

EDUCATION 3000

Tomorrow's Education, Today

Ambassador Schools for Peace



Nelly Chavarría
Maria Isabel Gonzalez
Noemi Paymal
Mar Urdillo
2020

Ambassador Schools for Peace

Credits

Co-authors: Chavarría, Nelly, María Isabel González, Noemi Paymal and Mar Urdillo

Text Editing: Daniela Martínez

Spanish to English translation: Cecilia Sbarra

Design: Sergio Laura Vilca

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About us

We are an international multidisciplinary team co-creating in synergy a new education that is more humane, funnier and more comprehensive, promoting a durable Culture of Peace and solidarity. We open paths for happy, pro-active, creative and responsible children, as well as for stress-free and enthusiastic teachers and families. Thus, we invite you to generate educational changes with awareness at all levels and all over the planet, starting with yourself. To date, 57 countries are crossed-linked.

Acknowledgements

We warmly thank Said Bahajin for the prologue and his unconditional support, as well as all the participants in this book, all the wonderful Schools that undertake Peace programs in their establishments, all the Peace agents of the world, the Children and young people who teach us that Peace is possible and invite us to "radiate" Peace now and forever.

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Dedication

*For the children of today and tomorrow
Joining dreams, weaving a new planet
Opening our Mind and our Heart
Co-creating an Education with awareness and wisdom
Now*

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Acronyms

ASP: Ambassador School for Peace

P3000: Pedagoogia 3000 (Educatiooon 3000 in English)

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Foreword

To live Peace, you have to educate for it.
Said Bahajin

In a world like the current one where contact, dialogue and coexistence among different cultures and traditions are much easier and more habitual, schools are a fundamental space for promoting a Culture of Peace based on respect to others, the protection and enjoyment of fundamental human rights.

Who better than schools to give a new orientation and guidance in education at all levels, promoting a comprehensive, supporting and loving education that not only addresses the material and technical support, but also the human one, that transmits values of justice, equality, solidarity, democracy, freedom, respect for human rights, differences and cultural diversity and that places emphasis on the importance of disarmament and the prevention and peaceful transformation of conflicts.

Therefore, we need schools to be true Ambassadors for Peace, creating meeting spaces and working for an international understanding through education for Peace, bearing in mind that education is the best instrument of the Culture of Peace, since to live Peace, you have to educate for it.

This type of education is what this book shares, which seeks to make schools a space where students, educators and family members are true actors of Peace who carry out actions on the ground in favour of positive Peace. A Peace that does not mean the absence of war or the elimination of conflicts, but rather it is seen as an unfinished process built daily and that recognizes that conflicts are inherent in human relationships and allow us to better understand the human condition. We have to value conflicts, not avoid them.

That Peace that is sought to be achieved in the Ambassador Schools for Peace begins, as Noemi Paymal rightly points out, in the deepest part of the human heart, in its very Essence. This means that Peace is in the heart of every human being and that living and enjoying Peace with oneself, with others and with Nature is possible if our schools fulfil their role as Ambassadors for Peace, training citizens who dare to plant seeds of Peace that benefit and will benefit all humanity.

Finally, I want to take the opportunity to congratulate all the people who participated with their knowledge and experiences in this book "The Ambassador Schools for

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Peace”, which makes us discover that an education with love and humanity undoubtedly contributes to the promotion of culture of peace.

Said Bahajin

Director of the *Arab Nations DEEP Node*

President of *Creators without Borders Association*

PhD and researcher UNESCO Chair, Jaume I University, Spain

Introduction

*When you are able to fill your mind with peace and inner peace,
the world becomes a more peaceful place.*
Debasish Mridha

*Peace begins in the deepest part of the human heart,
it is its Essence itself.*
Noemi Paymal

It is with great joy that we introduce the Education 3000 (Pedagogía 3000) project called “**The Ambassador Schools for Peace**” or **ASP**.

To achieve a lasting Culture of Peace, both locally and internationally, it seems to us that an important step is to promote educational proposals in Schools that lead to install the Culture of Peace from an early age and from the school environment to the family, towards the community and towards the world. **Education and the Culture of Peace go hand in hand.**

These Ambassadors Schools for Peace give concrete answers to the requirements of changes that are needed in the educational systems in search of practical solutions. They facilitate the task of educators, families and the community in general, with positive results in the short and medium term, offering the possibility of easily expanding and multiplying the comprehensive and supporting education of Peace, creatively enjoying all the moments of a beautiful transformative process.

This allows children and young people - and also the teachers and families who accompany them - to become familiar with the concepts of Peace, integrate them and live it as an active philosophy of life in at least the following three levels:

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1. Inner peace. Peace always begins within and to oneself. It belongs to the integral Self that seeks constant inner growth.
2. with others. A series of tools that develop empathic communication, social skills and teamwork are proposed. It is important to emphasize here that the Culture of Peace, as we understand it, invites students and citizens to take an active part in current changes, co-building a new society, opening spaces for consensual reflection / action and helping each other.
3. Peace with Nature, in all its forms.

These three fundamental axes can in turn extend to multiple facets of the Culture of Peace such as: Peace in schools (and specifically reaching zero *bullying*), Peace in families, Universal peace, Social peace, Local peace, National peace, International peace; as well as Peace with history, lineage and religions.

The goal of the Project is to take practical steps to carry out the Culture of Peace proposal in school contexts, to achieve it concretely in a stable way, and to make students become proactive and creative agents of change.

We propose that at the end of the application of the Program, the Schools become **"Ambassadors for Peace"**, and that each member of the educational community becomes an **Ambassador for Peace**.

We propose, in this way, that the same School can install the Culture of Peace and thus have a real impact, living and inspiring Peace locally, nationally and internationally.

How the Ambassador Schools for Peace were born

The "Ambassador Schools for Peace" program is the continuity of the Peace actions initiated by Educatiooon 3000 (Pedagoogia 3000) in 2016 with the creation of the P3000 Social Solidarity Platform. That year, we offered "Post Trauma Tools" to refugee children from Syria, followed by a call for awareness and dissemination of information on social networking sites in a program called "I can choose... I choose Peace".

Then, we published two books on the subject of active Peace:

- *Paz 3000 (Peace 3000)*, in 2016, which explains the basic concepts of the Culture of Peace,

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- *Paz Activa 3000 (Active Peace 3000)*, in 2018, which compiles successful stories of concrete actions of Peace in the school environment in different countries of the world.

We prepared the Post Trauma 3000 and Culture of Peace Tools (PTPaz3000) with a multidisciplinary team. We received specific training with the bio-trauma specialist, Dr. Ricardo Beltramino, in Buenos Aires, Argentina, end of February 2016.

In Istanbul, Turkey, in March 2016, we gave trainings on the culture of Peace to teachers from Kuwait, Lebanon, Tunisia and Turkey together with Nelly Chavarría, Co-Founder of the Educators for Peace Association in Mexico, Said Bahajin and Noemi Paymal. Then, together with Nelly, Mar Urdillo, pedagogue and P3000 teacher from Spain, Daria Coral, specialist in Peace Tools for children and youth, from Italy, Marisol Baquera, Executive Director of the World Link for Education and Peace, we investigated and created the routines of the Post Trauma Peace Program for children from 4 to 14 years old.

In April 2016, together with Daria Coral and Lunia Pasca from Romania, we carried out the complete program with refugee children from Syria on the border of Turkey and Lebanon, and we certified 33 teachers with these tools. We helped 162 Syrian refugee children, aged 7 to 14, with immediate positive results for 82% of them. We also applied the program to the teachers themselves.



Culture of Peace Workshop, Istanbul, Turkey, March 2016, with Said, Noemi and Nelly

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Culture of Peace Workshop, Istanbul,
March 2016, with Nelly



7 Petal Schools for Peace Workshop,
Istanbul, March 2016, with Said, Noemi
and Nelly

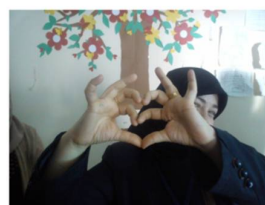
Suruç, Turkey, post-trauma program, with
Kurdish boys and girls from Syria
April 2016



Sanliurfa, Turkey, with girls and boys from
Syria, April 2016



Professor in the Post-Trauma Peace Program,
Akçakale, Turkey, March 2016



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PMHA 3000: Psycho Motor Healing Activities

Para re-setear el cerebro reptiliano y el límbico.



Neuro-Psycho-Motor movements to re-set the reptilian and limbic brain. These movements are part of the P3000 Post-Trauma Peace routine.

Beeka camp, Lebanon, March and May 2019



Ouzai, Beirut, Lebanon, March and May 2019. Post Trauma and Peace "Nurse" Routine



With Iunia Pasca from Romania, self-esteem and bio-consolidation techniques, Ouzai, Lebanon

After this stage –which was very important to grow together, for which we sincerely thank all the actors–, many people asked us for concrete ideas to apply the Culture of Peace in a school context: “What can I practically do in my school for Peace?”. So, to respond to the multiple expectations, the project **Ambassador Schools for Peace** arises, object of this book.

This proposal is an invitation to transform many school establishments into havens of Peace, thus co-creating safe, creative, peaceful, proactive and fun learning environments, where students and adults can develop all their multilevel potentials, in an integrated way.

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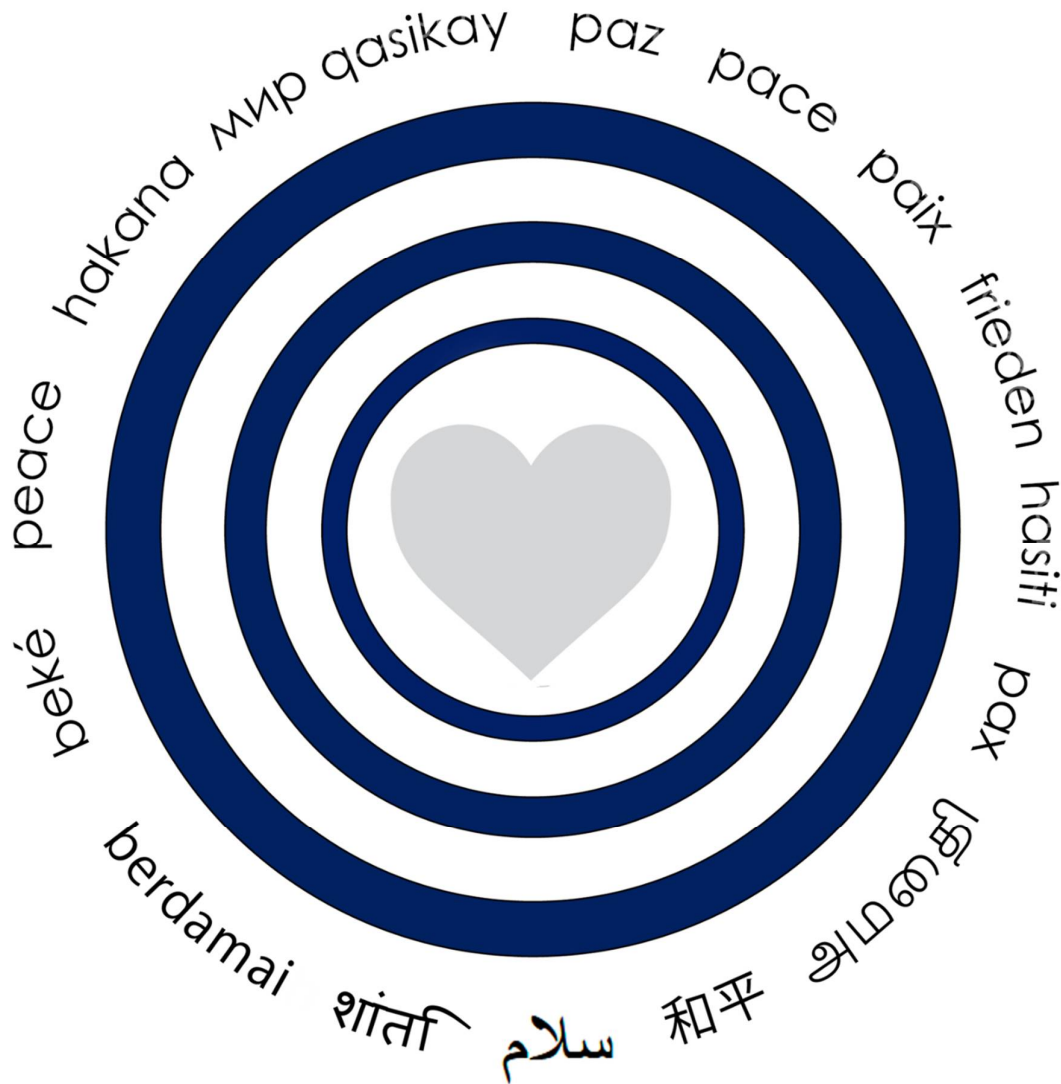
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We thus visualize the birth of a new leadership, a “horizontal leadership of Peace” and consciousness, which will surely unleash an unprecedented turn in the history of humanity.

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The Ambassador Schools for Peace: a practical
comprehensive and supporting proposal



In order to strengthen the Culture of Peace in the school environment, we propose an action protocol that allows us to identify the context and the reality that each school or University lives, considering the vision, mission and values that underlie the educational project of the school.

Thus, the "Ambassador Schools for Peace" program is assumed with responsibility, commitment, belonging and participation by the entire educational community.

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The Culture of Peace is built with many hands and hearts, and is co-created as a group involved in the daily life of the educational space.

The program is presented in phases, as follows:

1. ASP diagnosis and initial phase
2. One-year action plan phase
3. Reinforcement phase
4. Assessment

ASP diagnosis

The ASP diagnosis, **Ambassador Schools for Peace** (also AUP, Ambassador Universities for Peace,) helps in identifying the school environment in a systematic and objective way. It considers specific indicators, such as physical environment, interaction between students, coexistence patterns, learning environment, culture and attitudes, school, family and community relationships. It is important to involve the students themselves to implement the diagnosis. The results will serve as a reference to identify strengths or factors that promote peace and risk factors associated with situations that affect school coexistence, as well as to have clarity on the road map for the preparation of action plans.

The following test was developed by Education 3000 (Pedagoogia 3000) in order to help schools establish:

- their degree of involvement in the Culture of Peace,
- what areas need to be cared for and supplemented,
- what possible actions could be taken.

It is a fairly pragmatic test, easy to carry out and designed to find practical solutions.

The test presents 10 areas with 10 questions each. Each question is evaluated from 0 to 4, which gives a total of 40 points per area. As there are 10 areas, it gives us a total of 400 points. The total is divided by 4 to have the final percentage.

Subtotals are taken per area, so we can easily detect which area needs more attention.

The points are put as follows:

- Never: 0
- Rarely: 1

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Sometimes: 2

Usually: 3

Always: 4

The test is done at the beginning of the school year and then, it is repeated at the end of the school year to check progress.

When possible, each member of the school community takes the test (students, staff, teachers, parents). The results are added up and an average is calculated per line in the column that reads "Average". Otherwise, the Founder of the School (Subjective Measurement Unit, SMU) does it in the most objective way possible.

1. Physical well-being	Average	Never	Rarely	Sometimes	Usually	Always
1.1 There are moments for sports and / or movement (dances, etc.) in my school every day.						
1.2 There are areas/places for physical education in the classrooms, corridors, and a room for sports. My school has access to a climbing wall and/or a pool.						
1.3 There is enough space to run. The school yard is big enough.						
1.4 There is freedom of movement (as long as peers are respected).						
1.5 There is a trampoline, circus equipment / elements, balls, table tennis elements, etc.						
1.6 Talks on adequate nutrition are shared for all the school members.						
1.7 The school canteen, school store or snack bar offers healthy and nutritious food/snacks.						
1.8 In the classroom, we have a water dispenser to drink enough water at any time.						
1.9 Quiet moments are experienced to connect with calmness and well-being.						
1.10 At least once during the school day, we perform stretching exercises or muscle relaxation.						
Subtotal 1						
Comments:						

2. Cognitive well-being	Average	Never	Rarely	Sometimes	Usually	Always
2.1 Part of the teaching is based on self-discovery.						
2.2 Internet searches can be done.						
2.3 Creativity and innovation are encouraged.						
2.4 Teaching is articulated and contextualized. The students learn new skills that are considered useful for their lives, the community and society.						
2.5 There are projects, solution searches, final exhibitions, innovative subjects, combined subjects, school/educational outings.						
2.6 <i>Brain Gym</i> ® exercises (or similar exercises) are performed to strengthen one's attention before starting the school activities.						
2.7 Activities that strengthen lateral thinking are carried out.						
2.8 Activities to identify the types of thoughts (positive, negative, destructive and routine) and the consequences of each of them in our daily behaviours are carried out.						
2.9 <i>Mindfulness</i> activities (or other relaxation techniques) are performed at least once during the learning day to balance the brain activity.						
2.10 Active pedagogical resources (videos, performances, works of art, etc.) are used to address academic content.						
Subtotal 2						
Comments:						

3. Social and Emotional Development	Average	Never	Rarely	Sometimes	Usually	Always
3.1 There are regular classes and activities on nonviolent communication (NVC).						
3.2 One or several languages are learned as a peacemaking tool.						
3.3 Students are engaged in group tasks and learn to do activities cooperatively (team building).						
3.4 In the curriculum (school program), multiculturalism and local culture are integrated, and interact with the 5 continents.						
3.5 Students are helped and guided to handle their emotions, express feelings and have a positive attitude and self-esteem.						
3.6 Students are confident; they respect each other and speak in positive terms.						
3.7 There are physical places/areas for meetings/gatherings: meeting rooms, cafeterias, sofas and spaces designed to socialize.						
3.8 We have a mediation team to address conflicts that (may) arise.						
3.9 Visits to social welfare centres are promoted to learn about other people's needs and share with the beneficiaries.						
3.10 Alliances are generated with local, national and international NGOs to volunteer. Volunteers are received.						
Subtotal 3						
Comments:						

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4. Arts, expression and creativity	Average	Never	Rarely	Sometimes	Usually	Always
4.1 There is space for art and to express yourself. Are arts included in each subject? (STEAM).						
4.2 There are music workshops and you can form music bands.						
4.3 There is digital art, computer and audio-visual production.						
4.4 There is good music at school; the bell (if any) is nice.						
4.5 There is dance and corporal expression.						
4.6 During classroom activities, we listen to music that helps us concentrate and keep calm from time to time.						
4.7 You can give concerts.						
4.8 You can do theatre plays/performances.						
4.9 The students can decorate the school as they wish.						
4.10 There is space to create murals.						
Subtotal 4						
Comments:						
5. Ecological development	Average	Never	Rarely	Sometimes	Usually	Always

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5.1 There is a bio-garden, a greenhouse and areas/spaces for growing.						
5.2 The school is clean and it is well maintained.						
5.3 Garbage is sorted and recycled. There is a recycling object centre.						
5.4 The school has flowers and trees. There are plants inside the classrooms.						
5.5 There is at least one clean and complementary energy generator.						
5.6 In my school, the consumption of healthy products is promoted.						
5.7 In my school, walks in natural spaces/areas are promoted regularly.						
5.8 Reforestation campaigns are carried out regularly.						
5.9 There are ecology and environmental education classes.						
5.10 There are classes on non-polluting renewable energy sources.						
Subtotal 5						
Comments:						
6. Self-sustainability development	Average	Never	Rarely	Some times	Usually	Always
6.1 There are trade workshops: carpentry, mechanics, pottery, sewing...						

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6.2 There are classes of entrepreneur, which includes fair economy, a social and ecological aspect in the products produced.						
6.3 There are workshops consistently applied to cognitive subjects.						
6.4 There is the possibility of making direct and practical application projects of what has been learned.						
6.5 Community service activities are done regularly.						
6.6 In my school, charity product exchange and services are promoted.						
6.7 Visits to people who are involved in various trades are made.						
6.8 There are charity fairs.						
6.9 Students learn to build houses.						
6.10 There are robotics classes.						
Subtotal 6						
Comments:						
7. Personal development (self-awareness)	Average	Never	Rarely	Sometimes	Usually	Always
7.1 Anti-stress techniques are regularly adopted for teachers.						

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7.2 Anti-stress techniques are regularly adopted for students.						
7.3 There are yoga classes.						
7.4 There are moments of silence / relaxation for everyone.						
7.5 There is room for personal development: active philosophy, ethics, public spirit, values ...						
7.6 Reflective activities are promoted on what all school staff likes and dislikes.						
7.7 There is a program to guide the life projects/plans of each student.						
7.8 Social coexistence activities are carried out among all the people of the school at least once a month.						
7.9 There are martial arts classes.						
7.10 There is a quiet place to rest and/or a sleeping room.						
Subtotal 7						
Comments:						
8. Physical environments for Peace	Average	Never	Rarely	Sometimes	Usually	Always
8.1 The chairs and furniture are comfortable.						
8.2 The toilets are clean and aesthetic (colours, smells...)						
8.3 The spaces are comfortable and beautiful.						
8.4 There are relaxing areas and spaces to meet up.						
8.5 There is conscious food in breaks (nuts, fruits, preferably vegetarian foods).						

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8.6 There is a "spot" of visible peace in the classrooms or at least some peace reminder.						
8.7 There is "pure" water available for students in the classrooms.						
8.8 There are suitable places for breaks.						
8.9 You can study sitting on the floor in some places.						
8.10 The school entrance is cosy. There is a place with running water.						
Subtotal 8						
Comments:						
9. Human environment and the relationship with the community	Average	Never	Rarely	Sometimes	Usually	Always
9.1 There is good human environment (no bullying or physical harassment).						
9.2 The teachers and staff can be trained and update their learning regularly.						
9.3 There is a moment of relaxation and regular practice of anti-stress techniques, both for teachers and students.						
9.4 There is psychological help for families.						
9.5 There is regular interaction with the community: neighbours, fathers, mothers, other schools,						

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community services ...						
9.6 There is kind treatment from teachers to students.						
9.7 There is kind treatment from students to teachers.						
9.8 The school staff is friendly.						
9.9 All the staff and learning community are included in personal development activities (school bus drivers, cleaning staff, food staff, gardeners...)						
9.10 There is good communication (no verbal harassment).						
Subtotal 9						
Comments:						
10. Visibility of the culture of Peace	Average	Never	Rarely	Sometimes	Usually	Always
10.1 There is a visible Peace flag at school.						
10.2 There are panels and notice boards on peace and multiculturalism in the corridors.						
10.3 There is awareness of the set Culture of Peace, respect for the local culture and the culture of each participant.						
10.4 There is regular Peace activity with others.						
10.5 There is a visible Peace mural at school or other peace works. There is a lounge to relax and socialize.						
10.6 There is Peace Culture socialization activity in my school on a regular basis.						
10.7 There is regular Peace activity with oneself.						

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10.8 There is regular Peace activity with Nature.						
10.9 There are world maps, earth globes, sky maps...						
10.10 We make visible the Culture of Peace in sporting events.						
Subtotal 10						
Comments:						
Total (1 +2 +3 +4 +5 +6 +7 +8 +9 +10) over 400						
Percentage over 100 (divided by 4)						

Action plan

The action plan has three stages

1 Initial stage of awareness, motivation and visibility of Peace. For example: a Day of Peace, making your own Peace symbol, making a work of Art about Peace, proposing some messages of Peace visible in the school establishment, watching movies of inspiring characters of Peace (Mandela, Dalai Lama, Gandhi, etc.), plant trees together. This phase generally takes about 3 months.

At this stage, the **diagnosis** is analysed and a one-year **action plan** for the intermediate phase is prepared, based on the results obtained. The diagnosis is made in such a way that each question carries a solution.

2 Phase One-year Action Plan. It consists of the implementation of an annual program that involves the entire educational community. As we have previously mentioned, this action plan is co-constructed based on the results of the diagnosis.

In general terms, consider some of the following base activities (or all of them):

- Have Non-violent Communication (NVC), Conscious Communication and Peace workshops, as well as empathetic communication
- Routines to decrease stress (*Mindfulness*, conscious breathing, aromatherapy, etc. Adjust according to context and culture)
- Socio-emotional skills development
- Conduct a Positive Conscious Discipline
- Establish a Mediation Council to deal with and transform conflicts (made up of teachers and students)
- Take the proposal of the 7 Petal Schools for Peace as the basis, identify the "red areas" thrown by the diagnosis test, attend to the resulting indicators and put emphasis on the items that require greater attention.
- It is ensured that all the activities integrate the 3 levels of Peace: Peace with oneself, Peace with others and Peace with Nature, with a vision for World Peace.

In this phase, an act can be carried out to raise the flag of Peace, according to the culture of each area. This act will be the symbol that **from that moment on, the entire educational community assumes the commitment to be an Ambassador School for Peace and carry out the action plan for the intermediate phase.**

At the end of this cycle, the same diagnosis is made and progress is observed. If the program was considered to be successful, together with the agreement and

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commitment of everyone, the school is named an “Ambassador School for Peace”. For this purpose, a digital platform is used where all the Ambassador Schools for Peace are mapped and where they place their activities and achievements. Then, the Schools could “sponsor” other Schools (or “be twins”, that is, create an Alliance), make rotating visits, make exchanges of personnel and students, and thus we will strengthen a precious **global network** of solidarity and mutual support. Students will have the possibility to get to know the 5 continents.

We proceed to the third phase, the reinforcement phase.

3 Reinforcement Phase: this stage is about school-family-community integration. Activities are developed where the school integrates families as an active part of actions for Peace and together (educational community and parents) carry out actions for the benefit of their neighbourhood, town, community or city. For example, actions such as:

- Family fairs for Peace.
- Recovery of public spaces (transforming squares, parks, recreational centres, painting the neighbourhood, supporting civil associations, street children, pet houses, etc.).
- Reforest and beautify an area,
- Go to local authorities to build support networks for the benefit of the community.
- Local, national and international exchange trips.

4 Evaluation

Actions, progress, feedback and strengthening of opportunity areas are considered and valued. The action plan must contain goals and indicators for this monitoring.

Suggested solutions per area

The following list of recommendations was developed in response to the diagnosis. If the diagnosis reports a low score in any area, here are some suggestions for actions that can be taken. They are sometimes repeated, as the same solutions can be applied to different problems. Take STEP BY STEP. You will be amazed by the fact that “a little goes a long way”; and your school will become a place of peace, awareness and joy.

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1. Physical well-being	Average	Suggestions
<p>1.1 There are moments for sports and / or movement (dances, etc ...) in my school every day.</p>		<ul style="list-style-type: none"> -Have the possibility to do sports every day -Start the day with 10 minutes of aerobics / choreography for everyone with good music -Provide moments to run and jump <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>1.2 There are areas/places for physical education in the classrooms, corridors, and a room for sports. My school has access to a climbing wall and/or a pool.</p>		<ul style="list-style-type: none"> -Install a climbing wall at the school yard -Have access to the pool or other bodies of water to swim -Install a gym (with good music) -Install a couple of "punching/boxing bags" in some areas -Install fabrics for aerial acrobatics -Have a safe space for <i>parkour</i> -Have a <i>dojo</i>, space for Martial Arts -Have space for dance and yoga -Have slides to go from one level to another, nets, ropes ... <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>1.3 There is enough space to run. The school yard is big enough.</p>		<ul style="list-style-type: none"> -Have safe running spaces (on the roof for example, like the kindergarten in Japan, Arch. Tesuka) -Enable a space to jump, even if it is small -Get out of school to run and move (park, forest, beach ...) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -

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<p>1.4 There is freedom of movement (as long as peers are respected).</p>		<ul style="list-style-type: none"> -Install comfortable places in classrooms, high, medium and low tables -It is possible and there is space to be on the ground/ floor according to the activity and without annoying or disturbing others -It is possible and there is space to stand up and help others <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>1.5 There is a trampoline, circus equipment / elements, balls, table tennis elements, etc.</p>		<ul style="list-style-type: none"> -Place a trampoline -Have a place for circus activities -Place one or more table tennis equipment <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>1.6 Talks on adequate nutrition are shared for all the school members.</p>		<ul style="list-style-type: none"> -Provide talks on healthy nutrition -Put panels on new nutrition and good hydration -Organize a healthy and delicious eating day <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>1.7 The school canteen, school store or snack bar offers healthy and nutritious food/snacks.</p>		<ul style="list-style-type: none"> -Provide fruits, nuts and dried fruits in snacks -Raise awareness on families to provide good snacks to their children -Organize healthy break times -Organize "The best snack" fairs -Make healthy ice creams without chemicals or sugar -To drink, offer healthy "soft drinks" and oatmeal or other cereal smoothes/drinks <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -

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<p>1.8 In the classroom, we have a water dispenser to drink enough water at any time.</p>		<ul style="list-style-type: none"> -Place water dispensers in each school room -Give a bottle of water to each student so they can fill it at their own will -Analyse the tap water. Provide a good filter quality to remove chemicals <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -
<p>1.9 Quiet moments are experienced to connect with calmness and well-being.</p>		<ul style="list-style-type: none"> -Teach to care, listen and respect the physical body -For the little ones, have pleasant sessions that involve the 5 senses (for example, adapt a <i>sensooo-room</i>, that is a specific place where the 5 senses receive positive stimulations) -Occasionally, students are able to be barefooted and walk on earth and on different textures <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -
<p>1.10 At least once during the school day, we perform stretching exercises or muscle relaxation.</p>		<ul style="list-style-type: none"> -Do stretching once a day -Do Brain Gym® once a day -Make a relaxation a day -Teach relaxation movements that students (and adults) can do when they need it -Teach acupressure and reflexology points that can help students (and adults) when they need it <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -
<p>Comments:</p>		

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2. Cognitive well-being	Average	Suggestions
2.1 Part of the teaching is based on self-discovery.		<ul style="list-style-type: none"> -Encourage self-taught moments: web searching (see 2.2), library searching -Encourage interviews and <i>in situ</i> self-research -Modulate learning and reinforce what students like the most -Free moments of self-organization study are established -Students are encouraged to help each other <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
2.2 Internet searches can be done.		<ul style="list-style-type: none"> -At least one or two internet computers per classroom are always available -You can use your cell phone to search for data -A comfortable free computing room is implemented like an internet café ("internet chocolate") -Computer classes are offered and how to proceed with criteria searches is taught. <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
2.3 Creativity and innovation are encouraged.		<ul style="list-style-type: none"> -Classes and learning are organized in projects -Several classes (combined subjects) join; for example, the maths teacher and natural science teacher give a single class, together, etc. -Students are encouraged to share and show their work in different formats: video, theatre, exhibitions, murals, articles, essays, etc. -Art is encouraged in all subjects -Teachers and students are encouraged to learn about the news around the world. -A "news/update" panel is implemented in a visible place: "Did you know that...?"

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.4 Teaching is articulated and contextualized. The students learn new skills that are considered useful for their lives, the community and society.</p>		<p>-Organize "searching solutions" activities to real problems (<i>Find Solution Approach</i>)</p> <p>-Students organize activities that help the neighbourhood</p> <p>-Propose specific applications for learning one or more subjects</p> <p>-The evaluation considers all Multiple Intelligences and it is "stress free" and not competitive.</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.5 There are projects, solution searches, final exhibitions, innovative subjects, combined subjects, school/educational outings.</p>		<p>-These are organized regularly:</p> <ul style="list-style-type: none"> • projects • solution searching • diversified final exhibitions • sessions with innovative and new subjects • sessions with combined subjects <p>- Educational outings are made that benefit both students and teachers, staff, families</p> <p>-Specialists are invited to share their own learning with students</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.6 <i>Brain Gym</i>® exercises (or similar exercises) are performed to strengthen one's attention before starting the school activities.</p>		<p>-Teach <i>Brain Gym</i>® to educators and students, and encourage everyone to start each class with <i>Brain Gym</i>® exercises or other movements</p> <p>-Allow 5 minutes of relaxation before starting classes: stories, jokes, magic tricks</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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<p>2.7 Activities that strengthen lateral thinking are carried out.</p>		<ul style="list-style-type: none"> -Promote forums and debates -Search for different solutions -Do not give the answers and the solutions, let the students find them on their own -Encourage situations where various solutions are possible <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.8 Activities to identify the types of thoughts (positive, negative, destructive and routine) and the consequences of each of them in our daily behaviours are carried out.</p>		<ul style="list-style-type: none"> -Note on various panels the negative, positive, destructive and routine thoughts -Carry out opinion circles -Observe and discuss negative and positive psychological mechanisms of soap operas and movies -Provide emotional intelligence stories for primary school (see point 3) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.9 Mindfulness activities (or other relaxation techniques) are performed at least once during the learning day to balance the brain activity.</p>		<ul style="list-style-type: none"> -Introduce <i>Mindfulness</i> -Introduce relaxation activity according to local culture -Have moments of "doing nothing" to integrate experiences and learning <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>2.10 Active pedagogical resources (videos, performances, works of art, etc.) are used to address academic content.</p>		<ul style="list-style-type: none"> -An interesting video supporting the subject is systematically shown -Drama/theatre is used to "set" knowledge and lateral thinking -Arts are used and valued in the final projects -Organize a "gymkhana" or round of testing to be solved as a team <p>Student / teacher / staff / family groups' own ideas:</p>

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		<ul style="list-style-type: none"> - - - -
<p>Comments:</p>		
<h3>3. Social and Emotional Development</h3>	<p>Average</p>	<h3>Suggestions</h3>
<p>3.1 There are regular classes and activities on nonviolent communication (NVC).</p>		<ul style="list-style-type: none"> -Provide NVC classes to teachers, staff and families -Provide NCV classes to all students, including kindergarten -Make sets of NVC vocabulary cards to identify and manage emotions -Make fun theatre on NVC (for example, exaggerating what to do and exaggerating what is NOT necessary to do... that serves as laughter-therapy at the same time) -Greet (everyone, staff, teachers, students, families) -At the end of class, do something special for the farewell. For example, <i>slap 5</i>, hugs (when allowed) if students are little and if they ask for it, say goodbye in several languages, etc. -The words "please", "thank you", "my pleasure" are used and emphasis is placed on basic courtesy <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.2 One or several languages are learned as a peace-making tool.</p>		<ul style="list-style-type: none"> -Teach English as a tool for Peace with a geo-political approach to brotherhood -Teach English through videos where the main characters have different native English accents: Australia, USA,

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		<p>England, Ireland, South Africa, Canada ...</p> <ul style="list-style-type: none"> -Teach English through videos where the main characters have different English as a second/foreign language accents: India, China, France, etc. -Organize Skype with different countries and cultures of the world that speak other language(s). That motivates children to learn English and other languages. -Teach at least 5 foreign languages, included Mandarin and Arabic, for example. Use videos from <i>YouTube</i>, if necessary. -Invite native volunteers and workshop facilitators to share their respective languages -Count in multiple languages at the gym and / or in games <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.3 Students are engaged in group tasks and learn to do activities cooperatively (team building).</p>		<ul style="list-style-type: none"> -Encourage common projects in the classroom -Teachers can offer at least a weekly group activity -The whole school can do a common activity, at least every term, that involves the entire school community <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.4 In the curriculum (school program), multiculturalism and local culture are integrated, and interact with the 5 continents.</p>		<ul style="list-style-type: none"> -Exchange knowledge and experience from various countries -We learn about the local culture - Activities involving the 5 continents are promoted -Cook and taste the cuisine of other countries -Do the dances of other countries -Paint mandalas with designs from different cultures -Make mandalas with local designs -Prepare murals on multiculturalism <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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<p>3.5 Students are helped and guided to handle their emotions, express feelings and have a positive attitude and self-esteem.</p>		<p>-</p> <p>-Activities and games that reinforce Emotional Intelligence are promoted. Students learn:</p> <ul style="list-style-type: none"> • to recognize and respect their emotions • to recognize and respect the emotions of others • to manage their emotions • to manage the emotions of others • empathic listening • to express your emotions through Art <p>-Spaces / time are established to express oneself in a safe and loving environment (without mockery or criticism, but with conscious and empathetic listening)</p> <p>-Promote a listening circle at least once a week</p> <p>-Positive words and thoughts are favoured</p> <p>-Self-esteem is reinforced</p> <p>-There are positive affirmations visible on the school classroom walls and corridors</p> <p>-The lyrics and games used are positive</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
<p>3.6 Students are confident; they respect each other and speak in positive terms.</p>		<p>See previous point</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
<p>3.7 There are physical places/areas for meetings/gatherings: meeting rooms, cafeterias, sofas and spaces designed to socialize.</p>		<p>- Meeting places are implemented (corridors and "unused/ inactive places" can be used for that)</p> <p>-A cosy cafeteria is implemented</p> <p>-Sofas or benches are placed to favour "eye contact"</p> <p>-A pair of puffs and pillows are placed for those who like talking sitting on the floor</p> <p>-Party games and chess are left in some game corners</p> <p>-You can encourage chess by 4 instead of 2</p> <p>-The school has a space on internet ("in the cloud") and a space in social networking sites to socialize digitally and for students to upload their videos and works</p> <p>-If possible, the school can have its radio and TV online</p>

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.8 We have a mediation team to address conflicts that (may) arise.</p>		<p>-A mediator team is established by consensus for specific conflicts</p> <p>-This committee is made "visible" with its meeting place and schedules/time, its telephone numbers, <i>WhatsApp</i> contact, etc.</p> <p>-The culture of "not hiding" conflicts is established. The culture of "resolving" conflicts through listening response and constructive dialogue is favoured.</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.9 Visits to social welfare centres are promoted to learn about other people's needs and share with the beneficiaries.</p>		<p>-A visit out to social assistance centres is organized at least once a term (nursing homes, children homes, public dining rooms, place where clothing is distributed, aid agency, department of social assistance of the city council, etc.)</p> <p>-The same school organizes a centre for social attention and redistribution of clothes and toys</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>3.10 Alliances are generated with local, national and international NGOs to volunteer. Volunteers are received.</p>		<p>-A network of volunteers is organized (there are organizations on the Internet that help with that)</p> <p>-The volunteers are received and welcomed as a family</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>Comments:</p>		

4. Arts, expression and creativity	Average	Suggestions
4.1 There is space for art and to express yourself. Are arts included in each subject? (STEAM).		<ul style="list-style-type: none"> -Provide space and materials for Arts -Give enough time to integrate the arts into "conventional" subjects <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
4.2 There are music workshops and you can form music bands.		<ul style="list-style-type: none"> -Music workshops are provided -Music bands are formed -Organize a musical choir <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
4.3 There is digital art, computer and audio-visual production.		<ul style="list-style-type: none"> -Provide digital design classes -Provide computer and digital design programs -Implement a studio for audio-visual production <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
4.4 There is good music at school; the bell (if any) is nice.		<ul style="list-style-type: none"> -Provide background music at the entry and exit time -Make sure the bell is nice <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
4.5 There is dance and corporal expression.		<ul style="list-style-type: none"> -Provide dance and body expression workshops -Express with the body content and learning from

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		<p>subjects (for example, in mathematics, biology, language, etc.) in preschool and primary school -In high school, use dramatization and theatre</p> <p>Student / teacher / staff / family groups' own ideas: - - - -</p>
<p>4.6 During classroom activities, we listen to music that helps us concentrate and keep calm from time to time.</p>		<p>-Place a good quality speaker in every school room -Ask which music students like the most -Various music styles</p> <p>Student / teacher / staff / family groups' own ideas: - - - -</p>
<p>4.7 You can give concerts.</p>		<p>-Have a space and instruments to rehearse the concerts -Give concerts in commune spaces or other places (for example, a place / home for the elderly)</p> <p>Student / teacher / staff / family groups' own ideas: - - - -</p>
<p>4.8 You can do theatre plays/performances.</p>		<p>-Have a space for theatre -Present plays in commune spaces or other places</p> <p>Student / teacher / staff / family groups' own ideas: - - - -</p>
<p>4.9 The students can decorate the school as they wish.</p>		<p>-Allow the students to decorate the classrooms -Make common projects with the Art teacher to decorate the entrance, the school yard and corridors - Home Classroom -Make LandArt (art with the landscape)</p> <p>Student / teacher / staff / family groups' own ideas: -</p>

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4.10 There is space to create murals.		-Implement space for a Peace mural outside the school (so it can be seen from the street) -Implement space for a Peace mural inside the school -Request the city mayor to grant students a space to make a Peace mural in a city neighbourhood Student / teacher / staff / family groups' own ideas: - - - -
Comments:		
5. Ecological development	Average	Suggestions
5.1 There is a bio-garden, a greenhouse and areas/spaces for growing.		-Implement a bio-garden. If there is no space, implement a vertical garden and / or look for an additional area of land outside the school (perhaps a parent wants to help with that) -Implement potted mini-gardens/orchards in the classroom -If possible, have your own farm attached to the school -Offer organic agriculture classes -Teach the boys / girls to make their own compost -Teach vermiculture Student / teacher / staff / family groups' own ideas: - - - -
5.2 The school is clean and it is well maintained.		-Organize the daily cleaning of the school -Ensure that the school is as green as possible -Plant flowers, a lot of flowers...

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		<ul style="list-style-type: none"> -Grow "useful" plants and recognize them -Grow medicine plants and recognize them. Know how to use them. <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.3 Garbage is sorted and recycled. There is a recycling object centre.</p>		<ul style="list-style-type: none"> -Place containers to separate garbage -Have a well-organized recycling centre <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.4 The school has flowers and trees. There are plants inside the classrooms.</p>		<ul style="list-style-type: none"> -Plant flowers -Plant trees and fruit trees, every year, inside and outside the school -Build a platform under a tree or between branches for mediation, meditation, sleeping, assembly, encounters and relationship (no nails in the tree, please) -Put plants in all classrooms (and take care of them when there is a holiday, too) -Learn about automatic irrigation systems <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.5 There is at least one clean and complementary energy generator.</p>		<ul style="list-style-type: none"> -Place a complementary and clean energy generator -Make Tesla coils in physics class and supply free electricity (at least some light bulbs in corridors and dark places) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.6 In my school, the consumption of healthy products is promoted.</p>		<ul style="list-style-type: none"> -Provide healthy nutrition classes -See point 1.6 and 1.7

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.7 In my school, walks in natural spaces/areas are promoted regularly.</p>		<p>-Students have the opportunity to go outside, to the field on a regular basis (once a week would be ideal)</p> <p>-You can organize outings on some Sundays, also with families</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.8 Reforestation campaigns are carried out regularly.</p>		<p>-Reforestation days are organized every year (ideally, each grade, course or group of students plant 100 native trees per year)</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.9 There are ecology and environmental education classes.</p>		<p>-Provide ecology classes</p> <p>-Provide biology classes applied to the area</p> <p>-Invite experts to give talks on ecology</p> <p>-Make ecological outings for observation and study</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>5.10 There are classes on non-polluting renewable energy sources.</p>		<p>-Familiarize students with alternative energy sources</p> <p>-Have "mixed energy" at school when possible</p> <p>-Invite experts</p> <p>-Visit places that have renewable energy</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -

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Comments:		
6. Self-sustainability development	Average	Suggestions
6.1 There are trade workshops: carpentry, mechanics, pottery, sewing...		<ul style="list-style-type: none"> -Implement spaces for carpentry, mechanics, pottery, electricity, sewing workshops, etc., according to demand. They can be rotated every school year -Have cooking classes, confectionery, jam, preserves, pickles, tomato sauce, etc. -Have ice cream, soft drinks and chocolate classes -Have a specific project for workshops <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
6.2 There are classes of entrepreneur, which includes fair economy, a social and ecological aspect in the products produced.		<ul style="list-style-type: none"> -Organize a "fair" and flexible economy within the school -Provide comprehensive entrepreneurship classes, where the social and ecological aspect of product development is considered -Organize solidarity fairs -Recycle and redistribute <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
6.3 There are workshops consistently applied to cognitive subjects.		<ul style="list-style-type: none"> -Make cognitive subjects practically applied -Ask students what they want in relation to their classes, make it useful and carry it out <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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<p>6.4 There is the possibility of making direct and practical application projects of what has been learned.</p>		<ul style="list-style-type: none"> -Organize the agenda so that theory and practical projects are balanced -There is the possibility that students take charge of a complete practical project and take it up to the end -Encourage students to conceive and take charge of a project -Every year, propose a project in consensus that involves the entire educational community <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>6.5 Community service activities are done regularly.</p>		<ul style="list-style-type: none"> -Community service activities are organized such as: concerts (for example, to raise money for a certain cause), theatre to the community and the grandparents, collaboration to fix/renew/improve a common place (a Cultural Centre, a green space, a certain place in the vicinity of the school...) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>6.6 In my school, charity product exchange and services are promoted.</p>		<ul style="list-style-type: none"> -A place is organized to recycle and redistribute what is received by donations (See point 5.3) -Service exchanges are organized <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>6.7 Visits to people who are involved in various trades are made.</p>		<ul style="list-style-type: none"> -Visit artisans and people from different trades -People from different trades and professions are invited to share their experience and passion <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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6.8 There are charity fairs.		<ul style="list-style-type: none"> -Students organize fairs every term in which the development of productive projects of mutual benefit is promoted and facilitated in the community -They can sell or exchange their own production -They can sell or exchange the production/output of third parties -Students take care of everything: invitation, logistics, money management, accounting, etc. <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
6.9 Students learn to build houses.		<ul style="list-style-type: none"> -Clean energy classes are offered -Learn bio-construction: students learn about building ecological homes in a practical way -High school students can build a real house for the volunteers (for example, one house per year if there is enough land/space) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
6.10 There are robotics classes.		<ul style="list-style-type: none"> -Implement robotics classes from kindergarten -For the elder students, develop complete concrete robotics projects (STEM: Science-Technology-Engineering-Mathematics and STEAM plus Art) -Organize robotics fairs with the outcomes (see point 6.8) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
Comments:		

7. Personal development (self-awareness)	Average	Suggestions
7.1 Anti-stress techniques are regularly adopted for teachers.		<ul style="list-style-type: none"> -Anti-stress techniques and mindful breathing techniques are provided to all teachers at the beginning of the year -Where possible, teachers should be sent to a SPA at least once a year -Provide dance sessions to teachers -Provide constant updating to teachers, especially self-knowledge techniques for students (that is, that students are more self-taught and help each other) -Teach teachers how students do their own projects and have fun <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
7.2 Anti-stress techniques are regularly adopted for students.		<ul style="list-style-type: none"> -The same as 7.1, but applied to students -Offer freedom of movement -Provide freedom to learn what you like, in addition to the curriculum (syllabuses) <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
7.3 There are yoga classes.		<ul style="list-style-type: none"> -Provide yoga, acro-yoga, couple/partner yoga and / or aerial yoga classes on a regular basis -For young children, provide yoga workshops specially designed for children (with stories, yoga cards, etc.) -Provide a weekly yoga class (and / or similar activity) for teachers and staff who request it

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>7.4 There are moments of silence / relaxation for everyone.</p>		<p>-Implement a room of silence to meditate / align / relax</p> <p>-Arrange a room to sleep</p> <p>-Very pleasant music for everyone: students, teachers and staff.</p> <p>-Organize a moment of silence for everyone (10 minutes) daily. It can be before leaving, so the bus drivers and families who want to can join students/teachers. It is better to have it every day exactly at the same time. During those 10 minutes, one can meditate or simply rest in silence (it is called bio-consolidation and it is very important in the learning process)</p> <p>-The following techniques can be implemented</p> <ul style="list-style-type: none"> • Use a moment of silence and / or take quiet walks • Conscious listening to nature • Conscious breathing • CDO: Conscious Direct Observation • CIO: Conscious Interior Observation • DNM: "Doing Nothing" Moments <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>7.5 There is room for personal development: active philosophy, ethics, public spirit, values ...</p>		<p>-Philosophy, "active" philosophy, ethics, citizenship and values are provided within the curriculum or school program</p> <p>-Some of these subjects (or more than one) are given regularly out of school:</p> <ul style="list-style-type: none"> • Cosmogenesis • Universal geometry • Energetic anatomy • Metalanguages, symbols, archetypes • Maya calendar • Classes on Universal Laws • Breathing exercises • Mandalas, yantras • Relaxations and awareness through the body • Internal connection exercises • <i>Mindfulness</i>

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>7.6 Reflective activities are promoted on what all school staff likes and dislikes.</p>		<ul style="list-style-type: none"> -Organize School Assemblies regularly to share and make decisions as a team -Make listening circles to develop Emotional Intelligence -Have a "suggestion box" -Have a "suggestion board" -Listen with respect, any suggestion is valid -To carry out self-knowledge projects, students discover their talents, their life purposes and can be oriented to outline their action plans. - Reflect on the processes of change that are taking place in the world and become aware of them with discretion <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>7.7 There is a program to guide the life projects/plans of each student.</p>		<ul style="list-style-type: none"> -Establish activities on the life project of each student -Watch motivational movies -Teach to identify, project and realize your dreams <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>7.8 Social coexistence activities are carried out among all the people of the school at least once a month.</p>		<ul style="list-style-type: none"> -A coexistence activity is carried out among all the people of the school on a regular date, every month -Ensure that these activities are enjoyable, pleasant and fun -A national trip/outing is made twice a year at least -A local outing is organized at least once a month -An international trip is made if possible every year <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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7.9 There are martial arts classes.		<p>-“Brisk” Martial Art classes (aikido, judo, karate, kung-fu) and / or capoeira are offered to students on a regular basis</p> <p>-“Slow” Martial Art classes (such as Tai Chi or Chi-kung if they like it) are offered to teachers and staff who wish</p> <p>Student / teacher / staff / family groups’ own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
7.10 There is a quiet place to rest and/or a sleeping room.		<p>-Have a silent room to meditate</p> <p>-Provide a place to sleep</p> <p>Student / teacher / staff / family groups’ own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
Comments:		
8. Physical environments for Peace	Average	Suggestions
8.1 The chairs and furniture are comfortable.		<p>-Get and / or make comfortable chairs</p> <p>-Have multi-level tables, with appropriate chairs</p> <p>-Offer spaces to work on the ground</p> <p>-Have, if possible, ample spaces, without walls, for several activities to be done at the same time (Flexible Learning Environment. See the Schools of the architect Prakash Nair) and some “sliding” panels</p> <p>Student / teacher / staff / family groups’ own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
8.2 The toilets are clean and		-Bathrooms/toilets are painted with cheerful colours

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<p>aesthetic (colours, smells...)</p>	<ul style="list-style-type: none"> -Special attention is paid to ensure that the bathrooms/toilets are clean. In some countries, students are allowed to help with the cleaning (e.g. Japan) -There is pleasant natural smell in the bathrooms/toilets -If you want, you can place coloured spotlights -Avoid closed and poorly lit corners, which do not provide a sense of security and confidence <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.3 The spaces are comfortable and beautiful.</p>	<ul style="list-style-type: none"> -The entrance of the establishment is cosy -There is nice music, for example 432hertz -It is recommended that the students themselves paint their classrooms and corridors, so they take better care of them (it is a pedagogical activity, not a working activity) -Each student is invited to bring and care for plants -Ensure that the acoustics is good (that the sounds do not reverberate over too many ceramic spaces or walls without acoustic insulation) -The school is decorated like a house (<i>home</i>) -A good luminosity is assured, natural if possible -Lighting is indirect -Windows are wide and should lead to green spaces <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.4 There are relaxing areas and spaces to meet up.</p>	<p>-See Point 3.7 and 7.10</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.5 There is conscious food in breaks (nuts, fruits, preferably vegetarian foods).</p>	<p>See item 10.7</p> <ul style="list-style-type: none"> -Help families become aware of sending healthy snacks -Explain and talk about the consequences of unhealthy eating -Remind people that one thrives on: food, water, fresh air (prana), sun, good sleep, hugs and positive thoughts.

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.6 There is a "spot" of visible peace in the classrooms or at least some peace reminder.</p>		<ul style="list-style-type: none"> -Build a nice "Peace Corner" inside the classrooms, a quiet place with pleasant things to the 5 senses (smells, crystals, plants, etc.) -Put a visible panel that says "Peace Spot/Haven" so everyone knows that they cannot disturb the other person here -Put a message of Peace at the entrance of the school rooms -Prepare pieces of paper or stickers with an affirmation of Peace that each student can choose at random in the morning, and it would be his message for the rest of the day <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.7 There is "pure" water available for students in the classrooms.</p>		<p>See point 1.8</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>8.8 There are suitable places for breaks.</p>		<ul style="list-style-type: none"> -See point 8.1 and 8.2 -There is a comfortable space for families who arrive early or want to stay -You can build a space in the form of a dodecahedron -You can build the 5 platonic solids in the school yard and let the children play inside them -In general, organize and design yards or gardens with vegetation, flowers (many flowers), trees and plenty of shade that connect humans with a sense of well-being <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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		-
8.9 You can study sitting on the floor in some places.		<ul style="list-style-type: none"> -Accommodate rugs and cushions -Let people be barefooted <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
8.10 The school entrance is cosy. There is a place with running water.		<ul style="list-style-type: none"> -Make sure that the entrance to the establishment is cosy, without garbage or useless objects - Having a fountain with running water would be the ideal thing -Play nice music to receive students -The Headmistress/master and / or staff personally receive the students each morning and kindly greet everyone <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
Comments:		
9. Human environment and the relationship with the community	Average	Suggestions
9.1 There is bullying.		<ul style="list-style-type: none"> -See areas 3 and 10 -See point 3.8, about the mediator committee -Make visible that <i>bullying</i> is not an option at this establishment and it is not tacitly accepted - School adults are careful and observant to avoid generating <i>bullying</i> -It is important to apply self-knowledge projects to develop respect, tolerance and acceptance of differences, thus installing mutual integration among

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		<p>students</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.2 The teachers and staff can be trained and update their learning regularly.</p>		<p>-Offer weekly personal development training, if possible to all teachers and staff</p> <p>-Offer staff once a quarter three days off so that they can take a workshop or seminar for their personal development or on a topic of their interest.</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.3 There is a moment of relaxation and regular practice of anti-stress techniques, both for teachers and students.</p>		<p>See point 3.</p> <p>-Make a survey about students' and teachers' needs and ideas</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.4 There is psychological help for families.</p>		<p>-Offer regular personal development training to families</p> <p>-Offer once a quarter a workshop on a topic of your interest</p> <p>-Have a communication channel to constantly interact with families</p> <p>-There is a regular staff / teacher / family assembly. These meetings are pleasant and sympathetic</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.5 There is regular interaction with the community: neighbours, fathers, mothers, other schools,</p>		<p>-See point 3.9 and 3.10</p> <p>-Place a "suggestions" box and take them into account</p>

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community services ...		<p>-Place a large whiteboard or a large panel so that everyone can put their ideas in a visible way, like a "dreaming/vision board" (A blackboard of dreams/visions)</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
9.6 There is kind treatment from teachers to students.		<p>-Provide NVC (Non Violent Communication) and empathic communication classes to teachers at the beginning of each school year at the very least</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
9.7 There is kind treatment from students to teachers.		<p>-Provide NVC (Non Violent Communication) and empathic communication classes to students at the beginning of each school year at the very least</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
9.8 The school staff is friendly.		<p>-The same as in point 9.6</p> <p>-Install a culture of mutual support among teachers, with proposals for team or collaborative activities</p> <p>-Occasionally innovating combined subjects lessons (that is, two teachers from different subjects give a class together) are organized</p> <p>-The staff is included in the field trips</p> <p>-Three days are given per term for them to do a self-development workshop and / or to get updated on a subject/topic they like (both teachers and staff, and why not, students too)</p> <p>-The culture of greeting and cooperation is established. Embrace if the culture allows it.</p> <p>-The Headmistress/master and / or staff personally receive the students each morning and kindly greet everyone</p> <p>-The Headmistress/master and / or the staff and / or the teachers personally receive families when required</p>

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		<p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.9 All the staff and learning community are included in personal development activities (school bus drivers, cleaning staff, food staff, gardeners...)</p>		<p>-Everyone is included in self-development activities and NVC: staff, teachers, drivers of school buses, cleaning staff, food staff, gardeners</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>9.10 There is verbal harassment.</p>		<p>-Combine solutions from point 3</p> <p>-Make visible that verbal harassment is not accepted in this establishment (same as point 9.1)</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>Comments:</p>		
<p>10. Visibility of the culture of Peace</p>	<p>Average</p>	<p>Suggestions</p>
<p>10.1 There is a visible Peace flag at school.</p>		<p>-Make a flag or symbol of Peace for the school. It can be the 3 concentric circles of the Ambassador Schools for Peace network, with their own symbol inside</p> <p>-It can be hoisted weekly with an act of Peace (it can be next to the national, local and planetary flag)</p> <p>- Mini flags and Peace symbols are placed in the corridors and meeting places</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - -

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		<ul style="list-style-type: none"> - -
<p>10.2 There are panels and notice boards on peace and multiculturalism in the corridors.</p>		<ul style="list-style-type: none"> -Develop Peace panels with students and make them visible in the corridors -Prepare panels with the 5 continents and different cultures of the world and make them visible in the corridors -Organize "fairs" showing a geographical area of the world and invite the entire educational community (you can include maps, dances, culinary art, clothing, etc ... of the chosen area). Invite an Embassy. <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>10.3 There is awareness of the set culture of peace, respect for the local culture and the culture of each participant.</p>		<ul style="list-style-type: none"> -Grandparents are invited to share their culture -You are invited to share the culture of other people, through exhibitions, food, songs, dances -Cultural festivals are held -In the case of classes that bring together various ethnic groups and nationalities, a mural is made with a world map indicating where each one comes from and symbolically joining them all (for example, with coloured ribbons) -The languages of each one are shared in case of multilingual classes, honouring each member <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - - -
<p>10.4 There is regular Peace activity with others.</p>		<ul style="list-style-type: none"> -A peace festival is organized regularly (every 4 months, for example) -Cooperative games are organized -Peace concerts are organized - Organize a Peace Film Festival and to which the entire community is invited <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none"> - - -

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		-
10.5 There is a visible Peace mural at school or other peace works. There is a lounge to relax and socialize.		<p>-A peace mural is produced, if possible, that faces the street and another one inside the school</p> <p>-There is a cosy lounge or cafeteria to relax and socialize (where the acoustics is nice, you can have felt on the walls)</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
10.6 There is Peace Culture socialization activity in my school on a regular basis.		<p>-A regular activity is organized where the Culture of Peace is visible: cinema, theatre of Peace, concert of Peace, fair of Peace, visits to another school with the theme of Peace, etc.</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
10.7 There is regular Peace activity with oneself.		<p>-It is emphasized that Peace begins with oneself</p> <p>-See all points of area 7</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
10.8 There is regular Peace activity with Nature.		<p>-See all points of area 5</p> <p>-You go camping every year</p> <p>-Students go to nature regularly learning to respect the land, plants, animals, insects, water ...</p> <p>Student / teacher / staff / family groups' own ideas:</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>
10.9 There are world maps, earth globes, sky maps...		<p>-World maps are posted visibly at school</p> <p>-A world globe is placed in each classroom</p> <p>-A sky map is placed</p> <p>-Where possible, an astronomy room is made with</p>

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		<p>all mapping of the sky on the walls in 3D (observatory dome type)</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none">----
10.10 We make visible the Culture of Peace in sporting events.		<p>-Put a Peace symbol on sports clothing</p> <p>-The flag or symbol of Peace is carried in the events</p> <p>-A hymn to Peace and brotherhood is sung</p> <p>-The sporting "adversary" team is invited to a social activity, "they are not enemies"</p> <p>Student / teacher / staff / family groups' own ideas:</p> <ul style="list-style-type: none">----
Comments:		

General recommendations

- Make sure there are many and various physical activities (physical education) at the School
- Provide Nonviolent Communication classes, for all grades, at the beginning of each year
- Plant trees together
- Make visible the Culture of Peace.

As long as the entire program can be carried out, there is the possibility of doing a preliminary phase called **V.O.100**, that is to say:

- **V for “making Visible”** the culture of Peace at School or at the University, with activities that can be: painting a Peace mural at the entrance of the establishment, making a Peace flag (which is hoisted in Phase 2, as a symbol that the entire educational community is committed to co-building the Culture of Peace) and having positive affirmations of Peace and self-esteem on the walls. Students are encouraged to decorate the corridors with panels made by themselves about Peace and multiculturalism. You can do sports / collaborative events and T-shirts with the Peace logo. It is suggested to play pleasant music instead of bells, to make Peace festivals, Peace cinemas and Peace concerts.
- **0 for Zero bullying.** Includes NVC (Non Violent Communication) courses, Peace theatre and anti-stress activities. By making the theme of Peace “visible”, a “Culture of Peace” is created and *bullying* drops significantly, as it is not socially and tacitly accepted and conflicts are resolved.
- Plant **100** trees.

In the case of children living in situations of vulnerability and / or post-war zones, there is a specially designed program for them, which includes various neuro-psycho-emotional routines “post trauma” that are carried out before undertaking the Peace programs.

Go step by step... make a simple action plan,
especially at the beginning...

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1. What NOT to do:

- try to do everything at once!

What needs to be done:

- Breathe
- Establish an action plan over several years
- Establish priorities according to the diagnosis
- Go little by little

and Relax and Enjoy it... A Peace Plan is made with joy, good humour, love and enthusiasm. The spirit of "how" we do what we do is contagious...

The Ambassador for Peace: a new horizontal leadership

Thanks to this "Ambassador Schools for Peace" program,

- the students are self-confident, they make good use of lateral, purposeful and emphatic thinking, they are trained in many communicative subjects, as well as in subjects of personal development, achieving maturity naturally and inner serenity.
- and also, a new leadership profile is emerging with that. Each member of the educational community is an Ambassador for Peace, that is, a horizontal integral leader of Peace. It is the type of leader that the society of tomorrow (and today, obviously) will need.

What are the characteristics of the new "horizontal leader 3000" of Peace or Ambassador for Peace?

At the end of the program, the students will find themselves really prepared. Then we will have active "leaders" who:

- have experienced and live in a Nonviolent Communication and Culture of Peace.
- harmoniously manage their Emotional Intelligence.
- have clarity about their transcendental life purposes.
- are familiar with real life and can manage their projects pragmatically.
- have the capacity to constructively insert themselves as citizens of the world and make significant contributions both locally and globally, thus, expanding the Culture of Peace.

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- are happy and full, as well as responsible and pro-active. They have a healthy self-esteem, and make the most of their creativity, lateral thinking, diplomacy, as well as their Interpersonal and Intrapersonal Intelligence.
- are able to participate in a practical way in the co-construction of a world of collaboration and PEACE.

We are all co-creators of the Culture of Peace

This “Ambassador Schools for Peace” program has the advantage of being, structured with clear proposals and steps in line with the countries’ educational standards; and at the same time, flexible, requiring the commitment and positive attitude of all the actors involved.

Indeed, the Culture of Peace corresponds to a raise in consciousness; it is not just a simple method to be repeated mechanically. Applying an “Ambassador Schools for Peace” program means starting with a set of reflections that are, then, turned into actions, experiences and done with a positive attitude that comes from a deep inner state of Peace that is enjoyed. And therein lies the beauty of the proposal.

The path to Peace, as it is perceived throughout this Education 3000 (Pedagoogia 3000) proposal, begins in each one of us, adults. Peace begins in me and it radiates, it spreads, it is not preached.

It is a way of turning inward, connecting with our hearts to achieve the understanding that the best way to live one’s life is by recognizing who I am, accepting and valuing myself to live in joy, trust and gratitude for being alive, for what I have, for everything I receive, for what I give...

It is to aspire to the “Emotional Peace” that arises almost naturally when we have reached the internal order, the balance and joy that come from the depths of the heart.

Furthermore, recognizing that I have a personal purpose to fulfil at this time, in this place and that I am not alone, I am part of a great human and planetary family.

If this is clear to me, inner peace is a simple consequence.

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So, if I am at Peace with myself, there is Peace in my family, in my workplace, in the community or society and I can contribute to the necessary synergy of Peace with all human beings. There is Peace with Everything, at any time and place.

For this reason, we suggest that adults who are in educational institutions (managers, teachers and staff in general) give great importance and attend to their own well-being and emotional balance to achieve and feel inner peace and thus, contribute to the outer peace where they work.

In this way, it is much easier to be an educator, making supportive education possible and accompanying the processes of students, their families and developing compassionate environments of well-being and Peace.

We share some final suggestions to be integrated in educators:

- Develop attentive and loving listening,
- Careful use of language when we express ourselves (NVC)
- Tolerance, respect, affection
- The understanding that the other is a being in a personal evolutionary process and requires or needs their time
- Generate collaborative ability, teamwork among teachers and extend it to students
- Generate the same with families
- Generate space / time for the emotional education of all the actors and attend and solve the conflicts that arise
- Give rise to the creative proposals that come from students: they can contribute with interesting resources to experience Peace.

We know that Peace is a very deep desire of human beings, therefore, at this historical moment, it is crucial that we dedicate ourselves to the urgent task of generating spaces for Peace.

Let us remember that we can agree to make this great dream come true starting from the internal wisdom that we all have, that we can give it life from ourselves and thus expand Peace towards others, towards Nature, towards the Existence, without limits...

In educational institutions, we have a wonderful opportunity to develop education programs for Peace. It is from the understanding and commitment of each one of us and of all the people who come together that the practices for Peace can be promoted. With that sustained commitment over time, all people can become Active

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Agents of Peace. It is a call to consciousness, to individual and collective responsibility. It's possible. So be it.

Thank you very much!

A quantum invitation

The invitation is to make this beautiful quantum leap of consciousness, where each one of us recognizes our inner power and union power, recovering inner wisdom, empathy and joy...all of us together.

This is not the final invitation of a pocket book, but rather the beginning of a beautiful adventure and awakening process for all humanity, and above all, the opportunity to fulfil our own dreams, visions and personal growth.

Enjoy it...

Appendices

An ASP pilot school in the Sierra de Madrid, Spain

Pilot program in a state school, Sierra Oeste de Madrid, Spain

The *CRA Sierra Oeste de Madrid* is a Rural Grouped Educational Centre that receives children from 3 to 12 years old, organized in five nearby towns. Due to its characteristics, communication between teachers and the management team is particularly necessary, since, at the administrative level, it functions as a single school. Besides, the particularities of each locality are respected and promoted, which facilitates autonomy and local identity.

Unlike other schools, in this centre the groups of students are inter-levelled both in the infant and primary stage, a circumstance that favours the proposal of activities and dynamics of socialization, communication and learning among the boys and girls themselves.

With all this and the experience of teachers with more than 10 years in the *CRA Sierra Oeste*, during the 2019-2020 school year the "Ambassador Schools for Peace" program proposed by the Pedagoogia 3000 Network has been set up. This is an initiative that, according to the management team, will shape and guide many of the activities that were being carried out at this school in a disjointed way. It will also unite the group of teachers, increase the tools both personally and for the groups of students, provide a greater number of meetings with families and the school environment, develop meaningful and conscious activities for students, expand the vision towards a Culture of Peace where we become active agents.

The steps that have been followed so far are explained below, trusting that it will serve as a benchmark to more and more centres that will join this initiative:

First, it was important to inform the management team about the assessment of the viability of the program at school. After several meetings, the evaluation was really positive, and the proposal was communicated to the entire team of teachers. It is moving to see how people resonate with terms like "Peace", "empathetic communication", "well-being", etc. and that this resonance draws a smile on faces, indicating that something within us is moving towards this place of Peace. And that it is an intrinsic state in human beings to find Peace in everything.

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For this reason, with this program we approach to the human yearning for Peace step by step and in a very practical way, in an educational environment, which is the basis for any social change.

During the informative meeting, doubts of different kinds were resolved, particularities were debated to implement the program in the *CRA Sierra Oeste* taking into account its own characteristics. Finally, the entire educational team agreed to carry out this program, with the guidance and support of a Certified Pedagoogia3000 Facilitator and the ICT (Pedagoogia3000 International Coordination Team). It was also agreed to form a coordination team of the ASP Program where at least one teacher from each CRA locality was a member, to facilitate the running of the program and the fluidity of communication among all people.

The next step was to carry out the first phase of the program -the diagnosis that will give us the keys to assess in which areas Peace actions are or are not carried out and, thus, have a clearer Culture of Peace perspective. In general, when making the diagnosis, teachers' opinions were positive since they saw it as really complete and detailed. With surprise and joy, they realized that they were carrying out more actions than they had previously thought, motivating themselves more as teachers and to share their experiences.

Following the indications of the ASP Program and the Facilitator guidance, the next objective proposed for this school year has been to carry out activities in each locality of the *CRA Sierra Oeste* that make "Peace visible", for example by putting

- posters in corridors and classrooms
- photos of historical figures who have played an important role in the Culture of Peace
- positive phrases for everyone to see, etc.,

in such a way that each one of us enters into constant and conscious direct contact with a space where Peace is viewed and valued.

Both the management team of the *CRA Sierra Oeste* and the teacher staff are aware that the application of the ASP program is in the medium-long term and that phase by phase we will expand our vision and actions towards a Culture of Peace. They are also aware that in the future, we will include the community and locality, incorporate habits of Peace for ourselves, for others and for the planet step by step. We believe that it is possible to educate ourselves in Peace and that we are walking towards that, trusting that more and more schools of the world will join this initiative, where human relations are softened and reach the essence of empathetic communication for the common good.

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Mar Urdillo

Infant teacher at *CRA Sierra Oeste in Madrid, Spain*

Certified Pedagoogia3000 Facilitator

Founder of the Pedagoogia3000-Spain Association

marurdillo@gmail.com

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About the authors



Nelly Chavarría Licón

She is the Coordinator of the Pedagoogia 3000 Ambassador Schools for Peace Program. She has a Master in Peace Education and a Master in Holistic Education. She is also a Bachelor in Tourism and Co-founder of the Association of Educators for Peace, Counsellor of the Comprehensive System for the Protection of Girls, Boys and Adolescents (SIPINNA) in the State of Chihuahua and Coordinator of the Foster Care Program of the Chihuahua State DIF. She is a member of the International Pedagoogia 3000 Team, a Certified P3000 Facilitator and Coordinator of the Seven Petal School Network of Pedagoogia 3000 in Ecuador, Venezuela, Colombia, Central America, the Caribbean and Mexico, as well as a Member of the National Commission for Peace (COMNAPAZ). Co-author with Noemi Paymal of the Post-trauma Tools 3000 Program, applied to Syrian children and youth living in refugee camps in Turkey and Lebanon. Co-published: The mini-book "Yo puedo elegir...Yo elijo la Paz" ("I can choose... I choose Peace") and the book "Paz Activa 3000" ("Active Peace 3000").



María del Mar Urdillo Garrote

She is the Founder of the Pedagoogia 3000 - Spain Association, Pedagoogia 3000 Training Facilitator, Educator and Teacher of Infant and Primary Education, graduated from the University of Alcalá, in Madrid. She has attended various seminars of the Community of Madrid related to education, alternative language and communication systems, autism, development of motivating strategies for the classroom, scientific research on childhood, psychology and child development, non-violent communication, culture of Peace, post trauma and neuroeducation techniques.

Certified Pedagoogia 3000 Facilitator, she is a member of the Pedagoogia3000 International Coordination Team, and participates in international projects, mainly in Italy, Spain and Portugal and Turkey. She was trained in ASIRI Methodology (feel-do-think) in 2014; Systemic Pedagogue, since 2017, endorsed by the CUDEC Multicultural University ® from Mexico.

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María Isabel González

She was born in Argentina, Province of San Luis. For more than 30 years she has been dedicated to educational and cultural activities, within the formal and non-formal educational systems, serving as a teacher at almost all levels of education. She is a graduated teacher from Argentinean Normal Schools (Maestra Normal Nacional), Professor of Differentiated Teaching and Specialist in Management and Administration of Educational Systems, degree awarded by the University of Educational Sciences of Playa Ancha, Chile. She was Vice Minister (General Coordinator) of the Ministry of Education, in the province of San Luis 2001/02 and Headmistress of State Schools until 2010. She is currently the President of the Pedagoogia 3000 Argentina Foundation and Director of the first Pedagoogia 3000 Academy, in Argentina.



Noemi Paymal

Born French, resident in Bolivia, Noemi is a researcher, communicator, anthropologist and author. Starting in 2001, she has launched Pedagoogia 3000, eMe, the global link for Education and Peace, as well as the 7 Petal Schools for Peace World Network. She has delivered more than 1600 conferences and workshops on the subject of the so-called Children of Today and the education they need in: Germany, Andorra, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Bulgaria, Canada, Colombia, Croatia, Cuba, Chile, Ecuador, Egypt, United Arab Emirates (Dubai and Abu Dhabi), Spain, United States, Ghana, Guatemala, Greece, France, Finland, India, Italy, Iraq, Israel, Japan, Jordan, Kenya, Kurdistan, Lebanon, Morocco, Mexico, Mongolia, Nepal, New Zealand, Paraguay, Peru, Portugal, the Dominican Republic, the United Kingdom, Romania, Russia, Syria, Sweden, Switzerland, South Africa, Taiwan, Turkey, Venezuela and Uruguay. For her work and commitment to a deep Culture of Peace, she received Nicolás Roerich's Peace Flag and was distinguished as Ambassador of Peace by the PEA and "Mil Milenios de Paz" ("A Thousand Peace Millenniums") foundations in 2010.

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Illustrations

Teacher Elvira Perales Ruiz's activities, National Pedagogical University, Mexico

- Peace Practices in the environment, Gloria María Abarca Obregón, Mexico
- Peace activities for children by Said Bahajin, Tangier, Morocco
- Pedagogical experiences based on biocentric principles, by Carolina Adjemian, Argentina
- *Ecodome to Sow La Paz*, Arch. Cosme Fabián Espinoza González, Mexico
- Pita and Los Girasoles: "Sembrando Paz", by Lucero de Alva Fernández, Mexico
- Peace prevails on Earth Active Peace Latin America, Elena Becú, Uruguay
- *Mindfulness and Peace*, Nelly Chavarria, Mexico

To know more about these activities, please consult the book "Paz Activa 3000", available free of charge at www.pedagoogia3000.info

- Platonic solids at the school yard
- School yard climbing wall
- Peace Corner in the classroom, Architecture 3000

Courtesy of the Architecture Research Network 3000, blog: Architecture 3000



"We can create Peace together"



Ambassador Schools for Peace

Imagine a school with no bullying.

Everyone greets each other, they are happy and they respect each other. Each student demonstrates self-esteem, speaks positively, helps each other.

Imagine teachers who are relaxed and smiling...

Imagine a green school, with flowers, music and rhythms, a Peace flag flying at the entrance ...

It is possible, absolutely possible ... This book gives you the steps of how to achieve it and make each student an Ambassador for Peace.

Peace in oneself, Peace with others, Peace with Nature, Peace in the World.

