies as well as methodological principles, that articulate the pedagogy proposed in this project which is consistent with global citizen education (GCED) principles. In this sense, through GCED, participants learn to critically analyze the world, the causes of violence at the local level and their interconnection with global issues. Understanding these issues helps participants to take individual and collective actions to transform the world into a caring, peaceful, and respectful one. By doing so, the participants become global citizens who can comprehend their active role in society.

In 2010, after identifying the most violent zones in Costa Rica, the government at the time decided to create a Civic Center for Peace[®] (CCP) in each area (seven in total) to promote local actions that positively impact these communities, particularly the youth.

One of the CCPs was created in a community named Guararí in the province of Heredia. Considered as an area with the highest vulnerability in the Heredia Central County, Guararí has a series of factors that lead to increasing number of violence cases: concentration of low-income families, overcrowding, lack of police presence, and the growing migrant population. As a result, a series of social pathologies have developed in the area such as drug consumption, criminality, delinquency, adolescent pregnancies, domestic violence, and school dropouts among others. (Chaves, 2014)

Recognizing the vulnerable situation of the inhabitants of Guararí, the CCP was created by the state government to prevent and reduce violence. With an integrated strategy that foresees the participation of local governments, the state, and other public institutions such as universities, they all form an alliance to reach the goals of the CCP.

Under this frame, we created the “Building Zones of Peace” (BZP), a transformative education programme in line with GCED. The BZP is a two-year

non-formal education programme (2017-2018) that aims to work with young people in the Guararí community. The project was proposed to the Universidad Nacional authorities by the programme coordinator, and was approved in an instant. For the university, this project is aligned to its mission and vision[®], which is “educating humanists professional with critical and creative attitudes, contributing to the democratic transformation of communities, to the eco-social sustainability and pacific coexistence.” It is even more important for the university to engage in actions with those sectors at risk of social exclusion such as the Guararí community.

The support of the university enabled the project the possibility to have human resources, programme hours for the project coordinator and a master’s student assistant who was granted a scholarship in exchange for her participation in the project. The university also covers other resources such as project materials, equipment, and transportation for field trips and other activities.

We are very glad that the CCP opens its doors to our project since we are able not only to use the modern infrastructure of the center, which stands out in a very impoverished area, but also allows us to work closely with the participants’ communities, allowing us to have a deeper understanding of their realities. Furthermore, the CCP gladly welcomes our programme as it recognizes how the goals of the programme are in line with the center’s aims.

In this sense, our programme is directly aligned to two of the CCP’s thematic agenda: Care and Self Care, and Living Together and Culture of Peace. The first one includes topics such as domestic violence, bullying, and gender violence, particularly teenage pregnancy, and the latter one includes citizen participation, conflict resolution, and social action.

In terms of the target population, the CCP’s main groups are children and youth, those between 13 to 19 years old – the priority cluster. While the primary focus is on work with people within this age bracket, the CCP strategy recognizes the importance of developing programmes that attend directly to young people who drop out of school, participate in gangs, have drug addiction, are involved in

or affected by domestic violence, have parents in prison, and have experienced teenage pregnancy (Grillo, 2014).

In this regard, during year one (2017), the target population of the programme was adolescents aged 13 to 17. This year (2018), the programme works with young female participants aged between 18 to 22, all of them mothers of one to four kids and in extreme poverty. Some of them have completed primary education but none of them have satisfactorily concluded secondary education. Working with these young women is another accomplishment of the programme since we formed an alliance with the Social Assistance Institute, an organization committed to providing financial support to participants so that they can pay for childcare, transportation to the center, and other needs.

Finally but not the least important, this project contributes to the achievement of the United Nations Sustainable Development Goals (SDGs)[®], particularly Goals 4 and 5. Goal 4: Quality Education calls on countries to “ensure all learners to acquire all knowledge and skills needed to promote sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity.” Goal 5: Gender Equality is about achieving sustainable development “by ending all forms of discrimination

against women and girls, eliminating violence against them in public and private spheres, ensure women’s full participation and equal opportunities for leadership at all levels of decision making, among others.”

2. Programme Description

Building Zones of Peace (BZP) is a transformative education programme (Community-based and youth programme) that believes in education as a motor for social transformation, providing a space to promote, strengthen and reinforce contents, values and attitudes that enhance peaceful coexistence. This service-learning programme starts in March and ends in October with three-hour sessions weekly.

“ Building Zones of Peace (BZP) is a transformative education programme that believes in education as a motor for social transformation. ”



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▲ Field Trip to Bosque de la Hoja Park



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▲ Sorority

This programme seeks to help participants to transform violent patterns that directly affect them, their homes and their communities, encouraging them to analyze the multiple forms of violence that have an impact to the local, regional and global community. During the year, we learn the different forms of violence, direct, structural and cultural and the participants are the ones who identify the issues and violence they live with and who want to take action to change them. For instance, participants last year were deeply concerned about pollution and the destruction of nature. In this sense, BZP aims to create awareness of how we are all interconnected and how, as women, we can contribute to the wellbeing of other women, and take control and responsibility of our own well-being.

The programme's general objective is to strengthen the capabilities of the youth to transform conflicts and prevent violence, contributing to the construction of peace from a human rights approach with young people and adolescents from urban and poverty areas. The specific objectives of the programme were defined as follows:

- *To enhance competencies, values, and attitudes for conflict transformation and the promotion of a culture of peace.*
- *To promote learning processes that lead to peaceful forms of coexistence based on principles, methodologies and pedagogies of peace education, human rights and conflict transformation with the participation of students of the Master's Programme in Human Rights and Peace Education.*
- *To systematize the experiences lived by participants in the execution of the programme.*

In other words, BZP seeks to help participants to think critically about the issues that affect them directly at the local level, and to find ways to transform them collectively. Participants understand how their actions have an impact, positive or negative, in the broader community. As a global citizen, participants develop a sense of belonging and responsibility not only to their communities but also to the world. This notion is particularly important to the target population, some of whom are first or second generation immigrants mostly from Nicaragua, our neighboring country in the north. Guararí is a community with a high percentage of migrants

and Costa Rica, being highly xenophobic, our participants, their families or their neighbors, may suffer many different forms of discrimination. Accordingly, we considered GCED extremely relevant when working with these women since we understand that citizenship is not determined by one's place of birth but by one's common goals which we all have as humans. In this sense, Toh, et al (2017) suggests: "citizenship is a status and identity based on belonging to and participation in the political domain of a nation, as well as on the civil and socio-economic domains within which individuals relate to one another and their society." (p. 13)

Another important objective of this project is to involve students from the Human Rights and Peace Education Master's Programme. During the year, students are encouraged to participate in creating workshops, short courses, and training to facilitate them during the sessions. These activities are planned with the support and guidance of the master programme's faculty professors in courses such a peace education or peace and conflict studies.

In 2017, we had a group of six students participating in a series of workshops where participants identified peace and violence in their communities using photography as a technique. As a result, we organized a photo exhibit in the Center, and participants were able to explain to community members how they understand peace and violence, and how they can transform their community together.

In 2018, one of our students was developing a three-day community conflict resolution workshop to strengthen participants' skills in addressing community problems. Additionally, another student is producing a documentary to relive the most important moments of the programme experience.

“ We considered GCED extremely relevant when working with these women since we understand that citizenship is not determined by one's place of birth but by one's common goals which we all have as humans. ”

2.1 Structure of the Programme⁴

Understanding that the culture of violence has a more relevant role in our society than the culture of peace, our challenge is to transform our vision of the world, recognizing that even in the smallest places where we tend to see only violence and war, we can find people working for peace. In this sense, in coherence with a peace education philosophy, this programme traces the lines that constitute a pedagogical model considering the cognitive, social-emotional, and behavioral dimensions of young people as the center of the transformative learning process, like GCED does.

According to UNESCO (2015), GCED is based on these three domains:

- *Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.*
- *Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially and physically and to enable them to live together with others respectfully and peacefully.*
- *Behavioral: conduct, performance, practical application and engagement.*

“ Our challenge is to transform our vision of the world, recognizing that even in the smallest places where we tend to see only violence and war, we can find people working for peace. ”

Additionally, the programme is organized under five main thematic areas, also relevant to GCED: (1) Building Community, (2) Non-Violent Communication, (3) Human Rights, (4) Diversity, and (5) Peace, Violence and Conflict. Each area creates a continuum of learning and growing together.

All these themes prepare participants for the last part of the training in which not only they identify the issues and violence in their proximate areas but all forms of peace they see and live as well. Observing

all the positive actions they have already taken, particularly in the impoverished areas that are stigmatized by the general population, creates a sense of hope and empowerment in the participants.

Thus, participants work together to develop a plan to change an issue chosen through a consensus. Once the action plan is done, participants present the plan to community members, organizations, municipality representatives and other groups to provide viability to their plans. For our programme, it is very important that participants interweave a network of support and find ways of developing their action plans.

However, this is not the ultimate goal for more attention is paid to the process of identifying problems, working together to change them and developing public speaking skills among others. The women participants this year (2018) will design their projects from August to October.

“ For our programme, it is very important that participants interweave a network of support and find ways of developing their action plans. ”

Last year, for instance, adolescents participating in the programme drew maps of places where they identified violence and peace in their communities. They presented their maps to their fellow participants and discussed the different points of views and perceptions they had. After that, we had a short field trip to the community; they took pictures of places where they experience peace ranging from the park where they play, the library where they read and study, to the small store that sells fresh fruits and vegetables every day. In terms of violence, they pointed out to littering and garbage in their sidewalks and the river, as well as houses in informal settlements or slums which are considered as unsafe and unhealthy for them and their families. Through this activity, participants selected the most significant pictures they took and planned a photo exhibit “Peace and Violence in Guararí.” Throughout the weekend, they had people from the community visiting the exhibit, and had the opportunity to talk about these

issues and create awareness among the visitors. In the end, through dialogue and active participation in a caring environment, the participants were able to empower themselves.

As observed in this example, BZP is in line with GCED's four pedagogical principles: (1) Orientation towards human rights, values, peace and social justice, (2) Participation and competence for political action, (3) Critical inquiry; and (4) Adopting a historical-critical position on an individuals or nation's part. (Wintersteiner et al. as cited in Toh, S. H. et al, 2017)

2.2 Programme Methodology

According to the critical and transformative pedagogy, the proposed methodology for this programme organizes each session that provides plenty of opportunities for the participants to reflect on issues, express their ideas and feelings, and think of ways on how to cope with issues. As APCEIU (2016) states:

“If we want learners to develop a caring and responsible attitude and to become empowered to make informed choices towards more sustainable lifestyles, teaching and learning need to employ transformative pedagogies that focus on critical thinking, building values, changing attitudes and developing soft skills needed for coexistence in a more inclusive, just and peaceful world.” (p.47)

In this respect, the facilitator team uses different learning techniques such as group analysis and discussion, brainstorming, figuring out creative ideas, debate, movie forums, dramatizations, games, story-telling, guests speakers and other techniques based on resolving real-life cases. The facilitator team understands the learning process as a horizontal and community-centered one, and in the selection of the techniques, the team considers the following elements:

Critical thinking

Promote critical and democratic thinking, sharing of ideas, and constant reflection over relevant topics and problems that affect participants as individuals and as members of a community (micro/macro levels).

Awareness development

Understood as a process of critical empowerment in which participants are motivated to work as individuals and as a group to enhance their critical consciousness and to transform the culture of violence into a culture of peace through their own experiences and realities. This transformation requires enthusiastic and committed participation from them, meaning not only to identify and understand issues but also to engage in creating collective actions for change.

Integral comprehension

Understanding the causes of violence requires a holistic approach. Participants are invited to analyze problems integrally, from concrete, tangible aspects (usually with more direct impact to participants' lives) to those that are part of more complex spheres such as the community, the region, or the world. This programme teaches participants to first analyze causes and effects from an interconnected and interrelated point of view, and then to engage in civic action to address local and global problems.

Culture of Peace Values

Through planned activities, our programme seeks to promote values such as empathy, compassion, caring, respect, cooperation, motivation, participation, creativity, interconnections and sorority among the participants.



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▲ Empathy exercise. Participants draw their bodies and write their feelings, dreams, and struggles. After sharing the drawing with a partner, they exchange them and lie down. They put themselves in the others' body

2.3 Session Organization

Sessions have been planned with a precise structure that organized activities coherently with the methodological and pedagogical approaches explained above. Therefore, each session includes the following:

Critical thinking

During the circle, while using a peace-talking stick, we share our ideas and feelings. Drawing from the same spirit of indigenous traditions, we ask the participants to put undivided attention to everyone in the circle; no disruption or talking is allowed and only the person with the peace-talking stick can talk. The circle has become a safe place for women to share their problems, particularly gender-based violence that they experience at home or in the community, an issue which they bring up to the circle repeatedly. The facilitator team also uses the circle to revise topics learned in previous classes or activities mostly by formulating an open question, allowing participants to speak out their thoughts. Also, questions to verify how participants feel about topics or exercises are usually included in the circle. For us, it is important to take care of ourselves all the time. Participants also use the circle to bring up issues that affect them during the sessions. For example, one of the girls requested their partners to be more responsible with the assignments while another one pointed out how some comments hurt her feelings.



▲ Jazmín and Suanselen. Feeling and breathing exercise

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Body consciousness

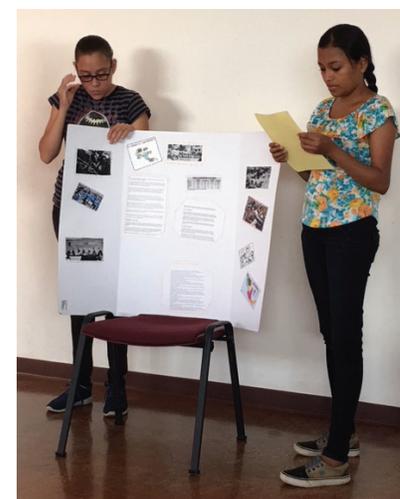
We include breathing and body exercises to create awareness of our bodies to recognize how violence particularly impact women's bodies, and to promote self-care. We have encountered some resistance from the participants to engage in activities that require body movement. Their unwillingness to participate denotes the lack of attention we put to our bodies, how systems of control including educational systems, train us to forget our bodies. This phenomenon is evidence of the Cartesian fragmentation of the self, the idea of putting all our attention only to the mind.

Communicative exercises

To promote active listening, dialogue, identifying and expressing our feelings and needs, and taking responsibility for our verbal and non-verbal communication. Exercises such as paraphrasing, summarizing ideas, valuing feelings, questioning to clarify, are conducted in each session.

Awareness exercises

To promote critical reflection and analysis of issues and problems that directly affect participants and their communities, developing a sense of social justice, ethical responsibility, and sorority. The activities invite participants to work



▲ Nancy and Jocelyn is presenting Women's struggles in maquila industries in El Salvador

© Sharon Lopez

collaboratively, reflecting on issues that affect women in Costa Rica and the world, and proposing ideas for change. Some activities we use are problem-solving cards, news discussion, imagining oneself in another person shoes, debates, and interviews. For instance, after discussing the different forms of gender-based violence, participants are asked to research situations that affect women in other parts of the world. Among the issues explained was the violation of women labor rights in the maquila industry in El Salvador, the situation of child marriage in India, and the femicide in Costa Rica.

BZP runs from March to October, and has four modules. Module 1 “Building Community” has four sessions: learning to live together, we are diverse, understanding myself and the other, and putting oneself in another person’s shoes. The main expected outcome is that participants appreciate and develop a sense of belonging in a community. Module 2 “Communicating non-violently” also has four sessions in which participants learn to listen to with respect, express and value feelings and emotions, and recognize and value other people’s points of view. Module 3 “Learning our Human Rights” is composed of five sessions and a Women Forum that includes topics such as human rights’ principles and ethics, non-discrimination, diversity, and the Convention on Elimination of all forms of Discrimination against Women (CEDAW). The Women Forum is a



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▲ Linsy, Estefanía and Katia analyzing community problems

space for women to share with other participants their professional and personal experiences. Guest speakers shared their experiences as artists, active feminists, and sexual and reproductive health professionals. Module 4 “Together We Transform the World” is the last module of the programme and is composed of eight to ten sessions. Its main topics are conflict, violence and injustice, peace in our lives (within me, with others and with nature), mapping violence and peace in their communities, and planning a strategy to transform violence and conflict.

3. Conclusion

The BZP Programme was first thought of as an educational programme for high school students to prevent violence and promote peaceful environments in the Guararí community. In March 2017, we started the programme with a group of 20 students, by August we had an average of 10 students per session. The inconsistency in participants’ attendance at the sessions was the major limitation we faced in the programme’s first year.

Among the reasons for the inconsistent attendance of the participants were economic limitations. For instance, some were unable to pay public transportation since not all of them live within walking distance of the CCP. Another major reason was family responsibilities such as taking care of their siblings or house chores, a situation that particularly affected girls.

This issue forced us to constantly modify our monthly planning and adjust the topics and activities. At some point, the facilitator team had to decide whether to finish the whole programme or focus on creating a transformative learning environment that understands the participants’ particular needs. In the end, we decided to go for the latter.

Despite these difficulties, we were able to implement two projects, a photography exhibit “Peace and Violence in Guararí” and an art project about inequality. The participants had the opportunity to present both projects: the first one to the

local community, and the second one (which is more rewarding than the first) to a broader community composed of more than 200 people from different countries of Latin America through the invitation of EuroSocial, a programme funded by the European Commission. A 13-year-old boy told us that he joined the programme because he wanted to tell the world that the people from Guararí are good people, and on that day he did.

From our experience in year one, we learned how important it is to create networks and form alliances with other institutions, particularly when working with people at risk. As a result, in 2018, we have 16 young women participating in the programme. All of them receive a monthly stipend to cover some basic needs by an office of the State Social Welfare. This time, course attendance has increased significantly. The participants said that having someone who can take care of their children is absolutely necessary to participate in the programme every week.

Additionally, to evaluate our programme and monitor the participants' progress, we selected two formative and experiential methods: a journal and a project-based learning approach.

The journal is an intimate space in which participants reflect on their feelings and ideas during each session. Journals are private; participants are welcome to share them but are never forced to do so. In their journals, participants draw, write poems, songs, add pictures, or paste newspaper clippings related to topics discussed every



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▲ Opening circle

session. Some participants have shared their reflections on the word 'sorority' and how this is reinforced every time we shared in each session. Participants also underlined how they applied, with their children and family members, some of the tools they learned in this programme such as active listening, expressing emotions and feelings, or understanding different points of view.

“ To evaluate how the participants achieved their goals, we will not focus on the end product; rather, we will concentrate on the process itself. ”

Other areas where participants demonstrate their knowledge is related to human rights. They are able to clearly identify whether an action constitutes a violation of human rights through reading a news article or by learning about the situation that a classmate shared in the circle.

Opening circle

For the latter one, as we mentioned before, participants are supposed to design an action plan to deal with an issue they selected. To evaluate how the participants achieved their goals, we will not focus on the end product; rather, we will concentrate on the process itself. In other words, we want to acknowledge the how more than the what. We will consider four dimensions of evaluation: self, peer, facilitator team, and the audience. Among the main areas to evaluate are (1) Content mastery, (2) Clarity of presentation, teamwork, (3) Active participation, (4) Communication skills, (5) Punctuality in meeting deadlines and (6) Public speaking skills. In fact, the evaluation itself become a learning process for all. Since the programme ends in October, we have not reached this project phase yet. However, we can say that the participation, communication skills, and teamwork, have increased significantly during the months we have been working together.

To conclude, every Tuesday, these women come to the class feeling safe. They have created a secure space for themselves to share their ideas, feelings, and problems among others. We have been together for six months now, and looking back, those young women who barely participated and communicated had almost vanished. Now, they raise their voices to defend their rights. They can now discuss and critically reflect on issues that affect women in Costa Rica and the world. They now take care of each other, like creating a zone of peace right here in the classroom.

Notes

- 1 Each CCP has a technical team formed by personnel from the Ministry of Culture and Youth, Alternative to Conflict Resolution National Office, Ministry of Justice and Peace. And the House of Justice Programme.
- 2 More information of the University's mission and vision can be found in: <http://www.transparencia.una.ac.cr/index.php/categorias/institucional/mision-y-vision>
- 3 More information can be found in: <https://sustainabledevelopment.un.org/?menu=1300>
- 4 To have a detailed information of programme topics and objectives per module including the alignment of this programme with GCED topics and learning objectives, please refer to ANNEX 1.
- 5 This chart is based on the GCED topics and objectives as developed by UNESCO in Global Citizen Education: Topics and Learning Objectives, 2015.

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Annex 1 How BZP objectives are aligned with those of GCED®

Module	Objectives	Topics/Values	UNESCO's Domains of Learning for GCED	Key learning outcomes	Key learner attributes	Topics
1. Building Community	<p>Participants agree to live together that will prevail during the programme.</p> <p>Participants recognize and value similarities and differences that build us as a community</p> <p>Participants reflect on individual and community issues, examining the different ways a person responds to a problem.</p>	<p>Learning to live together</p> <p>We are diverse human beings</p>	COGNITIVE	Learners develop skills form critical thinking and analysis		
		<p>Understanding myself and others</p> <p>Putting myself in another person's shoes</p> <p>Values:</p> <p>Respect for diversity</p>	SOCIO-EMOTIONAL	Learners develop attitudes of empathy, solidarity, and respect for differences and diversity	Cultivate and manage identities, relationships and feeling of belongingness	Different communities people belong to and how these are connected
		<p>Learning to live together</p> <p>Empathy</p> <p>Sorority</p> <p>Cooperation</p> <p>Participation</p>	BEHAVIORAL	Learners develop motivation and willingness to take necessary actions	Develop motivation and willingness to care for the common good	Actions that can be taken individually and collectively
2. Communicating non-violently	<p>Participants develop and apply the skills to communicate assertively.</p> <p>Participants express and appreciate feelings and needs</p>	<p>Listening to people with respect and care</p> <p>Expressing and valuing one's feelings and needs</p>	COGNITIVE	Learners develop skills form critical thinking and analysis		Underlying assumptions and power dynamics
		<p>Recognizing different points of view</p> <p>Values:</p> <p>Respect</p> <p>Empathy</p> <p>Understanding</p> <p>Caring</p>	SOCIO-EMOTIONAL	Learners develop attitudes of empathy, solidarity and respect for differences and diversity	Develop attitudes to appreciate and respect differences and diversity	Difference and respect for diversity
			BEHAVIORAL	Learners develop motivation and willingness to take necessary actions	Demonstrate personal and social responsibility for a peaceful and sustainable world	Ethically responsible behavior

3. Learning our human rights	<p>Participants critically assess their daily attitudes and actions within the parameters of human rights to act in coherence with them</p> <p>Participants comprehend the moral and social imperative of respecting human rights</p> <p>Participants recognize the multiple forms of discrimination and its social and cultural origins to take action and transform their environments.</p>	<p>Human rights as ethical principles and ground rules that govern our society</p> <p>We are all entitled to our rights (CEDAW)</p> <p>Origins and effects of multiple forms of discrimination</p> <p>Values:</p> <p>Respect for human dignity</p> <p>Freedom</p> <p>Responsibility</p> <p>Justice</p> <p>Equity</p> <p>Civic participation</p>	COGNITIVE	Learners develop skills for critical thinking and analysis	Understand the interdependence and connections of global and local concerns	Issues affecting interaction and connectedness of communities at the local, national and global levels
			SOCIO-EMOTIONAL	Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights	Share values and responsibilities based on human rights	Difference and respect for diversity
			BEHAVIORAL	Learners act effectively and responsibly at the local, national and global levels for a more peaceful and sustainable world	Enact appropriate skills, values, beliefs and attitudes	Ethically responsible behavior

4. Together we Transform the World	<p>Participants identify different forms of violence, from personal, local, regional and global perspectives.</p> <p>Participants critically analyze the forms of violence and its structural, cultural and social dimensions</p> <p>Participants collaborate in projects to promote peace and prevent violence in their communities.</p> <p>Participants value the impact of their actions from the personal to the local and global spheres.</p>	<p>Understanding conflict, violence and injustice</p> <p>Peace and violence in our lives</p> <p>The root causes of violence and conflict</p> <p>Peace within me, with others and with Mother Earth</p> <p>Building zones of peace</p> <p>Values:</p> <p>Peace Solidarity Responsibility Empathy Collaboration Participation Caring Sorority</p>	COGNITIVE	<p>Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations</p> <p>Learners develop skills for critical thinking and analysis</p>	<p>Know about local, national and global issues, governance systems and structures</p> <p>Understand the interdependence and connections of global and local concerns</p> <p>Develop skills for critical inquiry and analysis</p>	<p>Issues affecting interaction and connectedness of communities at the local, national and global levels</p>
			SOCIO-EMOTIONAL	<p>Learners develop attitudes of empathy, solidarity and respect for differences and diversity</p>	<p>Cultivate and manage identities, relationships and feeling of belongingness</p>	<p>Different communities people belong to and how these are connected</p>
			BEHAVIORAL	<p>Learners act effectively and responsibly at the local, national and global levels for a more peaceful and sustainable world</p>	<p>Demonstrate personal and social responsibility for a peaceful and sustainable world</p>	<p>Actions that can be taken individually and collectively</p> <p>Ethically responsible behavior</p> <p>Getting engaged and taking action</p>