



Guide
2025|2026

a path to peace education

IN PARTNERSHIP WITH



**Guide
2025|2026**

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EDITED BY

Elisa Di Muccio
Michela Micocci

GRAPHIC DESIGN

Maria Clara De Rezende

TRANSLATED BY

Carmen Catarino
Pilar Margall Poch
Irena Santoro

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Proximity for Peace

Building Relationships That Transform the World

In a global context marked by conflict, rearmament, and environmental crises, starting a new year requires courage and fresh perspectives. The challenges are real, but so is the possibility of responding with concrete gestures of peace and cooperation. Living Peace reminds us every day that peace is not an abstract concept, but a living practice—capable of uniting, educating, and transforming. Looking to the future with hope, we can only be grateful for what we've experienced: a year rich in growth, dialogue, and shared actions that make peace a tangible reality.

Today, our network spans 136 countries, where millions of people choose daily to live and spread a culture of peace. We walk alongside 101 partner organizations, and 2,350 schools, universities, associations, and parishes that make this commitment a daily practice. We've trained 950 Young Peace Ambassadors to be agents of change in their communities. These numbers are significant, but what truly matters are the relationships behind them: 660 virtual meetings that bridged geographic distances, 12 journeys by the coordinator that brought hope to difficult contexts, and the tireless work of coordinators, educators, and volunteers who patiently weave the fabric of dialogue in every corner of the world.

In this light, the words of Pope Leo XIV resonate with particular strength: his vision of a **"disarmed and disarming peace"** reminds us that true peace does not arise from force or imposition, but from the humility of those who listen, the perseverance of those who build bridges, and the ability to recognize a brother or sister in the other. This is the deep root of our action.

PEACE: A TRUE GENERATOR

*Peace
Love feeling
Thanks to her we are calm
Thanks to her we listen
Thanks to her everything is fine.
This melody is so sweet
Stuns me!
My life is worry-free.
How much good did she do me?
Impossible to tell.
I looked for you
I'm looking for you
And I'll keep looking for you.
You, Peace, are a real mother.*

Lunga Tshisungu,
13 years old, Democratic
Republic of Congo

LE LIVRE D'OR DES ENFANTS DE
LA TERRE, Universal Circle of Peace
Ambassadors, Switzerland/France

A NEW CHAPTER: THE INTERNATIONAL COORDINATION COMMITTEE

To meet the challenges of a constantly changing world, Living Peace International continues to grow and evolve. After years of dedication under the leadership of Carlos Palma, the coordination expands into a true international team, capable of supporting our global network even more effectively.



We are pleased to introduce the new members who, alongside Carlos, will lead this new phase: Marcelo from Argentina, who will guide the Young Peace Ambassadors in their training journey; Azeez, an Iraqi living in Dubai, driving youth activities and volunteering; Glaucya from Brazil, who will lead the scientific dimension of the project; Taline from Jordan, the voice of our communication; and Bertin from the Democratic Republic of Congo, now living in Angola, a key reference for national coordinators. Carlos will continue to represent Living Peace internationally, nurturing valuable synergies with the 98 partner organizations and spreading the project worldwide.

This transition is not just a structural change—it's a sign of trust in the future: together, with our diversity and complementarity, we can achieve even more.

Toward 2026: Peace Is Born from Proximity

In a world marked by division, we choose to mend bonds through listening, dialogue, and encounter. The coming year will be dedicated to building healing relationships, empowering young people as agents of change, promoting volunteerism, and using communication to unite and spread hope.

To coordinators, educators, young people, volunteers, and partners: thank you. You are the protagonists of a journey of peace built on courageous choices.

We believe that true peace is born from respect, mutual care, and the ability to turn conflict into growth. Together, we will face global challenges with concrete actions and everyday gestures that sow hope.

Happy New Year to all of you—builders of peace and hope!

International Secretariat
of Living Peace International

The project

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

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

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

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

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



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

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

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



If you also want to be part of this worldwide network of education for peace, sign up here:
livingpeaceinternational.org/en

The 6x1 methodology

6 STEPS FOR 1 GOAL

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

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



OBSERVE LET'S LOOK AROUND

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



CHOOSE LET'S ADD UP THE IDEAS

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



INVOLVE TOGETHER WE ARE STRONG

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



PLAN AND ACT BY GETTING OUR HANDS DIRTY

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



EVALUATE KNOWING HOW TO IMPROVE

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



CELEBRATE/COMMEMORATE LET'S CELEBRATE

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



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

Experience 6x1

No barriers, all in: this process stems from the desire to break down the physical and cultural barriers that limit everyone's participation, promoting collaboration between the different generations and care for the environment.

Location

Priego de Córdoba, Spain.

Target audience

- Direct beneficiaries: students at the centre, teachers and school staff
- Indirect beneficiaries: families, local community, nearby schools, public and private organisations, citizens of the cities involved.

Description

The project stems from the need to promote intergenerational relationships and values of active citizenship among students and the community, encouraging social inclusion and raising awareness of environmental issues. Using the 6x1 methodology, we formed a group of student “influencers” who, in collaboration with various local participants, identified the removal of architectural and cultural barriers that hinder people with disabilities as a priority.

During the activities, the need emerged to make evident the reality of people with disabilities, developing empathy and attentiveness. The initiative involved schools, public and private organisations, and various sectors of society, promoting awareness campaigns and immersive experiences. At the same time, the project also addressed environmental protection, with concrete actions to reduce waste, promoting selective collection and raising consciousness of the responsible use of resources.

The process was divided into the six stages of the 6x1 method (Six steps to a goal): **observe, choose, involve, act, evaluate, celebrate**, with the aim of generating a real change in the



community and building a more just, inclusive and sustainable society.

1. OBSERVE

The programme began with an observation of the local situation, which revealed the presence of architectural barriers that hinder the full participation of people with disabilities. A significant experience was lived by the protagonists of this initiative during an intergenerational meeting, in which a student in a wheelchair encountered numerous difficulties due to roads that were not accessible and not equipped for the free movement of people with reduced mobility or visibility.

2. CHOOSE

This observation led to the decision to raise awareness in the community about the issues faced by people with disabilities, highlighting existing barriers and promoting empathy towards those who experience such difficulties on a daily basis.



3. INVOLVE

Students, other nearby schools (Almedinilla and Carcabuey), public and private institutions, and various sectors of society (political, educational, health, public safety) were involved, thus creating a network of collaboration for social inclusion.

4. ACT

The “Influencer” group, made up of students, planned and carried out awareness campaigns, community activities and online initiatives to promote structural and mental change in society. It also promoted immersive experiences, in which participants were able to put themselves in the shoes of people with disabilities.

5. EVALUATE

The evaluation phase is a fundamental and recurring moment in the 6x1 process, during which the group regularly stops to reflect critically and collectively on what it is experiencing.



Regular meetings were organised in which everyone was able to freely express their emotions, the difficulties they came across and the solutions they found. The direct experience of architectural barriers, as experienced by a wheelchair-bound “Influencer” student, allowed the group to develop a greater awareness of the daily challenges faced by people with disabilities. This comparison strengthened empathy and motivation, leading to the increasing involvement of schools, institutions and citizens.



The testimonies and reflections gathered highlighted the changes that had taken place: many students said they had changed their view of diversity and the environment, feeling more responsible and active in promoting an inclusive society. Some emphasised how group work had fostered collaboration and the ability to listen to each other, while others expressed their willingness to continue their commitment even after the end of the project.

The students themselves also analysed the difficulties that emerged, such as the need to raise awareness in the local community or the management of activities in the presence of logistical obstacles. These moments of debate made it possible to adapt strategies, strengthen collaboration networks and find new shared solutions.

6. CELEBRATING

The successes were shared with the whole community, recognising everyone's contribution and strengthening the sense of belonging and collaboration, in order to encourage others to undertake similar projects.

Team Influencers of IES Álvarez Cubero de Priego de Córdoba



Annual appointments



21st September International Day of Peace

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

[Click here for further information](#) 



30th January School Day of Peace and Non-Violence

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

M. Gandhi

This day wishes to recall the attention of politicians, rulers, teachers and educators to the need for a continuous non-violence and Peace formation; it is necessary to educate for solidarity and for respect for the others “Since wars begin in the minds of men, it is in the minds of men that the defences of Peace must be built” (Constitution of Unesco, 1945). The choice of the date 30th January is not accidental, but it coincides with the anniversary of the murder of one of the most great defenders of peace, non-violence, justice and tolerance among peoples: Mahatma Gandhi. The 30th January can be the opportunity to demonstrate publicly your path/ commitment undertaken to peace and Living Peace International invites all its members to actively participate on this occasion.

[Click here for further information](#) 



United World Week Run4Unity

In the first week of May, the Youth for a United World of the Focolare Movement launch to the whole world the United World Week – SMU. During these days, individually or in groups, there will be activities, events, initiatives that contribute to build peace and universal fraternity. Every year SMU proposes a theme to live and deepen. All participants of Living Peace are welcome to take part in the United World Week 2026 and enrich it with various suggestions and activities.

For more information:

www.unitedworldproject.org/
embrace-humanity/



One of the proposed activities within the United World Week is the Run4Unity - a relay for unity, that takes place in hundreds of cities in the 5 continents, at the initiative of Teens4Unity, one of the promoters of the Living Peace project.

Hundreds of thousands of boys and girls of different cultures and religions, from 11.00 to 12.00 in each time zone, run together to witness their commitment to peace and promote a tool to achieve it: the Golden Rule. Sports, social and artistic activities are also organised, involving teens, youth and adults, to extend symbolically a rainbow of peace over the world. The schools and groups connected to Living Peace are invited to participate and be protagonists of this worldwide peace relay, which unites the farthest points of the planet.

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



Artistic events



Canto pela Paz (Singing for Peace)

The initiative, created in collaboration with the Canto pela Paz Association, takes

place annually in the form of an international online concert. Its aim is to bring together young people from different countries, cultures and various religious denominations, building peace through the universal language of music. the art of music.



[Watch the video](#)



Peace Got Talent

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

Talent in collaboration with various schools in the project's international network. Peace Got Talent is an online talent festival, where the protagonists are young artists from all over the world, from different cultures and religions, who spread the values of peace through music and dance.



[Watch the video](#)

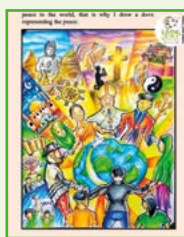
Competitions



International competition of essays for young people

Activity of the UNESCO Global Action Programme (GAP) on Education for Sustainable Development (ESD), organised by Goi Peace Foundation to enhance energy, imagination and the initiative of youth all over the world and promote a culture of peace and sustainable development.

[Click here for further information](#)



Peace Pals International Art Competition

It is an initiative that is born from Peace Pals International in which children and young people from all over the world are invited to present their own artistic works at the Peace Pals International Art Exhibition & Awards. Every year a different theme is proposed that stimulates to represent values of peace.

[Click here for further information](#)



Nominations of the Young Ambassadors of Peace



Children and young people, aged from 5 to 25, can apply to become Young Ambassadors of Peace. Those distinguished by significant actions of solidarity and the promotion of peace will be awarded this title annually, along with the responsibility to represent and disseminate the values of peace. The activity takes place in partnership with the **Universal Circle of Ambassadors of Peace (France - Switzerland)**.

Since 2022, a specific online course has been available, in various languages, aiming young people who wish to concretely commit to peace and apply to be Young Ambassadors of Peace. During the year, we will provide more information and updates.

[Click here for further information](#)



Ambassadors of Peace



Ambassadors of Peace are young people who consciously choose to be actors and protagonists of peace, becoming examples of brotherhood and humanity in their daily lives. They aspire to be luminous torches of peace wherever they are, either in the family, professional and associative spheres, and at the local, national and global levels.

This year, courses for Young Ambassadors were held around the world in five languages, involving more than 200 young people from different cultures and nationalities. The courses were conducted by professionals in this area and by Young Ambassadors of Peace who had already undertaken this path previously. The interactive meetings provided a space for dialogue and reflection, giving the participants the opportunity to express themselves and interact with peers from different backgrounds.



NOMINATION OF YOUNG PEACE AMBASSADORS

For several years, people who choose to take this path have been recognized, through their actions and values, by the Circle of Ambassadors of Peace (Cercle Universel des Ambassadeurs de la Paix France/Suisse), which at the end of the course, carried out in virtual mode, evaluates the commitment, the moral sense, the actions and the spirit of young people.

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

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



EXPERIENCES OF YOUNG PEACE AMBASSADORS

«From the moment I heard the words "Ambassador of Peace", I knew it was part of me, it belonged to me. In my 18 years I have had many "titles": violinist, artist, basketball player, student, daughter, sister, but only that of Young Ambassador of Peace has united everything, making me understand how each one of these contributes to defining who I am.

I became a Young Ambassador of Peace on the 21st September, 2023. This role taught me to love those who perhaps don't love me, to forgive those who have hurt me, to take in consideration the feelings of others, to listen, help and give a smile with a simple compliment or a "I hope you have a wonderful day!".

In 2024 I participated in the meetings, sharing experiences with other young people; when some of them said they want to be like me, I understood the great responsibility of inspiring others to follow this path. According to my reflection, I understood that peace lies in the small seeds we cultivate within ourselves, in the small steps that lead to the big ones.

I come from Jordan, a small but peaceful country, where different religions, nationalities, ethnic groups and cultures coexist. In this land surrounded by wars and conflicts, I experienced coexistence, harmony and justice, which were the pillars of my first architecture course project. I study this discipline to build homes, shelters, hospitals and schools in war areas, promoting sustainable buildings and caring for the Earth.»



Young Ambassador of Peace
Kinda, 18, Jordan

«Namaste, I'm Laxman, Ambassador of Peace from Nepal and flight attendant for an international company. Before I explain how I experience peace on the outside, I share how I nurture it within myself. I am Hindu and every morning I thank God for a new day, praying for everything around me. This helps me maintain inner peace and face the day positively.

At work, I collaborate with people of different cultures, religions and genders. The main challenge is communication. To ensure a peaceful flight, I try

to understand others without judgment and make decisions that favour the team. Many passengers are afraid of flying or have health problems, so we must take care of them, maintaining calm and patience.

I'll share with you a recent episode: on a flight to São Paulo, an elderly woman in business class asked me for help with Wi-Fi. She only spoke Portuguese, I only spoke English, and so we communicated with gestures. I gave her my login and promised to help her after the service, but she kept asking for help. Finally, I firmly told her to wait. Then I found out that the Wi-Fi wasn't working. After my rest, she was asleep. When we were landing, she finally got the internet, but on getting off the plane she burst into tears at the door. We found out that she had lost her only daughter.

That experience taught me not to judge and to handle situations with empathy. Since then, when I face difficulties, I put myself in the other's shoes to build peace first within myself and then with the others.»

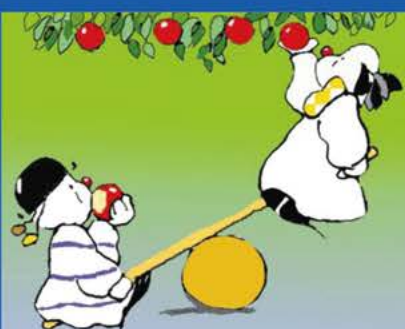


Young Ambassador of Peace
Laxman, 29, Nepal



Build your Dice of Peace

Download here



We love each other



We forgive one another



I am the first to love



I listen to the other person

I love the other person



I love everybody

Find out other versions of the Dice

Download here



PEACE DICE FOR SCOUT



PEACE DICE FOR AFRICA



PEACE DICE FOR MUSIC



PEACE DICE FOR ART



PEACE DICE: INTERFAITH



PEACE DICE FOR THE FAMILY



The Dice rolled and lived in the world



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

«I was participating in a synod workshop about the application of Christian social thought in the lives of our communities. I shared some concerns about the attitudes and situations of those in authority and governance at various levels. I tried to avoid personal judgments, merely presented the facts, so that my intervention could be rooted in love.

One person in the group reacted very vehemently, debating what was said, even though there is no room for discussion in the synod dialogue, but there should be only listening and a polyphonic vision. The dice helped me with the message “listen with compassion”, allowing me to welcome what he said and I strive to understand his perspective, overcoming the pain and discomfort that his reaction had caused to me’».

From Mexico, Interfaith Dice

«I’m facing a degenerative disease that limits my ability to eat and speak clearly. To avoid malnutrition, I feed myself via gastrostomy. My voice lacks intonation and tone, and the words are often incomprehensible, making it difficult to communicate with my daughter and husband.

I follow an intense therapeutic program to regain the ability to express myself clearly, practicing with them every day. Our communication is complex: I try to say something, they try to



guess, and funny moments often arise when my daughter interprets differently. Sometimes I have to repeat several times, and if they can’t understand, they ask me to write, and so everything goes well; other times, however, tensions are created, which we then manage to overcome.

There are times when I get frustrated with them and with myself for not being able to make myself understood. In those moments I remember the face of the interreligious dice that speaks of forgiveness, and I reflect, trying to understand both them and myself. It is often harder to forgive me for causing them hardship and for breaking the harmony with my impatience. But the sentence in the dice helps me remember that I too deserve to be forgiven, and so I find again the calm and the strength to move forward.»

Lolita, Mexico

«As a Buddhist monk, young peace ambassador, Mexican immigrant to the United States, member of the LGBT community and person with visual impairment, my journey has been marked by a continuous search for meaning and resilience, with the awareness that differences are seeds of deep and transformative union.

Interfaith collaboration has enriched my understanding and motivated me to overcome barriers, building bridges of dialogue. In an often fragmented world, every interfaith gathering is an act of faith in the possibility of a global community that celebrates diversity and builds peace day after day. I have learned that peace is not a distant goal, but a journey made of kindness, sincere conversations and gestures of empathy.

My visual disability taught me to see the world with new eyes, to grasp the often ignored beauty and to enhance every ray of light as an invitation to continue. This experience has become a source of inspiration, helping me understand that darkness and light coexist in a dance that guides us towards clarity and awareness.

I participated with members of Living Peace and Christian churches in Mexico in the creation of the Interreligious Peace Dice, an enriching experience in which, deepening our traditions and scriptures, we chose phrases for each face of the dice which embody the values of peace.



The challenge is to put them into practice and share the experiences we have lived.»

Vasu, Buddhist Munich, USA-Mexico

«It was March when we presented the Peace Dice project to students from the sixth to the eighth grade of the Gilberto Rodrigues dos Santos municipal school, located in one of the areas considered “at risk”. After the presentation, I was approached by a student known to be the most problematic and uninterested in studies up till that moment.

He said he carried in his heart a lot of sadness and anger towards a group of kids from his neighbourhood, Santa Etelvina, who had attacked him several times while he was walking down the street from home to school without understanding why.

On one of these occasions, after being beaten, he was thrown among the rubbish in the street. That day he arrived at school dirty and with a bloody face; his mother then decided to transfer him to another institution. When he came to us he felt sadness, hatred and a desire for revenge.

His viewpoint on life began to change when he discovered the “magic cube” – as he calls the Dice of Peace – a cube that invites everyone to live a reality opposed to selfishness. He decided to renounce revenge, to forgive in his heart those who had harmed him, to commit himself to study and contribute to the culture of peace in school and in the family.

“I feel better, quieter and more confident, and hope to be able to share these experiences with others”, he said before the inauguration of the monumental Dice of Peace.»

From the Gilberto Rodrigues School
Manaus, Brazil



Good Practices

Below you will find some good practices that can be an example of our commitment to peace. A big thanks to those who shared them. We are sure that you too will have others to tell us: every experience can enrich the peace network that we are building together.



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



With vulnerable children from Ivory Coast

Motivation

The philosophy of the Living Peace project places great emphasis on building inner peace as a fundamental basis for leading a harmonious life. Our initiative in Ivory Coast focused on spreading this message to the young generation, being aware that education for peace must begin at an early age in order to generate a lasting impact over time.

Protagonists

The protagonists of this project were 42 disadvantaged children, coming from very difficult situations, whom we met at the social library in Treichville, Abidjan. Many of them live without access to basic educational opportunities and with limited resources. Their conditions are very different: some are orphans, others have imprisoned parents, and many face extremely complex family contexts.

Performance

The activities took place precisely in this community space, where we were able to establish direct contact with children, offering sessions of education for peace. Despite the daily difficulties that these little ones face, our approach has had an almost “miraculous” effect demonstrating how the Living Peace philosophy can truly reach and touch even the harshest and most difficult realities.

Results

The children welcomed with great openness and interest the messages of hope and inner

peace that we shared. This positive feedback confirms the value and transformative power of peace education, imparted with authenticity and dedication.

Impact

This initiative represents only the beginning of a longterm path of engagement, not an isolated event. Our goal is to maintain ongoing activities with these young people, offering them constant support and helping to create a sense of family and belonging in their lives. A particularly meaningful moment was the community meal that we shared together, a precious opportunity to strengthen the bonds and the community spirit.

Thanks to the Providence and to the dedicated commitment, we have successfully introduced the principles of Living Peace to these vulnerable young people, confirming that a carefully offered education for peace can reach even the most suffering hearts and minds.

Mabih and the team of Living Peace International



A school camp for peace in Cluj-Napoca, Romania

Motivation

The School Camp for Peace, entitled “Together Peace is Closer”, took place from the 1st to the 4th May 2025 near Cluj-Napoca, Romania, with the aim of promoting peacebuilding through sport. The initiative stems from the awareness that educating children and pre-adolescents about peace from an early age is crucial to creating a future of understanding and collaboration among peoples.



Protagonists

52 children from different regions of Romania participated, accompanied by adults and teens who held the role of facilitators. The participants formed 8 teams, each representing one of the many countries in conflict, with the relevant flags designed by themselves.

Performance

During the school camp, the sports tournament was the focus of the activities, with each team bringing their flag to the field. Every day there was a time-out for peace, and moments dedicated to reflection and dialogue. We also followed much of the Peace Got Talent happening and built a flag of peace. The experience allowed us to feel part of a global network, the great Living Peace family.



The event concluded with Run4Unity and the delivery of the relay to Switzerland.

Results

The children showed great enthusiasm and openness towards messages of peace. They learned the importance of responsibility, mutual respect and collaboration, even in times of difficulty such as losing in a match. The Dice of Peace has proven to be an effective and appreciated tool, capable of supporting the peaceful spirit of sports.

Impact

The experience left a deep imprint on the hearts of the participants, who shared emotions and values from different realities. The comments collected demonstrate how important it is to continue spreading these teachings to build a more united world. The connection with the Living Peace network strengthens the commitment to continue on this path, promoting peace through sport and education.

Marcello Pedone
Romanian focolare



In Tanzania, between students and teachers

Motivation

We started the Dice of Peace project in Tanzania with the intention of spreading the culture of peace among teachers and students, promoting values of respect and coexistence through a playful and participating approach.

Protagonists

The path began first with the teachers, then continued with two classes of senior students. Then, 12 facilitators were selected and chosen to start the “Club for Peace” within the school.

Performance

During the workshop, we shared a PowerPoint presentation about the importance of peace, illustrating the meaning of each side of the dice. Then we made 14 dices together in each class, which were shown at the students’ general assembly. It was a very positive and immersive day. Afterwards, the facilitators visited the younger classes in order to present the dice and encourage the teenagers to live in a spirit of peace every day.

Results

The Dice of Peace continues to be used in school even in my absence, which makes me very happy. Additionally, I have received requests from other schools interested in replicating the workshop. The teens showed great enthusiasm and appreciation for this experience.



Impact

We went to a village to promote the Dice of Peace to 110 children, and we also visited the elders of the community. In other schools we continue the training of the little Ambassadors of Peace, convinced that living for and in peace enriches all of us. Furthermore, I presented the Dice of Peace in a local pharmacy, establishing a friendship with the staff, who roll the dice from time to time. I also illustrated to the pharmacy our project “Laudato Si”, dedicated to ecology and recycling of objects, thanks to which I was able to obtain a supply of boxes for the dice.

Leo, coordinator of Living Peace International in Tanzania

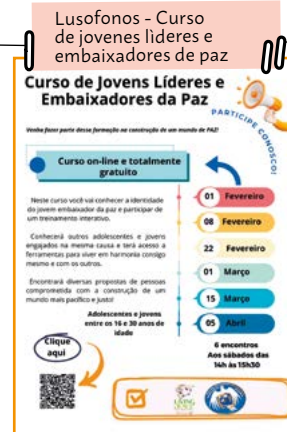
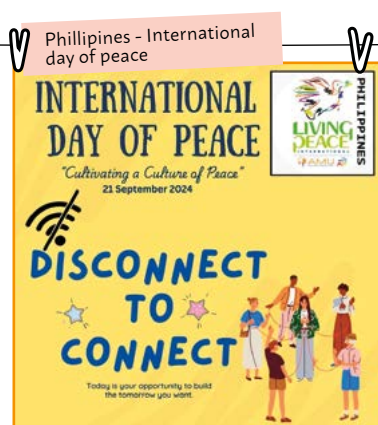


Spreading of the Living Peace project in the year 2024-2025



Peace doesn't stop! Despite the challenges and uncertainties, numerous initiatives have been promoted in person and online to spread and build the culture of solidarity and brotherhood! Here we have just a few examples of artistic events, trainings, project presentations and sharings to promote peace and its values:





Living Peace in the world

Everywhere, the Dice of Peace become an opportunity for education, intergenerational encounter, and dialogue among different religions



Brazil and its 35 Big Dice of Peace

In Brazil, the Living Peace project has 35 Big Dice of Peace installed in public squares, involving more than 200 schools and more than 40 parishes, catechetical groups, NGOs and associations that collaborate in synergy to spread the culture of peace. There are many activities related to these dices: formation courses are organized for teachers, both online and in person, and young leaders and Ambassadors of Peace are trained, with the aim of promoting the culture of peace in different social and educational environments.

The new Interreligious Dice for Peace

In the summer of 2024, more than 4 thousand young people between 18 and 35 years old from all over the world gathered in Aparecida do Norte, in the state of Sao Paulo, Brazil, to participate in the Genfest and reflect on the central theme of that edition: "Together to care". During the event, on 17th July, in one of the city's squares, Living Peace International inaugurated a Big Interreligious Dice for Peace: representatives of many different religions and a large number of people participated in the initiative, who contributed to make this moment particularly meaningful.



From Argentina the words of unity by Rabbi Silvina Chemen

"A dice is not simply a child's game. It is an experience of equality and community.

Equality because all sides are necessary to form a cube. All the same size, with the same angle on the edges. And each of them carries a different message.

To build the Interreligious Dice you need a lot of love and a lot of knowledge. Because what each of its surfaces represents is just that: a face. It does not say everything we need to know, but invites us to ask ourselves; to be aware how many times we believe that we know the other just by looking at his face.

And it's a community experience because no one plays the dice alone. We need other persons for this game to make sense.

This dice also reminds us that the fortune sometimes offers us beautiful opportunities. What will we do when the dice falls on the face of a religious tradition I don't know?

We will look for answers, we will read, we will search on Google, we will talk to those who can help us. And so, from a single dice, we could weave networks of conversations that enrich our lives.

The Interreligious Dice is a message to the world: we can and we must be community so that this humanity may acquire a meaning".

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

[To know more, read here](#)





An intergenerational pact?

CHALLENGES FOR AN INFLUENTIAL ACTION BY CHILDREN IN BUILDING A CULTURE OF PEACE

Maria Teresa Martins Cortez Marques Graça ¹

Introduction

After experiencing, for almost a year, to live the peace with children aged between 3 and 6 starting from the launch of the Dice of Peace, I realised that it would make a lot of sense to study and systematise the path we had taken. For me, but also for the children, it was important to share the secret of our happiness with many other people, which came from our common commitment to change the course of our world through the practice of peace. These are the questions I asked myself:

- how do children think about peace?
How do they experience it?
- What are their conceptions of violence?
- How do they recognise themselves as protagonists of social change, participating consistently in symbolic, cultural and moral values exchanges with their peers and adults?

The Study

The study I am proposing focuses on the early stages of human development, that is a phase in which children's identities are formed: they were still very young, but this did not

prevent us from building up what I would call “authentic” knowledge with them.

This way of building authentic knowledge – about peace, the identification of violence and individual and collective commitment to this process – has restored the complexity of the world of childhood and the concrete reality of children's lives. Everything was done with the invaluable contribution of children, who were considered as subjects of rights and active citizens.

This study is therefore modelled on the ways in which children learn and interpret the world, in their interactions with their peers and with adults. It is, therefore, deeply rooted in the world of the senses. It is a research that stems from life, from the intergenerational experience of peace and from the intersubjectivity that derives from it.

Methodology

The study in question is part of a theme indelibly linked to childhood in the present, which aims at transformation and is conceived as participatory research for peace with children.

¹ Doctor of Childhood Studies, specializing in Childhood, Culture and Society. University of Minho Institute of Education, Braga, Portugal. Childcare educator for 38 years. Collaborator in end-of-master's internships, with students from the same university.

To give us an idea of what this means, I will focus on two concepts: participation and pacifist agency².

Participation has mostly political implications, while pacifist agency essentially has moral implications. The former is identified in any influential action by the child, not necessarily convergent or consensus-oriented, since it opens up to the possibility of being divergent, but is always transformative. Participatory research with children enables the realisation of the rights of participation provided for in the Convention on the Rights of the Child and is associated with all forms of participation. On the other hand, when we talk about pacifist agency, we refer to the capacity that all human entities have to transform reality through participation in peace and awareness of it. Therefore, pacifist agency is strongly linked to the concept of power, not in its traditional conception, of course, but when the recognition of equality and the desire for reciprocity between children and adults is acknowledged, the adult insecurity of losing or sharing power with the children disappears, and the meaning of true relationship can be savoured, and the traditional question of power ceases to have a major place in this debate. In our study, participation and pacifist agency went hand in hand, as both imply the ability to influence and transform, and contributed so that children might be protagonists of their own learning.

The research

In the context of participation in the kindergarten where the study was conducted, children experienced the freedom to participate in daily community life, where the child's pacifist agency was valued, going beyond their actions (experiences of peace) and extending to the possibility of sharing them with others

in their own oral, graphic or written forms of expression. This sharing took place not only at the intraschool level, but also at the level of the neighbouring and wider community and even across borders.

There is one particularly important aspect: the development of this study coincides with the launch of the recent UNESCO Report, in 2022, by the International Commission on the Futures of Education, entitled "Reimagining our futures together: A new social contract for education". This fact reinforces our intention to bring about a change in a favourable time and strongly calls for the joint construction of new paradigms in the world of education.

On the other hand, our choice also convenes this report as a reference pillar and confirms the relevance of the objective of our study: to change the direction of our world by counting on the invaluable transformative power of children, as subjects of rights and active citizens, in the intergenerational construction of a culture of peace.

Conclusion

The role of the school must be regulated by a paradigm that promotes the development of social, cognitive, emotional, moral and spiritual skills, that is, a holistic education that does not ignore the indissolubility between body and mind. And this is a necessary exercise, individual and collective, to enter in ourselves and in the hearts of the others to contribute to the stabilization of the structure of wise human communication and the full construction of the child's identity.

- 2 "Pacifist agency" is a scientific expression that refers to the ability that everyone possesses to transform reality through peaceful means



Live Peace!

PROPOSALS FOR ACTIONS MADE IN COLLABORATION WITH THE PARTNER ORGANISATIONS

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



#Umbrellas4Peace

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

[For more information, click here](#)



Plogging

Taking care of the environment while practicing exercise, this is the formula on which plogging is based.

A new way to do sports:

collect garbage found in the street during your training. For this activity groups, more schools together, institutions, municipalities, media can be involved, to achieve a greater impact of this caring of their territory.

[For more information, click here](#)

[Watch the video](#)



Winds of peace

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

[For more information, click here](#)

[Watch the video](#)



World Children's Festival

It is an international festival where children of different cultures, ethnicities, and abilities unleash their imagination and expressiveness through drawings and paintings about the meaning of peace. Each artwork becomes a piece of a single, large collective flag, and the children will have the opportunity to share thoughts and emotions.

[Click here to access the activity](#)

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



The voice of our partners

YOUNIB, SOLIDARITY IN ACTION IN THE SUBURBAN NEIGHBOURHOODS OF NAIROBI (KENYA).



"I am Gloria Munyiva, Peace Ambassador and President of YOUNIB, a youth organization founded in Nairobi, Kenya, that is dedicated to peacebuilding and to interreligious dialogue. For five years, we have been partners of Living Peace International, with which we share the same passion for a more united and peaceful world.

YOUNIB means "Youth United for Peace Building and Interreligious Dialogue". It is a movement that brings together young people from different religions, cultures and social backgrounds with the main objective of promoting the culture of peace within the communities and fostering dialogue between different faiths.

Through YOUNIB, I have lived experiences of solidarity in action that have profoundly transformed me. I remember the first time we organized a cultural event to promote interreligious dialogue. Young people – Christians, Muslims and of other faiths – performed dances, songs and poems on the theme of peace. We felt deeply united: one heart, one voice. That day, I understood that peace is not a utopia: it is built every time that we go beyond the barriers and reach out to each other. And that's what we try to do.

YOUNIB experiences

In Nairobi, in a neighbourhood marked by poverty and violence, we promoted clean-up campaigns, distributed meals to street children and organized educational meetings in the local schools. In many areas of this city, the lack of basic hygiene products prevents young girls from attending school regularly: we have distributed sanitary pads to them. An action that restored opportunity and dignity.



Solidarity in action is built with small daily gestures that promote peace, empathy and understanding. We must be attentive listeners, supportive friends and responsible citizens.

Our community television station, created in Njiru, another suburb of Nairobi, has made it possible to give a voice to those who are often not heard. With programs created by young people for young people, we have told stories of resilience and given space to anti-discrimination campaigns. The media are powerful tools of social transformation.

We have a responsibility towards the future

As young ambassadors, we are aware of the responsibility we have towards the future. We live in a world characterised by divisions, injustice and conflicts, but we firmly believe that through personal and collective commitment we can build more inclusive and peaceful communities.

On this journey, the meeting with Living Peace International was decisive. An African proverb goes like this: "If you want to reach fast, go alone; if you want to reach far, go together."



We choose to go together, because only together we can reach far.

Amani iwe nanyi!
"Peace be with you!"





IN PARTNERSHIP WITH

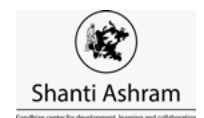
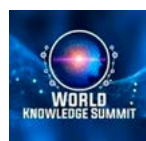
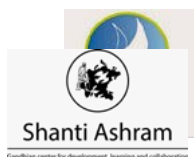


MADE WITH THE CONTRIBUTION OF



IN COLLABORATION WITH







PEACE GAME WITH Gi-W

Scoreboard



A Game for all ages from 6 years old
For an education in Peace

To Mutual Love
To Friendship
To Welcoming
To Donation
To Generosity

Roll the dice

Place the token on the space
Perform the requested action
At the end of the course, all players gather in a circle to
tell each other about the Joy they discovered.

Game box contents



Dice of Numbers



Animal Dice



Peace Dice



Pawns



Circle of Peace



Coloring book



Coloring Pages

info
+39 328 5774081
info@grades.it



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Living Peace International project.

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choose Living Peace International
and make your donation!



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the different topics covered and you too
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