



Guide
2024|2025

a path to peace education

IN PARTNERSHIP WITH



**Guide
2024|2025**

a path to peace education

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EDITED BY

Di Muccio Elisa
Carnà Katiuscia
Raboud Corinne

GRAPHIC DESIGN

De Rezende Maria Clara

TRANSLATED BY

Catarino Carmen
Margall Poch Pilar
Santoro Irena

Special thanks to all those who collaborated in the production of the Guide, sending testimonials, photos and other material.

Dear friends of Living Peace,

As a new year of studies and activities begins for the northern hemisphere, our network in the southern hemisphere prepares for the last three months, a period of planning for some and of conclusion for others. But for all of us it is an opportunity to reflect on the path taken in 2024. This was also a year with many challenges, still marked by inequality, discrimination, wars and internal conflicts, which do not stop claiming young victims and natural disasters caused by climate change. Life on our planet threatens to change its balance forever. We have experienced how the well-being of humanity and the health of all species, including human beings, are seriously in danger.

In this context, we, in Living Peace, feel more than ever called to the front line to build and spread a culture of peace with our lives and actions, contributing to a change of the human heart, convinced that there will be no peace in humanity, in our common home, the earth, until there is peace in our own hearts. From the worldwide communion, we have seen how much effort has been put into the most varied initiatives, with the creation of new dices of peace that can make a valuable contribution in various spheres of society, such as the Dice of Peace for Law, for Engineering, for Architecture, for the Family, the Scout Dice of Peace, the Gandhian Dice of Peace, the Braille Dice of Peace and many others.

Peace Ambassadors, young and old, in many countries have built bridges of solidarity with those most in need of support, creating initiatives that put peace at the centre of education. Many of them have been the result of a profound synergy with our partner organisations.

For the first time I was able to travel to India, Nepal and Myanmar to meet more than 15,000 young people, creating a strong network

HANDSHAKE

*Every Monday the dice we roll
We always respect it
Give me your hand
And we'll go far
With a handshake we solve
We go far
Further we go
The more we love one another
Wonderful Peace as the song
of the birds in the morning
Beautiful Love
as the birth of a child.*

Alice Carnazza
11 years old, Italy

THE GOLDEN BOOK OF THE CHILDREN OF THE
EARTH, Universal Circle of Ambassadors of Peace
Switzerland/France

of support that involved many hearts eager to communicate hope, courage, light and the conviction that peace is possible because it begins in each one of us.

In July, we had an extraordinary experience with the Genfest in the city of Aparecida, Brazil, a world event organised together with the Youth for a United World of the Focolare Movement, with the presence of thousands of young people from many countries, with whom we shared experiences, celebrated and reflected on our common commitment expressed in a slogan: 'TOGETHER TO CARE', of those close to us, of humanity and of the planet.



A huge THANK YOU to the entire worldwide network of coordinators who generously donated their time and energy to keep the local networks alive and united; to the Ambassadors of Peace, both young and adult, who were responsible for training new leaders and young Ambassadors of Peace with online courses in various languages; to the associations, foundations and partner organisations with whom we created new strategies and disseminated various activities, feeling that we are more and more brothers and sisters.

As we look ahead to the coming year, we cannot help realise that there is still a long way to go and it is full of great challenges; that is why we must renew in our hearts the conviction that peace is possible, because it starts with each one of us to spread it in our daily relationships, to create new strategies for peace that

can continue to influence the society in which we live.

21st September is approaching, the date on which every year the United Nations invites the world to commemorate the International Day of Peace. This year the celebration will focus on the theme 'Cultivating a Culture of Peace'.

What a better programme for 2024-2025!
Let us continue to strive so that together we can take better care of this world, promoting dialogue, empathy and human rights for all, spreading the values that generate the culture of peace that humanity so seriously needs.

Happy new coming year to all!

Carlos Palma
Coordinatore internazionale

The project

Living Peace is a project promoted and supported by the association [Azione per un Mondo Unito – AMU](#). AMU has been supporting the project for the past six years not only financially, but also in the organisational management and in the training of young people and adults, at national and international level, thanks to its experience in this field, also recognised by the Italian Ministry of Education.

Living Peace International is a peace education programme for teachers, educators, children and teenagers of all school levels and for youth groups.

As of today, more than a thousand schools and groups are involved in the project and more than one million children and youth are reached by its initiatives in the five continents.

Living Peace International aims to strengthen collaborations between people and groups to build a “network” of peace that embraces the whole world. Living Peace, in fact, is also a platform, thanks to which over 80 international organisations, in synergy with the project, share peace initiatives and actions and then, each one proposes them to one's own networks.

[Living Peace International](#) is based upon two pillars, the practice of the [Dice of Peace](#) and the [time-out](#) for peace.



The project wants to promote the methodology of **6x1 - Six steps for one goal**: a proposal conceived by the Teens for Unity Movement, starting from the methodology of Solidarity Service Learning.

The “6x1” develops the ability to look at one's own context and, together with one's group, positively impact on it through six stages:

Observe. Choose. Involve. Plan and Act. Evaluate. Celebrate.



If you also want to be part of this worldwide network of education for peace, sign up here:

livingpeaceinternational.org/en/registration2.html

The 6x1 methodology

6 STEPS FOR 1 GOAL

Peace can seem a distant and difficult ideal to achieve and it can be discouraging not to see the results of our actions.

The 6x1 is a proposal conceived by the Teens for Unity Movement, starting from the Solidarity Service Learning methodology, to help young people plan peace actions in an effective and participatory way. It gradually develops in the group an overall “vision” of the city or neighbourhood; it allows us to identify the real needs of the area in which we live and to focus our specific contribution.



OBSERVE **LET'S LOOK AROUND**

Let us approach the local reality by strengthening our ability to observe the 'grey spots' and 'listen to the groan' that emerges from the reality in which we live. It is precisely by personally touching, with our own hands, the pain of others, the problems and injustices that exist in our neighbourhood or in our city that the indignation and anger in us will become motivation and driving force for the change we want to bring about.



CHOOSE **LET'S ADD UP THE IDEAS**

Let's evaluate together what we have seen, heard and collected. In a participating process, we decide where it is most urgent and important to take action.



INVOLVE **TOGETHER WE ARE STRONG**

Together we are stronger. Let's talk to those who are directly involved in the problem, identify people or groups who have knowledge, experience or skills that could help us solve it. Are there other people or associations in the area working to solve the same problem? Let us consider how to join forces to achieve the common goal.



PLAN AND ACT BY GETTING **OUR HANDS DIRTY**

Let's carefully plan our action, share the tasks, plan the steps and then... hands on!



EVALUATE **KNOWING HOW TO IMPROVE**

This is a cyclical and transversal stage that characterises the whole 6x1 journey: it is important to stop regularly to reflect and understand what we are experiencing, to identify what we are learning and what it has to do with the identity of our group. Are there good experiences among ourselves or together with the project receivers? What are the difficulties that emerge and how can we best resolve them to pursue our goals? Let us share them to encourage one another and help us grow together, overcoming the difficult moments.



CELEBRATE/COMMEMORATE **LET'S CELEBRATE**

At the end of a significant stage for the project or after an important period of time in our journey (for example, after a year) we meet for a moment of celebration among us and with the whole community. Let's review the stages we have lived through, the goals we have achieved and those still to be pursued, and we acknowledge and thank each participant for the contribution they have made so far.



The 6x1 material has been updated by the Teens for Unity Movement. Those who wish to receive further information can write to centrogen3.rpu@focolare.org

6X1 Experience

Sunrise: Intervention to strengthen productive/work activities and socio-community development in the communities of Sálima, 10 de Agosto and Macará in the Province of Esmeraldas, Ecuador

Location

Ecuador, Esmeraldas Province, Muisne and Atacames Cantons, Sálima Villages, 10 de Agosto and Macará.

Destinatari

- Direct beneficiaries: 82 persons.
- Indirect beneficiaries: around 910 persons.

Outline

Esmeraldas Province, located in the coastal zone of Ecuador, is one of the regions with the highest poverty rate in the country. The social vulnerability of the population, already critical, was further aggravated by the earthquake in 2016. Since then, the Focolare Movement, in collaboration with various local institutions, the government and civil society, has taken concrete actions to help the affected communities.

Subsequently, thanks to the collaboration with social entities such as the 'Fondo Ecuatoriano Populorum Progressio' (FEPP) Foundation, the Amiga Foundation, Caritas-Ecuador and the support of AFN Onlus, the Igino Giordani Foundation and AMU, post-earthquake recovery interventions were carried out in three communities: Sálima, 10 de Agosto and Macará. These communities had been reported as insufficiently assisted during the emergency.

Working closely with these communities, a clear picture of the challenges they face emerged. The population, composed mainly of shell fishermen, small farmers and day labourers, is predominantly Afro-descendant and has

suffered racial and cultural discrimination for years. Moreover, their proximity to the northern border makes them vulnerable to drug trafficking activities, increasing the risks and pressures on these communities.

Educational and employment opportunities are scarce and many families survive without basic services such as clean water, sanitation and waste management.

Through meetings and workshops, the 'Sunrise' project followed these steps, referring to the methodology adopted by Living Peace, the 6x1 (Six steps to a goal), incorporating at the same time some concepts that can easily have a direct impact in our society.



1. OBSERVE

To visualise and get to know the community: participants walked individually and in groups to observe, listen and better understand the community, identifying needs and resources. Through interactive activities, such as games and videos, they developed social observation skills, and the activity ended with the creation of a small model representing the community.



2. THINK

To identify community needs: continuing the observation phase, participants recognised community problems and needs, selecting a 'grey' situation to improve and developing analysis skills: waste and pollution.

3. INVOLVE

To plan a recovery work: they involved young people and community members in planning a waste management campaign, after the initial problem with the water system was solved by the local government. The strategy includes the construction of recycling bins and awareness-raising activities.

4. ACT

To execute the work by involving the community: implementing the environmental awareness campaign, creating and distributing PET bottle recycling containers, promoting a recycling culture through door-to-door visits.

5. EVALUATE

To evaluate the work done: this evaluation allows strengths, weaknesses and opportunities to be identified, ensuring that future initiatives are more effective and targeted.

- Valentina wrote that the 6x1 project allowed her to stop being indifferent to the problem of waste she found on the streets of her community; she learnt the benefits of recycling and most importantly together they can keep their community clean.



- David explained that the project experience allowed him to stop being distrustful and to be able, instead, to be sincere and honest with the help of the group.
- Frixon affirmed that the project helped him think about how to assist their community much more.



- Holger said that in the project he learnt to be happy.
- Bryan told that the project helped him express himself better with his peers and with the people in the community.
- Carolina stated that she became more aware of the importance of caring for her community and the planet, and learned how to express her knowledge to people. She has also realised that caring for her community means being in solidarity; she has learnt to listen to the ideas of her companions and has met extraordinary people like Don Sirangelo, Nicol, Fabián and Manuel, and many others.
- Darlin learned to value his companions.
- Priscila explained that she couldn't work in a team before, but during the project she understood the importance of teamwork and became more sociable.

6. CELEBRATE

Conclusion with a party: we celebrated the success of the project with a party involving the entire community and the local politicians, strengthening the sense of unity and collaboration.

Lia Guillén Sugastti

Development Cooperation Sector
Coordination of Projects in Latin America



Annual appointments



21st September International Day of Peace

On 30th November 1981, the UN General Assembly established the International Day of Peace. In 2001 it was decided that the International Day of Peace would be celebrated every 21st September, and the United Nations for this occasion invites all countries to cease hostilities and to promote educational actions that raise awareness and promote peace. Living Peace International proposes to all its members to actively participate in this event, an occasion to remember the importance of their commitment to building peace.

[Click here for further information](#)



30th January School Day of Peace and Non-Violence

*"You and I are one:
I cannot hurt you without
hurting myself"*

M. Gandhi

This day wishes to draw the attention of politicians, leaders, teachers and educators to the need for continuous training in non-violence and Peace; it is necessary to educate in solidarity and respect for others "Since wars begin in the minds of men, it is in the minds of men that the defences of Peace must be built" (UNESCO Constitution, 1945). The choice of the date of 30th January is not accidental, but coincides with the anniversary of the murder of one of the greatest defenders of peace, non-violence, justice and tolerance among peoples: Mahatma Gandhi. The 30th of January can be an opportunity to publicly demonstrate their path/ commitment to peace and Living Peace International invites all its members to participate actively in this anniversary.

[Click here for further information](#)

embrace humanity
SPARK change

ART, BEAUTY AND SOCIAL HARMONY

United World Week Run4Unity

In the first week of May, the Youth for a United World (**Giovani per un Mondo Unito**) of the Focolare Movement proposes to the whole world the **United World Week – SMU**.

During these days, actions, events, initiatives that contribute to building peace and universal fraternity will be carried out individually or in groups.

Every year the SMU proposes a theme to live and deepen. All participants of Living Peace are invited to take part in the United World Week 2025, entitled **Embrace Humanity, Spark Change – let's build cities** that are more inclusive and to enrich it with different proposals and activities.

For more information:

www.unitedworldproject.org/en/embrace-humanity/



One of the actions proposed as part of the United World Week is the **Run4unity - relay for the unity**, which takes place in hundreds of cities on the 5 continents, at the initiative of Teens for Unity

(**Ragazzi per l'Unità**), one of the promoters of Living Peace. Hundreds of thousands of boys and girls of different cultures and religions from 11.00 to 12.00 of each time zone run together to witness their commitment to peace and promote a tool to achieve it: the Golden Rule.

Sports, social and artistic activities are also organized, involving young people and adults, to symbolically extend a rainbow of peace over the world.

The schools and groups of Living Peace are invited to participate and be protagonists of this worldwide relay of peace, which unites the farthest points of the planet.

For more information, write to
centrogen3.rpu@focolare.org



Artistic events



Canto pela Paz (Song for Peace)

An annual initiative created together with the Canto pela Paz Association and AMU Portugal, that consists

of an international online concert, the aim of which is to bring together young people from different religions, churches and cultures to build peace through the art of music.

 [Watch the video](#)

Competitions



International competition of essays for young people

UNESCO Global Action Program (GAP) activity on Education for Sustainable Development (ESD),

organised by **Goi Peace Foundation** to enhance the energy, imagination and initiative of the youth all over the world and promote a culture of peace and sustainable development.

[Click here for further information](#) 



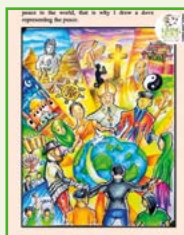
Peace Got Talent

Every year, during the United World Week, Living Peace promotes the Peace Got Talent

in collaboration with different schools in the project's international network.

The **Peace Got Talent** is an online talent festival, where the protagonists are young artists from all over the world, of different cultures and religions, who spread the values of peace through music and dance.

 [Watch the video](#)



Peace Pals International Art Competition

This is an initiative created by **Peace Pals International** in which children and young people from all over the

world are invited to submit their artwork to the *Peace Pals international Art Exhibition & Awards*. Each year a different theme is proposed that stimulates to represent values of peace.

[Click here for further information](#) 

Nominations of the Young Ambassadors of Peace



Children and young people can be nominated to become Young Peace Ambassadors. Those who have distinguished themselves through special solidarity and peace actions will be awarded this title and the responsibility of Peace Ambassador. Activity carried out in partnership with the **Circle Universel des Ambassadeurs de Paix (France – Suisse)**.

Since 2022, a specific course has been held in various languages for young people who want to make a more concrete commitment to peace and apply to be Young Ambassadors of Peace. We will send you more information during the year.

[Click here for further information](#) 

Ambassadors of Peace



The Ambassadors of Peace are young people who actively choose to be actors and protagonists of peace, becoming examples of fraternity and humanity in their daily lives. They aim to be luminous torches of peace wherever they are, either in family, professional and associative life, or at local, national and global levels.

This year the course for young Ambassadors was held in 4 languages around the world, involving more than 200 young people from various cultures and nationalities. The courses were carried out by professionals in this area and young Ambassadors of Peace who had already taken this path in the past. The interactive meetings have provided a space for dialogue and reflection, giving them the opportunity to express themselves and meet young people from different backgrounds.



NOMINATION OF YOUNG AMBASSADORS OF PEACE

For several years, people who decide to take this path are recognized, due to their actions and their spirit, by the Circle of Ambassadors for Peace (Cercle Universel Des Ambassadeurs de la Paix France/Suisse), which, at the end of the course, in virtual mode, evaluates the commitment, the moral sense, the actions and the spirit of these young people.

The young people, who have been nominated, are awarded the “Honour and Merit” Certificate at events in schools or during conferences.

The Young Ambassador is committed to promoting and helping others with love and fraternity, becoming a beacon of hope and harmony for society.

EXPERIENCES OF THE YOUNG AMBASSADORS OF PEACE

«I attend the Galileo Galilei linguistic high school in Catania and I chose to become a Peace Ambassador to spread peace, positive values and practical knowledge. As a young ambassador, I work frequently as a volunteer, in particular helping middle and primary school children with their homework in the afternoons. I firmly believe that every little effort can bring great benefit, both to those who do it and to those who receive it. Since I am a Peace Ambassador, I feel more responsible and proactive. It would be really wonderful to achieve a world of peace, and that is why everything possible should be done. Unfortunately, I think that, in the best of cases, this will happen in a long time from now, given today's reality... but we must not lose hope!»

**Young Peace Ambassador,
Giada Maria Sole, 18 years old, Italy**



Nomination of Young Ambassadors of Peace. Italy

«Now that I have grown up, Living Peace, for me, is not just a project, it is more as a lifestyle. The more you immerse yourself in feeling and connecting with Living Peace, the more it becomes part of you, it is simply inside your heart. When you grow up and start observing the world from a different perspective, you realise that it is not as you thought. And now, at this stage of life, you begin to reflect on all the little acts and seeds you plant in your heart. With Living Peace, you will be able not only to accept the others, but you will also learn to love them unconditionally. Everything starts with you. Living Peace is as important as everything you do on a daily basis.»

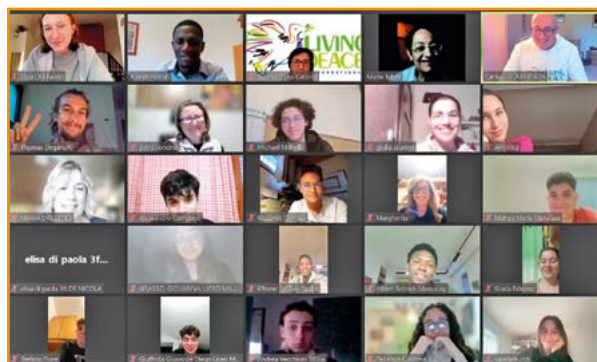
**Young Peace Ambassador,
Pakinam, 27 anni, Egitto**

«What does it mean for me to be an Ambassador of Peace? To be a Peace Ambassador has helped me change the way I relate to others and to myself. It all started thanks to a teacher who used to talk to us about 'living the Dice of Peace' and one day he invited me to participate in the Young Ambassadors of Peace School promoted by Living Peace. Although I didn't know what it was about, I decided to participate and it was a wonderful experience. In that course, we talked about topics such as forgiveness and fraternity, and reflecting on these themes I realised that it is necessary to change



the situation starting from one's own environment, trying to bring peace to others. However, peace had to start within myself in order to be able to pass it on to others, which is not easy, especially for a young person in such a conflictual society. But a quote from M. Gandhi that helps me persevere is: 'Be the change you want to see in the world'. I often feel like a fish swimming against the current, but along that path I have to prove that it is possible to bring about the kind of change that is contagious to the others. Although sometimes I feel that we are few, I think of the children, young people and adults, all over the world, working for peace. This encourages me and makes me feel that we are not alone and that whatever I do has value. We are like a forest growing in silence.»

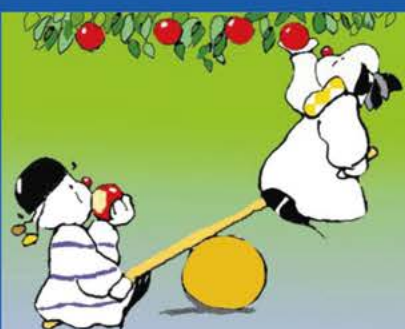
**Young Peace Ambassador,
Guadalupe, 17 years old, Argentina**



Team of the Peace Ambassadors
Course in English: Jordan Base

Build your Dice of Peace

Download here



We love each other



We forgive one another



I am the first to love



I listen to the other person

I love the other person



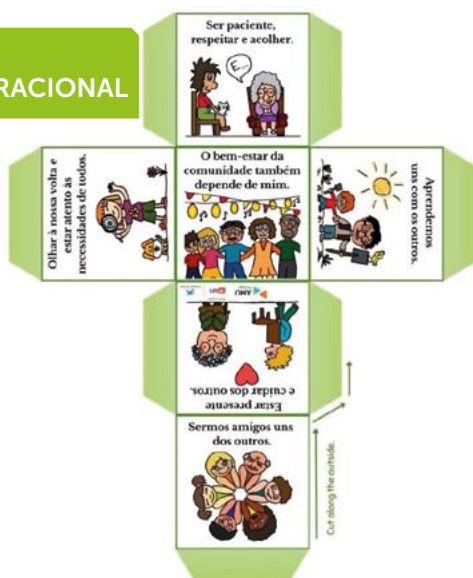
I love everybody

Find out other versions of the Dice

Download here



DADO INTERGERACIONAL



DADO ECOLOGICO DE LA PAZ



DADO ELEFANTEN FRIEDENSWÜRFEL

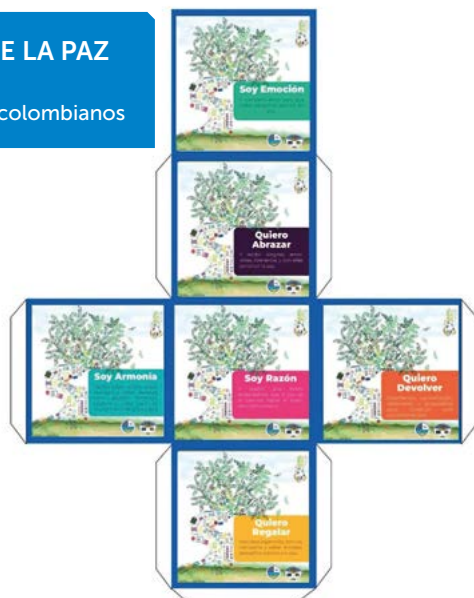


DADO DA UNIÃO PELA PAZ



DADO DE LA PAZ ÊBÊRA

Indígenas colombianos



DADO EMBRACE HUMANITY SPARK CHANGE



The Dice rolled and lived in the world



We are happy to share with you concrete experiences inspired by the different dice born in the network of Living Peace. They have in common the fact that they encourage positive actions which generate peace, both in interpersonal connexions, and in relation to nature and in social relationships.

A small gesture can change everything. When I took my cousin's TV remote control and she started crying, I knew I had to do the right thing. I gave her back the remote, proving that being the first to love can solve conflicts and bring peace.

Kalliany Rafaela, 10 years old, Brazil

It was my aunt's birthday and she had invited a little girl, younger than me. The little girl did not know how to play and she took all my toys. I remembered the phrase of the dice "Be the first to love" and I started playing with her, giving her all the toys.

Elsa, 5 years old, Spain

Two new children have arrived at our school and they attend our class; their names are Isabel and Marco. I immediately said: "We must love everyone, even the new ones".

Kendra, 8 years old, Italy

When I heard that a nearby family was in need, I asked my mother to give them some flour. This simple gesture has shown how important it is to take the first step to help the others.

Faida, 9 years old, Democratic Republic of the Congo



I launched the "Dice of Peace" for ecology and the phrase came out: "Recycle". Now I always recycle and do the waste sorting.

Pepe, 11 years old, Spain

I was invited to a birthday party. As soon as I arrived, all my

friends went to play football and so did I. When I noticed that a child was alone and looked sad, I stopped playing, went towards him and invited him to join us. He came with us with great enthusiasm and together we played an unforgettable game.

Samuel, 12 years old, Italy



The Dice of Peace helped me cultivate a deeper sense of spirituality and connection with my faith. When I experience peace, through daily prayer, meditation or reflection at the end of the day, I feel more centered and in tune with my feelings. This inner peace allows me to live with more patience, compassion and empathy towards others.

15 years old, Nepal



I started working recently with a short contract in the university's Department of Accounting and Finance. I brought my Dice of Peace to the office and explained its meaning to my colleagues. Now, every time they pass by my desk, they roll the dice and live the sentences that come out! The Dean of the Department also participates. It's amazing how this little gesture has a positive impact on all of us.

Young Peace Ambassador, 20 years old, Bolivia

On the occasion of the "School Day of Non-violence and Peace", the Universal Ambassadors of Peace (of the Médio Tejo) visited the Kindergarten "Academia Junior" (in Torres Novas) to admire the Dice of Peace created by the children and to listen to their words of peace. We attended the "Day in Reverse", celebrated on the 31st January, during which everything takes place in a different way to break the routine. Instead of wearing uniforms, there was no specific dress code, we greeted each other with "good night" instead of "good morning", we exchanged hugs on the contrary and even entered through the door backwards. It was a fun and unexpected surprise!

It was such an important moment for us, because it is here, among the youngest children, that we can contribute to their formation and enhance the role and importance of these small and authentic builders of Peace. We promised to come back with new ideas, and the Dice of Peace placed at the entrance of the institute will allow everyone to reflect on its sentences.

Portugal

By rolling the "Ethical Dice", I put into practice this ethical duty when I found out that my son, a teenager of 16 years, was lying to me whenever he would go to meet his girlfriend and I was very angry.

It was stressful and I had to calm down, breathe, try to give up physical and verbal violence, listen to his reasons and activate intelligence, instead of just forbidding; take the position of one who educates and sets limits, trying not to be arbitrary, but determined like a mother.

Sandra Milena, Colombia

I am a psychotherapist and use the dice of peace in contexts with people suffering from 'borderline personality disorder'. I introduced the dice as a value structure, from the perspective of education for peace. We focused on various theoretical aspects and used different techniques to develop empathy. The method is dedicated to inner peace, in relationships with oneself, with friends and between spouses.

In psychology, it is not easy to consider peace as a psychological concept. One can understand inner peace as an 'inner balance'. Therefore, I have tried to define 'inner peace' as the connection with the rest of the world, with people and nature; smiling from the heart, having fun, losing interest in conflicts and in judgments of others. According to the psychology of the American scholar Bandura, to experience peace one must be ready and feel the need of changing, taking the risk to change. Some patients with low self-esteem have welcomed the exercise of working with the dice, achieving tangible results. They were confronted with some truths that they worked out in therapy, renewing a kind of 'educational pact' in their daily therapy. They gained more self-esteem and a greater sense of responsibility. This led me to integrate the dice also within the process of group therapy.

in their daily therapy. They gained more self-esteem and a greater sense of responsibility. This led me to integrate the dice also within the process of group therapy.

Peter, Germany



Good Practices

Below are some good practices that can inspire our work for peace. Thank you to those who gave us this gift! Surely you too will have other good practices to share with the whole world and make the network of peace richer.



What are you waiting for?
Send them to
info@livingpeaceinternational.org



An Afternoon of Peace in Mexico City

Motivation

The event was organized with the aim of preparing for the next Genfest, a festival that promotes fraternity and peace, through a creative and interreligious activity. The desire to unite people of different faiths to work together towards a common goal prompted the participants to meet and collaborate.

Protagonists

People of different religious faiths
- Jews, Lutheran Christians, Antiochene Orthodox and Catholics - joined the meeting. Among them there were both adults and young people of the Focolare Movement.

A special guest was Rabbi Tobal of the Monte Sinai Community, who contributed with a significant reflection on the importance of coexistence and peace.

Performance

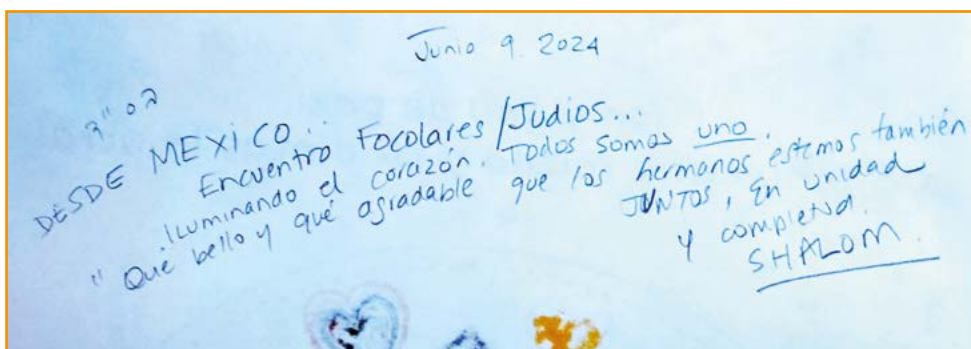
The afternoon began with the participants coming together to colour together the “Mandalas for Peace”. This creative activity was a way to collaborate and get to know each other better, working towards a common goal. Rabbi Tobal offered a deep reflection on the meaning of being together and embracing differences.

A symbolic moment was the lighting of a candle, representing the will to be light for the others. The participants, divided into interreligious pairs, coloured one half of the mandalas, and thus, sharing artistic experiences to be given afterwards, deeper bonds were created.



Results

The meeting strengthened the sense of community and “family” among the participants. The sharing of a delicious dinner has further consolidated this feeling, creating an atmosphere of warmth and unity. The participants left the event with a sense of “sacred” in their hearts, praying for peace in the world, each one in his own faith.



Impact

The event had a significant impact on the participants, strengthening interreligious dialogue and promoting mutual understanding. It demonstrated how collaboration between people of different faiths can create a strong sense of unity and peace.

This afternoon inspired young people and adults to continue working together in order to build a more inclusive and harmonious society. The initiative also prepared the participants to bring this spirit of collaboration to the Genfest, amplifying the positive effect of the meeting on an even larger scale.

Interfaith Peace Dice Group

Christmas Peace for Kids – Philippines

Motivation

Despite unemployment since the beginning of 2023, and the time of difficulty that he has gone through, a Universal Ambassador of Peace decided to celebrate Christmas. The desire to promote peace and share what he had, regardless of his economic situation, motivated this event.

Protagonists

The initiative involved almost one hundred young people, supported by friends and family, who contributed to it despite the economic difficulties.

Performance

The event “Christmas Peace for Kids” was organized to distribute small gifts to the young participants. Besides receiving the gifts, the boys created peace mandalas and wrote Christmas messages of hope.



These messages were sent to the Nursing Home, to the sick in hospitals and to prisons for people deprived of their freedom.

Results

The initiative allowed young people to experience the joy of Christmas not only by receiving gifts, but also by sharing their love and hope with the others. This act of giving and sharing strengthened their sense of humanity and promoted the values of peace and solidarity.

Impact

The event had a profound impact on both the young participants and the recipients of their messages of hope. It showed that, despite economic difficulties, it is possible to create an atmosphere of love and sharing.

It has strengthened community ties and promoted a model of selfless and supportive behaviour among young people.

Daryl Querijero

national coordinator of
Living Peace Philippines.



Christmas in Lebanon: a heartbeat for Peace

Motivation

In a deteriorating security situation in southern Lebanon, the local Christian community, together with Sister Maïa, sought to celebrate Christmas to keep alive hope and peace among the members of the community, specially for children.

Protagonists

The event was attended by the Christian community of Rumeish, Dibil and Ain Ebel, supported by the CIMIC teams “Civil-Military Cooperation”. These teams are in charge of facilitating collaboration between the military forces and the civilian population, contributing to the implementation of development projects and humanitarian assistance as well as improving relationships between the peacekeepers and the local community, and the Lebanese armed forces. In particular, Sister Maïa of the school “Sœurs Saint Cœur” was a key figure in the organization.

Performance

On the 23rd December 2023, despite the daily bombardments, a Christmas “truce” was organized that allowed 200 children and their families to gather for the distribution of gifts and a meal. Seventy soldiers of the FCR’s French contingent ensured security around the school, while another 50 soldiers and the Lebanese armed forces provided escorts and patrolled the area.



Results

The initiative allowed children and their families to enjoy a few hours of serenity and celebration, despite the difficult context. The distribution of gifts and the shared meal created an atmosphere of celebration and hope, offering a moment of peace in the midst of tension.

Impact

The event had a significant impact on the local community, offering a precious moment of normality and joy to the children and their families. It demonstrated the power of inter-religious and military solidarity and the collaboration in creating safe spaces for peace. This example of resilience and unity has strengthened the sense of community and inspired hope in a context of conflict.

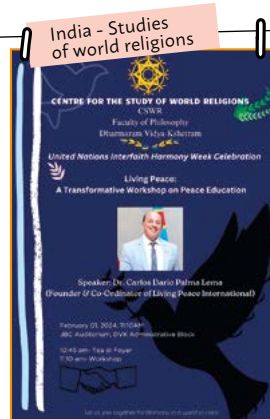
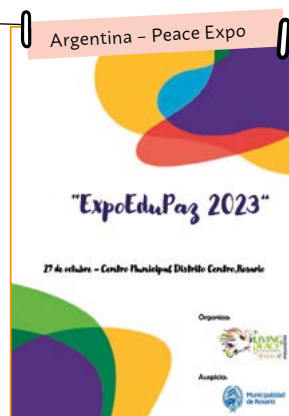
Organizzato dalla scuola SS.CC. Ain Ebel

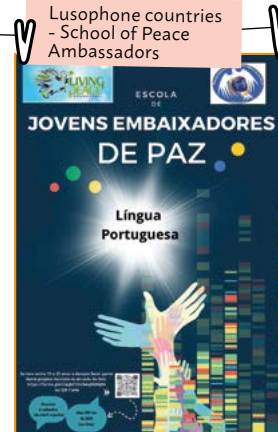
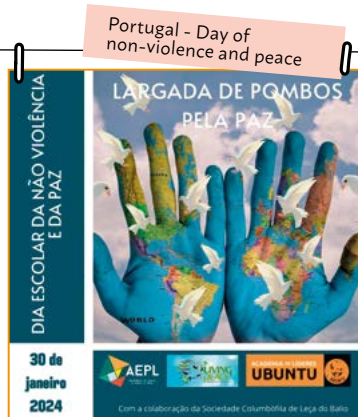
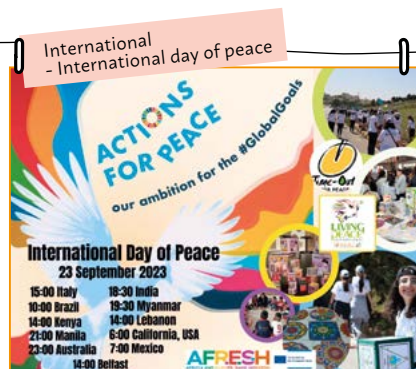
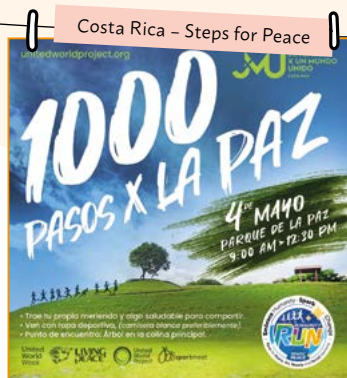


Diffusion of the Living Peace project in the year 2022-2023



Peace does not stop! Despite the challenges and uncertainties, numerous initiatives have been promoted in presence and online to spread and build the culture of solidarity and fraternity! Here are just a few examples of artistic, training, project presentation and sharing events to promote peace and its values:





The Big Dice of Peace

Inauguration of the Big Dice of Peace in Bolea, Spain



Motivation

The desire to promote peace through a community project motivated the creation of a Big Dice of Peace in Bolea, Spain. This initiative brought together local businesses and individuals with the common goal of building a tangible symbol of peace.

Protagonists

The implementation of the Dice of Peace saw the participation of seven local entities and companies, the educational community of the school 'Virgen de la Soledad', the local authorities and various personalities have played a central role.

Performance

The Big Dice of Peace project was achieved thanks to the collaboration between public and private entities, demonstrating a strong spirit of community cooperation. The educational community, made up of children eager to improve the world through small acts of love daily, played a fundamental role. Local entities contributed in various ways: providing vehicles to transport the dice, painting the atrium, donating materials for the structure, offering oil from their mill and contributing with sweets and tortillas for the post-inauguration refreshment. The inauguration of the big Dice of Peace was attended by outstanding figures such as the Sub-Delegate of the Government in Huesca,

the Director of Education of Huesca, the Mayor of Bolea and other personalities. Their speeches were imbued with the spirit of 'Living Peace', highlighting the importance of collaboration and commitment to peace.

Results

The inauguration of the Dice of Peace brought the community together and showed that even a small rural school can carry out large projects. The letters of support from the Minister of Education, the President of the Government, the Queen of Spain and Carlos Palma, General Coordinator of 'Living Peace', underlined the importance of the event. Carlos Palma expressed the wishes that the dice, just inaugurated, may transform each day into a day of "yes to peace", renewed in the hearts and in the daily actions.

Impact

The event had a significant impact on the local community, strengthening the awareness that peace is built by individuals and that union can lead to great results. It has shown that even small rural schools can positively influence society through concrete projects. The presence and support of local and national authorities underlined the importance of the project and inspired the community to continue working for peace.



What are you waiting for? Together with your group/community, build the Big Dice of Peace!

[To know more, read here](#)



School Assessment for Peace and Ethical Learning at School¹

GLAUCYA MARIA LOPES LINO | MARIA JUDITH SUCUPIRA DA COSTA LINS ²

Introduction

The following article aims to analyse the relationship between Education for Peace and the virtues, specially friendship, in a school at risk.

By "education for peace" we mean the one based on love and dialogue (Lubich, 2017), the core of the Living Peace International project, which will be discussed later.

The research question was: is it possible to talk about peace and learn how to live it, in those places where violence reigns?

In Brazil, the increase in the rate of violence (IPEA, 2020) is a problem that still affects so many schools. In 2013, the OECD report identified Brazil, among 37 countries, as the first one in school violence. The growth of violence in society and at school, as Leme (2009) points out, justifies the need for interventions aimed at transforming the situation and analysing possible paths for a Culture of Peace.

Macintyre (2021) defines moral disorder as a contemporary catastrophe resulting from the absence of the practice of virtues, where one is linked to the other, as both Aristotle and Macintyre claim. Courage, for example, is associated with friendship. The brave is a friend you can trust. There are two human attitudes that depend on courage, explains Macintyre: concern and care for the other. A coward will hardly overcome the risk of taking care of his friend. Other virtues are associated with friendship: Loyalty, Honesty, Sincerity, Trust and Patience.

1 Essay: Pol. Public. Educ., Rio de Janeiro, v.32, n.122, pp. 284 – 303, Jan./Mar.

2 Federal University of Rio de Janeiro, Faculty of Education Sciences, Rio de Janeiro, RJ, Brazil; Federal University of Rio de Janeiro, School of Education, Rio de Janeiro, RJ, Brazil.

3 To preserve the children's identity, they are referred to by the name of an Amazonian bird. The literary metaphor of the flight of birds is associated with the idea of freedom, which is the aim of Education.

4 Founder of the Focolare Movement, which aims at the pursuit of universal fraternity.

Methodology

The qualitative research followed, in part, the research-action methodology of Barbier (2002) and in part that of Sucupira-Lins (2015). The research was carried out within the Living Peace project, using its dynamics and methodologies, through observation, interviews with the children and the parents, a field diary and the active implementation of workshops. The participants were 29 students³ of fourth grade of a public school in the suburbs of Rio de Janeiro.

Living Peace was therefore chosen for this research, as a path of education for peace, in Cairo in 2012, in the context of the civil war, comparable to the situation of school violence in Rio de Janeiro. It is inspired by the "Art of Loving" of Lubich⁴ (2013), winner of the Prize for Peace Education of the United Nations Organization for Education, Science and Culture (UNESCO), in 1996. The expression "Art of loving", used by Fromm (2000) is adopted by Lubich (2009, 2017) to explain the characteristics of an authentic and reciprocal love.

One of the pedagogical tools used in the project is the Dice of Peace, inspired by the Dice of the art of loving, on the faces of which there are phrases proposing attitudes of Peace.

The research

It was decided to roll the Dice of Peace every day and write that sentence on the blackboard to remember it during the morning. The children reported the experience they had made with the sentence of the dice, they wrote a note to put into the box of peace and also wrote a "Diary of peace" that circulated among the families (Lino, 2018). Routine is necessary in a project. Baumeinster (2012) stresses that habit is necessary to learn the virtues.

Speaking daily of peace as a virtue has fostered dialogue, interest and active participation.

Lubich (2009, 2013) states that love, proposed by the Dice of Peace, is not always focused at those we know or with whom we have affinities, but it can be directed towards a stranger, to whom we offer a place on the bus. Forgiveness, like love, is a choice. Rather than theorising these behaviours, we strive to live them concretely, because the child learns through imitation (Piaget, 1994).

After a few months of rolling the Dice of Peace every day, controversies were reduced, there was more time for the class and the atmosphere seemed lighter and more joyful, the students were open to learning. The interventions have generated greater autonomy in the children to decide whether to speak or remain silent during the lesson, and also greater attention to the activities. Conflicts were resolved through a conversation and, gradually, the teacher's intervention was no longer necessary. Sucupira-Lins (2015, p. 62) claims that "character education is not the goal of a specific subject of the student's curriculum, but a constant in the activities of teachers and researchers in this area". The gradual autonomy, regarding the self-regulation of the children, has generated well-being in both children and teachers, improving the school atmosphere.

The idea of interdisciplinary learning, as understood by Lück (2013), which includes ethical learning, has given meaning to the learning process, to the point of improving the students' attendance at school (Ausubel, 2003). The children took part as a game, in which they did not want to miss any stage. Their attitude surprised those responsible and generated a greater involvement of all.

Peace is not a synonym for silence. The class has become participatory and lively. The respect among all has grown since the beginning of the year.

A forum that might convey the idea of ethics to children took place. The explanations provided presented trust, respect, loyalty, sincerity as the basis of friendship. After the interventions, we asked the children what meant friendship to them using the phrase "a friend is someone who...", as shown below in the graph.

The children considered friends those who knew and rolled

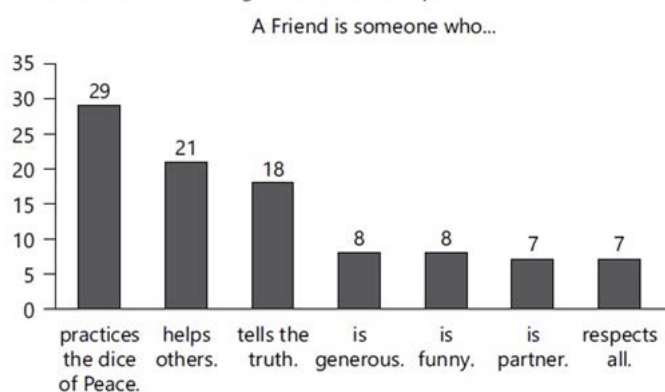
the Dice of Peace. Everyone said the same, even if the interview was done individually and without communication between them. Besides friendship, other Aristotelian virtues such as honesty, generosity, justice, prudence can be found in the interviews. The children have defined synonymous the attitude of love proposed in the Dice of Peace and the virtue of Friendship.

Where does ethical learning fit in school education? Narvaez and Bock (2014) explain that in school there are interventions of Ethical Education, but there is a need for planned and intentional actions. Miranda and Sucupira-Lins (2021) expose the importance of school in the education of character and support that school socialisation allows the exercise of the virtues. It is necessary an education that includes the various dimensions of the person, taking care not to deprive critical thinking (Maritain, 1966). With the crisis in society, it is now up to Education to remedy the gaps created. It is in the combination of emotional intelligence and the exercise of the virtues that character building takes place. Therefore, it is necessary to introduce the virtues to children and the possibility to experience them in a safe environment.

Final reflections

One school year is not enough to consolidate Education for Peace and the teaching of Ethics, however, this research-action allowed us to observe the first seeds of a Culture of Peace and the Virtues. Active observation and listening have created bonds of friendship, mutual respect and cooperation between the researcher-teacher, the children and their families. Families responded promptly and generously, showing interest, participating in activities, providing support at various times.

Graphic - Kids' answers referring to the Friendship Virtue



Source: Authors' archive (2023)

The Living Peace project has given a concrete answer to the possibility of living peace in a hostile environment. Peace and the virtues were not just words written on the walls, but became the soul of the class. To create an environment of Peace requires: planning, involvement of all and seriousness in living the Virtues. We do not know if the fruits will come, because the role of Education is to provide the foundations. The research was successful and it would be good to continue it, expanding and replicating it in other contexts.

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[Link to the original abstract](#)

embrace humanity
SPARK change

ART, BEAUTY AND SOCIAL HARMONY

Let's build cities that are more inclusive*

With our 2023-2025 campaign, we want to encourage people not to divert their gaze from those who are suffering, wounded, excluded, discriminated, deprived of their rights. We want to take on their suffering and discover the unique value and beauty of every individual; in our towns and cities, everyone's role is important.

Wherever we are we want to seek ways and ideas together, to build an inclusive society, places where people can live side by side in harmony, and find fulfilment, where there is beauty in diversity, even when it is wounded.

Let's do our part to trigger the change. Be of service. Give our very best! Let's value everyone's contributions, efforts and ideas. In particular let's learn from artists, prophets of beauty and harmony, and their works. Let's involve them too. Let's be guided by The Golden Rule – "Treat others as you would like them to treat you" – present in all the main religions and currents of wisdom found within every culture of the world. Let's build together our Common Home! Let's not be afraid to roll up our sleeves. Nature herself teaches us that her most precious fruits are buried in the mud of the earth.

*Main idea
United World Project, Description
of 2023-2025 Campaign

Presentation Video

Live Peace!

PROPOSALS FOR ACTIONS MADE IN COLLABORATION WITH THE PARTNER ORGANISATIONS

Living Peace every year launches new activities to be lived in its educational realities. Each school, group or association can decide the period and the activity to be carried out, adapting it to their context, culture and religion. **What are you waiting for? Choose in which you want to take part in order to leave a mark of peace.**



#Umbrellas4Peace

This is an initiative of the American artist Matt Lamb, who, after the 11 September attacks on the Twin Towers in New York, started a workshop to help children who had lost their parents in the attack, proposing to each of them to express their feelings through colours and art by painting umbrellas. With *Mimos para tus Ojos*, Living Peace proposes to paint umbrellas with a colourful peace mandala or any other expression reflecting peace. Where possible, organise a Peace March through the city or neighbourhoods and/or organise an exhibition with the different Peace Umbrellas.

[For more information, click here](#)



Plogging

Taking care of the environment while practicing exercise, this is the formula on which plogging is based. A new way to do sports:

collect garbage found in the street during your training.

For this activity groups, more schools together, institutions, municipalities, media can be involved, to achieve a greater impact of this caring of their territory.

[For more information, click here](#)

[Watch the video](#)



Winds of peace

Initiative promoted by *Mimos para tus Ojos* in strong synergy with *Living Peace International* to make peace kites and make them fly to send to the sky peace messages. Prepare with your group/class kites of the size you prefer, with mandala designs or free designs; the colours you choose will express your wishes and will give a message of peace. Let your imagination and fantasy fly!

[For more information, click here](#)

[Watch the video](#)



Children citizens in action

A path proposed by the Gen 4 Centre (children of the Focolare Movement) that aims to highlight the interconnection between working for Peace and other ecological and social issues. The course is based on the concept of integral ecology, a concept supported both in the religious and civil spheres. It is intended for children between the ages of 4 and 8/9, and aims to promote the empowerment of children in their own context, as citizens and promoters of change.

[Click here to access the activity](#)

[Click here to discover the many other activities proposed by Living Peace!](#)





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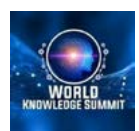
NGO in General Consultative Status
with the United Nations ECOSOC
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IN COLLABORATION WITH







International Congress of Young Ambassadors and Peace Leaders

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Updates coming soon.
Let's stay in touch!

info@livingpeaceinternational.org



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