

Campus for Peace



CAMPUS FOR PEACE



Universitat Oberta de Catalunya

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Ecological capitalism, away not with us!

The digital magazines issued by the Campus for Peace

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The UOC's socially conscious initiative

We develop training, research and awareness-raising programmes aimed at improving quality of life

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www.campusforpeace.org



**CAMPUS
FOR PEACE**



Humanitarian aid, peace and sustainability



Eduard Vinyamata

Director of the UOC's Campus for Peace

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It would be hard to disentwine these basic goals and values. Peace without social justice would be a silent war. Social justice without peace, a dictatorship. Without social consciousness and cooperation, there is isolation and a denial of the reality of the world. And any approach that ignores the natural environment on which we depend and in which we live would be nothing other than a grave and costly mistake.

The Campus for Peace of the Open University of Catalonia was founded more than a decade ago to make these values a way of living in peace while respecting human rights and living in symbiosis with nature and solidarity with our fellow human beings. And we accomplish this through virtual education, a useful and pragmatic education that provides answers to specific social and humanitarian problems. This education makes use of the information and communication technologies and knowledge, and it is allied with other universities, NGOs, organisations and governmental and intergovernmental institutions all over the world that share the same principles and objectives.

Together with our allies, we offer a broad portfolio of virtual education programmes grouped together under the aegis of the Virtual School of Cooperation. It is a set of innovative, necessary resources in several languages and particularly in the fields of science and technology that we make available to everyone, all over the world. The International Graduate Institute's Area of Humanitarian Cooperation, Peace and Sustainability offers official programmes and university extension courses that reach thousands of students from all continents.

The school has experienced exceptional qualitative and quantitative growth. This year we signed an agreement with UNESCO and the Futbol Club Barcelona Foundation to create a Chair in Sports as a tool for peaceful social coexistence and conflict resolution. We have also signed cooperation agreements with new allies, such as the World Tourism Organisation, the Olympafrica programme, which is part of the IOC, and the National Autonomous University of Mexico (UNAM), among many others. We have also launched two digital journals, *Journal of Conflictology*, an international scholarly journal, and *EcoUniversitat*, a newsy university publication. Last spring we hosted the 3rd EcoUniversity Conference, and this autumn we will host the 4th International Conference: Conflicts, Conflictology and Peace. We are also preparing a future international conference on cooperation and e-learning.

The challenge lies in being truly present around the world. To do all this, we need allies who are as convinced as we are that education is a basic tool for improving the world, peaceful coexistence, sustainable development, mutual support and freedom. A basic tool for living in a different way.

UNESCO-FCB-UOC CHAIR

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1
The humanitarian
university
→

Barça and the UOC are launching a Master's aimed at people working for peaceful social coexistence and conflict resolution



UNESCO, FFCB, UOC Chair in Sports as a Tool for Social Coexistence and Conflict Resolution

UNESCO-FCB-UOC Chair in Sports as a Tool for Social Coexistence and Conflict Resolution

Scoring a goal for peace

UNESCO, the Futbol Club Barcelona Foundation and the UOC have joined forces to create a new Chair in Sports as a Tool for Social Coexistence and Conflict Resolution, a pioneering initiative in both academia and sports. The Chair, which will have three strands of action, namely training, research and dissemination, plans to launch a Master's in the academic year 2010-2011 which will be taught through the UOC's International Graduate Institute.

This is the first time that Barça is joining forces with a university to design a programme. "The UOC and Barça agree on how we rethink the world and simultaneously set challenges for ourselves," said the former president of Barça, Joan Laporta, at the public launch of the Chair. The president of the UOC, Imma Tubella, believes that launching this programme "reinforces Catalonia's socially conscious commitment to the world and to universal access to culture and education."

The Master's aims to explore sports' potential as a socialising instrument and tool of personal development that convey values and spur social cohesion in conflicts with particularly high levels of social conflict or vulnerability. Sports speak a universal language, and the goal is to use them as an avenue for resolving problems peacefully. "Sports in themselves do not solve conflicts, but they can be one of a set of tools that together can solve them," explains Cati Gómez Lecumberri, educational coordinator of the Master's who holds a PhD in Physical Activity and Sports Studies.

Divided into a theoretical part and a practical part, the Master's is organised into two post-graduate programmes, one on Sociology, Education and Human Rights and the other on Psychology, Geopolitics and Human Rights, each lasting 750 class hours. In the first course offered during academic year 2010-2011, the subjects were taught in Spanish and Catalan, but in the second course English and French will be added, which will expand the pool of potential students, as well as the number of instructors. Each post-graduate course costs 1,000 euros per student, all of which will be used to cover expenses, as none of the institutions earns profits from the programme.

The UOC is the executor of the project, which stems from an agreement signed by UNESCO and the FCB Foundation in 2007. Barça has invested 187,000 euros in this educational initiative and is providing the teaching team, a total of 15 experts in education, sports, conflictology and human rights. The university is contributing its experience in virtual education and is in charge of managing the programme. The director of the Campus for Peace, Eduard Vinyamata, and the International Projects coordinator of the FCB Foundation, Yolanda Antin, are the academic directors.

After working on the theoretical part, students will be asked to apply the knowledge they have acquired in real



Left to right, Eduard Vinyamata, Imma Tubella and Joan Laporta during the presentation of the Chair. www.youtube.com/watch?v=CV-6phZiQvs

situations. "One of the cases, just to cite an example, might be how to deal with a group of young cocaine addicts, how we can contribute to their rehabilitation through sports," suggests Cati Gómez. Another conflict that sports can help to mitigate is gender violence. "In fact, there is a very broad field in which to work," adds Yolanda Antin.

The programmes are mainly targeted at professionals in physical education and sports, psychology and primary care, although they are open to any professional who is interested. They can also be sound support for NGOs, pro-human rights organisations or any organisation related to sports, education or free-time activities.

“Solidarity is very important in football”

Seydou Keita FC Barcelona player

By Jordi Rovira. Photos: Joan Roca de Viñals

Seydou Keita joined Barça in May 2008 without the usual media fanfair that often surrounds new football recruits. Born in Mali and a naturalized French citizen, he was trained at the school owned by his uncle, Salif Keita, a legend in African football. This midfielder has earned a place on Pep Guardiola's permanent 11, thanks to his tireless efforts on the pitch and has also won the hearts of Barça supporters for his humility. In this interview, conducted after the League was over but before the World Cup, Keita reveals his more human side and reflects on the social purpose of sports.



Does good football have to do with solidarity between the team members?

Yes, because in order to win the match we have to work together, helping each other. If we are not supportive of each other, it's impossible to play as a team. Solidarity is very important in football and in all team sports.

Within the team, your job is quite laborious and often behind the scenes...

Anytime you undertake a collective enterprise, someone is going to do the invisible work. For example, we can't always win a match with Messi. Before him, others have worked hard. Ultimately Messi will no doubt score two or three goals and everyone will talk about it, but to the team, to the group, everyone is important. In Barça we work a lot on the issue of teamwork among the players, and then individual skills will make the difference.

When you signed the contract with Barça, were you aware of its commitment to charitable work?

No. I knew it was a club with a very prominent image and that it had UNICEF on its jerseys, but I didn't know about the Foundation or about the charitable projects that it conducts both in African countries and around the world.

Last year you attended the official opening of the Foundation's XICS Centre in the Téléphone Sans Fils neighbourhood of Bamako, Mali. What social role does this kind of centre play?

I'm sure that the children at the centre in Bamako will be better off because they have gotten an education, which is extremely important for their future. If they weren't at the centre, they would most likely be on the streets, with no one looking after them. What could be better than learning at this centre? School, football, interaction with people: all of that is better than being on the streets.

What did you feel when you visited the centre?

I was very pleased and I felt very proud. This kind of initiatives create a really good image of Barça in Africa and show that the club has a big heart.

At centres like the one in Bamako, the positive values of sports are taught, like effort and teamwork. Do you think they are an antidote to certain conflicts?

Sports can help the kids at these centres, but countries' conflicts are a different matter. The day after winning a football match, people feel happy and aren't thinking about other things, like when the Ivory Coast qualified for

the World Cup. But political leaders, not sports, have to solve conflicts.

But are kids in a better position for having been involved in sports?

Oh, definitely. For example, the XICS Centre in Bamako is important because the children can play sports, but they also go to school. So if football doesn't work out for them, they have other life options.

When you play on a team like Barça, with millions of fans all over the world, many of them children, don't you have a kind of "duty" to be a good role model?

Yes. Today footballers are seen around the world, and when you play at this level it's very important to provide a good example because children, and adults too, are watching you, and children always pay attention to what celebrities do.

I read that one of the players you admire is Zinedine Zidane.

Not just Zidane. I really like people who help others, like he does, who lend a hand in charitable projects. Today there are many more people who contribute to this kind of project.

But with his headbutt to Materazzi in the World Cup Final in Germany he wasn't exactly being a good role model...

That wasn't a good example, but we'd have to put ourselves in his shoes to find out what was going on in his mind. It was an important moment for him, for the team and for all of France. These things happen. I highly respect Zidane, but he is human, too. It could happen to anyone.

You are a Muslim and a staunch believer.

How has religion affected you?

Our religion teaches us that we have to help others, but this always depends on each person's will. For example, there are 12 children in my family, so we've always had to help each other out. So religion began at home. Today I have money, but when I was a child I had no way of knowing that I'd end up playing for Barça, and if you get this far it's because of hard work. Everyone wants money and fame, but not everyone gets it, and in my opinion God decides who does. And if you have money, you have to help others. This view of life is what both my family and my religion have inculcated in me.

You have taken part in many campaigns, like the UNICEF one where you talk about the benefits of washing your hands with soap to avoid infection, and another about malaria. However, unlike Kanouté, you don't have your own foundation. How do you channel your aid?

Playing football right now, I don't have the time to think about anything else, like a foundation, so what I do is contribute to the ones that already exist. I cannot help everyone, but I try to help the majority. When I stop playing football, then I'll have the time to do more things.



«My family and my religion have inculcated in me that people with money have to help others»

Is it difficult to separate the Seydou who plays on Barça with Seydou the person?

Generally speaking, if you're involved in the world of football you live far from reality. Everything is too easy, and sometimes you don't have your head screwed on right. But I try to separate football from everything else because the life that comes after a football career is much longer than the time you spend playing football.

Once you said that what is important with footballers is what they do after quitting the game. What model would you like to pursue once you retire from football?

I highly respect football players like Weah and Zidane because they are good role models for society. But when I help others, I just want to be myself.

This is the first time that a football World Cup is being played in Africa. What are your thoughts on that?

It is important because it will show a positive picture of Africa. For many people who have never been there, it's a good chance to see how Africans live, because there are many positive things on our continent. The problem is that people who watch the TV news here only see the negative things.

Hunger and poverty.

There are obviously problems in Spain and other European countries as well, but they aren't constantly being shown on the television. However, Africa is always associated with negative news, when actually it's much more than that. The World Cup is an opportunity for people to realise all the good things and to see that Africans have a big heart.

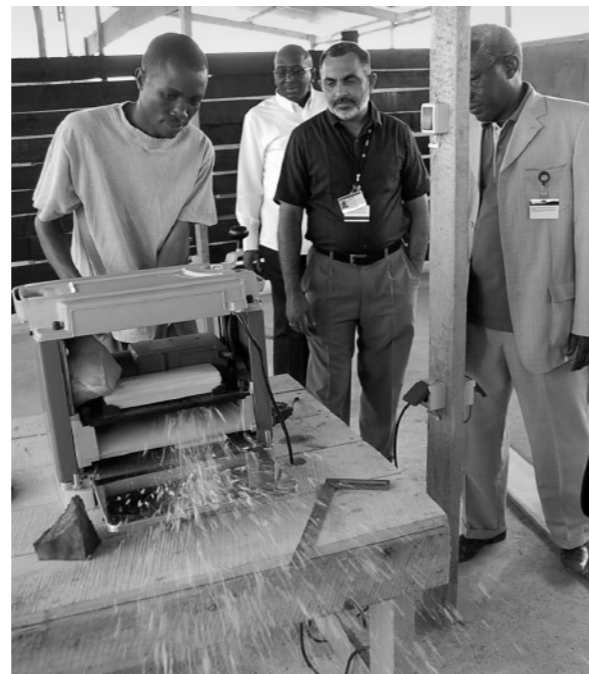
Virtual partners with Africa

For some time now, the Campus for Peace has been working to improve access to education in Africa. Its goal is to offer organisations working in the field of African development and African universities online courses on human development and teaching materials on subjects related to overcoming poverty and conflict resolution.

The project plans to offer teaching materials to train virtual teachers and courses on human rights, environmental sustainability, conflictology and support for employment and entrepreneurs, among others. The contents, delivered via the web, will be openly accessible via the Virtual School of Cooperation (EVC in Catalan. Find more information on page 13). Interested organisations may access them from anywhere at any time. They can also make use of a wiki tool, a collaborative workspace to share and produce materials.

The African Virtual University (AVU), which encompasses more than 50 universities on the continent, is one of the institutions with which the UOC has signed cooperation agreements. The AVU is working to create its own Virtual Campus for Solidarity and Development, which the UOC will complement by offering support on actions to promote peace. An open portal of educational resources is also being designed to share materials; this portal will be complementary to the Campus project.

The World Tourism Organisation, through the WTO Foundation, along with Themis and Olympafrica, an organisation that depends on the International Olympic Committee and uses sports to bring young Africans out of marginality and insert them into society, especially in zones devastated by armed conflicts, are just some of the organisations interested in sharing and distributing the EVC contents in the African countries where they work. The way to articulate a possible partnership between Olympafrica and the UNESCO-FC Barcelona-UOC Chair in Sports as a Tool for Peaceful Social Coexistence and Conflict Resolution is also being examined. One possibility would be for Olympafrica to join its Advisory Council.



Sports, combating poverty

Twenty sports facilities scattered around 19 different countries make up the basic network of Olympafrica, the project that Samaranch spearheaded from the IOC to combat marginality using Olympic values

By Jordi Rovira

In 1980, shortly after being elected the head of the International Olympic Committee, Joan Antoni Samaranch – the mastermind behind the modern Olympic Games and the inclusion of the Communist countries – began to work towards an equally ambitious goal: to use sports to help young Africans emerge from their marginal status. Eight years later, the project took shape with the name Olympafrica. To bring it to fruition, there were plans to create low-cost sports centres in economically depressed areas with the involvement of the local people. On the 24th February 1990, this plan became a tangible reality when the first pilot centre was opened in Somone, a tiny, humble fishing village located 60 kilometres from Dakar.

The centre was a success and two decades later, Olympafrica now has 20 facilities scattered around 19 African countries – and 14 more under construction – where sports, culture and education are harnessed on behalf of social and economic development. The financing mainly comes from the International Olympic Committee, although the project also receives support from the World Bank, the Daimler Chrysler Foundation and others.

The proof that a centre like this can become an engine of economic growth is the tiny village of Somone, which has witnessed such steady growth that many foreign citizens have built their residence there. “Somone is now a much bigger place than it used to be. It was granted the

status of city and has a mayor, and the Olympafrica Centre played a key role in the community’s development,” claims Thierno Diack, director of Olympafrica.

The other centres that have been built over these 20 years are mainly located in West African countries, such as Cameroon, Congo, Ghana, Guinea-Bissau, Senegal and the Ivory Coast. They offer not only sports facilities but also a wide range of social and cultural activities. “We have a core programme, but all the centres run their own cultural activities like theatre, video films, painting and more,” says Diack.

One of the centres’ goals is for young Africans to find enough appeal in the places they live that they do not leave them for the big cities. “We have the impression that the programme has been effective in this sense,” says the director of Olympafrica. But the benefits for the local population do not stop there. “They build the centres themselves with local materials and they are promoted by the local Olympafrica association. We also finance programmes handpicked for each community, which is in charge of the day-to-day maintenance of the facilities,” states Diack. Plus, the centres also create jobs and fuel economic activity.

Despite the steady growth, the Olympafrica project has experienced fluctuations over time. “The main changes took place in 2005, with a new design of the main buildings and a new strategy. Before, the main goal was to build infrastructures. Since then, we have begun to spend much more money on sports activities and exchange programmes and to create small companies that provide youngsters with jobs,” explains the head of the project.

Olympafrica does not have statistics to quantify the goals it has achieved, but Diack estimates that between 500 and 1,500 people practise sports at each of the centres per week. And this is joined by an ambitious athletics programme that will benefit 250,000 children within the next three years. “We are also very interested in promoting sports like basketball and weight-lifting,” he says. The impact of the educational and cultural activities is more difficult to assess, but the director of Olympafrica stresses initiatives like the African Campus for Peace with the UOC and the programmes to promote small agricultural and sewing companies which have been receiving funding since 2009.

Samaranch’s initiative has even more room for growth. The IOC is so clear on these future prospects that it is promoting two similar development programmes in Asia and Oceania (OlympAsia and OlympOceania). Sports do indeed have the power to change the world, as Nelson Mandela said.

+ info:
Olympafrica
www.olympafrica.net

Other projects



AGAINST SEXUAL EXPLOITATION OF CHILDREN

In autumn 2010, the Campus for Peace is launching a new course on preventing and protecting against the sexual exploitation of children for commercial purposes. The course is targeted at jurists, lawyers and workers in NGOs and the public administration who specialise in human rights and children's issues. The goal is to train the participants in crosscutting, global strategies for combating this social malady. The course will be taught by two experts in the field, Debora d'Alleva and Andrea Compagno.

LEARNING HOW TO LIVE TOGETHER PEACEFULLY

The L'Hospitalet de Llobregat City Council, Community Projects of the "La Caixa" savings bank and the Campus for Peace have launched the last stage of the Comprehensive Training Project: Learning How to Live Together Peacefully for disadvantaged groups in the Collblanc-La Torrassa district of L'Hospitalet de Llobregat. Now that the teaching materials have been produced, the blended learning classes on Digital Literacy and Conflict Resolution at School have gotten underway. Other courses and self-access materials are also being provided.

TOURISM AND INTERNATIONAL COOPERATION

The WTO-Themis Foundation, which depends on the Department of Education of the World Trade Organisation, and the Campus for Peace are launching another edition of the university course on Tourism and International Cooperation for professionals with the right attitudes and vocation for working in the field of tourism as a development tool. The students will then have the chance to work as WTO volunteers in international cooperation programmes. www.unwto-themis.org

UNDERSTANDING AFRICA

The NGO Amics per al desenvolupament de l'Àfrica Negra (Friends for the Development of Black Africa, ADANE) is preparing a new course in the series called Understanding Africa, which it offered in conjunction with the Campus for Peace in 2009. The course provides in-depth knowledge of African societies and their cultural specificities.

TRAINING SCOUT LEADERS

The World Organisation of the Scout Movement, which has 28 million members in 160 different countries, aims to offer the courses that it already offers its members in the classroom on nature, peace and community responsibility online via the UOC. With the goal of training future teachers of the course, scout leaders in many different regions in the world have taken the training-the-trainer course, Teaching Virtually, which the Campus for Peace offers in English. www.scout.org



<http://bit.ly/dsZnoj>

2009: The Campus in numbers



COURSES

90

STUDENTS

3031

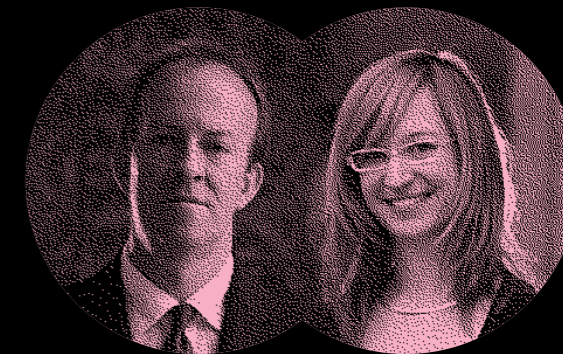
TUTORS

229

PARTNERS

14

CAMPUS FOR PEACE, RED CROSS, MEXICO: CUAUTILÁN IZCALLI, ECOUNIÓN, ECOSERVEIS, AMNESTY INTERNATIONAL, OBSERVATORY OF THE PROVINCIAL COUNCIL OF BARCELONA, GAIA EDUCATION, TURISMO JUSTO, ALIANZA ONG, ADANE-SI, GAIA TASIRI, OMT-THEMIS, ENGINEERS WITHOUT BORDERS



Universities, agents of development

In recent years, international relations have become a cornerstone of universities. In a globalised world, Catalan universities are trying to improve their quality and international visibility through a wide range of activities including attracting students and professors from other countries and participating in international research projects. Traditionally, these activities mainly took place in more advanced countries like the United States, Canada, Australia and the European countries, but Southern universities are now coming to play an important part in their international relations. Recently the paramount value of higher education has been recognised in international forums as a crucial instrument for achieving development goals, since knowledge helps to lay the groundwork for prosperity and consequently to eradicate poverty. Therefore the main goal of cooperation with universities in the South must be to reinforce them, as they play a key role in facilitating development. The ACUP understands that the best cooperation Catalan universities can conduct is to contribute jointly to creating strong universities in the South, with better educational and research programmes and stronger institutional capacities. The ACUP has begun to make this approach a reality with the approval of the 2010-2015 International Outreach Plan for Catalan Public Universities, in which university development cooperation is one of the six main strands.

Josep M. Vilalta and Nadja Gmelch,
Executive Secretary and Project Expert at the Catalan Association of Public Universities (ACUP)

2
Cooperation
→

the Campus'
contents, just
a click away

Virtual School of Cooperation

An Internet-based library that provides open access to educational materials developed by the Campus for Peace
www.uoc.edu



CAMPUS
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Virtual School of Cooperation

Open, universal access to knowledge

The Campus for Peace is putting the finishing touches to the project aimed at making its educational materials available to the Internet community. Sharing knowledge with everyone everywhere is the goal of the Virtual School of Cooperation, which plans to openly distribute the Campus' contents and syndicate those of other entities and institutions around the world that have virtual materials and want to share them on the web. With this purpose in mind, the Campus is already engaged in talks with the National Autonomous University of Mexico

The Campus' own materials will be given open access on the UOC's OpenCourseWare platform

(UNAM), the Organisation of American States (OAS) and Olympafrica, among others.

The Virtual School of Cooperation will be organised into three different areas: dissemination, training and collaboration. The first, which will take place mainly on the Campus for Peace website, will provide access to the contents of other entities with which agreements have been signed. The second will offer open access to the Campus' own materials, a personalised space that will be created on the UOC's OpenCourseWare platform. OpenCourseWare (ocw.uoc.edu) is a website which, in keeping with the UOC's educational model, provides instructors, students and self-taught individuals anywhere in the world with access to its teaching and learning materials. Dissemination is not limited by intellectual property or copyright issues, as they are all distributed with an open licence (Creative Commons or GNU). Finally, Wikicampus will be a restricted-access collaborative area for debating and creating knowledge.

The purpose of the Virtual School of Cooperation is to develop and deliver educational programmes that allow populations living at risk due to poverty, conflicts or

marginalisation to bolster their social, human, economic and environmental capacities. The educational fields it will encompass include courses on a variety of subjects in diverse languages (Catalan, Spanish, English and French) targeted at improving the quality of life and health of less fortunate groups, resolving conflicts and reducing violence, facilitating access to education and providing professional training.

The Virtual School of Cooperation plans to offer course materials openly, but not course management. If any entity is interested, the Campus will provide custom-designed courses and the possibility of accessing the materials in a classroom. The kind of contents is quite extensive, but they are all brief courses lasting one to two months. Participants are eligible to earn a certificate upon completion of the courses. The range of subjects to be covered includes Peaceful Coexistence and Human Rights, Business Mediation, Intervention in Violent Conflicts and Armed Youth Gangs, Domestic Violence, Corporate Social Responsibility, Arabic and Amazigh Literacy, Digital Training and Teaching Virtually (through the last course students can acquire the skills needed to conduct their own educational actions online).

WikiCampus

WikiCampus will be a restricted-access collaborative web space through which teaching materials on development cooperation can be shared and created. The purpose of this innovative tool is to allow teaching materials from the UOC's development cooperation programmes to be disseminated more easily, and to allow any partner entities that are interested to examine the content in order to use it to produce a virtual course. The materials can also be used by self-taught learners.

“Through training we contribute to development”



Cecilia Martins Educational Portal of the Americas

By Lali Sandiumenge

With a Bachelor's in Education and a Master's in the New Information and Communication Technologies, Cecilia Martins is the head of the Organisation of American States' (OAS) Educational Portal of the Americas. Martins has been working in a variety of public and private institutions for two decades on implementing distance-education programmes and the use of virtual environments in education.

What is the purpose and mission of the Educational Portal of the Americas?

The Educational Portal of the Americas was created in 2001 to promote the education and training of citizens in the region, primarily using information and communication technologies. In 2002, it added its Virtual Classroom, an online teaching and learning platform which has contributed to training experts from the different member countries. A series of communities of practice have been set up that foster the exchange of experiences among participants in the different countries. In this way, the Educational Portal of the Americas is highly committed to fostering and helping the countries in the region to promote their own development through different kinds of education.

What activities does it conduct?

Today the portal conducts its activities through the following avenues of action: online training, the creation of local and regional virtual communities of practice, technical educational advice and strategic alliances with educational institutions and regional bodies. Another extremely important activity is the publication of our biannual magazine, *La Educ@ción*, a prime tool for spreading the latest advances in the field of education around the region.

What are the main obstacles to virtual education in Latin America? What about the challenges?

If anything characterises our countries, it is their diversity, so it is difficult to single out one overall problem affecting the entire region. However, it is encouraging to see the plethora of opportunities available to overcome these challenges through cooperation with training institutions and schools. Taking as a reference the World Conference on Higher Education held in Paris in 2009, the consensus on the challenges facing all the countries includes elements that are crucial in Latin America: the impact of globalisation on higher education, the quality of and access to higher education, the equality and inclusion of traditionally excluded sectors and teachers' pay raises and training, particularly in the use of ICTs. Being able to work together to define quality standards and accreditation in higher education (for both online and classroom learning) will contribute to laying the groundwork for the exchange of knowledge, academic mobility and regional integration.

The portal helps to train marginalised groups. How does it do this?

Around 50 to 60% of the applications we receive come from people living outside the capital cities, in rural areas or in less developed zones. One example is the case of a math teacher at a school located in a rural part of the Andes, in Ecuador. Through its Virtual Classroom, the Educational Portal helps this teacher further his training since he can take a professional refresher course that he

would otherwise be unable to take because he lives in a rural area.

To what extent do initiatives like this one contribute to human development?

The OAS is the most important multilateral forum for strengthening democracy, promoting human rights and dealing with the common problems plaguing the region, such as poverty, terrorism, illegal drugs and corruption. The Educational Portal of the Americas operates within the OAS' Department of Human Development, Education and Culture, and as such it takes full advantage of this mission of promoting and providing a place of multi-national and multicultural encounter. We are actively working with regional organisations and institutions to cooperate on issues like the quality of virtual education,

«The portal gives people with few resources access to professional training courses without having to leave their communities»

exchanges of knowledge and building local capacities by raising the number of educational programmes available in order to reach more of the people who need them. The Educational Portal of the Americas aims to contribute to this, for example, by giving people with few resources access to high-quality professional training courses without having to leave their homes and communities.

How important is it to you to develop educational networks among universities, entities and institutions?

There's nothing like an example to illustrate this question: in the opening ceremony of the Multilateral Innovation Forum for Human Development held in the Dominican Republic in June, the OAS, UNESCO, Parlatino, Virtual Educa, UDUAL and FUNGLODE signed the Multilateral Educ@ción Initiative for Human Development (IMEDH). Its declaration stresses the idea that “education is the key to strengthening democratic institutions, promoting the development of human potential and seeking equality and understanding among peoples, and it exerts a crucial influence on the social, cultural and economic growth of nations and on the eradication of poverty.” The fundamental goal of the IMEDH is to promote the development of education from an innovative, inclusive perspective which enables it to have a high social impact in Latin America and the Caribbean.

+ info:
www.educoas.org



Never stop learning

Now that decentralised cooperation is gaining a voice of its own on the international cooperation scene, developing the skills of its main players – experts and politicians from local and sub-national governments – is becoming particularly important.

In fact, decentralised cooperation is a powerful tool that also brings about significant challenges. The goal is to envision, think, develop, plan and execute actions based on the very specificity of the actors; that is, for cooperation to be viewed as a local public policy with its own strategic dimension.

Along with political will, developing skills and institutional learning are one of the keys to making this qualitative leap. The human factor is the most valuable capital along the pathway to excellence.

Local authorities committed to a modern vision of decentralised cooperation, no longer as small-scale official development aid, must make training a top priority. Online training is a powerful tool as it offers many possibilities not only for disseminating contents and distance education, but even more importantly for creating communities and alliances. One of the most noteworthy elements in the different editions of the course on decentralised cooperation is interaction and the joint learning process between the participants from Europe and Latin America. As Paulo Freire said, it is necessary to realise that we all know something, we all do not know something, and for this reason we must never stop learning.

Beatriz Sanz,
Coordinator of the Specialist in European Union – Latin America Decentralised Cooperation course.

Campus for Peace and Observatory for Decentralised Cooperation between the European Union and Latin America

New contents, higher quality

The UOC and the Red Cross are taking advantage of the changes brought about by the Bologna Process to improve the Humanitarian Action programme and adapt it to the new needs of the job market

By Jordi Rovira

Ten years ago, the UOC and the Red Cross jointly launched a series of online training courses revolving around cooperation and humanitarian aid. "We reached the first agreement in 2000, but it took more than a year to integrate the different courses into it," says Juan Antonio García Niño, coordinator of distance education at the Spanish Red Cross. He claims that this "is an important strategic avenue" for his institution.

The evolution and constant growth in courses and students has been the rule of thumb over this decade. Of all of the four Master's and eight post-graduate programmes offered jointly, the Master's in Project Cycle Management and Humanitarian Action has become the most popular one. Just like all official post-graduate programmes, it is offered through the UOC's International Graduate Institute (Institut Internacional de Postgrau, IIP in Catalan), which provides the educational model and virtual campus, while the Red Cross supplies the contents, tutors and trainers. The majority of students, who come from a variety of backgrounds, are not directly affiliated with

New educational programmes

The partnership between the UOC and the Red Cross continues to grow. Proof of this is the Master's in Management and Administration of Non-Profit Entities, a programme targeted at NGOs and foundations that has no competition in today's educational market. Twenty-four students enrolled in the first course offered in the academic year 2009-2010. Likewise, the Red Cross and the Campus for Peace have unveiled a first aid training package focusing on specific subjects (nature, home, sports) and specific collectives (the elderly, children), as well as a course on the environment for volunteers and an intercultural mediation and immigration course which was held in the classroom and will now get underway online.

the Red Cross. Between 2005 and 2008, 178 students were registered in the Master's programme, 343 in the post-graduate programmes and 172 in the specialisations.

The Master's is divided into two post-graduate courses (Project Cycle Management in International Cooperation and Humanitarian Action) and five specialisations. The contents, in turn, are divided into three distinct parts: project identification, management and assessment. The second is particularly important because it is one of the few Master's programmes specialising in management. "Project management, that is, execution, does not tend to be offered in this kind of programme. And this is one of our added values," claims José Antonio Morales, who has been a tutor in the programme since it began. The knowledge is also reinforced with real situations, which makes it easier to make use of it on the ground once training is finished.

Despite its success, the Red Cross and the UOC have taken advantage of the Bologna Process, which unifies European higher education, to improve the programme and bring in new topics that match the needs of the job market.

In practice, in the programme on international development cooperation this means delving further into issues like strategic planning in development cooperation, and into the different intervention sectors, such as healthcare, water, gender, education and institutional strengthening. While previously only the intervention sectors of humanitarian aid and the development project had been examined, now issues like co-development, education for development and participation (community development) will also be addressed, which entail creating a network and local agents so that the beneficiaries become involved in their own development. In the field of humanitarian action, the Master's will bring to the fore issues like risk management, hu-

man rights, international community law and on-the-ground safety.

The changes also have a structural component. Each post-graduate course is divided into two specialisations (lowering the number of specialisations from five to four) which encompass a series of new courses. "With this specialisation, we gain in quality by offering more content and including issues that were not studied before," states Morales.

All of these innovations also seek to adapt to the new job market. Morales claims that "more and more professionals, like doctors and engineers, want to work in the field of development cooperation, but despite their qual-

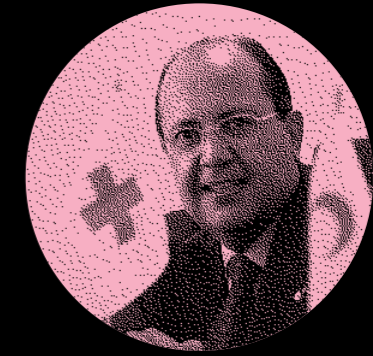


This degree focuses on aspects like risk management, human rights, international humanitarian law or security on-site

ity as professionals they do not have experience." The Master's programme tutor has also noted a rise in the number of aid workers who are seeking a degree and more experience, and he spotlights a new kind of Master's student: recent graduates, who want to work in a globalised world and choose to do so in a developing country. Another goal is to encourage participation in the programme of professionals from these countries who want to harness their knowledge to improve their milieu.

The improvements in both contents and structure will be gradually put into place during the academic year 2011-2012. The post-graduate course in International Development Cooperation will be launched in October 2011, while the Humanitarian Action programme will get under way in March 2012.

+ info:
iip.uoc.edu / www.redcross-eu.net



ICTs, serving social action

The Spanish Red Cross believes that the new technologies have now become indispensable in our humanitarian actions. They provide added efficacy to our voluntary efforts and particularly facilitate and provide more decent living conditions to people living in vulnerable situations.

Caring for abused women is one of the Red Cross' top priorities in which the use of ICTs is proving vital for bolstering their safety and independence. The remote-care system designed for this purpose is made up of a mobile telephone with GPS and a push-button device through which the victim can send an alarm signal.

The 3G project for all generations is a video care service targeted at the elderly, which couples voice with picture through a familiar device: the television. In this way, users can keep in regular contact with their friends, family members and caregivers.

The technological revolution has also reached groups like the deaf, for whom the Red Cross has developed the pilot project Telpes (Remote-care Solutions for the Deaf). In turn, the Intelligent Personal Alert Monitoring System (SIMAP in Spanish) is a service available to people suffering from slight Alzheimer's or cognitive problems.

All of these initiatives prove that the new technologies are essential tools in socially conscious efforts. For this reason, we at the Spanish Red Cross are keeping close track of their evolution.

Juan Manuel Suárez del Toro Rivero,
President of the Spanish Red Cross

“The crisis cannot be an excuse to cast aside the poorest people”

Koos Richelle
Director General of EuropeAid

By Laia Forès

For the past six years, Koos Richelle (Bandung, Indonesia, 1949) has been the Director General of EuropeAid, the European Commission organisation that manages development aid. With a degree in Law from Erasmus University of Rotterdam, he has extensive experience in international cooperation: he was previously the head of the Directorate-General of Development Aid of the EU executive and Director of the Dutch government's Department of International Cooperation.



EuropeAid manages development aid from the leading donor worldwide, the European Union.

That's right; the European Commission's Directorate-General is in charge of implementing EU development aid in more than 140 countries. We have almost 1,000 workers in Brussels and 2,300 people in our branches all over the world. But we do not directly manage development projects; we rather select and finance them. We also provide direct financial support to developing countries. That is, we can donate 100 million euros to a Southern government, and that same government has to manage the development programmes.

It must not be easy to allocate a budget of 8 billion euros per year. How do you select projects?

We begin by identifying and choosing partners, which can be international organisations like the UN, European or local NGOs, governments or private companies. But we never choose randomly. We issue a public tender: it is a transparent but burdensome process because we often receive a plethora of proposals, especially from NGOs. We finance all kinds of projects – infrastructure construction, access to water and energy, education, health, etc. – but

because of a European Parliament rule, we have to spend at least 20% of our budget on social-health and educational projects.

You say that sometimes the money is given directly to governments. How does EuropeAid avoid being the victim of the corruption that is such a common feature of some developing countries?

No one can guarantee that nothing bad will happen, but we try to avoid it by using all the means available to us. First of all, in the selection process we verify whether the partner is legally and financially reliable. Secondly, the system stipulates that when a project has been chosen, not all the financing is provided at once. Nor is a project ever finished without being audited. If we detect any impropriety, we ask for a reimbursement of the funds. We are very strict on this point. We always get back the money that has been spent unwarrantedly, even if this means that the organisation in question goes bankrupt. There is control before, during and after each project. Still, human nature leads some people to act improperly.

You have the European Commission on one side and the member states on the other. Isn't it a bit complicated

having two stakeholders on humanitarian aid issues within the EU?

Yes, there are different donors: the 27 member states and the European Commission. This means that each of the 28 stakeholders take their own decisions, decide which countries they want to work with, the kinds of projects, etc., and this leads to a certain degree of duplicated efforts. We have a report that says that there is a high degree of ineffectiveness in the operating methods. It is as if the 28 stakeholders were competing with each other instead of tackling problems together. There is a lack of coordination, and this has been quantified economically: every year 1.5 billion euros are lost as a result of the lack of coordination between the member states and the Commission.

The EU is the leading donor in the world, but is there enough aid?

The EU has pledged to reach 0.7% of the GDP of each country in aid, although now the average is close to 0.5%. However, the member states are having many budgetary problems. Still, the promise has been made, and one of the European Commission's roles is to encourage the governments to shoulder their responsibilities. Despite this, we are aware that the crisis is really complicating matters.

The financing that the EU members earmarked for humanitarian aid in 2009 was lower than the amount for 2008. Is that because of the crisis?

Yes, the explanation is quite clear: even though the governments have not tinkered with the percentage of money allocated for development cooperation, the end amount is lower because all the countries have seen a drop in their GDP owing to the crisis. This means that less money is actually being earmarked. However, the European Commission has not lowered its contribution because we have a closed budget for the period 2007-2013, and last year, for example, we actually spent more money than in the previous year.

In other words, the poorer countries are somehow bearing the brunt of the crisis in the wealthy countries...

We are keenly aware of the difficulties caused by the crisis. It is hard for politicians to cut back civil servants' wages or unemployment benefits as opposed to the development budget. But it's a matter of responsibility and civilisation not to cast aside the poorest people in the world with the excuse that the internal problems have to be resolved first. We have to be serious in our commitment to the people who live in the most extreme poverty in the Third World. It is true that there are also poor people in Spain and Holland, but they are only poor in relative terms. In developing countries, there are people who have absolutely nothing. Personally, I think that it's a question of responsibility.

The Millennium Development Goals appear very difficult to attain. Do you think they are overly ambitious?

If you think about it carefully, no I don't. The goal of cut-



«Reaching 0.7% in development aid is a question of political will»

ting the number of people living in extreme poverty by 50% means that we are allowing another 50% to continue living in this situation. That's cynical. I think that cutting this figure by half is the least we can do. In any event, we have given many people hope. I think that it's not so important for us to reach the goal in 2014 or in 2017; rather it's important that each country is aiming to improve the quality of life of the people living in the poorest countries in the world.

Will the EU reach the 0.7% it pledged?

Well, right now there's a bit of a slowdown because of the crisis. The OECD has stated that donors all over the world are 17 billion euros behind each year compared to what they pledged in 2005. This is a very dire situation. We understand that the member states are having problems because of the crisis, but this does not mean that they should abandon their goals. They are already on the table, and reaching them is a question of political will.

Does the Spanish government do its part?

Spain has made enormous efforts in the past year and it has practically doubled the amount earmarked to development cooperation compared to recent years. Spain is one of the partners that has been the most heavily affected by the economic crisis, with an unemployment rate that has reached up to 20%, and I imagine there is a debate on what to do with the money that is earmarked for the Third World. But in reality I have seen no gesture from the Spanish government indicating that it might renege on its promises. Still, I repeat that the effort it has made in the past five years is truly impressive, in terms of both the percentage and the total amount.

DEGREES OFFERED BY THE CAMPUS FOR PEACE

NEW!

POST-GRADUATE COURSE FROM THE UNESCO-FCB-UOC CHAIR SPORT AS A TOOL FOR SOCIAL CO-EXISTENCE AND CONFLICT RESOLUTION

Partner: Fundació FC Barcelona www.fcbarcelona.cat
Purpose: Training experts in the use of sports as a tool for educational intervention and transmitting values in situations of high conflict and low social cohesion.
Language: Catalan and Spanish

NEW!

PREVENTING AND PROTECTING AGAINST SEXUAL EXPLOITATION OF CHILDREN

Partner: Campus for Peace course
Purpose: Training on what the sexual exploitation of children for commercial purposes is and how it can be prevented and combated through crosscutting, global strategies. **Language:** Spanish

TEACHING VIRTUALLY

Partner: Campus for Peace course www.campusforpeace.org
Purpose: Online training-the-trainer course for people planning to teach a virtual course.
Language: Spanish

FIRST AID, INTERNATIONAL COOPERATION, INTERCULTURAL MEDIATION AND MUCH MORE

Partner: Red Cross www.redcross.org
Purpose: The Red Cross taught 28 courses with the Campus for Peace during the first half of 2010 alone. The courses on humanitarian matters are targeted at its staff and volunteers, as well as interested individuals with no ties with the Red Cross. **Language:** Spanish and Catalan

SPECIALIST IN EDUCATION FOR CITIZENSHIP AND HUMAN RIGHTS

Partner: Amnesty International www.amnesty.org
Purpose: Training in human rights targeted at teachers, especially instructors who teach the class on Education for Citizenship and Human Rights as part of the Education Law. **Language:** Spanish

SPECIALIST IN EUROPE-LATIN AMERICA DECENTRALISED COOPERATION

Partner: Observatory for Decentralised Cooperation between the EU and Latin America. **Purpose:** Training technical experts and politicians in local and regional administrations to manage decentralised cooperation initiatives; and to design a development cooperation strategy in accordance with the local project. **Language:** Spanish

TOURISM AND INTERNATIONAL DEVELOPMENT COOPERATION

Partner: UNWTO-THEMIS www.unwto-themis.org
Purpose: Training young adults in international cooperation through tourism viewed as a tool for development. **Language:** Spanish

RESPONSIBLE TOURISM

Partner: Responsible Tourism and Development Cooperation
Purpose: Analysing tourism as a development cooperation tool. Targeted at professionals and students in development cooperation and tourism. **Language:** Catalan and Spanish

DESIGN FOR SUSTAINABILITY

Partner: Gaia Education www.gaiaeducation.net
Purpose: Preparing designers to participate in any sustainable development project in both a community and an organisation.
Language: Spanish and English

RENEWABLE ENERGIES

Partner: Ecoserveis www.ecoserveis.net
Purpose: Ecoserveis offers a variety of courses on energy efficiency, energy savings, solar energy and biofuels through the Campus for Peace's virtual platform. **Language:** Spanish

TRAINING OF TRAINERS

Partner: World Organisation of the Scout Movement www.scout.org
Purpose: Training members of the scout movement to be virtual teachers. **Language:** English

POST-GRADUATE COURSE ON PEACEFUL COEXISTENCE AND DEVELOPMENT OF MUNICIPAL LIFE

Partner: Cuautitlán Izcalli City Council (Mexico)
Purpose: Training experts to help resolve the problems afflicting the community, such as organised crime.
Language: Spanish

International Graduate Institute

Area of Humanitarian Cooperation, Peace and Sustainability

* All the IIP Master's include two post-graduate programmes and four specialisations. For further information, please see ip.uoc.edu

CONFLICTOLOGY

Partner: UOC programme
Purpose: Contemporary societies generate all kinds of conflicts that are difficult to resolve. We have to assume that conflict is inevitable, understand its motives and learn to turn it into an opportunity for change and improvement. This programme provides training in all facets of conflict resolution by experts from all over the world.

Master's Conflictology. Speciality in armed conflicts and crisis management	60 Credits	SP
Master's Conflictology	60 Credits	ENG
Master's Conflictology. Speciality in societal and business conflicts	60 Credits	SP

HUMANITARIAN ACTION

Partner: Red Cross
Purpose: Spanish Development Cooperation stakeholders are increasingly committed to international development aid, in both development campaigns and humanitarian aid. Education is the key to professionalising cooperation, fostering the quality of aid and offering guarantees and responsibility.

Master's Project cycle and humanitarian action management	34 Credits	SP
Master's International Development Cooperation and Humanitarian Action	60 Credits	SP

DEPENDENCY

Partner: Red Cross
Purpose: Over the past 30 years, the number of people in Spain over the age of 65 has doubled, and the population over the age of 80 has also risen. The Law to Promote Personal Autonomy and Care for Dependent Persons is the key to dealing with these new social challenges. However, professionals are needed who are aware of networking and know how to assess the needs of dependent people and their family members and provide them with the available resources.

Master's Network and Resource Management for People with Dependencies	60 Credits	SP
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NON-PROFIT ORGANISATION MANAGEMENT

Partner: Red Cross
Purpose: Spanish people are getting more and more deeply involved in solving social problems. More than one million people work altruistically as volunteers, and the creation of non profit partners has risen in recent years. Training is the key to improving the effectiveness and quality of actions and the managerial skills and leadership of the people in charge of them.

Master's Management and planning of non-profit organisations	60 Credits	SP
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INTERNATIONAL HUMANITARIAN LAW

Partner: Red Cross
Purpose: International Humanitarian Law is the entire set of rules aimed at avoiding the barbarism of war and limiting the effects that armed conflicts have on individuals. The syllabus enables participants to learn about international law's response to the reality of armed conflicts today, to delve deeper into the victim protection system, to learn how the International Criminal Court works and to analyse the concept of terrorism.

Master's International humanitarian law and international criminal justice	31 Credits	SP
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3
Conflictology
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Training, dissemination and research

A benchmark in conflict resolution

The Open University of Catalonia (UOC) is becoming an international academic benchmark in conflict resolution, offering training, dissemination and research. The Campus for Peace has already organised four congresses on Conflicts, Conflictology and Peace, all supported by the Conflictology programmes of the university, including official and unofficial Master's, post-graduate programmes, courses, seminars and lectures. Furthermore, the university is the home to the Centre for Research and Studies in Conflictology (CREC), which promotes research and reflection in this field and has a virtual platform that was created with the support of Barcelona City Council. The Campus also publishes the electronic magazine *Journal of Conflictology* in English.

A pioneer in virtual training in conflictology, the UOC started its courses in this field more than a decade ago. The first one, a four-month-course, later became a post-graduate course and then two Master's and four post-graduate courses. In the academic year 2009-2010, they became a third Master's in English involving instructors from the USA, Ecuador, Argentina, Australia, Singapore and several European countries. The programme is a multidisciplinary compendium of different trends in conflict resolution at universities all over the world, and brings together a wide range of techniques and methodologies. Conflicts are also examined in all their forms, including armed, family, workplace and interpersonal.

The UOC has set up the UNESCO Chair on conflict resolution and peace through sports in conjunction with the Futbol Club Barcelona Foundation; it is also preparing a Master's in Environmental Practices with internships in Amazonia together with the Technical University of Loja, Ecuador, and a Master's in Peace Studies with the Uniminuto University in Bogotá. It has moreover organised specific courses on conflictology for the Mexican city of Cuautitlán Izcalli, and has a cooperation agreement with the Spanish Institute of Strategic Studies to train soldiers in non-violent intervention techniques and police in non-repressive techniques.

UOC experts have delivered lectures at several European and American universities; they have consulted in con-

licts created by gangs, maras and criminal organisations; and they have offered seminars in conflictology for Ecuador's War School, the Mexican Navy, the Security Institute of Catalonia and police schools in Mexico, Colombia, Ecuador and Chile. Regarding research, the Campus has an applied research programme in Latin American countries and is preparing interventions in several African countries. The Campus is a member of many international networks, including the Association for Conflict Resolution, the Peace and Collaborative Development Network

The Centre for Research and Studies in Conflictology (CREC) has a virtual platform created with the support of Barcelona City Council

and the European Platform for Conflict Transformation.

The congresses on Conflicts, Conflictology and Peace held by the Campus for Peace in Barcelona every autumn are a chance to take stock of the in-house activities and debate innovative contributions and proposals. At the 3rd Congress – 29th and 30th October 2009 – the UOC presented its new range of courses on conflictology; moreover the role of civil society in the transformation of conflict was analysed and the groundwork for the International Association of Conflictologists was laid, an organisation spearheaded by the UOC consultant Roberto Luna.

The 4th Congress, scheduled for the 30th September and 1st October 2010 at CosmoCaixa (Barcelona), will reaffirm its universal mission and bring together experts from universities, organisations, NGOs and public institutions all over the world who work on behalf of peace. The guests will include the former head of UNESCO and Chair of the Foundation for a Culture of Peace, Federico Mayor Zaragoza.

+ info
3rd International Congress on Conflicts, Conflictology and Peace
tinyurl.com/336mwp9 / tinyurl.com/2u5r13c
International Graduate Institute. Conflictology Programme
tinyurl.com/3a4euqd
Digital journal: *Journal of Conflictology*
www.uoc.edu/ojs/index.php/journal-of-conflictology

“In mediation, what matters is not who is negotiating but what”



“ Ian Macduff Mediator

Text and photo: Germán Sierra

Ian Macduff (New Zealand) is a professor in the Master's in Conflictology offered by the UOC in English, and a member of the digital magazine *Journal of Conflictology* Editorial Board. As the director of the Centre for Dispute Resolution at Singapore Management University, he has worked in international and domestic mediation, as well as in reconstruction programmes with the World Health Organisation (WHO). He has teaching experience in Oceania, Asia and Europe.

Must one go beyond neutrality in any mediation process?

The purity of mediation is that it allows for flexibility. You can't embark on the process with a package of basic rules, asking the conflicting parties if they like them or not. These rules simply don't exist. Rather, the goal is to understand the parties and design the process with that information in mind.

But not all societies understand that a single person can speak on behalf of everyone...

This must be discussed openly from the very start. Once the spokesperson has been chosen, the mediator is no longer concerned about discussing with people who share his opinion but don't represent the whole when speaking.

Does the role of a mediator change according to the culture?

Yes, it does. If I act as a mediator in a conflict in Singapore, I am expected to be extremely direct and to pressurise the parties because they have a hierarchical culture. But in New Zealand or Australia the mediator is a facilitator, someone who only concentrates on the processes.

Have you followed the same pattern in all the conflicts on which you have worked?

Always, regardless of who was involved in the dispute. What matters is not who is at odds but the nature of what is in conflict. Three negotiations are held simultaneously, in a kind of triangle. The first focuses on the goal: where we want to get. The second, on the relationship: how we can work together. And the third and probably most important regards the process itself: how we should negotiate.

What are the qualities of a good mediator?

Empathy, flexibility and the ability to adapt. Plus enough knowledge to understand and manage the process.

You have worked in both international and domestic mediation. Are they similar?

Yes, the basic negotiating tools are the same, but obviously international mediation differs in importance, intensity and the degree of threat.

Is it important for the mediators in a conflict in a given country to be from that country?

It might often be necessary, but there are examples, like Aceh (Indonesia), in which an individual foreign mediator might be effective and achieve a cessation of hostilities.

You spent a few months in Oñati, Guipúzcoa. What do you know about the Basque conflict?

I realised that the Basque language was quite widely spoken and there is a very strong collective sense of identity, which does not exist in my world except for when we play rugby against Australia [laughter]. It is difficult when such a strong identity is transformed into political claims.

Yet it occurs elsewhere in Europe...

It's one of the big problems of many large European states, like France and Spain. They have to manage Spanish or French citizenship while promoting other identities that are also part of the land, such as Basques and Catalans.

“Universities must lead the transition to a new culture of peace”



“ Federico Mayor Zaragoza

By Isabel Muntané

Former Spanish and European MP, former minister and head of UNESCO, in 2000 Federico Mayor Zaragoza (Barcelona, 1934) founded the Foundation for a Culture of Peace to spearhead the transition from a culture of violence and imposition to a culture of peace and tolerance. The Foundation conducts educational and training activities in human rights, freedom of expression, democratic citizenship and sustainable development.

The UN declared 2009 International Reconciliation Year. Did it work to strengthen the culture of peace?

Many citizens became aware that a lot of problems can be solved through dialogue, and that postures can be brought closer through reciprocal knowledge. Sooner than imagined, a grassroots mobilisation in favour of the democratic principles of justice, freedom and solidarity will get underway based on equality among all human beings, and the now-ineluctable replacement of force by words, of weapons-bearing hands by hand-shaking, will gain momentum.

You claim that we have never really prepared for peace until now. Is education the solution?

Historically, we have gotten ourselves ready for war, following that perverse proverb: “if you want peace, prepare for war”. Now we have to prepare for peace, for solving conflicts, for understanding, discussion and debate. Education – which entails acting based on one's own reflections instead of on someone else's dictates – is essential, but not just in classrooms. The first people who need to be “educated” are political leaders and parliamentarians because only well-educated leaders will take decisions that are exclusively guided by democratic values and will know how to anticipate and invent the future.

What role can universities play in fostering conflict prevention?

They are centres of higher education and must therefore take centre stage in the transition from a culture of imposition and violence to a culture of reconciliation and peace. They must be the beacon and watchtower, because prevention is the greatest victory. Until now, the scientific, artistic and academic communities have remained silent and silenced, but now they must lead the huge mobilisation that is to come. Universities must be places where not only professionals are trained, rather also well-rounded citizens who can be educated in the proper habits.

How can the new technologies contribute to peace?

Modern technologies make remote participation possible, and so they encourage us to shift from being spectators to participatory actors, and from being subjects to full, free and responsible citizens, as stated by the UNESCO constitution. This transition will reinforce and consolidate democracy in just a few years.

Is another world possible?

The transition from a culture of force to a culture of word will be accompanied by the transition from an economy based on speculation and war to one based on sustainable global development. Worldwide cooperation and the reworking of the UN will enable a new concept of security to be applied all over the world (territorial and personal security, health security, food security, environmental security, economic security, etc.). This is a new principle, as indicated by the Earth Charter, the start of another possible world that we so yearn for.

Master's in Conflictology

Turning conflict into an opportunity for peace

By Isabel Muntané

Conflict is intrinsic to human beings and in itself it is not a problem. To the contrary, it means an opportunity for growth and development if we know how to manage or resolve it. Understanding conflict and learning how to transform it into an opportunity for peace are the goals of the Master's in Conflictology offered by the UOC's International Graduate Institute since the academic year 2009-2010.

After ten years of working in the field of conflictology, the UOC is offering the first programme in English with the goal of reaching students and professionals all over the world. The Master's, which is divided into two theoretical and practical graduate courses, views conflictology as a multidisciplinary science of nonviolence, a synonym for peace studies and conflict resolution. It is grounded on the assumption that conflict affects all realms of a person's life and is only a problem when no way is found to reorganise relations or situations that have generated it and it is not overcome.

"We teach that nonviolence is not only a goal but also a way of handling all kinds of conflicts," says Nicole Jenne, coordinator of the Master's programme. Promoting conflict prevention, management and resolution is tantamount to helping construct peace, and this Master's

enables everyone to multiply this knowledge in their own field based on their own experience. The coordinator of the programme believes that if this philosophy is spread among students and if they in turn convey it to society, the goals will have been met. "Peace-building begins with every individual and can be applied to any sphere of professional and personal life, and that's how we create a fairer, more peaceful world," she claims.

Over the course of two years and 16 classes, the students receive training in the fundamental knowledge on conflict, where it comes from and how it can be categorised and analysed, and they get practical tools that help them to apply what they have learned in their personal and professional lives. The Master's, which is organised into two post-graduate courses and four specialised courses – Crisis Management, Armed Conflict, Social and Family Conflicts and Workplace and Commercial Conflicts – offers a compendium of knowledge and methods and techniques for intervening in conflict in any of its guises.

With this theoretical training and these practical tools, the students "learn how to develop personal skills for conflict resolution, such as not judging any of the parties in a dispute, as this does not contribute to resolving it or to changing the way it is viewed or understood. Many conflicts cease to be meaningful as soon as we change our vantage point," Jenne explains.

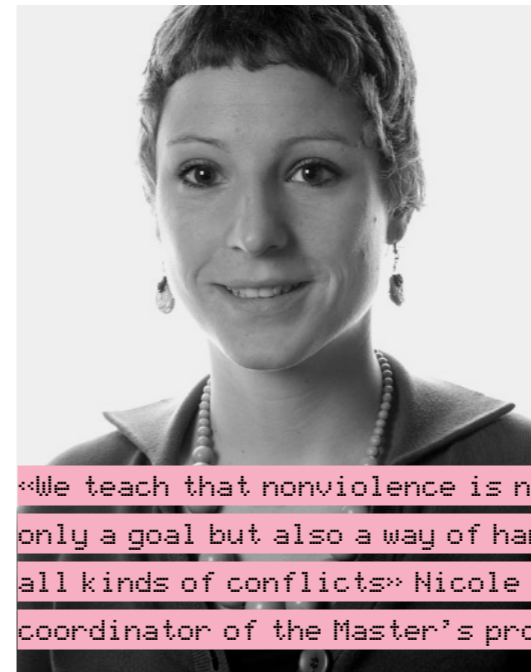
When we talk about conflict resolution, we tend to think about armed disputes, but the Master's teaches a much broader concept of conflictology which involves the students and their everyday lives. All kinds of conflicts are examined, ranging from armed, global, inter-state conflicts to interpersonal conflicts within the family, society, politics or the workplace. As Nicole Jenne explains, this is because "all conflicts are generated and develop similarly, and we offer specific tools to transform the dynamics that give rise to a specific conflict, as well as general tools for handling all sorts of conflicts. These tools include reflection, not judging and non-violent action."

"This global, uniform approach is one of the richest parts of this programme, coming face to face with the different conflicts and examining them from different vantage points, such as the defence economy or the personal realm," stresses Pere Ortega, who teaches the course in Deconstructing War along with Francesc Benítez. The different classes – such as Philosophy of Peace, Economics and Conflicts and Ethnic Conflicts and Diversity Management – teach that war is not a remote phenomenon, rather that everyone can work to help solve armed conflicts from anywhere in the world, either by changing interpersonal relationships or by participating in solidarity and mobilisation efforts. "It's about finding spheres of work from each context to indirectly and directly intervene in wars," clarifies Ortega.

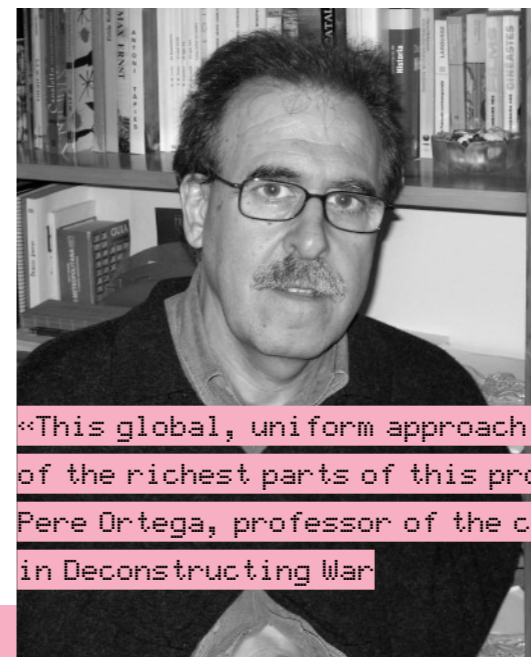
Another goal of the Master's is for students to acquire



«The programme not only enables us to continue working, but it also helps us to improve our professionalism»
Kathy Orovwigho, UN delegate in Sierra Leone and student in the Master's



«We teach that nonviolence is not only a goal but also a way of handling all kinds of conflicts» Nicole Jenne, coordinator of the Master's programme



«This global, uniform approach is one of the richest parts of this programme»
Pere Ortega, professor of the course in Deconstructing War

analytical skills and the ability to plan peaceful intervention actions aimed at both preventing and resolving conflicts. Thus, they are provided with knowledge and strategies to help them identify, prevent, negotiate, mediate, arbitrate and reconcile in order to deal with any kind of conflict. According to Pere Ortega, in this programme it is crucial to "learn how to use non-violent pathways to resolve conflicts, regardless of the kind of conflict. Civil disobedience, action meant as conscientious objection, only appears when non-violence has exhausted all its resources but never before that."

The students who signed up for the first year of the programme, working professionals alongside others who are still in the midst of the education process, come from many different countries (such as Australia, Sierra Leone and Spain) and a variety of professions (journalists, aid workers and politicians). The coordinator of the Master's views this cultural, professional and academic diversity as one of its most outstanding features. "Through their contributions to the virtual campus, they generate fascinating subjects for discussion and analysis and the knowledge is thus complemented," tells Jenne.

The reasons why these students are pursuing this programme are also as diverse as the kinds of conflicts existing. Thus, one of the students wants to improve labour relations after having experienced conflicts with his subordinates, while another, Kathy Orovwigho, the head of the United Nations Regional Office in Sierra Leone, wants to reinforce with knowledge the practical experience she has gotten in more than nine years on the ground. "I want to improve my capacity to build peace and foster cooperation and relationships between governments and local and international organisations," she explains from Freetown.

The students agree that e-learning facilitates studying, practices, the design of research programmes and the development of professional projects. Kathy explains it like this: "The flexibility to manage my time that this Master's offers me has been crucial; I already had experience in virtual studies but it required a percentage of face-to-face classes that I was unable to do and I ended up quitting." She adds that "the programme not only enables us to continue working but we can also improve our professionalism by applying the theory in practice, and that is an added value."

In fact, several different projects have been launched through the Master's, such as a sports programme applied to resolving conflicts among young people from different ethnic groups which two German students in the Master's programme conducted in the Philippines, and the training programme for leaders and youngsters from different communities in Sierra Leone to offer alternatives for solving conflicts and instating peace in their respective communities after war.

“Our weapons are dialogue and common sense”



Pepe Beúnza Spain's first conscientious objector

By Irina Martí

Pepe Beúnza is the father of Spanish anti-militarism. In 1971, he became the first to refuse compulsory military service for reasons other than religion. An agricultural engineer and expert in protecting natural spaces, he has never given up his crusade. He was one of the guests at the “10 Anys sense Mili” (Ten Years without Military Service) International Congress held in May by the Moviment per la Pau (Movement for Peace) and BEOC with the support of the UOC.

You were the first conscientious objector in Spain.

How did it all begin?

In 1967 I travelled to France, and there I met a group of non-violent anarchists and ARCA, a Gandhian community, who taught me how to fight non-violently. I am a result of the synthesis of this. But here, I was alone, all alone, and in 1969 I began to work on behalf of conscientious objection from inside the university.

You were alone, but you were supported by the European pacifist movement.

The European pacifist movement was better prepared, and yes, in 1971 [when I declared myself a conscientious objector and was imprisoned], an international campaign got underway to demand my release. Demonstrations were held in different European capitals, as well as in Barcelona and New York.

More than two years locked up in prison, two court-martial... lots of experiences for a single objective.

My experiences were thrilling, much more exciting than climbing the Himalayas. I learned a great deal in prison; it was tough but I had trained myself for all this, I learnt yoga, I fasted...

And after prison, 15 months in the Western Sahara.

My time in the Sahara was very difficult. We'd all been in prison and we were the dregs of the army. But from my stint with the disciplinary battalion I learned that we had to fight for a free Western Sahara, and I'm still waiting for it to be free to go back there.

Was the goal worth the effort?

Yes. Thirty years later there were a million conscientious objectors, more than 40,000 men who refused to do their compulsory military service, and we had served more than 1,000 years in prison. Not even in our most optimistic moments could we have dreamt that compulsory military service would become a thing of the past.

And that was already a decade ago.

In fact, it was scheduled to disappear in 2010, but the military brass was so afraid no one would want to join that before looking ridiculous they moved up the date. Conscientious objection and refusing to serve were spreading like an oil stain, and there came a time when more than half the young men didn't actually serve in the military.

But you keep fighting.

The draft is no longer around, but there is still the threat of militarism. We spend 50 million euros on the army every day because we're told that it works to defend us, but no army can defend itself from an attack using chemical, germ or atomic warfare... If we want to fight for our survival, the only way is to fight on behalf of disarmament. And that is what I've been repeating for 30 years, with some degree of success but not as much as we need.

Is more education needed?

Yes, much more education is needed, plus information, knowledge, history... You have either weapons or culture.

We have to uphold culture, dialogue, responsibility, research, education. All of them are the cornerstone of the society of the future.

So how can you explain to the military that armies are unnecessary because everyone loses in war?

That's the challenge. Now the military is better prepared, but it still has a highly simplistic mindset about war influenced by the United States. It's the Bush model: there

«Not even in our most optimistic moments could we have dreamt that compulsory military service would become a thing of the past»

are good guys and bad guys in the world. We're the good guys and we have to kill the bad guys. Vast amounts of dialogue and communication are needed. Our weapons are common sense and dialogue.

Now the army is conducting humanitarian campaigns.

The army invented humanitarian campaigns as a way to counteract its loss of prestige. I do not doubt that there are soldiers with good intentions, but a soldier's mission is not humanitarian. If you want to conduct a humanitarian mission you become a fireman, doctor, teacher or construction worker, but you don't become a soldier. The purpose of the military is to wage war. They say that their purpose is to avoid war, but they avoid it by waging it. It's a trick.

A trick?

We can't let ourselves be tricked by the humanitarian campaigns. The figures speak loud and clear: only 1% of the military budget and fewer than 3,000 soldiers are earmarked to them. Few people, little money and a raft of propaganda.

Is a world without armies possible?

I try to make it possible, but it's difficult. Many people still believe that the army is necessary. What do we have to defend ourselves against? Climate change? Desertification? Unemployment? The housing shortage? These are our enemies; however, they may invent others... There are two million soldiers in Europe, when a 50,000-person army could defend it perfectly well. There are far too many!

How would you encourage young people to get involved in social movements?

Any human venture has an element of sacrifice, preparation and satisfaction. And that satisfaction cannot be compared to anything else. The knowledge that we have made compulsory military service disappear is extraordinary. If young people want adventures, let them get involved in non-violent struggles; there are plenty of injustices worth fighting against. Fight or die. Now the fight is for disarmament.

+ info:

www.sensemili.cat
TVE Objeción, insumisión y antimilitarismo en España
www.youtube.com/watch?v=DLR10ItvddY

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War and peace in Colombia

Farid Benavides, CREC researcher

By Lali Sandiumenge

Colombian society experiences many different kinds of violence – everyday, political, drug-related, ethnic, paramilitary – but the governing elites deny that there is any conflict. During his eight years as President, Álvaro Uribe managed to remove Colombia from the list of countries that the UN considers in conflict and eliminate peace from the political discourse. “Now peace has a negative connotation in Colombia,” claims Farid Benavides. “The Uribe era removed it from the political agenda, and with Juan Manuel Santos it will stay off for another four years.”

Farid Benavides knows what he is talking about. This Colombian holds a PhD in Political Science from the University of Massachusetts and is currently earning his PhD in Philosophy from the University of Barcelona. He is also the lead researcher in the project “Peace in Latin America: A Possible Reality” which is being conducted by the Centre for Research and Studies in Conflictology (CREC) of the UOC’s Campus for Peace with the support of the Spanish International Development Cooperation Agency (AECID) and the COPAL group from the National University of Colombia and the Minuto de Dios University, both in Bogotá. Directed by Eduard Vinyamata, the purpose is to explore the possibilities for constructing a positive peace in Colombia today. The idea is to publish the results in a book and turn the Campus for Peace into a virtual space for online conversations on the Colombian conflict.

Some authors believe because of the complexity of the conflict in Colombia general theories on conflict or peace negotiations cannot be applied there. Benavides holds that this does not mean that the conflict cannot be analysed, and suggests studying it from the perspective of peace, not by stressing violence and war as has been done so often. The study explores alternative pathways and includes the army’s role in peace for the first time. The researcher also distinguishes between peace processes – which are run by the elites – and peace movements.

To understand the present, we must grasp the past. Farid Benavides surveys the history of war and peace in his country and dates the start of political violence in 1948, with the assassination of liberal populist leader

Jorge Eliecer Gaitán. He also pinpoints the beginning of the peace processes in 1982, when President Belisario Betancur set up a commission to negotiate with the political forces and warring groups.

“One author claims that there have been 79 wars in Colombia, but also 79 peace processes. The state has been very fragile and has allowed many armed groups to spring up,” stresses Benavides, who recalls that until the fall of the



Berlin Wall many guerrillas were sponsored by the USSR, Cuba or China. Five of them demobilised in the early 1990s, including M-19, the People’s Liberation Army (ELP) and the Quintín Lame indigenous movement. “It was the only time in Colombia’s history that the people’s zeal for peace dovetailed with the elites’ peace process,” he claims. “There were more than 300 initiatives in the ensuing years.”

The failure of the negotiations between the government of Andrés Pastrana and the FARC snuffed out hope and created a climate of opinion that paved the way for the “election victory of Uribe’s bellicose approach” in 2002. Since then, the researcher claims, “speaking about peace in Colombia is tantamount to engaging in dialogue with the guerrillas, and therefore to betraying the armed forces and casting doubt on the security of the country.” Nevertheless, he stresses, “there is still enthusiasm for peace in the grassroots movements, and sooner or later the parties and armed actors will have to recognise this.”

Highlights



TRAINING VOLUNTEERS IN CONFLICT ZONES

The Campus for Peace will help the NGO Birmània per la Pau (Burma for Peace) train volunteers to work in conflict zones in southeast Asia. Birmània per la Pau has an international volunteer programme targeted at university students between the ages of 18 and 25 and professionals, in which they learn about cooperation, humanitarian aid and human rights on the ground. The project plans to offer humanitarian and self-protection training to groups of up to 15 volunteers. www.birmaniaporlapaz.org (in Spanish)

MASTER’S IN CITIZENSHIP AND PEACE IN COLOMBIA

The UOC’s Campus for Peace and the Minuto de Dios University (Uniminuto) in Bogotá, Colombia, are preparing a Master’s in Citizenship and Peace, Conflict Transformation. The Colombian university is participating in the research on peace processes in Colombia being conducted by the UOC’s Department of Humanitarian Cooperation.

UN DIPLOMATS FOR FOUR DAYS

Campus for Peace students participated in the 5th International Catalonia Model United Nations (C’MUN) organised by the United Nations Association of Spain at CosmoCaixa. For four days, around 400 university students from the ages of 18 to 30 from all over the world pretended they were UN diplomats and debated and analysed issues such as security and human rights. They also negotiated the wording of a resolution which they subjected to a vote in the fictitious UN General Assembly. The closing ceremony was held at the Parliament of Catalonia. www.anue.org

JOHAN GALTUNG IN THE JOURNAL OF CONFLICTOLOGY

The *Journal of Conflictology*, the new digital journal put out by the Campus for Peace focusing on conflict resolution and peace studies, is now online. The first issue includes an interview with the Norwegian politician Johan Galtung and a reflection by Thomas Woodhouse on the oeuvre of Adam Curle. Nikolaj Kure and John Winslade examine mediation in organisations and Josep Redorta shares the results of an innovative strategy applied to a Spanish company. Published in English by an international editorial board, the *Journal* is targeted at a broad audience of experts and scholars, as well as non-specialists. joc.uoc.edu

THE UOC AT THE 7TH WORLD MEDIATION FORUM

The director of the Campus for Peace, Eduard Vinyamata, was one of the speakers at the World Mediation Forum held in November 2009 on the Venezuelan island of Margarita. The theme of the congress was “Mediation, Justice and Governability: An Opportunity for Peace”.

ALBERTO ARCE. IRAQI RESISTANCES

This is a compilation of clips and dispatches developed by the consultant in the UOC’s Master’s in Conflictology and partner of the Institut Català Internacional per la Pau (International Catalan Institute for Peace), Alberto Arce, in Iraq between 13th December 2009 and 5th January 2010. www.gencat.cat/icip/cat/col_1.htm



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EcoUniversity Conference

For a greener university

By Àngels Doñate

Traditional knowledge no longer reflects today's challenges, nor does what is being taught in the classrooms connect with the concerns of contemporary individuals and societies. 'Alternative medicine', 'eco-architecture', 'ethical finances', 'conflictology' and 'fair trade', just to mention a few, are concepts that were coined outside the classical universities. Now the Campus for Peace wants to bring them into academia through the EcoUniversity Conference, a venue where every year experts and entities from different disciplines have the chance to build bridges of dialogue in Barcelona.

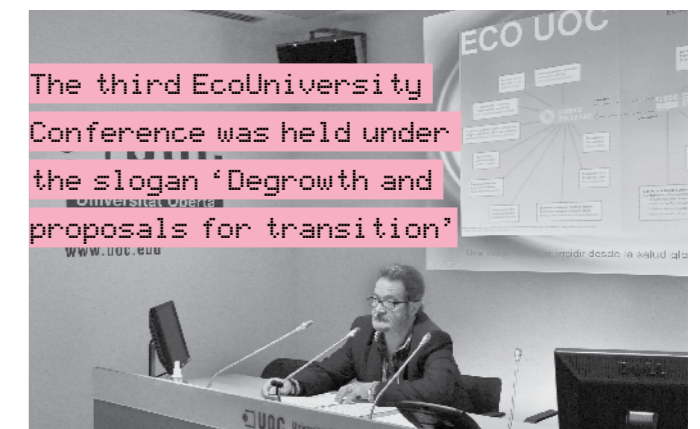
The third EcoUniversity Conference was held in 2010 under the slogan of *Degrowth and proposals for transition*. The second conference, which was held on 16th October 2009, brought together international experts in ecology, the sustainable economy and academia. "We want to once again make this way of doing things one of universities' goals, to apply scientific and technological knowledge to improve the world and to make our societies freer, fairer, healthier and more sustainable," stated the director of the Campus for Peace and the leader of this initiative, Eduard Vinyamata.

For this reason, over the course of an entire day, Joan Melé, regional manager of the ethical Triodos Bank in Catalonia and the Balearic Islands, explained what the ecological economy means; José Luis Escorihuela, coordinator of the Gaia Education course on Design of Sustainable Communities, discussed this new concept; and Jordi Planas, coordinator of the grassroots education programme of the World Latin American Agenda, delivered the talk on "Let's Save Ourselves with the Planet".

Other participants included Kathrine Raleigh, the Barcelona delegate of Natural Step International; therapist and chemical expert Pep Vila from the Ecoserveis association; and ecologist Jorge Reichmann, professor of Moral Philosophy at the Autonomous University of Mexico and vice-president of Scientists of the Environment. Joan Miquel Gomis, director of the Tourism programme at the UOC and co-founder of the NGO Turisme Just, spoke on behalf of responsible, socially sustainable tourism. "When people

travel, they have to pack their conscience in their suitcase," he stressed. The special guest at the 2nd conference was Satish Kumar, editor of the journal *Resurgence* and founder of Schumacher College International. In his talk, "Earth, Soul and Society," Kumar bemoaned the fact that the majority of universities focus only on technology, science or the economy while ignoring nature and spirituality.

However, beyond serving as a showcase for sharing new initiatives and concepts, the conference has also become a



venue for reflection and proposals on alternatives for the planet and how we interact with it. At the third conference, which was held between 28th and 30th June 2010, three major thematic areas were debated: the role of the media in ecological awareness, political and economic alternatives to the ecological crisis and the concept of comprehensive health. The participants included heads of entities and associations like Una Sola Terra, Fundació Nova Cultura de l'Aigua, Fundación Más Árboles, Xarxa de Ciutats i Pobles cap a la Sostenibilitat, Transition Towns, Responsabilitat Global and MediaResponsable.

The conference also served to present different educational programmes aimed at a greener university, such as the Food Systems, Culture and Society programme being offered by the UOC's International Graduate Institute, directed by Francesc Xavier Medina and coordinated by Jessica Duncan.

“Consumers want to monitor what they eat”



F. Xavier Medina with Jessica Duncan, coordinator of Food Studies at the UOC

F. Xavier Medina Expert in anthropology of food

By Lali Sandiumenge. Photo: David Campos

A PhD in Social Anthropology and an expert in the anthropology of food, F. Xavier Medina directs the Department of Food Systems, Culture and Society at the UOC. He moderated the round table on “Consumer cooperatives and ecological agriculture” held as part of the 3rd EcoUniversity Conference.

Ecological production and consumption are on the rise. What are the expectations?

They have a broad market for growth, but what remains to be seen is how quickly. I think it will be slow, but it will come hand in hand with a rising awareness among consumers, who are seeking products closer to nature. This consumer option is increasingly available. Now we have supermarkets that only sell ecological products, which would have been unthinkable here ten years ago.

Did this awareness stem from the most recent food crises?

It mainly stems from the feeling of a loss of control. What you eat might be delicious, but if you don't know where it comes from, that means that you are trusting people you don't know who are manipulating the food chain. This is triggering a certain desire to monitor what we're eating and to return to more familiar, natural systems.

Are we right to be mistrustful?

To a certain extent, yes. We have never eaten food with as many quality and health guarantees as we do now. We have never had such a sense of food safety. The problem is that all of this also means that there are certain parts of the system where mistakes can happen. Obviously, we run that risk.

How does this fit in with the consumption of fast food?

Not very well. Fast food is the food industry's response to changes in lifestyle, particularly to the lack of time: it makes things easier, but it has its pitfalls. In response, some consumers are seeking wellbeing, which translates into more carefully made products. We've turned the system around: before, industrial products were more expensive, but now fruit, oil and vegetables grown as they were in the past are pricier.

So eating healthily is a luxury?

There's not that big a difference in price: the question is whether you are willing to pay it. Today any product meets the basic health standards. Tomatoes from the supermarket may be more or less flavourful, but they are all healthy. However, if what you want is for your tomatoes to be produced without any chemicals, you have to be willing to pay a bit more.

You're the head of the UOC's Food Studies programme.

What's the goal of the programme?

To provide students with the most comprehensive overview of food processes possible, from the farm to the plate. Each programme – Master's, post-graduate programmes and specialisations – aims to professionalise students in highly specific topics within the field of food.

This past academic year 2009-2010 you started a very important partnership with the FAO. How would you rate it?

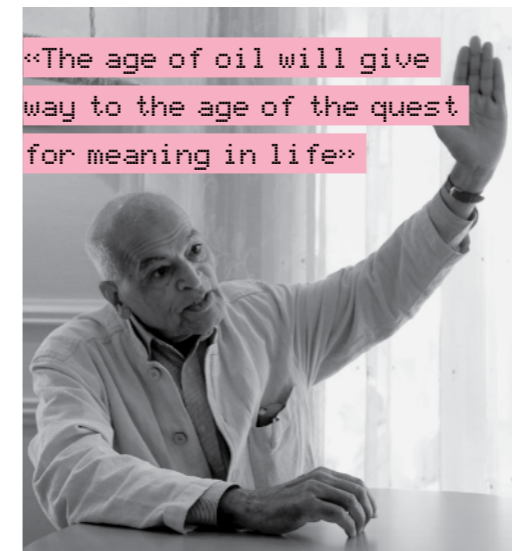
So far it has materialised in a university specialisation on food and food safety, taught within our Master's programme in English; very soon it will also be taught in the Spanish programme. We have achieved a real milestone: it is the most international programme at the UOC right now. We have students from almost 30 countries.

“We only think about nature when it can be useful for us”

Satish Kumar Ecologist and pacifist

By Gloria Zorrilla. Photo: David Campos

The editor of the prestigious magazine *Resurgence*, the founder of Schumacher College International and the author of a number of books promoting non-violence, Satish Kumar has become a beacon for the ecological movement and one of the green movement's most prominent voices in Great Britain. But if there is one thing that he is famous for around the world it is his 1962 Peace Walk, a journey around the capitals of the four world nuclear powers which began in Bangalore (India). From there, on foot and penniless, Kumar went to Moscow, Paris and London, and



then took a boat to the United States. He tells about the more than 12,800 kilometres he travelled in this pilgrimage for peace in his book *Path Without Destination*.

Kumar was a disciple of Mahatma Gandhi and claims that “if Bapu were alive today, he would be against global trade.” Based on this premise, the Indian activist weaves his discourse against mass production and in favour of a more sustainable economy which supports small local producers. “Today you go to a supermarket and the food is from anywhere in the world,” he states. “Transporting it from Africa to Spain entails an energy expenditure that could be avoided by consuming local products.”

Kumar is against globalisation, which he blames for the surge in poverty and global warming. “Globalisation means the mass production and distribution of food and other products, and both use oil for energy, which produces greenhouse gases,” he stresses. “We must point out these contradictions in order to consider other alternatives.”

For this reason, Kumar suggests that we change our Western lifestyle and draw closer to the Earth by sowing and cultivating our own food. “The end of the age of oil will prompt deep-seated changes,” he predicts. “We are facing a challenge: to create a new lifestyle without using energy sources that destroy the planet. The transition can be smooth if we begin now. But if we put up resistance and grasp desperately onto our current way of living, we will suffer. The age of oil will give way to the age of the quest for meaning in life, and we will realise that imagination, creativity and spiritual values provide more satisfaction than material goods.”

A pacifist on the cutting edge of deep ecology, Kumar proposes a more socially conscious economy to counteract unbridled capitalism, and he believes that today's crisis is a good opportunity to redesign the Western economic system. “We have a very egocentric point of view. We only think about nature when it can be useful for us and we can make a profit from it.”

At Schumacher College, an international humanistic school that conveys knowledge through holistic education, Kumar teaches students from all over the world a new vision of reality through ecological values. “Science without spirituality is lame, and spirituality without science is blind,” he stresses, paraphrasing Einstein. “The majority of universities focus only on technology, science and economics, because they think that these fields are the truly practical and necessary ones, but this should not be so. All universities should teach relations between animals, rivers, plants and how they work. Nature has an intrinsic value.”

+ info

Revista *Resurgence* www.resurgence.org
Schumacher College www.schumachercollege.org
www.youtube.com/watch?v=6de9FJR40g0

“At the Cancun Summit there must be a fair and binding agreement”



Aida Vila
Greenpeace/Spain

By Isabel Muntané. Photo: David Campos

A lawyer specialising in Environmental Law in charge of Greenpeace's climate change campaign, Aida Vila participated in the 11th Una Sola Terra (One Earth) International Symposium held in Barcelona on 3rd and 4th May and 4th June. The symposium, which was organised with the UOC's support, brought together environmental experts from a variety of countries under the slogan of *And after Copenhagen*.

The agreement at the World Climate Change Summit in Copenhagen set forth the general framework for lowering CO² emissions, although it did not achieve the goal of not exceeding 2°C. Is this a relative failure?

To Greenpeace it was an utter failure. During the Copenhagen negotiations, the countries could not agree on emissions reduction targets or the economic investment this entails. The agreement that was signed only contained the political declaration of not exceeding 2°C of global warming, which is the outer limit set by scientists for combating climate change. Yet the goals set by the different signatory countries poise us for a temperature rise of over 3°C.

But the agreement did outline the economic needs.

Yes, but Greenpeace and the other NGOs were asking for two things: long-term financial support targets for developing countries, specified at 110,000 million euros per year for 2020, and short-term targets so these countries can begin to act. This latter were agreed to, but not the targets for 2020, and these countries cannot commit unless they are ensured that the support will continue over time. And that was put across as a resounding success.

The forthcoming Cancun Summit is a new opportunity. Do you think a compromise will be reached?

It's a matter of giving up sovereignty and respecting international law and the international system. If all the countries went to these conferences with the United States' attitude, prioritising its internal legislation, a commitment would never be reached. The Cancun Summit must be approached with a desire to reach a fair, ambitious, legally binding agreement. If it isn't fair, the poor will pay as much as the wealthy or the least responsible parties as much as huge powers which have polluted throughout history, and this cannot be accepted.

So what is the key to success?

Cancun might be successful if the countries called the "BASIC group" – Brazil, South Africa, India and China – are strong enough to make the agreements legally binding. Plus, the European Union must seek allies among the most progressive countries and ignore the United States. If we cannot change science, perhaps what we need to do is change policies. We can't allow ourselves to exceed 2°C, so between now and Mexico we have to look for both political and economic tools, to help us reach clear and legally binding commitments. We have to be optimistic because we have the scientific groundwork and the technology to achieve it; now all we need is the commitment and political will.

How can large companies and governments be persuaded that this is a profitable economy, not just a necessary one?

The renewable energy revolution will come to fruition because oil is being depleted and fossil fuels are endangered. This means that the change is going to happen no

matter what, so we have to figure out whether we are going to change things before they reach a dangerous point.

Is it a question of interests?

Political and economic interests. There is a lobby that is still fed by fossil fuels, and often the owners of the coal power plants also own the renewable energy plants. And if we add government policy to this... For example, the

«The renewable energy revolution is irreversible»

Spanish government has approved a royal decree subsidising coal burning at power plants which entails outlays of over 1 billion euros, but to ensure that we comply with the Kyoto Protocol we will buy more than 3 billion euros' worth of CO₂ emission rights. If there were a sector that only produced renewable energies, it could lobby the government so that things would be more balanced.

Would the solution be to shift investment?

Yes, it would mean investing in the right place. If you both subsidise coal and renewable energies, it's like sending a child with pneumonia outside in short sleeves. You ply him with medicine but you expose him to the elements. We need to make a clear political choice.

So what can citizens do?

First, we have to be informed. Then, we can ask governments to be accountable, and this is the only way to exert

«If we can't change science, perhaps we have to change policies»

pressure. If governments are only lobbied by the polluting companies and feel no pressure from citizens, obviously we won't make much progress.

And that's linked to education. If there is no environmental education, citizens can't do much...

There is environmental education, but not enough. At the university it is a personal choice, although kids are getting information in the early stages of education. A great deal more education is needed. It is as important to explain that the planet must be respected as it is to teach children to respect the person next to them.

+ info:
Una Sola Terra www.unasolaterra.org
Greenpeace www.greenpeace.es

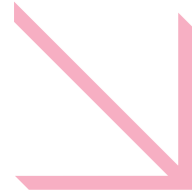


Ecological capitalism, a way out of the crisis?

China and the United States want to dominate the solar economy and the industrial patents of the technologies sustaining them. This strategy was behind the failure of the Copenhagen Climate Conference according to economist Riccardo Petrella, Secretary General of the International Committee for the Global Water Contract. This political scientist, who participated in the 11th Una Sola Terra (One Earth) International Symposium, condemned "green capitalism" as a form of neo-colonialism based on controlling and centralising renewable energies, the future automobile fleet and patents. The scientists and climatologists who participated in the symposium also expressed concern over the Global Climate Coalition's conspiracy to discredit the reports issued by the Intergovernmental Panel on Climate Change (IPCC). The Coalition is a lobby of polluting companies made up of oil, gas and coal multinationals and corporations. However, climate change is already an irrevocable scientific reality. The NGOs that attended the symposium expressed scepticism about the role the UN can play in the wake of Copenhagen. They do not believe that the Cancun Conference scheduled for Mexico in November is poised to approve Kyoto 2. Stalemate and crisis, then, are the keywords in world environmental governability; the resistance put up by polluters' lobbies and the prospects of "green capitalism" are options that do not satisfy the poor countries, which have already chosen to organise an alternative: the World People's Conference on Climate Change and the Rights of Mother Earth in Cochabamba (Bolivia).

Santiago Vilanova,
President of the Una Sola Terra Association

Highlights



THE CAMPUS PARTICIPATES IN BIOCULTURA

The Campus for Peace was one of 700 exhibitors in Barcelona at Bio-Cultura, the most important international fair held in Spain on ecological products and responsible consumption. Almost 80,000 people visited the fair, which was held in the Palau Sant Jordi between 29th April and 2nd May. The Campus presented its virtual course, Design for Sustainability, which it is offering in conjunction with Gaia Education. www.biocultura.org / www.gaiaeducation.net



THE DIGITAL MAGAZINE ECOUNIVERSITAT IS LAUNCHED

EcoUniversitat, the virtual magazine on ecological issues published by the Campus for Peace, is now a reality. Eduard Vinyamata officially presented it on 4th June as part of the Una Sola Terra (One Earth) International Symposium and the celebrations for World Environment Day. *EcoUniversitat* is published in Catalan and comes out twice a year. www.ecouniversitat.uoc.edu

AGREEMENT TO FOSTER CSR

The Campus for Peace and Albea BCN have signed a cooperation and dissemination agreement aimed at fostering Corporate Social Responsibility (CSR). The agreement calls for courses, workshops and seminars with the purpose of fostering training and research on applying ICTs in the specific field of CSR. www.albeabcn.com

AWARD OF THE 2009 SOLAR PRIZES

In January, the auditorium at the UOC's central headquarters served as the venue for the awards ceremony of the 2009 Solar Prizes granted by EUROSOLAR, the European Association of Renewable Energies. The awards are given to Spanish or international towns, private individuals, professionals or organisations that have promoted the use of solar energy. www.eurosolar.org



CSR at the university

Universities must place ethics at the core of their professional and economic activity. And the way to respond to society's expectations – which is necessary today for reasons for sustainability – is through Corporate Social Responsibility (CSR), which some companies are already implementing. The ones that do are dynamic organisations that are capable of integrating this management approach as a process of constant improvement and know how to turn the dialogue with their stakeholders into an opportunity to develop knowledge and inspire trust, two fundamental cornerstones of 21st century organisations. Good professionals have also learned that managing their professional reputation is a core asset in their career. I have been teaching at the UOC since 2007 in its course on CSR, a commitment to create value in SMEs, which is part of the Virtual Summer School and the Virtual Winter School. It is taught in Catalan and Spanish, and it has in-house students as well as people from companies and administrations who are interested in the topic. Two guests are invited to the course, an expert in public CSR policies and a businessperson from a committed SME. This helps participants gain firsthand experience with a reality whose strategic and integrated dimension often surprises them. Furthermore, we have introduced CSR into the general management programmes through a seminar, or into other custom training programmes like the Master's in Trade, in which CSR is part of the innovative contents.

Josep Maria Canyelles,
Promoter of the think tank ResponsabilitatGlobal.com

Course on CSR, a commitment to create value in SMEs:
www.uoc.edu/uode/uoer/responsab_empresa_presentacion.html

The digital magazines issued by the Campus for Peace



EcoUniversitat

Biannual journal in Catalan. Sustainability, environment and ecology. Innovations, alternatives and social initiative to improve life on the planet.



Journal of Conflictology

Biannual journal in English. Conflict resolution and transformation, peace studies, irenology, non-violence, crisis management, mediation and alternative justice systems.

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