

Campus for Peace

2010
2011

SPORTS AS
A TOOL FOR
SOCIAL WORK
FCB
FOUNDATION

PEOPLE ARE
THE ENGINE
BEHIND ANY
CHANGE

EDUCATION
SHOULD BE
AVAILABLE
TO EVERYONE

CONFLICT
ALSO HAS
A GENETIC
UNDERPINNING

IF YOU
FIGHT FOR
PEACE
WE OFFER YOU
THE BEST
WEAPONS

LEGAL
≠
ETHICAL

towards
a new
energy
model

Redesigning
the world

Unawareness is the
main impediment
to ecological
consumption



CAMPUS
FOR PEACE



Universitat Oberta
de Catalunya



Educating to solve problems

Eduard Vinyamata

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Ever since its inception, the Campus for Peace has oriented its activities towards solving humanitarian and social problems through virtual education. These problems may be triggered by natural disasters, social injustice, poverty, armed conflicts, environmental degradation or human rights violations.

With effort, we have managed to consolidate a university model that is not ruled by either education laws or the market, a university model that is socially responsible, that is premised upon the conviction that scientific and technological knowledge should mainly serve to promote human rights, protect the environment, ensure solidarity with the weakest, participate in development cooperation and act in favour of social justice and people's wellbeing.

This effort has helped us to consolidate our project. As recounted in this magazine, the International Graduate Institute's Department of Humanitarian Cooperation, Peace and Sustainability is now becoming the School of Cooperation, created with a defined identity and with more students, more courses and more

alliances. What started as a debate on conflicts and violence has now become the Centre of Research and Studies in Conflictology (CREC) within the UOC's research institute, the IN3.

We have participated in the 4th EcoUniversity Conference and the 5th Conflictology Congress. At least four issues of the Journal of Conflictology have been published, as has the magazine EcoUniversitat. We have launched the open repository of free educational materials, the Virtual School for Cooperation, in conjunction with the FAO and UNAM, and other institutions are also jumping on the bandwagon of this initiative.

We have also created the university Master's in Conflictology in Catalan and Spanish, and we have begun to prepare the UOC-specific Master's in Humanitarian Cooperation. And they will be followed by more. Finally, I wanted to stress that we have also carried out humanitarian intervention initiatives in Cameroon and Haiti in alliance with the universities in these countries, and we have plans to launch other similar actions.

We are what we do.

JOIN
THE CAMPUS
FOR PEACE



A CHARITABLE
INITIATIVE CREATED
TO SEARCH
FOR SOLUTIONS
TO HUMANITARIAN
PROBLEMS THROUGH
VIRTUAL EDUCATION



THE HUMANITARIAN
UNIVERSITY



We are expanding the network of the Campus for Peace

Sustainability, humanitarian action and cooperation have a global scope; that's why the Campus for Peace continues to reinforce its partnerships with international organisations. To reach more people, to reach further.



Promoting expansion abroad

The Campus for Peace goes international

1
The humanitarian university
→

The Campus for Peace is promoting the internationalisation of its activities. With this goal in mind, in May the School of Cooperation team travelled to Geneva to spread the word about its training programmes abroad and forge academic and other kinds of partnerships.

In Switzerland, the Director of the Campus for Peace, Eduard Vinyamata, and his colleagues met with heads of its international partner organisations and institutions, such as the World Organisation of the Scout Movement (WOSM), the International Peace Bureau and the United Nations Institute for Training and Research (UNITAR). At the talks, the participants fleshed out training projects to be developed jointly in the future in the fields of sustainability, humanitarian action and cooperation.

“The cooperation courses are among the most popular at the UOC, but we want to reach even more people. Our mission in the next few years is to expand internationally,” stressed Vinyamata.

The World Organisation of the Scout Movement encompasses 28 million people in 160 different countries. The Campus for Peace began working with WOSM in the academic year 2009-2010, when it launched the trainer training course on Teaching Virtually to train members of the movement as virtual teachers. During the trip to Geneva, the scouts who had completed the training were awarded their diplomas. The goal is to expand the joint activities with this organisation and offer online programmes on nature, peace and community responsibility.

The IPB and the Campus for Peace unveiled the virtual programme Disarmament for Development in Geneva, which is scheduled to be launched in March 2012. Its purpose is to construct a worldwide network on military spending and the impact of weapons on sustainable development. The event was held at UNESCO’s International Bureau of Education, and ten organisations participated.



Training UN troops

The Campus for Peace has reached an agreement with UNITAR (United Nations Institute for Training and Research) to launch an online course on international law targeted at UN troops. Both institutions will also embark on a virtual course on international environmental law and an Internet programme on conflictology targeted at UN diplomats.

“Our raison d’être is using sports as a tool for social work”

“Ramon Pont Vice Chair of FC Barcelona Foundation

By Guida Fullana

Endorsed by his experience as a business manager and business professor, Ramon Pont, the current CEO of FC Barcelona and the Vice Chair of its Foundation, makes an effort to make sports a tool for social work all over the world. After one year at the head of this sports institution, now is the time to recapitulate and begin to define the future projects so it can continue to reap success.



The FC Barcelona Foundation embarked on a new stage one year ago. How would you assess the first year?

Very positively. After an initial stage of internal restructuring, the Foundation is now moving full speed ahead as shown by the success of its most recent campaigns, including “Let’s send hunger to the devil”. The Foundation plays a very important role in the club, since it represents its social, charitable side. We are very pleased with this first year and excited with the work awaiting us in the future.

How are the challenges for the next season shaping up?

There is no doubt that we have to keep up the programmes on sports, education, the arts and humanities, research and innovation and charity which we already have, and which are deeply rooted and successful. In parallel, our work is never over and new projects always come up. Using sports and its values as a tool for social work is our raison d’être. We have to strengthen our presence at home without forgetting our international presence.

Many Barça footballers are famous for their charity work, including Keita, Piqué and Messi. What motivates them to work on the Foundation’s projects?

The players’ involvement is quite famous. They participate in promoting the campaigns, which helps us to spread them even further. The players are aware of their position and the effect they have on others, especially children, so they are mindful of the importance of their participation and lend a hand on the Foundation’s charitable projects.

Which project’s results make you the proudest?

In this new stage I would really like to highlight “Let’s send hunger to the devil”. It is a project that was created this year and had huge repercussions among Barcelona fans, and it achieved the goal of helping the Food Bank Foundation.

Barça is pioneering in the world of sports with the UNESCO Chair, which it has spearheaded in conjunction with the UOC. What avenues of action are planned and what goal is the Foundation pursuing with the Chair in Sports for Social Coexistence and Conflict Resolution?

The goal of the UNESCO-FCB-UOC Chair is to create an educational and research platform which spreads sports as a working tool all over the world. We believe in sports and the values they convey. We believe that when used

properly, sports can be highly positive for society and for resolving conflicts. The avenues of action for the forthcoming years will revolve around research, dissemination and training.

What can someone do if they want to actively help the Foundation?

The Foundation has a large team of specialised professionals. Still, we are always open to participation by our members, to their questions, and especially to their contributions and suggestions.

Barça focuses on fostering values and education through sports. One example of this is XICS, an international network of after-school activity centres, which are widespread in many underdeveloped countries. Are the results at centres like these positive?

Since we use tools like sports and football, our ability to influence the children at these centres rises considerably. The results are optimal, and goals that are extremely important to these children’s future development are achieved; these kids live in critical situations of social exclusion as they tend to be the victims of poverty, humanitarian crises and child exploitation. We offer them remedial help with schoolwork, healthcare, psychosocial support and access to free-time activities, bearing gender equality in mind. Thanks to sports, we give them the chance to have a decent future. We work in many places around the world, including Brazil, Burkina Faso, Morocco and India, although we also have two centres in Catalonia, in the Carmel neighbourhood in Barcelona and Santa Coloma de Gramenet.

«THE PLAYERS ARE AWARE OF THE EFFECT THEY HAVE ON OTHERS»

«THE CHAIR WILL BE A PLATFORM FOR EDUCATION AND RESEARCH»

Barça stands out for being a sports club with a charitable heart and deeds. Do you think that Catalonia is particularly sensitive to these issues?

Without a doubt; the strength of Catalan civil society shines through in its charitable actions. All you have to do is look at – and sorry for repeating it – the campaign “Let’s send hunger to the devil”, in which not only Barcelona fans but also society as a whole participated, including schools, companies, organisations and groups. Catalonia’s citizens are aware of the reality around them as well as of their ability to change things.

UNESCO-FCB-UOC Chair



New actions for 2011

The Campus for Peace and the FC Barcelona Foundation (FFCB) have defined the avenues of action of the UNESCO-FCB-UOC Chair on Sports for Social Coexistence and Conflict Resolution for 2011. These avenues of action revolve around four basic strands: creating new educational programmes, scientific research, publications and an international congress.

Sports are a powerful tool for preventing conflicts. They promote social integration, foster tolerance and reconciliation and generate dialogue. Under these premises, the UOC and the FFCB are planning to launch a variety of initiatives, including training. Both institutions are working on the forthcoming educational programmes and courses on conflict resolution through sports.

The Chair will also encourage research in the field of sports as an instrument of social intervention through the Centre for Research and Studies in Conflictology (CREC). In the same vein, the International Network of Socially-Conscious Centres (XICS) will analyse the impact of the sports programmes conducted in charitable after-school centres on different continents.

The materials to be disseminated include the publication of the year’s activities in an annual report, as well as the publication of a collective book containing the results of the studies. The action plan culminates with the organisation of an international congress, scheduled to take place in Switzerland in 2012.

www.youtube.com/watch?v=aLpW0cCQdpg

Yaoundé mirrored in the UOC

The most important university in Cameroon – Yaoundé I – is working with the UOC to create a virtual university in the forthcoming years. Two courses targeted at the teaching staff will be the embryo of the ambitious project in this Central African country.

By Jordi Rovira

Yaoundé I Polytechnic University, the most important in Cameroon and one of the most prestigious in Africa, is immersed in a project to develop a virtual university in the relatively near future. The initiative is receiving logistical support from the UOC, a mirror in which the leaders of this prestigious centre that will host future virtual studies can see their own reflection.

The roots of this ambitious project date back to a 2009 meeting held in Barcelona with the Catalan Association of Public Universities (ACUP) – an organisation that fosters cooperation with national and international bodies and institutions – and five African universities. At that meeting, the heads of Yaoundé expressed their interest in the UOC's model, and they have been working closely with the university since then. "The goal is to create a Cameroonian virtual university that would be run by Yaoundé University," says Eduard Vinyamata, the Director of the Campus for Peace.

The project, which is still in its embryonic stages, would begin with two courses whose contents have been developed by the UOC. Both the first course (Teaching Virtually) and the second (Digital Training) are targeted at the university's teaching staff with the goal of providing them with enough knowledge so they can become the core of the virtual university. According to current plans, the first course could begin in a couple of years.

The UOC's initial contact with Yaoundé – the administrative capital of Cameroon – was with the President of this African university, Oumarou Bouba, who has the rank of Minister in his country; Guy Tsala Ndzomo, the Vice President of Research, Cooperation and Corporate Relations; and Mamadou Foupouagnigni, a Professor of Mathematics who will be in charge of implementing the initiative. However, its leaders' involvement extends beyond the university campus. "The President of the university consulted on the project with the President of the country, who encouraged him to move forward with it," recalls Vinyamata.

As the President of the university has explained more than once, in his country Yaoundé I is considered "the mother of all universities". Today it has five campuses and 50,000 students in Art, the Humanities, Medicine and the Biomedical Sciences. Half of the students at Yaoundé I – which is also the home to the National Polytechnic School – are women.

On a trip to this African university in November 2010, Imma Tubella, President of the UOC, and Eduard Vinyamata were able to confirm that it has enough resources and potential to spearhead a project of this kind. "They are perfectly capable of doing it," says the Director of the UOC's Campus for Peace. This African university currently has a virtual version delivered through a videoconferencing system which they got from the University of Madras (India) years ago. As Vinyamata adds, "it is a system that

has become a bit antiquated, so they were more interested in the UOC's model, which would entail eliminating the videoconferencing-based model."

Parallel to all the efforts aimed at laying the foundations of the new virtual university, the campus' computer applications are also being improved thanks to Yaoundé's

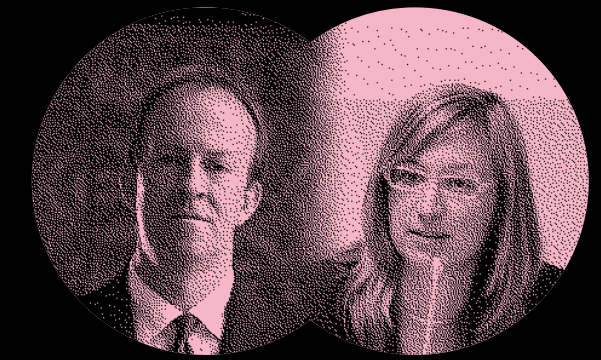
«YAOUNDÉ I HAS FIVE CAMPUSES AND 50,000 STUDENTS»



partnership with the UOC. In June of last year, a meeting of the Inter-University Management Consortium (CIGU) – an organisation created in January 2010 to enhance inter-university partnerships which includes representatives from the eight public universities belonging to ACUP and five African universities – launched a programme that fosters the exchange of experiences, training and professional development for the executives and managers of African universities.

The programme, which is scheduled to be held over the course of this year, focuses on computer applications based on open programming to manage the research that promotes and illustrates the efforts being made at the African universities. The initiative, a pioneer in Spain, is part of the 2010-2015 international outreach plan of the Catalan public universities, which places a premium on social responsibility, cooperation and international development.

+ info: Universidad de Yaoundé I www.uy1.uninet.cm/

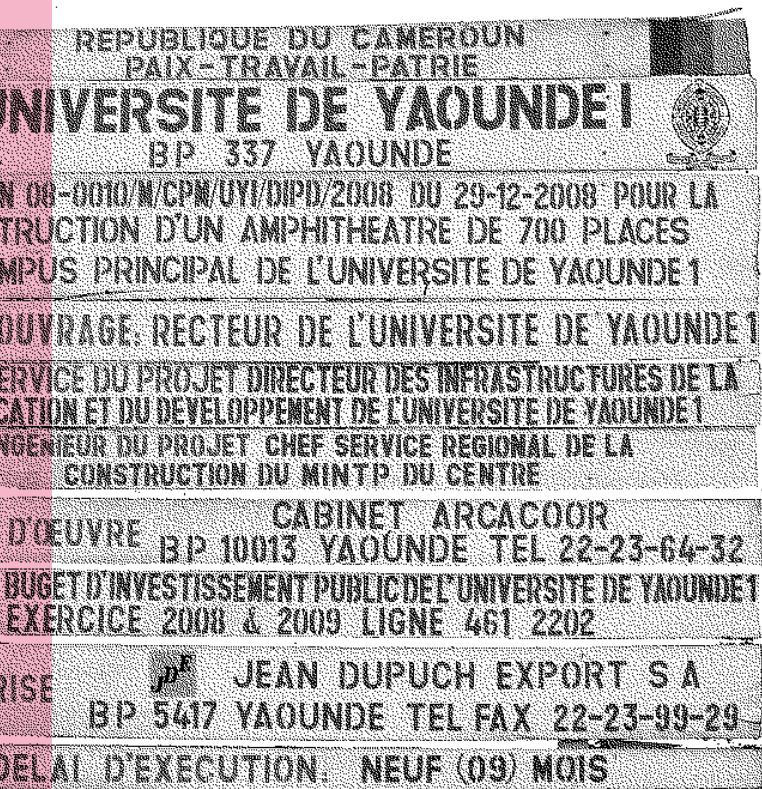


Strengthening Haiti

Investing in education and strengthening a country's institutions are tantamount to investing in its future. To ensure Haiti's progress, it is crucial to encourage a high-quality education system and strong and well-managed public administrations. This need has become even more pressing after the January 2010 earthquake which wrought havoc on both the country and its institutions.

In order to support progress in Haiti, the eight public universities belonging to ACUP are promoting a joint university cooperation programme. The programme will contribute to reinforcing Haitian universities' institutional capacities through debates and reflections on the much-needed reform of the higher education system in Haiti and a training course on university management. It will also contribute to strengthening the capacities of the local public administrations through training for town hall workers. And across the board the programme will foster the introduction and use of ICTs thanks to the UOC's expertise in this field. The programme is being supported by Barcelona Town Hall and the "la Caixa" Foundation. In order to ensure coordination and synergies with the other institutional strengthening initiatives being promoted in the country as part of the Consortium for the Reconstruction and Improvement of Higher Education in Haiti, the programme will be implemented in coordination with other universities, including Harvard, the University of Massachusetts at Boston, California State University at Sacramento and a consortium of four Canadian universities.

Josep M. Vilalta, Nadja Gmelch, Catalan Association of Public Universities (ACUP)



“Minors’ rights should be included in official education”



Debora D'Alleva
Andrea Compagno

By Maria Serrano

Debora D'Alleva and Andrea Compagno, two lawyers specialising in human rights and children's rights, are in charge of the new UOC-specific course on Preventing and Protecting against Child Sexual Exploitation offered by the Campus for Peace. The programme is targeted at civil servants and heads of NGOs working on children's issues and human rights, as well as professionals from the private sector who want to get their companies – tourism companies, for example – involved in combating this terrible scourge.

What do we mean by the commercial sexual exploitation of children?

Andrea Compagno: CSEC it is a violation of children's or adolescents' rights. It encompasses child prostitution, child pornography, trafficking in minors and prostitution associated with tourism. There has to be a profit motive, even though the international community and NGOs are talking more and more about child sexual exploitation without the need for a profit motive. **Debora D'Alleva:** For example, sometimes simply spreading pornography does not involve a commercial exchange, although it was there when the images were recorded.

Who is involved in it?

A.C.: As members of society, we are all involved and we can all do something about it. **D.A.:** The administration and politicians play a key role in enacting more stringent laws. Schools and informal education are also extremely important.

Can you sketch a picture of people who engage in CSEC?

D.A.: We have to change the idea that only paedophiles do. Paedophilia is regarded as a clinical disorder and is not very widespread. It is a highly limited profile and focuses exclusively on pre-pubescent. **A.C.:** There is no profile specifically related to age, social class, profession, marital status or sexual orientation. There are more men in the demand, but there are also female exploiters.

What could be done to prevent it that isn't already being done?

A.C.: Include minors' rights in official education so that they receive information on their own rights and how they can protect themselves against violations. **D.A.:** People who will work with children should also be trained in CSEC. In terms of legislation, the age of sexual consent could be raised, since it's just 14 in Spain.

«COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN IS NOT INCLUDED IN MANY CRIMINAL CODES»

Are there any countries where CSEC is not punished?

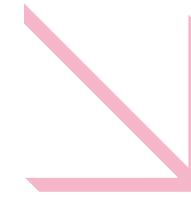
D.A.: The Convention on the Rights of the Child has been ratified by the majority of countries. Article 34 says that countries should fight against child exploitation and sexual abuse, and it is assumed that the signatories should also be implementing it. **A.C.:** CSEC per se is not contained in many criminal codes, but some of the kinds of CSEC defined by the international instruments are.

What about Spain?

A.C.: Spain has signed all the international instruments on CSEC, but this is not transferred immediately to state laws. What is more, the competences in children's matters have been shifted to the autonomous communities, and there is no harmonisation between the international rules and regional laws.

+ info: www.educoas.org

Highlights



NEW APPOINTMENTS

This past academic year, the Campus for Peace hired more professionals for its team. Dr Nati Cabrera is the Academic Coordinator of the School of Cooperation; psychiatrist Xaro Sánchez has taken over coordination of CREC; and journalist Guida Fullana is the new Head of Communication. The team of cooperation cyber-volunteers was strengthened with the addition of Maria Serrano.

WEBSITE UPDATED

The website of the Campus for Peace has revamped its image and contents. The new portal, offered in Catalan, Spanish and English, has more sections – interviews, opinions and multimedia resources – where it can share its activities and spotlight its experts and instructors. It also features links to its publications and the new Conflictology portal. <http://campusperlapau.uoc.edu/>



INTERNATIONAL SPORTS FORUM

The UOC attended the International Forum on Sports for Peace and Development, organised by the IOC and the UN in Geneva in early May. The coordinator of the UOC's School of Cooperation, Carme Anguera, attended the gathering, which brought together more than 350 experts, government representatives, NGOs and universities from around 100 countries. The Forum appealed to governments to use sports as a catalyst for achieving the millennium development goals. www.olympic.org

2010: The Campus for Peace in numbers



COURSES

93

STUDENTS

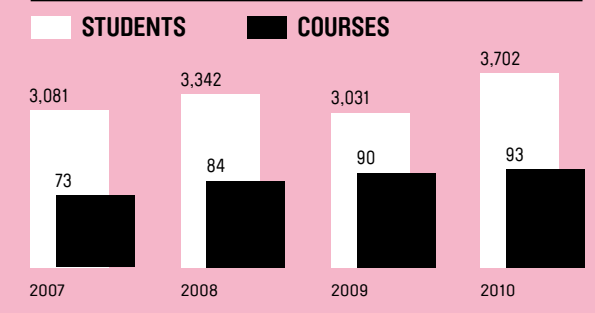
3,702

TUTORS

126

PARTNERS

8



The School for Cooperation is born

2
Cooperation
→

CAMPUS
FOR PEACE

INTERNATIONAL
GRADUATE
INSTITUTE

SCHOOL FOR
COOPERATION

The UOC has taken a step forward in promoting studies in Development Cooperation, Peace and Sustainability by grouping together the wide range of its educational programmes and activities in this field under the new School for Cooperation, with a specific entity. "We have brought together all the cooperation programmes at the UOC, not because of the way they are conducted but because of the purpose they serve," explains Carme Anguera, coordinator of the project. Thus, the School encompasses both post-graduate courses – Master's, post-graduate programmes and specialisations that can be studied at the International Graduate Institute – and the UOC's own in-house programmes and projects, as well as those conducted with other institutes in response to their interests and specific training needs.

The project is ambitious and springs from the idea that the university can contribute to making a fairer and better world from a variety of perspectives. The School for Cooperation has four different yet related branches of activities. In addition to formal education and the courses offered by the Campus for Peace – Teaching Virtually, Preventing and Protecting against Child Sexual Exploitation – it also includes the training programmes meant to support outside organisations, NGOs and institutions (93 in total), along with training activities conducted jointly with other organisations, such as the Organisation of the American States (OAS), with which it is launching a course on preventing natural disasters, and the International Peace Bureau (IPB), with which it is starting a disarmament programme. "In this case, we also work together on designing and delivering the programmes," says Anguera.

The School for Cooperation carries out other activities which are not strictly educational but reinforce the UOC's mission of placing its knowledge and Virtual Campus at the service of development, peace and sustainability. This is the philosophy behind the Campus for Peace's repository, the Virtual School for Cooperation, as well as the UNESCO-FCB-UOC Chair and the International Conflictology Congress, which is held in Barcelona every year with the aid of the School for Cooperation.



Open training

The Virtual School for Cooperation is the repository of educational materials that the UOC's School for Cooperation offers freely, with open access and in three languages: Catalan, Spanish and English. Other organisations have joined in, including the United Nations Food and Agriculture Organisation (FAO) and the National Autonomous University of Mexico (UNAM). As the head of the project, Patricia Peralta, stresses, the goal is to "provide more visibility to our own quality teaching materials and those of other partner organisations with the intention of spreading knowledge and using education to contribute to improving people's quality of life". The Virtual School for Cooperation is housed in the UOC's institutional repository, *O2, Oberta en obert: the open Open University*.

All the UOC's cooperation in one single place.

The new School for Cooperation brings together all the UOC's courses and activities in this field. Check out its programmes and projects at <http://bit.ly/nrTQxP>



“People are the engine behind any change”



Nati Cabrera
Academic Coordinator of the School of Cooperation

By Guida Fullana

An expert in e-learning and educational methods, Dr. Nati Cabrera has been appointed the academic coordinator of the UOC's School for Cooperation after more than 20 years of experience in the world of academia. In charge of post-graduate programmes, her goal is to develop programmes on sustainability, humanitarian action, development cooperation and conflictology.

What does creating the School for Cooperation mean?

This year we have restructured the Department of Humanitarian Cooperation, Peace and Sustainability of the International Graduate Institute (IIP). Creating the School for Cooperation is one of the most important changes; it brings advantages in terms of management, structure and making use of resources and synergies. We have brought together the IIP's post-graduate programmes, the programmes and projects of the Campus for Peace, the Virtual School for Cooperation (ECV) and the UNESCO-FCB-UOC Chair, which formerly operated as independent units. We will be more cohesive, we will ensure internal coherence and we hope for greater outreach for our educational programmes, which are among the most popular at the UOC right now.

What goals have you set for the next few academic years in the post-graduate courses?

We have three avenues of action: first, to boost the internationalisation of the programmes by promoting mobility and exchanges of instructors and students with other professional organisations and prestigious universities abroad; secondly, to invest efforts in e-learning and teaching strategies to improve the educational process; and finally, to update the academic management processes in order to raise users' satisfaction. The most important new developments include the launch of the post-graduate programme in Design for Sustainability with Gaia Education. We have earned official status for the Master's in Conflictology, and the Master's in Humanitarian Action that we offer in conjunction with the Red Cross will also become official in 2012. And we are currently designing the future post-graduate programmes in African Studies.

When training people to work as professionals, is practical training taken into account?

One of the advantages of the UOC is that students also acquire applied knowledge virtually. The fact that we offer programmes on topics like humanitarian action, cooperation and sustainability with highly international organisations like the Red Cross and Gaia Education means that our programmes have a very prominent practical side and are therefore quite attractive. From this academic year on, we will offer on-the-ground practices in the Conflictology programme. We have experience in Guayaquil (Ecuador), where several students have worked with the urban tribes. We are about to sign an agreement with the University of Chiapas for this kind of practice, too. Likewise, many of our students are aid workers and have the chance to practice at their workplace. All they need is the guidance of the School for Cooperation.

Which of the programmes are the most successful and have the most job opportunities?

Demand is high in general because the School for Cooperation deals with many emerging professions or ones that are just now becoming professionalised. One example is

the Master's in Conflictology in its specialisation in Family and Educational Conflicts, as well as the specialisation in Workplace Conflicts. Another example is the Master's in Humanitarian Action, and we expect the same of the new post-graduate course in Design for Sustainability. The demand is on the rise, and we expect the upswing to continue over the next few years.

How do universities engage in cooperation?

At the School for Cooperation, our approach as “aid workers” has evolved. For example, bringing food to a poor country is not a good long-term solution to combat hunger; rather it creates dependence. If we choose to cooperate through education, we give people a more valuable tool: knowledge. The changes in the field of cooperation that truly help developing countries do not include sending food or medicine. This is necessary, but not enough. What we can do at the university is help people to under-

«WE GIVE PEOPLE THE MOST VALUABLE TOOL, KNOWLEDGE, AND ON-THE-GROUND PRACTICE»

«THE DEMAND FOR OUR PROGRAMMES IS ON THE RISE»



stand, for example, that their country's fishing agreements with the country that is helping them is the reason they have no fish, and what is even worse, the reason they do not have the right to fish their own waters. We at the university can awaken awareness and transform realities through people, who are the engine behind any change. This way of viewing cooperation commits us deeply. It might be easier to do it another way, but then we would not truly be contributing to building a fairer world, the world we would like to leave our children.



Opening up knowledge

It is no coincidence that the Virtual School for Cooperation is part of an open university. The dimension of this term is fairly elastic, and we who work at the UOC know that one crucial mission of our actions is to ensure that this elasticity increases as far as the level of tension will allow without letting it break or distort.

This is why the School for Cooperation has joined the UOC's mission to open up the contents of its courses, teaching materials and scientific output, and to do so as broadly as possible: by providing free access to any user who might be interested in the materials from the university's educational activities.

These materials are few for now, although the aim is to include all of them (as many as are used to support the training at the school). They are stored with open access and under a Creative Commons licence.

However, this initiative offers much more than mere free access to educational materials: sharing knowledge in order to make it grow cooperatively, since the Web shows us that we can profit from the knowledge distributed thus. It also aims to identify outstanding agents in the fields dealt with at the School for Cooperation; so, what could be better than offering the chance to any person or organisation competent in those fields to participate in our knowledge.

For a project whose identity is partly founded upon an extensive network of organisations and people around the world, it is crucial to break down barriers which, as ICTs show us, do not benefit exchange and the free movement of knowledge. That's why I celebrate the Virtual School for Cooperation's initiative, it is a step towards the online growth of its potential.

Pep Torn, director of the UOC library

On the road to official status

More aid workers and more professional

By Jordi Rovira

The job market and the world of academia are immersed in a society that is increasingly socially aware and globalised. For this reason, the Master's in International Cooperation and Humanitarian Action is launching changes that will further extend its outreach.

The Master's in Project Cycle and Humanitarian Action Management offered jointly by the UOC and the Red Cross is the university's most popular in-house Master's among students thanks to a range of online courses that focus on an operative sense of the work today, both on the ground and at headquarters. After all, anyone who wants to be an aid worker needs much more than just theory.

«THERE IS AN INCREASING DEMAND TO WORK IN COOPERATION»

However, this year the Master's is undergoing major changes that will gradually be brought into both of its post-graduate programmes (Development and Humanitarian Action), as the subjects are being reshuffled to adapt to the new profiles of the EHEA. In fact, there is an increasing demand for people who do not have enough knowledge of development cooperation to work in the field. Despite the budgetary cutbacks in development cooperation, the Master's has not experienced a decline in registration.

In the near future, the Master's will also offer new courses examining topics like intervention in health, water, gender, education and strategic development cooperation planning. Moreover, each post-graduate programme will have two specialisations, which will lower the current five to four. All of these changes are to be put into place this autumn in the post-graduate programme on Development, while the changes in Humanitarian Action will not begin

until the autumn of 2012. Initially, they were scheduled for this academic year, taking advantage of the standardisation of programmes entailed in the Bologna process, but logistical factors have delayed them until next year.

Parallel efforts are also underway to earn official recognition for the Master's, following in the footsteps of the degree in Conflictology. Official status would bring greater national and international outreach and more facilities for promotion and job placement. Everything is being done with the Master Plan for Spanish Cooperation in mind, which sets the overall guidelines for cooperation all over Spain. Unlike the previous plans, this one (2009-2012) places a much higher priority on professional training.

What is not expected to change is the profile of students in the Master's. The largest group is young university graduates living in Spain, while the second largest is cooperation professionals seeking a degree or further knowledge. There are other less frequent profiles as well, such as young Latin Americans working in social intervention in their countries, as well as Europeans. Broadly speaking, they are well-educated youths with clear ideas who want to lower vulnerability from the mindset of global citizenship and are accustomed to working with ICTs, a 21st century profile to which the Master's does its utmost to adapt.



The keys to the Master's

Ever since the Master's in Project Cycle and Humanitarian Action Management began its journey, with the first specialisations in 2004, a huge number of students have passed through its classrooms and it has become a benchmark at the UOC. What are the keys to this success? We will focus on three major keys that can help us learn more about the programme.

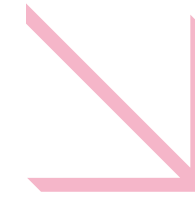
Students International cooperation is one of the positive sides of a globalised world. Even though cooperation has been around for over 50 years, in the 21st century it is now viewed as a relevant, committed field with groups of people who occupy not different worlds but a single, borderless world. The Master's takes advantage of this new wave of people with this worldview of proximity who see cooperation as yet another way to combat social exclusion anywhere.

Topics International cooperation is the perfect field for debate and discourse, but it is also a technical form of intervention that has to seek quality. For this reason, the Master's has always prioritised practicality by providing tools and methods to aid in professional, responsible work.

Consultants From the start, this Master's has had a group of consultants characterised by their professional on-the-ground experience in cooperation. They share an interest in offering their experience as teachers through the contents and activities of the Master's. A new stage is being ushered in with the new adaptation of the Master's. Sustaining the keys described here is a challenge facing both the UOC and the Spanish Red Cross (CRE). And behind this challenge is simply ensuring that the priority is on people.

José Antonio Morales Rodríguez, coordinator of the UOC-CRE Master's in Project Cycle and Humanitarian Action Management

Highlights



NEW PROGRAMME WITH THE CATALAN COOPERATION FUND

Barcelona Town Hall and the UOC's Campus for Peace are joining forces in the new online training programme targeted at elected officials and city development cooperation workers. The programme will be launched by the Fons Català de Cooperació in the academic year 2011-2012. The cooperation agency of the local administrations in Catalonia will start to use the new technologies as a way to boost the quality of the training and reach more experts in municipal cooperation than was possible with the classroom training offered until now. As Cristina Amenta, the technical coordinator of the Catalan Fund, says, "it enables all of Catalonia to be connected, operate in a network and share knowledge". www.fonscatala.org

THE SCHOOL OF COOPERATION BUILDS A NETWORK

Representatives of the 15 organisations participating in the UOC's School of Cooperation met in April at the Campus for Peace headquarters to share the different initiatives they are conducting and to coordinate their efforts in order to function as a network. The participating organisations include the Spanish Red Cross, the Catalan Federation of Social Volunteers, the International Peace Bureau (IPB) and Amnesty International Catalonia. The director of the Campus for Peace encouraged the participants to freely share their training materials and contents in the Virtual School of Cooperation.

BARCELONA PROMOTES EDUCATION FOR DEVELOPMENT

This year the Campus for Peace joined the working group on Education for Development spearheaded by Barcelona Town Hall's Municipal Council on International Cooperation. The goal is to create a venue for debate among all the agents involved and to better coordinate and make use of the existing platforms and networks in order to have a stronger impact on society. A total of 32 organisations are participating in this working group in addition to the Campus for Peace, including the Catalan Federation of NGOs, Intermon Oxfam and ACNUR.

“Education should be available to everyone”

Jaume Lanaspá
Executive Director
of Obra Social “la Caixa”

Jaume Lanaspá is the Managing Director of the “la Caixa” Foundation and has been the Executive Director of Obra Social “la Caixa” since 2008. In this interview, he explains how education is the backbone of the majority of initiatives the Foundation carries out. Its partnership with the UOC enables the Foundation to respond to the needs of people, especially those at a social disadvantage.

By Isabel Muntané

How did the partnership with the UOC and the Campus for Peace begin?

This partnership is rooted in the *Live, Peaceful Coexistence and Survival* project, whose goal was to help provide disadvantaged groups and individuals with access to basic practical training so that they could fend for themselves in areas like health and jobs. In short, the goal is to jointly produce digital self-study educational materials appropriate for groups at risk of social exclusion.

What are the main strands in this partnership?

Just like all the initiatives promoted by Obra Social “la Caixa”, the goal is to meet the needs of people, especially those at a social disadvantage. And we believe in the power of education to achieve this. For this reason, as a bank and charitable organisation, one of our prime goals is to ensure that education is available to everyone, a mission we share with the UOC.

How do you rate the partnership?

We believe that synergies like this one are what enable us to act more efficiently and to reach more people. This is our mission, the ultimate purpose of a bank like “la Caixa”, and it would be impossible to accomplish it without travelling companions like the UOC.

Which projects that Obra Social “la Caixa” has conducted jointly with the UOC would you highlight? Could you tell us about them?

Apart from the Campus for Peace, we have spearheaded a number of initiatives in recent years. For example, together we promoted the humanitarian action campaign “Christmas, a time to share” targeted at providing school supplies for Afghan children. “la Caixa” also contributes to the internationalisation of the UOC. And given today’s juncture, I should also mention RecerCaixa, a programme of research aid that includes funding for research at Catalan public universities.

How does this partnership tie in with the Foundation’s philosophy?

A commitment to education is the backbone of the majority of initiatives spearheaded by Obra Social, ranging from the Programme for At-Risk Children to the Job Integration for Disadvantaged Collectives project, not to mention the exhibitions organised at the CaixaForum centres. Education is present in all our projects in one way or another, either in the social, scientific, environmental or cultural sense. Therefore, our partnerships with educational institutions are part of our natural alliances.

How do they fit into the Foundation’s other cooperation and education projects?

At Obra Social we promote the transversality of all the projects we conduct with the understanding that the sum is greater than the parts alone. For this reason, all the projects are somehow interrelated, which enables us

to take coordinated, cohesive, coherent social actions. **How would you define the contribution of education and the use of the new technologies in the Foundation’s mission?**

These two areas have gradually come to the fore in recent years, so much so that today many of the initiatives we are spearheading would be inconceivable without them. Let me give you an example: one of the focuses of Obra Social “la Caixa” for 2011 is the project “People 3.0”, whose goal is to foster a new generation of senior citizens through the use of the new technologies.

<<WE COULDN’T REACH SO MANY

PEOPLE WITHOUT TRAVELLING

COMPANIONS LIKE THE UOC>>

<<WE WANT TO PROMOTE RESEARCH

AND EDUCATIONAL AND SCIENTIFIC PROGRESS>>

<<OUR PARTNERSHIPS WITH EDUCATIONAL

INSTITUTIONS ARE PART

OF OUR NATURAL ALLIANCES>>

What does the Foundation bring to the UOC’s educational project?

The know-how accumulated over the years through its involvement in different scientific projects, some of them internationally renowned, such as the AIDS Research Institute, IrsiCaixa and the National Centre of Cardiovascular Research (CNIC).

Regarding RecerCaixa, does the partnership with the Catalan Association of Public Universities (ACUP) fall within the same lines? Could you tell us about that?

Exactly, it is part of our desire to promote educational and scientific progress and research, as can clearly be seen in such solid initiatives as the scholarships we provide for post-graduate studies abroad and in Spain. Next year we are holding the 30th edition. In the same vein, we are spearheading the biomedicine scholarship programme, which enables students from both here and abroad to pursue international doctorates in biomedicine at four of the most prominent research centres in this field in Spain.

COURSES OFFERED BY THE SCHOOL FOR COOPERATION

UNESCO-FCB-UOC CHAIR

SPORT AS A TOOL FOR SOCIAL CO-EXISTENCE AND CONFLICT RESOLUTION

Partner: Fundació FC Barcelona www.campusperlapau.org/portal/catala/campus_pau/formacio/fcb/index.html
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

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:** English

ENSEIGNER EN VIRTUEL

Partner: Campus for Peace to Yaundé University
Purpose: Online training-the-trainer course for people planning to teach a virtual course. **Language:** French

TEACHING VIRTUALLY

Partner: Campus for Peace to Yaundé University
Purpose: Online training-the-trainer course for people planning to teach a virtual course. **Language:** Spanish

DISARMAMENT FOR DEVELOPMENT

Partner: IPB (International Peace Bureau) and UOC
Purpose: To create a worldwide network around issues related to military spending and the impact of weapons on sustainable development. **Language:** English

IMPROVING DECENTRALISED MUNICIPAL COOPERATION

Partner: Catalan Cooperation Fund
Purpose: To improve the practice of decentralised municipal cooperation and to identify strategic directions in municipal cooperation policy. **Language:** Catalan

SPECIALIST COURSE IN HUMAN RIGHTS

Partner: Amnesty International www.amnesty.org
Purpose: To promote human rights and their values and offer different possibilities for working on their behalf.
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

International Graduate Institute

School for cooperation. Postgraduate area.

POST-GRADUATE COURSE ON DESIGN FOR SUSTAINABILITY

Partner: Gaia Education www.gaiaeducation.net
Purpose: Training designers to participate in any sustainable development project. **Language:** Spanish.
30 Credits

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

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:** English

IMPROVING DECENTRALISED MUNICIPAL COOPERATION

Partner: Catalan Cooperation Fund
Purpose: To improve the practice of decentralised municipal cooperation and to identify strategic directions in municipal cooperation policy. **Language:** Catalan

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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

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

CONFLICTOLOGY

Partner: UOC-specific programme
Purpose: Contemporary societies generate conflicts of all sorts that are difficult to resolve. This programme provides training in all fields of conflict resolution with the guidance of experts from all over the world.

Master's Master's Conflictology, Specialty in armed conflicts and crisis management. 60 Credits CAST

Master's Conflictology 60 Credits ENG
 Master's Conflictology, Specialty in mercantile, labour and social conflicts/specialising in family and educational conflicts CAT/CAST

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

RISK MANAGEMENT IN DISASTERS, ENVIRONMENTAL MANAGEMENT AND SUSTAINABLE DEVELOPMENT

Partner: OAS (Organisation of American States)
Purpose: To offer baseline knowledge on risk management in disasters, integrating the concepts of risk management, environmental management and sustainable development in order to support the training of OAS member states. **Languages:** Spanish and English

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

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

HUMANITARIAN ACTION

Partner organisation: Cruz Roja
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 Master's Project cycle and humanitarian action management 34 Credits CAST

Master's Master's International Development Cooperation and Humanitarian Action. 60 Credits CAST

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

University Master's in Conflictology

A new impetus for peace

CREC joins IN3

The UOC has taken a step forward in the university's contribution to peace and the resolution of differences through dialogue. First, it has created the University Master's in Conflictology with the purpose of training experts in the techniques of analysing, managing, transforming and resolving conflicts. Secondly, it has spearheaded the Centre for Research and Studies in Conflictology (CREC), which has joined the university research institute IN3.

Conflict resolution is an interdisciplinary science that seeks to replace repressive, aggressive or imposed dispute processes with non-violent methods. The Master's, which is aimed at professionalising students, is made up of a common compulsory part; two specialities, one in educational and family conflicts and the other in business, labour or social conflicts; the practicum; and the Master's thesis, which is an entrepreneurial project that applies the knowledge acquired.

Conflictology (CREC) encompasses an international network of experts from a variety of disciplines and different countries, institutions and universities with the goal of organising an international hub of research and knowledge transfer.

CREC carries out four avenues of research: armed conflicts, peaceful coexistence and conflict resolution through sports, domestic violence and workplace disputes. It also publishes the digital semi-annual Journal of Conflictology in English and organises the International Conflictology Congress in Barcelona every year. The purpose is to offer public and private institutions advice on finding peaceful, practical and specific solutions to real conflicts in contemporary societies.

CREC includes experts from diverse fields of knowledge, including genetics, sociology, economics, law, philosophy, education, psychiatry and neurobiology. Its members include David Bueno, Farid Samir, Marta Brunet, Immaculada Armadans, Alejandro Muñoz, Pilar Quílez, Josep Redorta, Xavier Pastor and Xavier Gari de Barbara.

CREC AIMS TO BE AN INTERNATIONAL

HUB OF RESEARCH AND KNOWLEDGE TRANSFER

+ info:
www.uoc.edu/estudis/masters-universitaris/conflictologia/requisits-academics/index.html

The purpose of the programme is for students to attain a level of expertise by grasping the attitudes and processes that generate violence, as well as the antisocial attitudes that hinder peaceful coexistence, and by developing the capacity to apply the different prevention and management techniques. The Master's is taught in Catalan and Spanish, and it now joins the Master's in Conflictology with a specialisation in armed conflicts and violence management, and the Master's in Conflictology taught in English by the School of Cooperation through the International Graduate Institute.

The impetus to offer training in this field comes parallel to the push for CREC, which joined IN3 in early 2011. Directed by Eduard Vinyamata and coordinated by Xaro Sánchez, the Centre for Research and Studies in Con-



RESEARCH

CREC

+

INTERDISCIPLINARY

IN3

INTERNATIONAL

The Centre for Research and Studies in Conflictology (CREC) advises public and private institutions on applying non-violent solutions to conflicts in contemporary societies. <http://in3.uoc.edu>



“Conflict also has a genetic underpinning”

David Bueno
CREC member

By Isabel Muntané

David Bueno, a professor and researcher in genetics at the University of Barcelona, is a member the UOC's Centre for Research and Studies in Conflictology (CREC), a multidisciplinary research group that studies conflicts from different perspectives. Bueno maintains that even though they are not determinative, genes do mark humans' predisposition to conflict, which can be modulated with education but which will always essentially remain.



The first question is a must: what is the relationship between genes and the predisposition to conflict?

Genes codify or directly determine all our biological characteristics, and behaviour is no exception. The brain is yet another biological organ controlled by genes, and the neurons communicate with each other thanks to the activity of genes, which can lead them to communicate one way or another. This means that there are people who are genetically predisposed to be more aggressive than others, or to handle stress better. This is not absolute determinism, but there is a predisposition.

Can genes be re-educated?

They can't be re-educated. You have the genes you were born with, but certain therapies, including drugs or psychology, can vary how these genes are expressed. The gene is not re-educated; its function is re-educated. Whoever is aggressive is aggressive.

So what role do education and culture play?

In addition to operating themselves, genes also emit a series of epigenetic marks, tiny chemical changes that do not alter the gene's message but do change the quantity of the message. That is, they determine whether this gene works more or less, and these marks always come in

response to the environment. Furthermore, many neuronal connections are forged during the first few years of life based on external stimuli from the family, society and culture. This means that even with the same biological underpinning, the resulting brain can be very different.

So can education modulate the expression of these genes?

Absolutely, both education and the family setting can. A single gene in different settings can act quite differently.

So what kind of freedom of choice do we have?

This is one of the issues that I have been exploring for years. If we are so heavily conditioned by our biology, the question is whether there is room for a certain freedom of choice. We have different genes that predispose us to different attitudes, but the sum of all the different factors generates polyvalent minds. And the combination of it all leaves some room for freedom of thought within which we operate. Therefore, I think that there is some freedom of choice, although we have to debate up to what point it is restricted.

Can we actually lower the predisposition to conflict?

To know what we are talking about and act accordingly, we first have to understand all the aspects of conflicts,

including the biological aspects. But no matter how much we understand, one thing is clear: education is crucial.

How can a partnership between genetics and the social sciences help to make people less predisposed to conflict?

Until now, conflicts had been studied from the standpoint of the social sciences, and from this vantage point it is very hard to explain the predispositions that we geneticists study by seeing how genes operate inside the brain and how they are related to each other. We have to be able to explain that conflict has both a social and a genetic underpinning. CREC brings the social sciences together with the natural science; now we have to see how we fit them together to allow us to design joint strategies for dealing with conflicts. We have to find the shared and

«PROMOTING A LESS VIOLENT SOCIETY

WILL FOSTER LESS VIOLENT GENETICS.

IN THE MEANTIME, WE HAVE

THERAPIES AND DRUGS»

complementary elements between both sciences in order to ensure that conflict is as brief and harmless as possible.

There are many different kinds of conflict. Which kind did you start by studying?

We have begun to forge contacts with research groups in other European countries such as Great Britain and to seek financing. We will probably begin our research in the field of gender violence.

Don't you run the risk of finding that the people who justify this violence by saying that the aggressor is ill are right?

If we extrapolate that too early in the realm of law, we would have a new problem. One thing is whether it is demonstrated that a person is predisposed to being violent, and another is how we apply this knowledge legally. We cannot say that there are no consequences just because someone is ill, but we can design medical or pharmaceutical strategies to treat this illness and ensure that the person doesn't repeat the crime.

Can genetics help to promote a less violent society?

Society has been created on the foundation of one kind of biology, but at the same time this very society sets the conditions for the evolution of these biological beings. Therefore, these two factors are complementary. Culturally, we have to promote a society that is as nonviolent as possible, and this in turn fosters less violent genetics. In the meantime, we have therapies and drugs.



CREC, the hub of an international network

The complexity of human conflicts is no longer impregnable, but it does require a coherent, scientific approach based on different sources of knowledge. This endeavour performed by the Centre for Research and Studies in Conflictology (CREC) on the initiative of Professor Eduard Vinyamata is indispensable for society in many ways. CREC operates under the Internet Interdisciplinary Institute (IN3) at the Open University of Catalonia (UOC), an innovative, cross-disciplinary institute grounded on the new technologies. Along with the UOC's extensive previous experience in conflictology, it promotes results without borders which strive for quality.

Each of CREC's avenues of research will have experts and interactive working networks, thus creating a web of basic and applied research that draws up consensus-based documents aimed at influencing today's social policies both locally and internationally. Not only will institutions from Catalonia and the rest of Spain participate, but so will organisations from all over the world, including university institutions from the Basque Country, Santiago de Compostela, Granada, Córdoba, Mallorca, Madrid and Santander, as well as the Psychiatric Institute of London, the University of Bradford in the United Kingdom, Coïmbra University in Portugal, the Herzliya Faculty of Psychology in Israel, Georgetown University in the United States and institutions from other countries including Italy, Denmark, Ecuador, Colombia, Cameroon, Haiti, Singapore, Australia and New Zealand. All the joint knowledge and effort will be placed at the service of peace and conflict resolution.

Dra. Xaro Sánchez, coordinator of CREC

The best weapons for peace

“If you fight for peace, we offer you the best weapons” was the slogan of the 4th International Congress on Conflictology and Peace organised by the Campus for Peace in Barcelona from the 30th of September to the 1st of October 2010. The congress gathered together around 50 top-level experts on preventing and managing conflicts who participated in eight different round tables. Here is a sampling of their contributions:

+ info: <http://tinyurl.com/2vzcpf>

Spanish universities supporting peace Vicent Martínez Guzmán, the UNESCO Chair in Philosophy for Peace at Jaume I University (UJI)



“The culture of peace has a lot to learn from the peoples of the South. Perhaps the goal is not to resolve the crisis using the same instruments that have triggered it – with unsustainable growth that preys upon nature and generates inequalities – but we must probably learn from the economies of the South and all be a little bit poorer.”

Social networks for peace Amr Abdalla, University of Peace (UPEACE)–Costa Rica



“Education and the media have a very important role to play and should be at the forefront of building a peace culture. What we are doing at UPEACE and the UOC and other partner universities is crucial for advancing peace.”

Research and peace Tom Woodhouse, Bradford University



“Research has been very positive in analysing conflicts in an academic way, but people have to be inspired to participate in peace-building, and we have spoken about this at the table. Fascinating work remains to be done which I call ‘creating the creative aspects of peace-building’, and this entails using film, theatre, poetry and all the creative arts to motivate people to return to peace.”

News and conflicts Maria Dolors Massana, Spanish branch of Reporters Without Borders



“In Reporters Without Borders we conduct campaigns in all the conflicts in which journalists have become an objective to pursue, not an occasional target: they are pursued precisely to prevent the message from reaching its audience. Our deepest *raison d’être* is to prevent the authors and promoters of war from acting with impunity.”

Public institutions, contribution to a peace culture Tica Font, International Catalan Institute for Peace (ICIP)



“The public administrations have the same contradictions as society. Part of the administration conducts actions in favour of peace while another part conducts actions that work against building a society for peace.”

Associations and foundations for peace Martí Olivella, Centre for Social Innovation (NOVA)



“Peace means nothing if we do not build it upon two pillars: the struggle against and alternatives to armed violence, and the struggle against and alternatives to structural violence. We have to be able to build civilian peace services that are capable of intervening in conflicts without boosting the spiral of war and entering into the quagmire of violence and weapons trading.”

Cooperating to promote peace Cristina Merino, Family Mediation Service of the government of the Basque Country



“Mediation is just one small part of the processes of conflict management, but it is the most recognised and institutionalised and even the most generously financed. It might be the window through which we can build a broader perspective on a peace culture.”

Is living in peace possible? Pilar Quera, Values for living Foundation



“When I am asked, ‘What is peace?’, I like to repeat what a seven-year-old girl told me: ‘To me peace is when there is no boy or girl alone on the playground’. Peace is possible if we pledge ourselves to it. The question is: ‘What do you do for peace?’”

“What is legal is not always ethical”

Alicia Cabezudo Vice President of IPB

By Guida Fullana

Alicia Cabezudo is the Vice President of the prestigious International Peace Bureau (IPB), with which the Campus for Peace has launched a virtual course on Disarmament for Development. Cabezudo, who has a lengthy career as a peace educator, teaches classes in the UNESCO Chair on the Culture of Peace and Human Rights at various universities around the world.



+Info:
www.ipb.org

What programme does the IPB conduct to achieve the aim stated in its motto: “Working for a world without war”?

The IPB has been conducting the Disarmament for Development programme for a year and half with the goal of raising the awareness of all the governments in the world and of civil society so that the money earmarked for armaments, defence and security can instead be invested in health, education, technology or food. In order to achieve a world without war we have to invest more resources in the human development of the population than in arms spending. Disarmament alone is not enough to achieve peace; many other conditions must also exist that imply social justice, equal rights, an egalitarian distribution of resources, democracy and participation, welfare... We try to influence ministries of defence and security to lower their military spending and reinvest this money in development. We also conduct parliamentary actions and touch civil society through education. And now the IPB has reached an agreement with the UOC to transform the Disarmament for Development programme into a virtual course in order to disseminate it even further.

How can governments be convinced not to spend billions on weapons?

Raising society’s awareness is easier than raising governments’ awareness, because to the latter disarmament means lowering the levels of defence and security. Fear of enemies – either real or imagined – justifies the high spending on armaments in all states. Even though it is true that the government is the only one that can disarm – in the sense of putting an end to weapons – disarmament also means disarming the mindset, the consciousness and the heart of people who believe that weapons are the only way to solve a conflict. To put an end to the culture of violence, we have to have an impact on people with citizen education programmes. Many people think nothing of slapping children to educate them; violent acts like yelling at one’s wife or fist-fights at school are justified. Violence is everywhere. War is legal; so is police beating. Unfortunately, what is legal is not always ethical. We have to break with the idea that the solutions must be violent through peaceful means, mediation and the culture of peace.

What campaigns make you feel the proudest?

The IPB brochure entitled “What are the development priorities?” illustrates what 20% of the total annual spending on weapons could be used for worldwide. With this money – only 20% of the total! – we could fulfil the Millennium Development Goals, such as eradicating extreme poverty and hunger for a year. We also conducted a general campaign that won the UNESCO Cities for Peace Prize called “Why Peace and Disarmament?” It was successfully repeated in twelve cities around the world and consisted of launching messages of peace on urban transport cards. We also conducted a campaign called “Playing for Peace” which encouraged parents to give children toys that did not encourage violence.

«IT IS EASIER TO RAISE SOCIETY’S

AWARENESS OF DISARMAMENT THAN IT IS

TO RAISE GOVERNMENTS’ AWARENESS»

«TEACHERS HAVE TO BE TRAINED

TO EDUCATE IN POSITIVE PEACE»

Every year the IPB hands out the Paz Shean MacBride Prize. Which winner is the most memorable for you?

The recognition earned by American educator Betty Reardon is very special to me. She was the first to systematically develop education for peace as a discipline, right in the midst of the Vietnam War, which caused her no end of difficulties. When I was young under the military dictatorship in Argentina and unable to teach freely, I unofficially translated her books into Spanish in order to distribute them to my colleagues and be able to begin work on peace-building. Later on, under democracy, I was able to meet her in person and work with her. Her prize has a very emotional connotation for me because she was the light that illuminated my pathway during those years of repression.

How do you educate people for peace?

Teachers have to be trained to educate in positive peace, which is synonymous not with “the absence of war” but with respect for human rights. A country is at peace when these rights are being respected. Teachers have to be guided to include these values into their day-to-day teaching and into curricula. You can educate for peace in literature, grammar, biology or history classes. This means changing the perception of the world in order to make the culture of violence disappear. It is not just another course.

networking

The Campus for Peace is a member of and partner with many international networks and foundations that work on behalf of peace, development and sustainability.

European Centre for Conflict Prevention
www.conflict-prevention.net

Peace Portal
www.peaceportal.org

The University for Peace (Costa Rica)
www.upeace.org

Comisión Interamericana de Derechos Humanos
www.cidh.oas.org

African Centre for the Constructive
Resolution of Disputes (ACCORD)
www.accord.org.za

Akademie für Konflikttransformation
www.forumzfd-akademie.de

Asociación Española de Investigación
para la Paz (Aipaz)
www.aipaz.org

Nonviolent Peaceforce
www.nonviolentpeaceforce.org

Mediators Beyond Borders
www.mediatorsbeyondborders.org

Alliance for Conflict Transformation
www.conflicttransformation.org

Mediate.com
www.mediate.com

Peace and Collaborative Development Network
www.internationalpeaceandconflict.org

International Peace Bureau
www.ipb.org

Association for Conflict Resolution
www.acrnet.org

Pacto Mundial
www.pactomundial.org

CRUE-Ceuri-OCUD
www.ocud.es

Mediation tools in Wiki Lounge

A trove of wrestlers

By Albert Roca Enrich

Founded one decade ago, the la Mina Olympic Wrestling Club in Barcelona has become a benchmark in Greco-Roman and freestyle wrestling in Spain, France and Portugal. This athletic organisation, which uses sports as a tool for integration and training, was one of the main features at the Thematic Series on Conflictology and Practical Mediation organised by the Campus for Peace during the autumn of 2010 at Wiki Lounge, the UOC's in-person venue. Former wrestler Juan Carlos Ramos, one of the organisation's founders and the current Sports Councillor in Sant Adrià de Besòs Town Hall, talked about the club's experience at the workshop called Mediation Tools for Youth. "It was a positive initiative of which I would primarily stress the importance of the university dealing with the social issue," he claimed.

The la Mina Olympic Wrestling Club is not only a benchmark of success in terms of its athletic results – its members have won numerous championships in Spain and internationally – but also in the social sphere. Its job has been instrumental in getting the kids off the street and working on values like effort, sacrifice, discipline, gender equality and solidarity. They also learn to respect others, adults, the environment and the neighbourhood, which ceased being a poor, marginal suburb in the Barcelona metropolitan area upon the urban transformation that started with the Forum of Cultures.

"When we opened in 2001 it was a way for children to stop spending all their free time wandering the streets. Until then, football was about their only option," recalls Ramos. "la Mina has always had a tradition of wrestling. Wrestlers like us, who had trained at the Sant Adrià Wrestling Club, become champions of Spain and competed internationally with the Spanish national team lived there, and the kids asked us what to do to follow in our footsteps."

Ten years later, the la Mina Olympic Wrestling Club is training 75 federated wrestlers, half of whom are children, both boys and girls. A programme for the youngest, aged four to eight, was started at the neighbourhood centre for children, back when social worker Núria Famadas, Ramos' wife, was the director. Today she is the president of the Club. In addition to Ramos, the trainers of the group of children aged nine to twelve include Óscar Parra, who won fifth place in the European Championship and was the senior champion in Spain in 2009, and Russian wrestler Tamerlan Gobaev.

"The teachers often tell me that the kids' behaviour has improved since they've been coming here," states Ramon, who claims that wrestling improves self-esteem and that the training channels aggressiveness and helps to release energy. "When you leave here, all you want is go home, have dinner and go to bed," he says. It should come as no surprise that the Social Services send "kids with attitude problems" to the Club, or that the Catalan Federation offers outstanding wrestlers the chance to attend the High Performance Centre in Sant Cugat on scholarship.

+ info:

Club Lluita Olímpica la Mina
www.wix.com/oscarparra/club-lluita-olimpica-la-mina#1_page-0

'La mina de campeones'
www.youtube.com/watch?v=av26llmJDSg



Highlights



NEW WEBSITE: RESOLUCIODECONFLICTES.COM

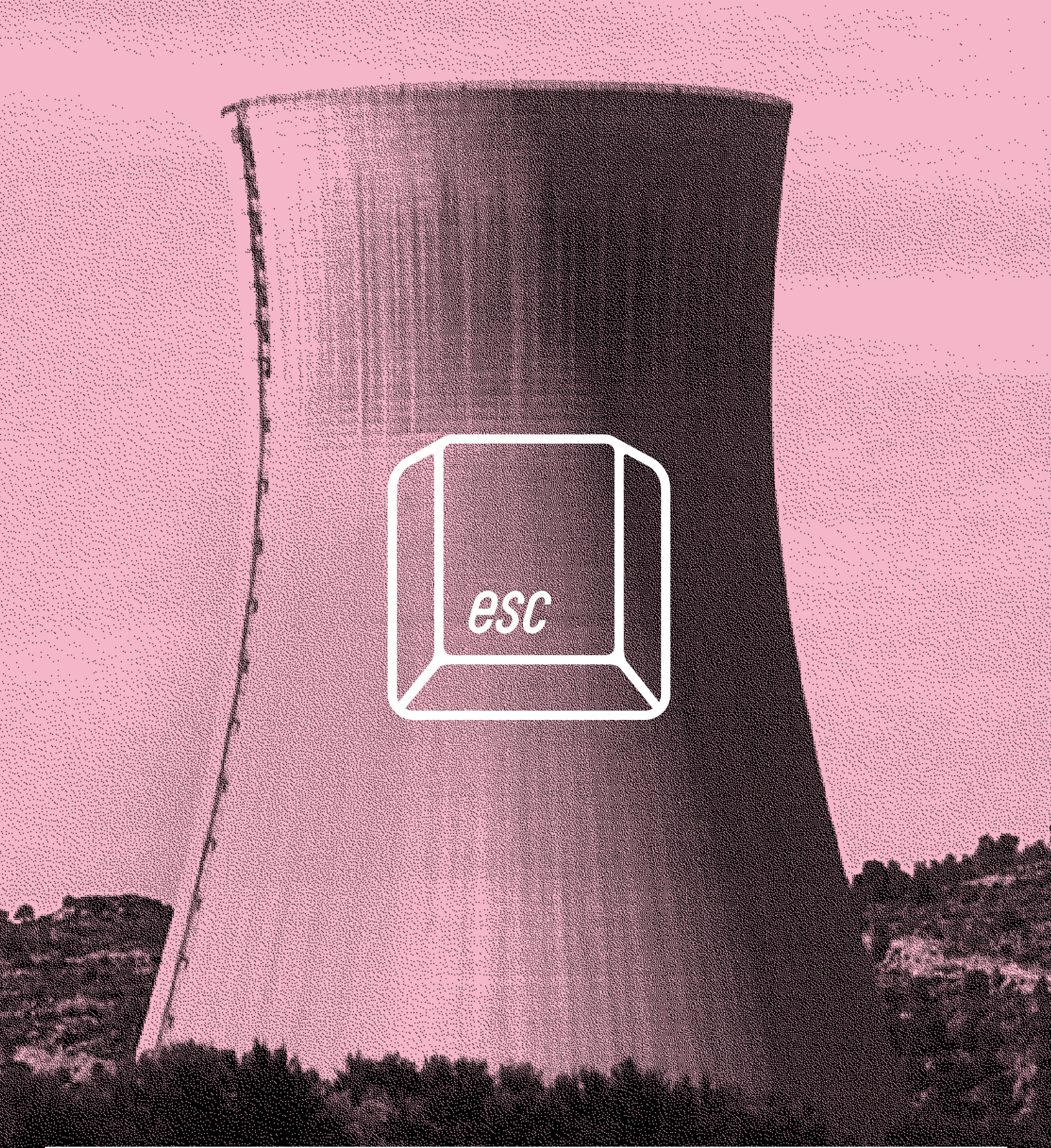
Resoluciodeconflictos.com is the Catalan-language conflict resolution platform of the UOC's Centre for Research and Studies in Conflictology (CREC). The new portal, which was launched with support from Barcelona Town Hall-Barcelona Solidària, is an open virtual public forum aimed at informing, training and raising people's awareness of conflictology and connecting CREC members with conflictology students at the UOC and professionals and scholars in this field.

NEW TRAINING PROGRAMME WITH THE IPB

The Campus for Peace, which joined the International Peace Bureau (IPB) in 2011, has launched a new training programme in conjunction with this prestigious veteran institution. The goal of the Disarmament for Development programme is to build a worldwide network on military spending and the impact of weapons on sustainable development. It is taught in English.

THE CAMPUS PUBLISHES 'EL LARGO CAMINO HACIA LA PAZ' (THE LONG PATHWAY TO PEACE)

Edicions del Campus per la Pau, the Campus for Peace's press, has published the book *El largo camino hacia la paz. Procesos e iniciativas de paz en Colombia y Ecuador* (The Long Pathway to Peace: Peace Processes and Initiatives in Colombia and Ecuador), edited by Eduard Vinyamata, the Director of the Campus for Peace, and Farid Benavides, a CREC researcher. The book is the result of the on-the-ground research conducted by Benavides as part of CREC and with the financial support of AECID. It also contains contributions by other experts.



4th EcoUniversity Conference

Towards a new energy model

This year marked the fourth edition of the *EcoUniversity* Conference organised every year by the Campus for Peace. This year's seminar, which took place on the 2nd of June at the UOC's central headquarters in Barcelona, focused on debating the dangers of nuclear energy and the urgency of changing the water management model. The participating experts included Josep Puig, an engineer specialising in renewable energies and President of the Spanish branch of EUROSOLAR; Elisabet Bonfill from Casa de l'Aigua in Tortosa; and Miquel Vidal, a consultant on sustainability and social responsibility for the Natural Step association.

The conference was held in the wake of the accident at the nuclear power plant in the Japanese prefecture of Fukushima after the March earthquake and tsunami. From the scientific standpoint, Puig outlined the problems entailed in containing the reactors. He further claimed that the catastrophe was much worse than all the previous ones – including Chernobyl – and that radioactivity has spread around Japan up to an 80-kilometre radius. “Renewable energies are competitive in the market, and they are on the upswing in the stock mar-

Bonfill surveyed the negative effects of climate change on the planet's water reserves, including higher temperatures, lower precipitation, floods and widespread heat waves. “If the climate changes, the policies must also change,” she stated, and she proposed several alternative solutions, such as lowering per capita water consumption, modernising crop watering systems and recovering ecosystems in a natural way.

Finally, Miquel Vidal closed this venue for scientific reflection by surveying the cooperative framework for sustainable innovation.



“THE WORLD COULD STILL WORK

EVEN IF WE CLOSED ALL THE NUCLEAR

POWER PLANTS”

ket,” claimed Puig, who went on to condemn the interests of nuclear power companies. “The world could still work even if we closed all the nuclear power plants,” he added, positing that we might have a 100% renewable system across the entire planet by 2050.

Elena Bonfill devoted her talk to the new water culture. This water expert believes that climate change reveals the fact that today's model of water management urgently requires change. “The goal is to ensure aquatic ecosystems and keep in mind that water is a shared resource and an asset worth protecting,” she declared.

Ecological philosophy and thinking

The Campus for Peace took advantage of the Conference to launch the third issue of *EcoUniversitat*, a Catalan-language journal it publishes twice a year. With the help of philosopher Jordi Pigem and journalist and ecologist Jordi Bigues, among others, the main spread in this issue offers an in-depth examination of ecological philosophy and thinking. The interviewee is Juan López de Uralde, the former Director of Greenpeace in Spain and promoter of the Equo project.

EcoUniversity Conference

The annual event for people working in ecology, the environment and sustainability at universities.

In Barcelona, every spring. <http://campusforpeace.uoc.edu>



New post-graduate programme in Design for Sustainability

Redesigning the world

By Maria Serrano

According to Czech philosopher Vilém Flusser, design is the field in which art and technique converge; it is what allows “nature to be tricked through culture”. The philosopher thus expresses the predominant vision in industrialised societies in which humanity and nature are perceived as different systems pitted against each other.

The discourses on ecology, permaculture and sustainable design at the root of the new post-graduate programme in Design for Sustainability promoted jointly by the UOC and Gaia Education arise from a diametrically opposed perspective. The director of Gaia Education, May East, explains that the contents emerge from “the experience and knowledge of a network of some of the most successful eco-villages and communitarian projects.”

The post-graduate programme comes in the wake of two editions of a course of the same name, and its goal is

«THE POST-GRADUATE'S GOAL IS TO SHARE
KNOWLEDGE AND TOOLS TO MOVE TOWARDS
MORE SUSTAINABLE WAYS OF LIFE»

to share knowledge and tools for the transition towards more sustainable ways of life. May East justifies it this way: “Gaining awareness of the scope of the problem is only half the task of educating oneself. The other half consists of the practical tools, analytical skills and philosophical depth to redesign the human presence in the world.”

The UOC and Gaia Education approach sustainability from a variety of fields influencing it, and they use design as a tool to integrate them. The academic coordinator of the programme, José Luis Escorihuela, alias *Ulises*, claims: “Talking about sustainability today means considering not only environmental factors but also other social and cultural factors which, dealt with both locally and globally, enable us to act on individual and social behaviours,



May East: «Gaining awareness of the scope of the problem is only half the task of educating oneself.»



Ulises: «We have to detach quality of life from defence of the lifestyle in the developed world.»



Antonio Scotti: «Learning that there are solutions for almost all the environmental problems is highly motivating.»

values and lifestyles, on forms of production and applied technologies, and on policies and institutions.”

Thus, the programme has two specialisations: one covers the economic and social dimension of sustainability, while the other is devoted to ecological design and worldview or systemic thinking. Students also have to complete a project at the end of the programme.

In the social sphere, the programme stresses the need to bring back cooperative and communitarian lifestyles. The initial premise of this specialisation is that healthy social skills can be learnt, and that building productive, peaceful relationships is a decision. It discusses the roles needed for a sustainable community to work: leaders, who help the group work towards its objectives; facilitators of participation, who have to ensure that everyone is included; caregivers of people; and creators or artists.

Regarding the economy, *Ulises* issues an appeal to “detach quality of life from absolute defence of the lifestyle that has been attained in the developed countries, as it is materially impossible for it to spread to the rest of the world”. In the same vein, the goal is to explore ways of lowering consumption while achieving a high quality of life. This specialisation analyses how the monetary system works, among other subjects.

In terms of ecology, different approaches to ecological design are discussed, including permaculture and ecological engineering. Water management and food and energy production will also be examined, along with the construction of energy-efficient buildings using local materials. The professor in this specialisation, Antonio Scotti, says that even though some parts are a little technical, anyone can pursue the programme. “Learning that there are solutions for almost all the environmental problems is highly motivating and prevents people from falling into negative or passive attitudes,” claims Scotti.

Finally, the post-graduate programme includes a symbolic or spiritual dimension as well. The heads of the programme believe that the sustainability problems we are facing are systemic, the result of many factors, including a given way of seeing the world. In fact, *Ulises* explains that studies in social and environmental psychology reveal that the key factors when modifying sustainability-related behaviours and attitudes are social cohesion, social identity, appropriation and autonomy.

Design for sustainability is based on observing and understanding natural patterns and then applying them to human activities. The goal is to bear in mind the interconnection among all the elements on the planet. In the words of Antonio Scotti: “We are all designers because we are always taking decisions on how to do a host of things with multiple consequences. Being designers means being aware of the result of our actions and taking responsibility for them.”



Agents of real change

Progress has unquestionably brought social improvements everywhere, but it has also brought the planet to an unprecedented dead-end. There is talk of a social, environmental and economic crisis. To get back on the right track, we need a societal transformation capable of building more sustainable, respectful and social socioeconomic models, that is, new development models that prevent environmental degradation, use circular manufacturing systems and promote responsible consumption and social equality. This goal requires us to change our worldview, and therefore we need a profound reflection to grasp that everything is part of a single system in which a problem in one part has repercussions in the others.

One of the pathways to achieve this is by providing the new generations with a solid foundation of knowledge and training, with new theoretical frameworks, values, criteria and trends that enable them to redress and replace the current dynamics for new ones. The Master's in Ecological Agriculture and Rural Development has been created with this goal in mind. The programme, which is targeted at a wide audience, introduces the concepts and practices of ecological agriculture as a different form of human-Earth interaction, and also as a way of containing the rural depopulation underway today. The Master's, which I co-direct with Antoni Oliva i Quesada and Soledad Morales i Pérez, aims to provide the tools and knowledge needed to train “agents of change” who can spearhead real changes. It also aims to offer solid training in ecological agriculture from an interdisciplinary, global perspective, always with an important component of critical analysis to ensure that the knowledge acquired is a tool for social transformation.

Ariadna Benet i Mònico, co-director of the UOC's Master's in Ecological Agriculture and Rural Development

“Unawareness is the main impediment to ecological consumption”

Ángeles Parra
President of Asociación Vida Sana

Ángeles Parra is the President of Asociación Vida Sana (Healthy Life Association) and is proud of having devoted her life to promoting and disseminating everything related to ecology, quality of life and ecological production. As she tells us, Vida Sana was founded in 1981 with the goal of spreading the word about ecological farming and all issues associated with a higher quality of life. The Campus for Peace participates in its BioCultura fair every year.

By Irina Marti

It's been 30 years now. How has the association evolved in this period?

Very well. We began by certifying ecological products, but when ecological production became official and regulated, Vida Sana stopped serving this need to devote itself more to training. Now training, education, organising the BioCultura fairs and publishing are the association's main missions. We also have a consulting department for all farmers or companies that want to try their hand at an ecological company.

In addition to training, I imagine that spreading the word to the public at large is also important.

We have a training department for professionals which offers Master's and specialised courses, as well as an education department called Mama Terra (Mother Earth), an ecological festival for children held in Barcelona and Madrid. We also publish the quarterly magazine *The Ecologist* on profound ecology, the *Diario BioCultura* newspaper and the publication entitled *Info BioCultura*, and we frequently appear in the mass media.

«**SPAIN IS THE LEADING EUROPEAN COUNTRY IN TERMS OF AREA DEVOTED TO ECOLOGICAL PRODUCTION**»

«**WE HAVE SPENT 30 YEARS TRYING TO GET THE DIFFERENT ADMINISTRATIONS TO UNDERSTAND THE IMPORTANCE OF BACKING A TRULY SUSTAINABLE ECONOMY**»

Tell us about BioCultura. What is the fair about?

BioCultura is an event organised by Vida Sana that spotlights everything related to ecological production, including ecological ways of building, renewable energies, alternative therapies, cosmetics with ecological certifications and clothing. Around 600-700 companies participate in the fair, and there are tons of simultaneous activities. The fair is the benchmark in this industry in Spain and is held in Barcelona, Madrid and Valencia.

The last one was held in Barcelona this past May.

How did it go?

Fantastic! Despite the crisis, both pavilions in the Palau Sant Jordi filled up. The public responded enthusiastically and more people attended than last year, around 70,000 in total. The Mama Terra festival was held in parallel to the fair, which attracted quite a considerable number of families.

What is ecological production like in Spain?

If we talk strictly about production, it's great! We have around 20,000 operators and farmland extending over two million hectares, which makes us the leading European country in terms of area devoted to ecological production. The problem is consumption in Spain. Around 85 to 90% of our ecological production is exported. Catalonia is kind of the exception, because it consumes more than other regions.

Why does Spain consume so little?

The main impediment to ecological consumption is a lack of knowledge. The problem in this country is that ecological production has relied on the overseas market, and the potential of domestic consumers has been neglected. This is an effort that has to come not only from companies in the industry but also from the public administrations.

How are relations with the public administrations?

I would think you are destined to come to an understanding of each other.

Well, as of today we are destined not to come to an understanding (laughter). As an association, we have spent 30 years trying to get the different administrations to understand the importance of backing a truly sustainable economy. And what we get is bureaucracy and farmers wasting their time on paperwork, because they monitor us very closely, plus they penalise us by making us pay taxes for producing ecologically.

In other words, it's a lonely road...

Yes, well, it's always been a lonely road. At first we were alone, plus we had to deal with all kinds of barriers. Then we were alone with administrations that only acted like they understood us and wanted to help us. And now we are still alone with administrations that tell us they understand but have no money.

The Campus for Peace regularly participates in the BioCultura fair. What do you think is the university's role in encouraging and providing training in ecological production methods?

I think the UOC can do a lot in this sense. Just making courses on these topics available to the public is extremely important. We associations do what we can, but I am convinced that if all the universities included ecological production in their curricula or even as a subject in itself everything would progress much more quickly. The UOC has to report on what it does, especially through the Campus for Peace, and the BioCultura fair is the perfect platform to do this. I would like to express our gratitude for the Campus for Peace's participation in BioCultura, both its stand and the lectures that it organises. We encourage you to keep coming!

+ info:

Vida Sana: www.vidasana.org
BioCultura: www.biocultura.org
The Ecologist www.theecologist.net



Sustainable architecture 2010 Solar Prize

Ecoproyecta, a technical collective devoted to sustainable design and construction, won the 2010 Solar Prize in the category of Sustainable Architecture. The prize is awarded by the European Association for Renewable Energy (EUROSOLAR) with the support of the Campus for Peace and Triodos Bank. The prizes, which recognise the most innovative state projects in the use and spread of renewable energies, were awarded at the UOC headquarters on the 25th of January of this year.

Ecoproyecta won the prize with an architectural integration design for the FV solar installations in the refurbishment of the Regional Press of Murcia. The jury took into account the effort to rehabilitate the building beyond mere aesthetics. The second prize was shared by the five Spanish groups participating in the 2010 Solar Decathlon Europe for their innovative prototypes of energetically self-sufficient solar powered homes.

In the category of Owners and Users of Facilities that Use Renewable Energies, the association awarded the prize to the Institute of Material Sciences of Barcelona (ICMAB) of the Spanish National Research Council (CSIC) for the solar installation project at the Autonomous University of Barcelona (UAB). According to Josep Puig, the President of the Spanish branch of EUROSOLAR, this prize recognised "a clear example of the incorporation of solar energy into an existent building".

Participants in the prize ceremony included Santiago Vilanova, a journalist and Director of Unasolatierra.tv; Eduard Vinyamata, Director of the UOC's Campus for Peace and Solidarity; Joan Antoni Melé, Deputy General Manager of Triodos Bank; and Isabel Sánchez, Regional Manager of Triodos Bank in Catalonia and the Balearic Islands.

www.energiasostenible.org / www.eurosolar.org

Highlights



NEW EDUCATIONAL PROGRAMME WITH THE OAS

The Campus for Peace is launching a new training programme in conjunction with the Organisation of American States (OAS) in the academic year 2011-2012. Taught in both Spanish and English, the course on Risk Management in Disasters, Environmental Management and Sustainable Development includes information on all three concepts. The goal is to support the OAS member states in their training of managers from both the public sector and civil society.

CLIMATE CHANGE: ON THE ROAD TO MEXICO

The Campus for Peace and the Ecoserveis association jointly developed the course on Climate Change: On the Road to Mexico in late 2010. The training programme, which was developed parallel to the efforts of the COP 16 (Conference of the Parties), examined the problem of climate change, the contents of the Kyoto Protocol and the COP's debates. The goal was to provide students with the knowledge needed to monitor the summit in Cancun. The course lasted 30 hours and was taught in Spanish.

www.ecoserveis.net

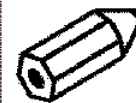
SOCIAL CURRENCY AND BARTER NETWORKS IN 'ECOUNIVERSITAT'

The third issue of the journal *EcoUniversitat* devoted its headline report to social currency and barter networks. The author and photographer is Joana Conill, a researcher at IN3 and co-director along with Manuel Castells and Àlex Ruiz of the documentary *Homage to Catalonia II*, a study of the construction of a sustainable economy.

www.homenatgeacatalunyaii.org/



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Journal of Conflictology

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Journal of Conflictology

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Vol 2, No 1 (2011)

Since the beginning of 2011, scholars of Peace and Conflict Studies have focused their attention on the Middle East and North Africa (MENA). Commentators of the MENA uprisings have, however, been strikingly silent on one country, which is currently at a critical juncture in its historical development: Sudan. Jack Shaka interviewed the Kenian Ambassador Daniel Mboya, first Special Envoy to the IGAD Secretariat in Sudan, on the prospects of peace after the February referendum.

In the context of international affairs, the Palestinian author *Hani Albasous* examines the drivers behind the upheavals in the MENA and the international community, led by the United States, up to the time when the editing of the issue was completed. The events constitute the probably most significant development in global politics of the last decades as implications for international stability.

Articles focus on the role of diasporas in peace building processes in assessing the case of the Nigerian Tiv tribes concern themselves with development. *Madrus Zinecker* develops a sharpened notion of the role of the diaspora and offers a sophisticated conceptual reflection on its role in developing countries. *Katharina Merkel* reflects on the international efforts in contemporary Afghanistan in critically examining the security implications for this case.

Jahanbegloo writes on the Chadian inversion of modern political perception.

Gene Gendron's article focuses on the different roles of silence and *Eduard F. Vinyamata* presents the mission approach.

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