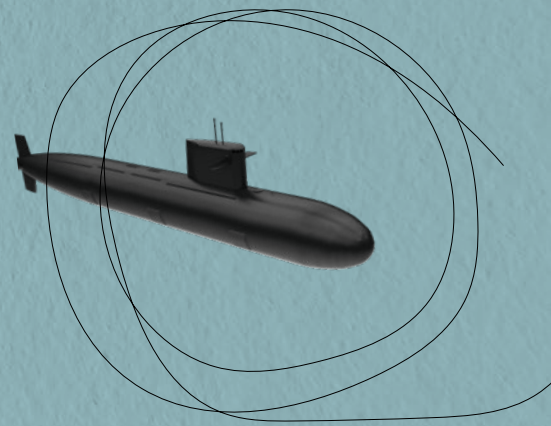


Teaching Guide
for Peace,
by Centre Delàs

Educating for Peace

Pacifist training
to stop wars



CENTRE DELÀS
D'ESTUDIS
PER LA PAU

Setem

Dedicated to Joane Toca, who has tried out the activities in this guide many times and helped to improve and expand them together with Camino Simarro. To Maria Fraile and Jordi Calvo, who provided valuable comments and suggestions. To Irene García, who helped develop some of the worksheets. To Carlos, David, Rafa and the other volunteers at Centre Delàs who have taught workshops across the Valencian Community in recent years. This teaching guide aims to encourage reflection and, in many cases, it is based on their experience.

It also draws on Centre Delàs's previous experience in education for peace, as well as on other teaching guides such as *Esborrem les armes, escrivim la pau* (created on behalf of Fons Valencià per la Solidaritat) or *Deconstruir la guerra*, by Tica Font, Francesc Benítez, Pere Ortega and Alejandro Pozo.

Acknowledgements





Author: Quique Sánchez Ochoa
Centre Delàs d'Estudis per la Pau
English translation: Manuel Gil Fernández
October 2023

This publication was produced in collaboration with SETEM CV and has the financial support of the Generalitat Valenciana, within the framework of the project "Eduquem per la Pau: Formació pacifista per aturar la guerra i construir societats més justes i sostenibles".

The contents of this publication are the sole responsibility of the Centre Delàs d'Estudis per la Pau and do not necessarily reflect the opinion of the Generalitat Valenciana.



Translation and layout



00

INTRODUCTION

p. 6

Objectives of the teaching guide

Key ideas

01

THEORETICAL FRAMEWORK

p. 8

- 1.1. What is violence?
- 1.2. What is war?
- 1.3. Peace and non-violence
- 1.4. Why do wars exist?
 - 1.4.1. Weapons
 - 1.4.2. The arms cycle
- 1.5. Victims of war

02

WORKSHEETS

p. 34

- 2.1. Value barometer
- 2.2. Image theatre
- 2.3. The violence around us
- 2.4. The business of war
- 2.5. Protest and propose

03

RESOURCES / FURTHER INFORMATION

p. 47



Index

Introduction

The current global context is extremely complex. Simultaneous, interrelated crises are unfolding: the climate emergency, the destruction of the biosphere, wars and tensions between countries, and extreme inequalities compete for our time and attention and preoccupy us.

While there are more than thirty ongoing armed conflicts worldwide, Russia's invasion of Ukraine in 2022 and the escalation of violence in Palestine in 2023 have thrust war back into the centre of the political and media landscape. These events have not only shaken public opinion, but also impacted international politics and economics. In these circumstances, there is perhaps a greater need than ever to promote pacifist, non-violent and global justice values among young people. We must empower them to develop a critical awareness that can contribute to the urgent changes needed by our societies and our planet.

This teaching guide aims to support the educational community in general and teachers and trainers interested in peace, war and disarmament in particular. It can also be used to plan a series of peace education workshops for secondary schools in the Valencian Community, as part of the same educational project.

Some of the content and examples in this teaching guide are specific to the Spanish context. However, this information can still be applied on an international scale, since the described dynamics reflect global trends. We hope that this translation will help to bring the proposed peace education methodologies to educational settings in other countries and allow their content to be adapted to each specific context.

First, the document develops a **theoretical framework** for peace education activities, laying the groundwork for complex concepts such as war, violence, peace and non-violence, which can sometimes be difficult to relate to our own reality. Having introduced these terms, we then explain the general causes of wars, analysing the processes and actors that lead to the existence and proliferation of weapons and their use in armed conflicts (the arms cycle). Finally, after analysing these factors, we turn our attention to those who suffer the worst consequences of war: their victims.

After the theoretical contributions, aimed at teachers, the guide presents five **worksheets** to be carried out with students. We provide participatory methodological proposals to facilitate the understanding and incorporation of the concepts in the guide and to generate informed discussions that favour shared learning, awareness and mobilisation.



Objectives of the teaching guide

« To introduce and explore in depth the concept of peace.

« To encourage reflection on the causes and consequences of war..

« To raise awareness that war and violence are neither inevitable nor the most common way for humans to resolve conflicts.

« To recognise that preparing for war is a political decision and an economic activity that benefits certain individuals and countries.



Key ideas

- « We need to mainstream a culture of peace and non-violence and take steps towards disarmament in order to build more just and peaceful societies.
- « Violence is pervasive in our culture and is often attributed to human nature. However, we must understand that the use of violence has not been and never will be the right tool to build fair and peaceful societies.
- « We have to reject war and violence as methods of resolving human conflicts. Instead, we have to stand for cooperation, human and common security, and disarmament.
- « The international competition to build ever larger armies and deadlier armaments does not provide us with real security. It creates tensions, fear, and conflict, all at a time when we need cooperation between countries more than ever to face the global crises of our era (climate emergency, pandemics, inequalities, wars...).
- « The populations of impoverished countries in the Global South bear the brunt of wars and armed violence, even though most of the weapons are produced in rich Northern countries.
- « We need a new security paradigm that transcends weapon proliferation and puts people and the environment at the centre of our policies and priorities as a society.

1

**Theoretical
framework**



1.1. What is violence?

p. 10

1.2. What is war?

p. 12

1.3. Peace and non-violence

p. 14

1.4. Why do wars exist?

p. 15



1.5. Victims of war

p. 31



What is violence?

Recommended worksheets

1, 2 & 3

p. 36, 37 i 38

We can define **violence** as “an attitude or behaviour that violates or deprives a person of something essential, such as their physical, psychological or moral integrity, rights, freedoms, etc.” Violence can be perpetrated by individuals, institutions, structures, cultures... This is why we differentiate between direct, structural and cultural violence:

« **Direct violence** refers to those types of violence that involve physical or psychological aggression, including murder, torture, rape, kidnapping, extortion, humiliation, discrimination, slavery, etc. It is usually easy to recognise and to identify the aggressor.

« **Structural violence** is violence integrated in social, political, and economic structures that prevents people's basic needs from being met. This is the kind of violence that, for example, generates social inequalities, malnutrition, lack of access to health services or housing, etc. Failure to meet these needs results in discrimination that often feeds back into other forms of violence.

« **Cultural violence** refers to cultural aspects (in religion, ideology, language, symbols and traditions, etc.) that are used to justify and legitimise other violence (both direct and structural). This is the most difficult to overcome, because this is what authorises and normalises the use and existence of violence in society. Examples of this violence include internalised sexism, racism, classism, and xenophobia; violent acts seen in the entertainment industry (war films, video games, toys, etc.); or the legitimisation of the unjust ways in which people and states relate to each other.



¹ Galtung, J.P (2003). *Peace by peaceful means: Peace and conflict, development and civilization.*





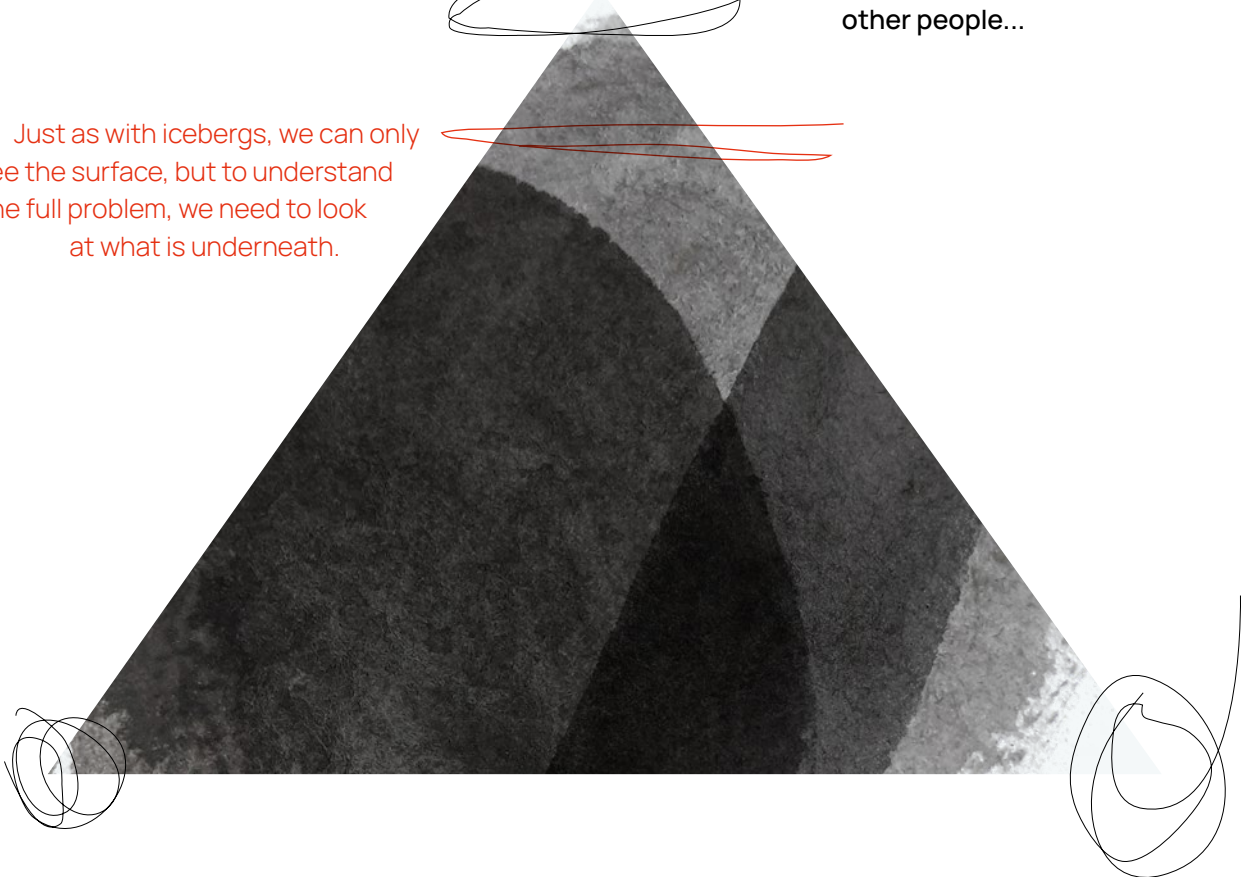
DIRECT VIOLENCE

Aggressions that directly affect the physical and/or mental integrity of individuals or communities.

Murders, assaults, torture, use of weapons against other people...



Just as with icebergs, we can only see the surface, but to understand the full problem, we need to look at what is underneath.



CULTURAL VIOLENCE

Messages that portray violence in a positive light or justify it. Discourses, language, symbols and traditions; media representations and the entertainment industry; stereotypes and prejudices...

STRUCTURAL VIOLENCE

Unjust political, social and economic structures that do not allow for the satisfaction of basic needs, marginalise groups, and generate inequalities.





What is war?

War is the most extreme representation of direct violence. In war situations, actions that in other contexts would be considered illegal and unacceptable, such as killing or torture, are normalised.

Recommended worksheets:

1, 2 & 4

p. 36, 37 & 41

« According to **Eckhardt**, war is “any armed conflict, involving at least one government and produces at least 1,000 deaths per year”.

« According to **Clausewitz**, war is “a continuation of policy with other means”.

« According to the **School for a Culture of Peace**, an armed conflict is “any confrontation between regular or irregular armed groups with objectives that are perceived as incompatible in which

the continuous and organised use of violence a) causes a minimum of 100 battle-related deaths in a year and (...) aims to achieve objectives that are different from those of common delinquency”.

The causes of war are manifold and it is always complex to approach the study of a conflict. For armed conflict to arise, there must be a clash of interests, an issue in dispute or a grievance. Cultural conditioning, perceptions, traditions or identities will help to group people differently depending on their perspective on the problem. When the problem is perceived as a threat

by different groups, and when over the years it is not solved and grievances accumulate, antagonisms and a radicalisation of discourse towards the other are generated, and the likelihood of the situation evolving into violence increases.

Armed conflict can also have much to do with structural violence. For example, they may be connected to a difficult economic situation,

important inequalities between communities or regions, or situations of plunder and colonialism.

The level of militarisation of societies and access to weapons is also a key determinant for the outbreak of armed conflict. In this sense, governments, armies, the military industry and the banks that finance them bear a great responsibility for the fact that in the 21st century, war (or the threat of

war) continues to be first option in terms of conflict resolution and the pursuit of countries' national interests.

(See section 1.5. for more information on armed conflicts).

² Throughout this guide, we will use the words “war” and “armed conflict” interchangeably to refer to situations that fit this definition of the School for a Culture of Peace.

DID YOU KNOW?

In 1986, scientists from all over the world met in Seville to write and sign a manifesto in which they provided the scientific basis that proves **it is incorrect to say that we have an inherited or innate tendency to wage war or act violently.**

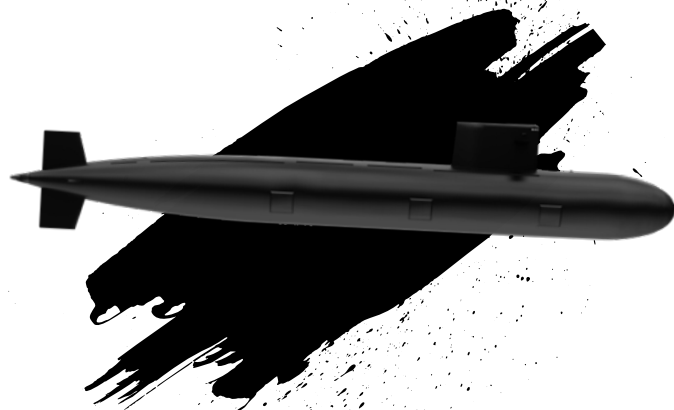
The signatories set out five propositions:

1. It is scientifically incorrect to say that we have inherited a tendency to make war from our animal ancestors.
2. It is scientifically incorrect to say that war or any other violent behaviour is genetically programmed into our human nature.
3. It is scientifically incorrect to say that in the course of human evolution there has been a selection for aggressive behaviour more than for other kinds of behaviour. In all well-studied species, status within the group is achieved by the ability to cooperate and to fulfil social functions relevant to the structure of that group.
4. It is scientifically incorrect to say that humans have a "violent brain".
5. It is scientifically incorrect to say that war is caused by "instinct" or any single motivation. On the contrary, it is a sum of factors (cultural, political, technological, etc.).

"Biology does not condemn humanity to war, and that humanity can be freed from the bondage of biological pessimism [...] Just as 'wars begin in the minds of men', peace also begins in our minds. The same species who invented war is capable of inventing peace. The responsibility lies with each of us."

Seville Statement on Violence (1986).

Source: UNESCO





Recommended
worksheets:

1 & 2

p. 36 & 37

Peace and non-violence

PEACE

Often, when we think of peace, we relate it directly to what we consider its opposite: war. This may lead us to think that peace is **the absence of war**, but this meaning (which is known as **negative peace**) leaves out many other aspects of peace and does not address the other forms of violence mentioned above (structural and cultural violence). Because peace is a concept with positive connotations, we need to define it in those terms, in what is called **positive peace**. Positive peace can be understood as the process of **making justice at all different levels of human relations**. It is a dynamic concept that encourages us to understand and resolve conflicts non-violently, achieving harmonious relations between peoples, each other and nature. Achieving peace, therefore, presupposes the **absence of any kind of violence** (direct, structural and cultural), as these forms of violence (and not war) are the true opposite of peace.

NON-VIOLENCE

There are **three different responses to conflict**, regardless of its scale or magnitude: **violently, non-violently, or with passivity or flight** (disengaging from its causes and consequences).

Despite what it may seem when we watch the news, **most conflict situations in our societies are dealt with in an active and non-violent way**. This is not only the fairest way, but also the one that causes the least suffering and offers the best results, especially in the long term. In our daily lives we deal with conflicts of all kinds, reflecting diverse interests and needs, and the vast majority of the time we resolve them peacefully and non-violently.

When it comes to armed conflicts, we must understand that they require solutions that address the root causes of the problem, and that these solutions can (and should) always be non-violent. Moreover, in all violent conflicts we can find many individuals and groups who are committed to non-violent resistance.

Did you know?

Research in 2011 found that between 1900 and 2006, **non-violent resistance campaigns were more than twice as effective as violent ones.**

Researchers Erica Chenoweth and Maria Stephan combined statistical analysis with case studies of specific countries and territories and detailed the factors that lead to the success or failure of these campaigns. They concluded that **non-violent resistance presents fewer obstacles** to the moral and physical involvement, to information and education, and to the commitment of the people involved. Higher levels of participation can improve resilience and increase the likelihood of tactical innovation. They can also increase opportunities for civic disruption, thus reducing the regime's incentives to maintain the status quo. Furthermore, they can facilitate a change of loyalty among supporters of opponents, including members of the military establishment. The authors also concluded that successful non-violent resistance movements lead to more durable and internally peaceful democracies that are less likely to (re)descend into civil war. By presenting an evidence-rich argument, this research debunks the myth that violence is necessary to achieve certain political objectives. Instead, Chenoweth and Stephan conclude that violent insurrection is rarely justified on strategic grounds.

*Source: Chenoweth, Erica, & Stephan, Maria J. (2011).
Why civil resistance works:
The Strategic Logic of Nonviolent conflict.*

On



Preparing for war

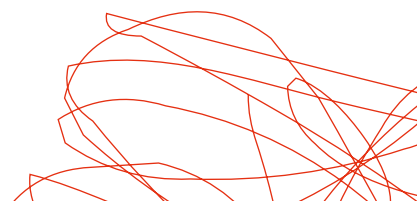
Recommended worksheets:

1, 3 & 4

p. 36, 38 & 41

1.4.1. What are weapons?

We must also understand that to wage war, one needs weapons. War is not the weather, it does not occur outside our control. Armed conflict is a political act, an act of will, and carrying it out requires weapons. Therefore, the will to wage war alone is not enough. Resources need to be devoted to preparing for war. In other words, it involves investing resources in preparing an army and supplying it with weapons, allocating budgets, encouraging military research to design new weapons and update old ones, and purchasing those that a country cannot manufacture itself from other countries.



We must also be aware of the unique properties of weapons because their purpose is to kill or destroy. They are not ordinary items that we encounter regularly. If used, they cause death or material and environmental destruction; if they are not used, they are a waste of resources. Weapons cannot satisfy basic needs for people (food, clothing, housing, etc.), nor are they consumer products

or services (unlike a computer, a car or a hospital). Armaments are not bought and sold in shops and do not normally get into people's hands. When they do, as is the case with small arms in the United States, they do not fulfil any essential need, material or otherwise. This is the argument for not considering them as productive assets: they have no social value.

Once manufactured, we already know the potential consequences of using a weapon: death, destruction of houses and infrastructure, and environmental damage. If they are not used, however, they are a waste of knowledge, research, natural resources, money, labour, facilities, etc. Our economy is based on producing to consume. Conversely, when we prepare for war, we produce artefacts that

we hope will never be used.

Those who promote gun ownership will say that guns are for self-defence. But here is something to think about: **do weapons generate security or insecurity?**

DID YOU KNOW?

In 2023, more than 40,000 people died in the United States of America as a result of gun violence. This amounts to an average of almost 118 deaths per day. Among victims, 1,306 were adolescents and 276 were children. Also in 2023, there were more than 650 mass shootings, defined as incidents in which four or more victims are shot or killed.

Source: <https://www.gunviolencearchive.org/>

The issue of small arms possession and use in the United States raises important questions about the relationship between **guns and security**. The situation in the United States is quite serious, but a considerable part of the population defends the right to bear arms over the right of children to live free from gun violence and fear in the classroom. Some argue that the solution to this problem is for everyone to own a gun for self-defence, rather than regulating and limiting gun access and ownership. This is connected to what is known as the security dilemma, which occurs when actors seeking to improve their security adopt measures that are, perhaps unintentionally, perceived as threatening by other actors. This reaction, in turn, decreases the security of the first.

In this sense, it is very interesting to ask students the following questions:

Are we not doing the same at the country level, protecting ourselves from our neighbours by producing more and more weapons? Do our expensive arsenals make us safer? Does having weapons make it more or less likely that we will use them and that conflicts will break out? Is there such a thing as a "good guy with a gun" in the international sphere, which is the model advocated by many Americans? Can you think of other ways to ensure our security beyond guns?

The key arguments we want to convey with this debate are:

1. Owning arms makes their use more probable. While they may make the owners feel safe, they have the opposite impact on those around them (and often on the owners themselves, due to accidents, suicides, etc.).
2. When countries decide to arm themselves more and more, their neighbours may feel threatened and decide to arm themselves as well, fuelling arms races.
3. Disarmament is the only way to generate real security, as set out in the UN Charter.

ON

THE WORST OF WEAPONS: THE NUCLEAR BOMB



The nuclear bomb is perhaps the most paradigmatic example of the brutality of militarism and armament.

A nuclear weapon is a device that produces a large explosion from the release of energy caused by nuclear reactions. The mere existence of nuclear weapons poses a threat to the survival of humanity and life on our planet. For obvious reasons, they do not distinguish between civilians and combatants.

The threat of their use and the concept of deterrence and mutually assured destruction influence policy and the way countries interact with each other on the global stage. This demonstrates that military security and the proliferation of arms pose an immense and unacceptable risk to people and to life on Earth itself.

Some relevant data:

- « The nuclear bombs dropped by the United States on Japan in 1945 caused around 140,000 deaths in Hiroshima and 74,000 in Nagasaki.
- « There are about 13,000 nuclear warheads in the world, and the ones owned by the US and Russia account for 90%.
- « The launch of just 100 of these warheads over urban centres would result in millions of direct deaths and planetary atmospheric changes that would put 2 billion people at food risk.
- « From 1950 to 2009, there was an average of almost one serious accident involving nuclear weapons every seven months.
- « Nine countries have these weapons: the United States of America, Russia, the United Kingdom, France, China, Israel, India, Pakistan and North Korea.

TOWARDS NUCLEAR DISARMAMENT

The Treaty on the Prohibition of Nuclear Weapons (TPNW) is the legally binding international agreement adopted in 2017 that comprehensively prohibits nuclear weapons with the ultimate goal of their total elimination.

For those states that are party to it, the TPNW prohibits the development, testing, production, stockpiling, stationing, transfer, use, and threat of use of nuclear weapons. It further stipulates that nuclear-armed states must immediately deactivate them, destroy them as soon as possible and put an end to their nuclear programmes. It also establishes reparations to both victims and states affected by their use, as well as remediation of ecosystemic damage. It entered into force on 22 January 2021, but none of the nuclear-armed states have signed it yet, nor have any NATO members, including Spain.



For more information, visit the website of International Campaign to Abolish Nuclear Weapons, promoters of the treaty www.icanw.org or that of the Alliance for Nuclear Disarmament, which is working to get Spain to sign the TPNW <https://desarmenuclear.org>

You can also encourage your municipality to join the network of Cities of Peace that support the ban treaty: <http://ciutatsdepau.org/>

1.4.2 The arms cycle

Weapons are part of the so-called arms cycle or military business cycle, which describes the path of arms production from the annual approval of defence budgets in individual countries to their use in armed conflict.

It is impossible to start a war without preparing for it: a war needs money, soldiers, weapons, and services (supplies). Every war is a great economic enterprise that begins with an accumulation of capital, both in currency and in materials. This is

why states are constantly preparing for war through military spending.

A state's budget is spent on buying weapons, combat vehicles and ammunition, as well as paying military salaries and funding the maintenance of armaments and the army. The armament cycle therefore begins with demand: the Ministries of Defence generally consider modernising part of the armaments they have and, once the need has arisen, they contact the military

industry's research centres (R&D), which they subsidise. Once the weapon is designed, the Ministry of Defence itself places an order with the relevant military industry and the manufacturing phase begins. Military spending thus provides the resources for the acquisition of weapons and technologies developed by the military industry. Part of the military production, however, is not bought by those states, so it is often sold to others, with the authorisation

of the governments of origin. Meanwhile, banks also fuel this cycle by providing the private resources that finance both the military industry and the arms trade.

**IF YOU
WANT
PEACE,
PREPARE
FOR WAR?**



The cycle also requires militaristic and warmongering discourses that generate and promote a state's need for armed defence. This is what we know as the culture of defence, as opposed to the culture of peace. It is disseminated and promoted by the armed forces, the central government and the ministry of defence, the military industry, think tanks and associated research centres, and the mainstream media. The defence culture proposes a national security model, with the protection of the state and its structures at the centre.

According to the traditional and hegemonic model of **national security**, military power is a state's fundamental tool to build security. The main threats identified are those that the state may suffer (a threat to its territorial integrity, to military aggression or invasion, or to a shock that may alter its order). It is

based on the **use or threat of force (deterrence)** and fuels competition between countries (arms race) and the constant projection of power in the international sphere. Deterrence involves demonstrating sufficient destructive capability to prevent any potential enemy from launching an attack for fear of the response. In practice, however, the deterrence excuse has favoured militarised international relations and the proliferation of increasingly destructive weaponry. This has even led to the concept of "mutually assured destruction", enabled by nuclear weapons.



WHAT IF INSTEAD OF MILITARY SECURITY, WE TALK ABOUT... HUMAN SECURITY AND SHARED SECURITY

An alternative to Military Security is the Human Security paradigm, which positions the human being as the central subject of security issues. This approach goes beyond security as understood in traditional terms and involves a horizontal broadening of the threats or risks that affect people in their daily lives, and against which the military can do little: economy, food, health, environment, personal issues, community and political insecurity.

Therefore, this idea of security offers new answers to the key questions of:

- **Who do we want security for?** People.
- **Security from what?** Not only from threats to state structures and powers, but also from issues that affect people's lives, including the provision of basic necessities.
- **Security by what means?** By developing and promoting social, political and economic conditions that guarantee people's well-being.

« The concept of **Common Security**, on the other hand, promotes the idea that true security can be provided to individuals and peoples through cooperation. Where military competition and deterrence have failed, Common Security understands that nations and peoples can only feel secure when their counterparts, their neighbours, feel secure as well. International security must therefore rest on a commitment to joint survival, rather than the threat of mutual destruction.

At this point, it is important to make it clear that most of the profits from the business that fuels this arms cycle stay in countries of the Global North (and in a few hands), and most of the harm is suffered in countries of the Global South. The populations of the South, where almost all armed conflicts currently concentrate, suffer from structural violence. This is often sustained and exacerbated by militarism, imperialism and extractivism, also mainly driven by the countries of the Global North.

The populations of the North are also negatively impacted by militarism. The militarisation of societies leads to a reduction of rights and increased repression, for example through the militarisation of the police (which increasingly uses military weapons, technologies and strategies) or through the policing role of the military in contexts of emergencies, social protests, tension, surveillance, control of dissent, etc.

In turn, militarisation represents a significant diversion of national resources from essential subsidised areas such as health, education and housing.

DID YOU KNOW?

The same countries that lead the world rankings in military spending, arms exports and armed banking are “responsible” for global security, as permanent members of the UN Security Council. These countries (the United States, Russia, France, China and the United Kingdom) are the biggest sponsors of war, producing 80% of the world's weapons.



"War starts here", a mural by Escif in València (Spain).

A) MILITARY EXPENDITURE

**“The world is over-armed and peace is under-funded”
(Ban Ki Moon)**

Military expenditure is the sum of all economic resources earmarked for the defence and armed security of a state, not counting forces intended to maintain internal order (such as the police or non-military security forces). It is used to maintain the armed forces, to purchase supplies and provisions, in the construction of infrastructures, facilities and special equipment, and for the acquisition of armaments of all kinds: combat aircraft, tanks, frigates, submarines, missiles, etc.

The United States accounts for 39% of the world total, followed by China, which spends 13% of the total. The five countries with the largest military budgets account for 62% of global military spending. The cumulative military expenditure of **NATO** member states amounts to \$1.3 trillion, 55% of the world total. Spain is the 17th country in this ranking, and its military spending increased by 11% in 2023, reaching 27.6 billion euros, according to calculations made by Centre Delàs, taking into account the military items hidden in the budgets of other ministries beyond defence.

The concept of opportunity cost is fundamental to the analysis of military spending. It refers to what devoting public resources to armies and armaments involves, when these budget items could instead be used to cover basic human needs, for example through essential state services such as health, housing and education. Rather than pursuing further rearmament, the current situation appears to demand greater efforts to address the climate emergency, economic and social crises, and inequalities.

SOCIAL SPENDING OVER MILITARY SPENDING

If we devote more resources to state services such as health and housing, to meeting basic human needs and to protect the environment, moving towards more sustainable and just societies... are we not providing more security for people?

**To protest against military spending, you can:
Join the Global Campaign on Military Spending (GCOMS)
→ <https://demilitarize.org/>**

B) MILITARY INDUSTRY

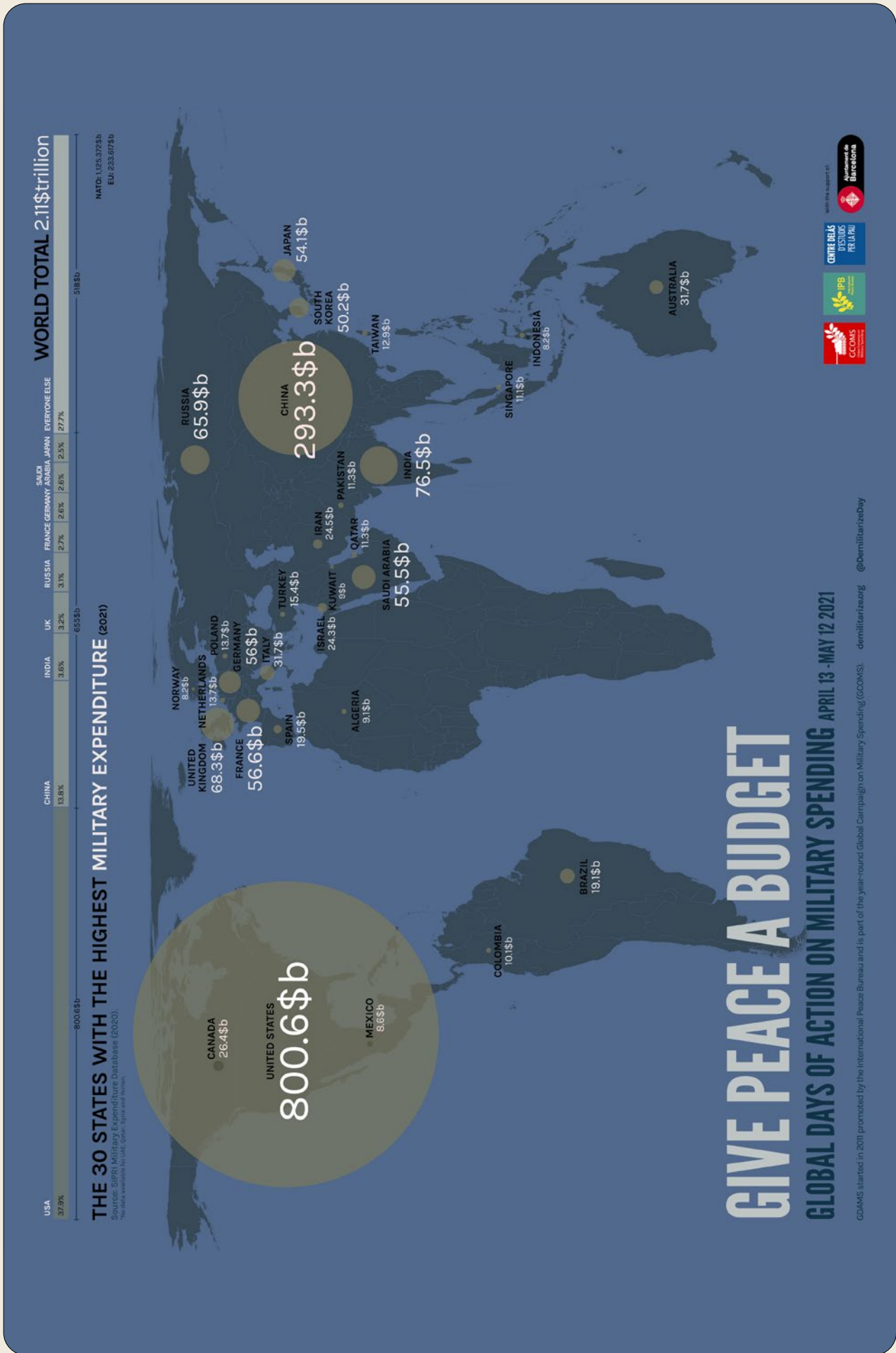
Military industry refers to all companies engaged in an economic activity dedicated to the production of weapons and their components, as well as services associated with military activity and the operation of weapons (e.g., communication services, flight systems, missile

guidance or maintenance of a combat aircraft) without which these weapons would not be operational.

As we have seen above, **military production does not participate in regular market activity, because it is highly regulated by governments.** Either they purchase the weapons themselves, or decide which countries can purchase them. The military industry sells most of its production to states, so

it operates in close relationship with governments and armies.

As has become evident with the war in Ukraine and the Israeli offensive on Gaza, arms companies have much to gain from a climate of conflict and armed violence. With the outbreak of both conflicts, the stock prices of the big arms companies, almost all of which are located in Global North countries, have risen sharply.



Source: Global Campaign on Military Spending (GCOMS). SIPRI data for the year 2021.

DID YOU KNOW?

Investing in health or education generates more than twice as many jobs as investing in the military industry?

Source: The Cost of War Project. Watson Institute, Brown University.

C) ARMS TRADE

The arms trade is the sum total of transactions in military products and materials, mostly internationally. Arms trade is highly regulated and the authorisation of an arms export is always granted by the government of the country of origin, so an arms company cannot sell to other countries without prior permission. In fact, there are also international laws affecting almost all major arms exporters. The main limitation these laws establish is a ban on arms sales:

- « to countries in armed conflict,
- « to unstable countries or countries with tensions,
- « to countries where human rights are violated.

However, despite international and state regulation, these laws are rarely enforced and weapons are still being shipped to countries at war and in violation of human rights. Statistics on annual arms exports show that the law is ineffective. Among the major arms buyers of the last decade, the most prominent are: India, Saudi Arabia, China, United Arab Emirates, Pakistan, Algeria, Egypt, Turkey, Iraq, Israel. All of these countries are in conflict and/or do not meet the above-mentioned criteria. Meanwhile, the main exporters are mostly in the Global North.

DID YOU KNOW?

- The five permanent members of the UN Security Council - the United States, Russia, China, the United Kingdom and France - which are tasked with ensuring peace in the world, control 74% of global arms exports.
- Spain is the eighth largest arms exporter. Among its best customers, there are countries involved in armed conflicts such as Saudi Arabia, the United Arab Emirates and Turkey.

Source: SIPRI Arms Transfers Database.



SELECTED SIPRI TOP 100 ARMS-PRODUCING COMPANIES



Major arms producers
Other established producers

Notes: The SIPRI Top 100 classifies companies according to the country in which they are headquartered. Each country lists up to the top 5 companies and their rank in the Top 100. All values are in US\$ billions.

The 'other established producers' category includes countries that rank arms-producing and military services companies in the Top 100 and have mature and, in many cases, significant arms-producing capabilities, but do not intend to develop their capabilities further.

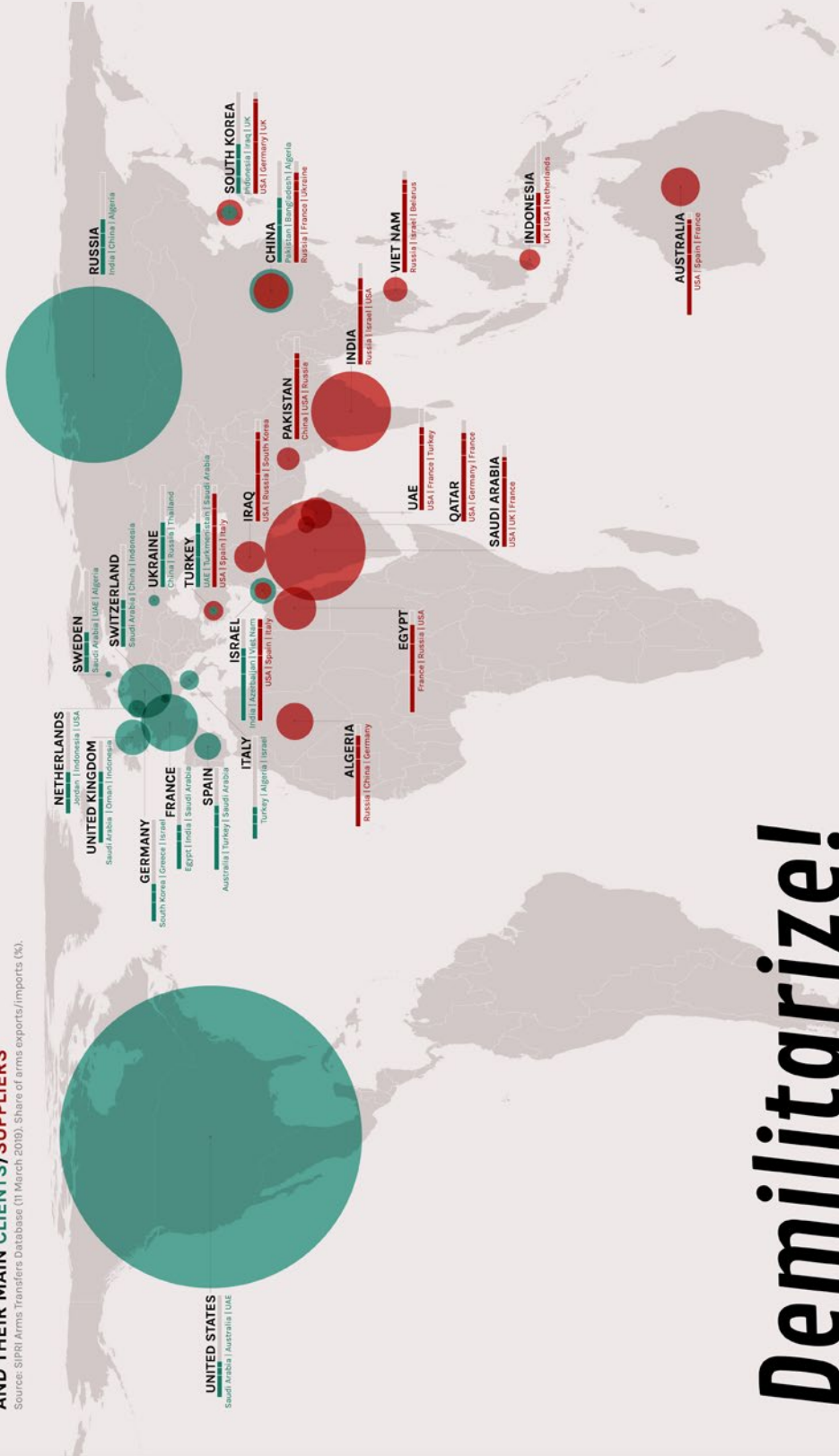
Source: SIPRI Arms Industry Database, Dec. 2018.

TOP 20 ARMS EXPORTERS, 2019-2023

Ranking	Exporter	Percentage of total exports
1	United States	42
2	France	11
3	Russia	11
4	China	5.8
5	Germany	5.6
6	Italy	4.3
7	United Kingdom	3.7
8	Spain	2.7
9	Israel	2.4
10	South Korea	2.0
11	Turkey	1.6
12	The Netherlands	1.2
13	Sweden	0.8
14	Poland	0.7
15	Canada	0.6
16	Australia	0.6
17	Switzerland	0.5
18	Ukraine	0.4
19	Norway	0.4
20	United Arab Emirates	0.3

THE 15 LARGEST EXPORTERS/IMPORTERS OF MAJOR ARMS AND THEIR MAIN CLIENTS/SUPPLIERS

Source: SIPRI Arms Transfers Database (11 March 2018). Share of arms exports/imports (%).



Demilitarize!

Invest in people's needs

GLOBAL DAYS OF ACTION ON MILITARY SPENDING APRIL 13 - MAY 9 2019

GDAMS started in 2011 promoted by the International Peace Bureau and is part of the year-round Global Campaign on Military Spending (GCOMS). demilitarize.org @DemilitarizeDay



DID YOU KNOW!

More than 40 Saudi ships loaded with weapons have stopped over at Spanish ports, including Sagunto, since the start of the war in Yemen, despite Saudi Arabia's involvement in the conflict.

Source: Report 60 of Centre Delàs: "Los puertos de la muerte, cómplices de las exportaciones de armas españolas para la guerra. El caso de la venta de armas españolas al ejército saudí y su probable uso en la guerra de Yemen" (2023).



Protest action carried out at the Alto Horno, Puerto de Sagunto, by activists from Antimilitaristas-MOC Valencia and Marfull-Agró, before the arrival of a Saudi ship carrying weaponry. Source: Antimilitaristas-MOC València (2023).



D) ARMED BANKING

Armed banking are the banks and financial institutions that participate in the arms business by providing banking services to arms companies. In doing so, they support the production and sale of arms and contribute to the supply of weapons to armed conflicts. There are five forms of financing for the military industry:

1. **Shareholding**
2. **Financing arms exports**
3. **Issuing bonds and notes**
4. **Investment funds**
5. **Granting credit and loans**

Most of the large banks and financial institutions (like Spanish companies such as BBVA, Santander, la Caixa, Bankia, Sabadell, etc.) help arms companies, providing them with financial services to facilitate their expansion or allow them to survive thanks to loans and credits, by issuing bonds, promissory notes and shares, financing their exports and through investment funds. Sometimes they also hold significant shares from these companies.

For all these reasons, we use the term **armed banking** to refer to the banks that share in the arms business and are thus co-responsible for the multiplication and perpetuation of armed conflicts.

For the military-industrial complex, securing funding for its activity is vital. Arms companies need banking services both to conduct their day-to-day business operations and to raise funds to enable them to develop new weapons, export to new markets and, ultimately, to remain competitive in an eminently private sector.

Without the involvement of financial institutions, the arms cycle could not function as it does. War is a very expensive and very profitable business to finance. It is therefore not surprising that banking has developed privileged commercial relations with the military industry.

DID YOU KNOW!

Three out of four weapons could not have been produced were it not for bank financing.

Source: Report 11 of Centre Delàs: "Banks and arms: Explosive investments".

FROM ARMED BANKING TO ETHICAL BANKING

Ethical banking or ethical finance institutions do the same work as conventional banks (collecting savings and lending), but applying strict ethical and social criteria and investing only in companies and projects with a positive social and environmental impact. Moreover, they do all of this in full transparency, in stark contrast to the "banking secrecy" and opacity that prevails in conventional banking.

For more information, visit: <https://bancaarmada.org/ca/>

DO YOU WANT TO KNOW IF YOUR BANK INVESTS IN ARMAMENTS?

A few years ago, the Armed Bank campaign created a web app to reveal the arms-related footprint of

Spanish banks. It allowed users to find out which arms sector their savings were being invested in.

petjada-en-arnes.setemcv.org



Source: Armed Bank campaign.



Victims of war

Recommended worksheets:

1, 3 & 4

p. 36, 38 & 41

The result of the war business is an increasingly militarised, violent, unsustainable and unfair world, where those who suffer the worst consequences are often the least responsible and most vulnerable people.

Nearly 100 million people are caught up in these conflicts and wars and more than 80 million people have been forcibly displaced from their homes as a result of violence and serious human rights violations derived from an armed conflict. This is the highest number ever recorded (Global Trends 2019 report, UNHCR).

"Civilians often bear the brunt of modern conflicts. Weapons such as artillery, mortars, guided bombs and missiles destroy hospitals, houses, markets and transport systems, and plunge those who survive into misery. They destroy people's lives." (Amnesty International Spain)



DID YOU KNOW?

There are currently more than 37 armed conflicts in the world, almost half of them in Africa.

Source: Escola de Cultura de Pau - Alert 2025!



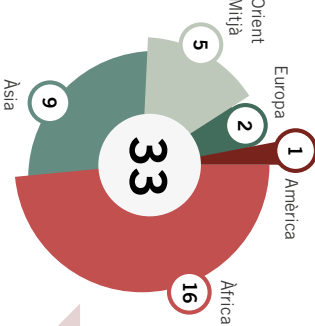
Alerta
2023!

Informe sobre conflictes,
drets humans i construcció de pau

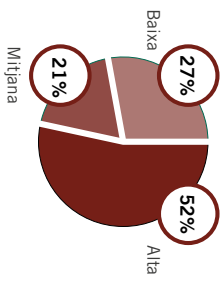
ecp escola de
cultura de pau
UAB
Universitat Autònoma
de Barcelona

Amb la col·laboració de:
Generalitat
de Catalunya
Agència Catalana
de Cooperació
al Desenvolupament

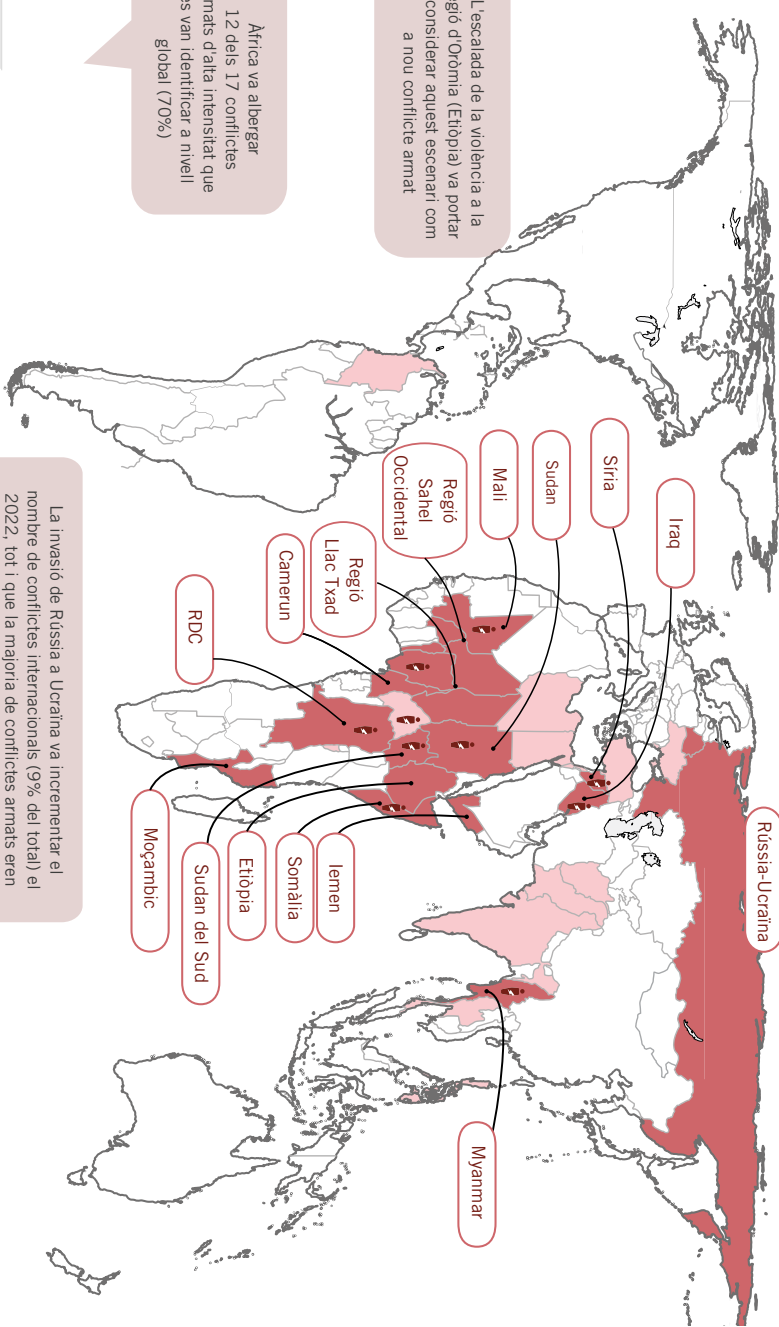
Conflictes armats al món el 2022



L'escalada de la violència a la regió d'Oròmia (Etiòpia) va portar a considerar aquest escenari com a nou conflicte armat

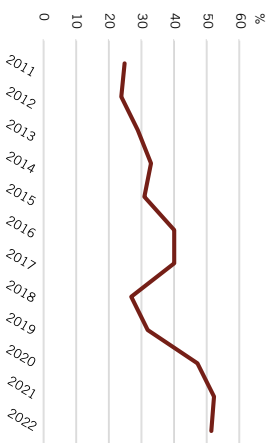


Àfrica va albergar 12 dels 17 conflictes armats d'alta intensitat que es van identificar a nivell global (70%)



La invasió de Rússia a Ucraïna va incrementar el nombre de conflictes internacionals (9% del total) el 2022, tot i que la majoria de conflictes armats eren interns internacionalitzats (79%)

Intensitat dels conflictes



A finals de juny de 2022 hi havia 103 milions de persones desplaçades forçosament a nivell mundial a causa de persecució, conflictes, violència i violacions de drets humans, segons ACNUR, un 15% més que a finals del 2021.

103 MILIONS

- Països en els quals es van produir conflictes armats el 2022
- Països amb conflictes armats en els quals es van registrar elevats nivells de violència amb més de mil víctimes mortals anuals
- Països en conflicte armat amb actors sobre els quals hi ha sospites fundades de violència sexual segons l'informe anual del secretari general de la ONU

THE CONSTRUCTION OF WALLS AND THE MILITARISATION OF BORDERS AROUND THE WORLD.

Walls are part of a policy of border militarisation, that is, they address the challenge of global migration through the use of force and coercion. How does this happen?

1. There is a change in the way we understand security; migration is seen as a threat to security.
2. By understanding migrants and refugees as enemies and as a threat, borders become spaces of war.
3. Because they are considered spaces of war, military methods, technologies and strategies are deployed: walls, ditches, razor wire, security forces and the army,
4. Crossing the border becomes a violent experience; the right to asylum and refuge is denied, the right to free movement is violated, routes are diverted making them longer and more dangerous, and, finally, NGOs that rescue or support migrants are criminalised.

Paradoxically, some of **the companies that profit from selling arms** to countries embroiled in armed conflict **are also involved in constructing and securing borders** to prevent the arrival of people fleeing war and other violence.

DID YOU KNOW?

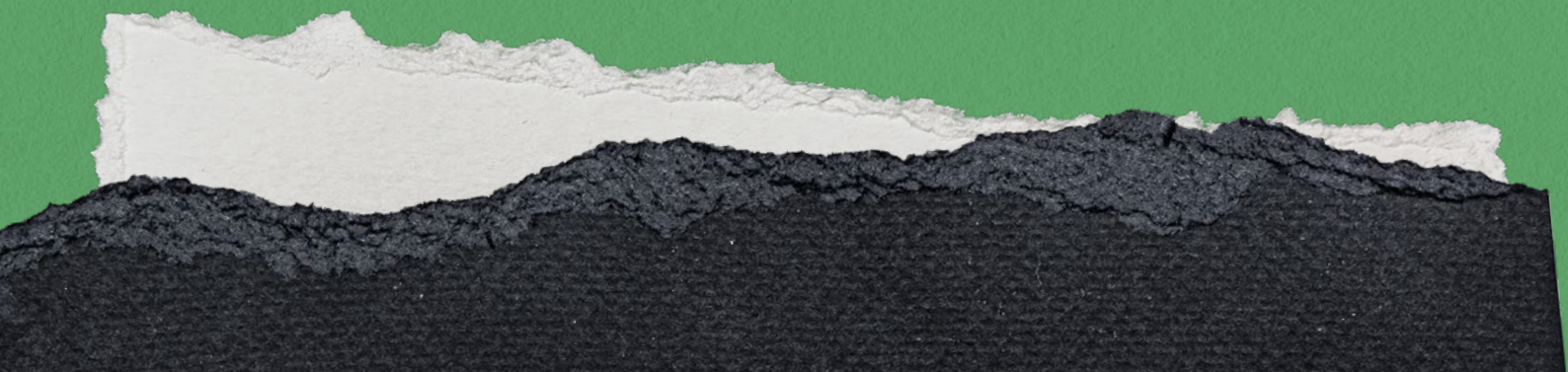
In 2022, 103 million people were forcibly displaced globally due to persecution, conflict, violence and human rights violations?

Source: ACNUR



2

Worksheets



2.1. Value barometer

p. 36

2.2. Image theatre

p. 37

2.3 The violence around us

p. 38

2.4. ROLE-PLAYING The business of war

p. 41

2.5. Protest and propose

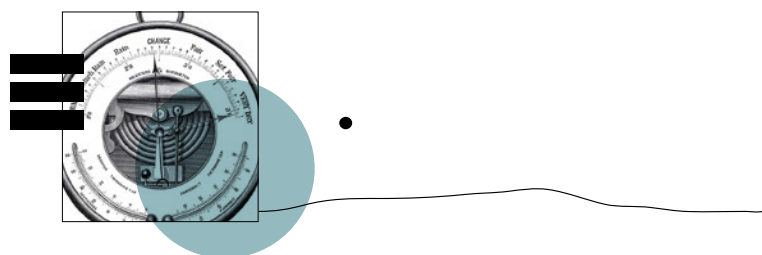
p. 44



VALUE BAROMETER

(Walking Debate)

<p>GOAL</p>	<p>Promoting personal and group reflection on complex concepts such as peace, war and violence, trying to identify preconceived ideas, stereotypes and clichés.</p>
<p>METHODOLOGY</p>	<ul style="list-style-type: none"> • The group stands in the centre of the room and we provide a statement aloud to be discussed. • Students then move around the space along an imaginary line that determines their opinion on the statement, with one end of the room representing “fully in favour” and the opposite end representing “fully against”. • Once the participants are in place, we ask people from both sides why they made their choice, starting with the minority side. • When the arguments on both sides have been heard and sufficiently developed, we ask if any participants want to change their position, not necessarily from one extreme to the other, but along the value barometer.
<p>EXAMPLES OF STATEMENTS</p>	<ul style="list-style-type: none"> « “Human beings are naturally violent” « “Peace is the absence of war” « “There will always be wars, because there have always been wars” « “Wars can be just” « “If there was a war in my country and I was called up, I would fight” « “Human rights are universal” « “Peace is a utopia”⁴
<p>SUGGESTIONS</p>	<p>If the debate is not flowing or most students take a negative or pessimistic stance, it can be useful to bring some prepared arguments to guide or encourage the discussion (see, for example, the “Did you know?” sections in this guide).</p>



⁴ It is always useful to close this point of the debate by referring to the famous quote by the Uruguayan writer Eduardo Galeano: “Utopia is on the horizon. “Utopia is on the horizon. I take two steps forward, and it moves two steps further away. I take another ten steps and the horizon moves ten steps further away. No matter how much I walk, I’ll never reach it. So what’s the point of utopia? The point is to keep walking.”



IMAGE THEATRE:

PEACE IN SYMBOLS

02

<p>GOALS</p>	<p>Highlighting the difficulty of staging and grounding the concept of peace, especially as opposed to war, for which we always find images and ways of representing it.</p> <p>Reflecting on the symbols and stereotypes we associate with abstract concepts such as war and peace.</p>
<p>METHODOLOGY</p>	<p>In this methodology, typical of the Theatre of the Oppressed (Augusto Boal), the participants create images with their own bodies, without words. They create a kind of still photo to spark discussion on a social conflict. This visual language provides an abstract way of understanding the world and helps us to identify the ideas, symbols and stereotypes associated with complex concepts such as peace and related concepts such as violence, conflict and war.</p> <p>We divide the class into four groups. If we are in a circle, we can count to four and then ask the students to group ones with ones, twos with twos, and so on. Once separated into groups, we explain that we are going to represent four concepts, and we assign each group one of the following:</p> <ul style="list-style-type: none"> « Violence « Conflict « Peace « War <p>We give them 45 minutes to think and prepare the performance, and then we call them “to stage” in order, one group at a time. While the “picture” is being staged, the rest of the class, who are the audience, try to guess which concept it represents.</p> <p>Once all the concepts have been represented, we ask the group to stand in a circle for a joint reflection. At this point, it might be interesting to share some of the ideas we want to convey during this exercise (see objectives).</p>



2.3

THE VIOLENCE AROUND US

<p>GOAL</p>	<p>Reflecting on the differences between the violence portrayed in culture and the media and the violence that is closest to us.</p>
<p>KEY IDEAS</p>	<ul style="list-style-type: none"> • Cinema, TV series, news, video games, etc. show much higher levels of violence (including murders, assaults, etc.) than we can find in real life. • We know that the violence shown in films or video games is fiction, that it is the result of a script. However, we often think that we can find situations in everyday life in which it would be normal to act as they do in Hollywood films. • Despite this (relative) fascination with violence, we cannot conclude that human beings are violent by nature. Most conflicts are solved cooperatively. Collective and peaceful solutions are the most important. • The violent situations that we encounter in everyday life are often not examples of direct physical violence, but rather structural violence (evictions, unemployment, economic inequality, etc.) and cultural violence (sexism, racism, aporophobia, etc.).
<p>METHODOLOGY</p>	<p>For this activity, we recommend using the “World Café” methodology, which consists of dividing the students into groups (five in this case), so that they can work on different topics at separate tables:</p> <ul style="list-style-type: none"> « Games and video games « TV shows and films « Television/YouTube/Twitch « Instagram/TikTok « Our environment <p>An alternative to this methodology is to do the exercise individually, providing students with the following table to fill in:</p>



	WHAT TOPICS DO THEY COVER?	WHAT KIND OF VIOLENCE CAN YOU IDENTIFY? Give examples.	WHAT VOCABULARY DO THEY USE?	DOES IT HAPPEN OFTEN IN YOUR ENVIRONMENT? HOW?
VIDEO GAMES				
TV SHOWS				
FILMS				
NEWS				
CARTOONS				
TWITCH				
YOUTUBE				
INSTAGRAM/ TIKTOK				

Once they have worked on the different areas (15–20 minutes should be enough), the answers are pooled and a discussion is initiated to encourage reflection on violence. Some questions to spark and encourage discussion:

-
- « Do you encounter the kinds of violence in your daily life as you have in these areas? If so, which ones?
 - « Which of these forms of violence do you consider to be the most and least common?
 - « Why do you think there is so much violence in the media and entertainment?
 - « What do you think about the use of violence in films, video games or TV?
 - « Does the violence depicted in films, TV or video games resemble reality? In what way?
 - « What do you think about the use of violence in real life? Do you see it often?
 - « How often do you see violent situations around you? Do they look like the ones you see in entertainment products?
 - « How do you usually resolve the conflicts/problems you see around you? Is violence used? How are conflicts resolved in the classroom?
 - « Violence is seen as entertainment. Why do you think this happens?
 - « Have you heard of child soldiers? What do you think a child soldier would think of the war games we play here?
 - « If you were to witness any of the violent situations that appear in films or video games (such as a war or a violent assault), how do you think you would react?
-

Throughout the debate, if there is time, it would be good to keep in mind Galtung's definition of violence (see point 1.1.). Suggest that there are less visible forms of violence around us and they are also relevant: evictions, unemployment, hunger (structural violence) or racism and sexism (cultural violence). They are often inter-related and can help the students to better understand direct violence.





ROLE-PLAYING:

THE BUSINESS OF WAR

<p>GOALS</p>	<ul style="list-style-type: none"> • Giving visibility to the actors involved in the war business, as well as their arguments and positions. • Promoting reflection on the economic component of wars and on the discourses that justify militarism and armament. • Highlight the strong influence of the military-industrial complex on policy and decision-making.
<p>KEY IDEAS</p>	<p>There are many moral and legal arguments for not selling arms to other countries, especially when they are at war.</p> <p>However, governments, armies and the military industry find ways to maintain and promote the business of war, thanks to a lack of transparency, a very lax interpretation of the law, and the ignorance of much of the population.</p>
<p>METHODOLOGY</p>	<p>We will hold a dramatised debate on a real case that will allow us to unravel and better understand the arms cycle (see point 1.4.2.); e.g., the sale of Spanish armament to Saudi Arabia, which are used in the war in Yemen.</p> <p>Students receive character profiles, each with a short biography, arguments defending their position and their goals for the debate.</p> <p>These are the characters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> « Arms dealer (an industrialist from an arms company) <input type="checkbox"/> « Armament factory worker <input type="checkbox"/> « Peace activist <input type="checkbox"/> « Army High Command <input type="checkbox"/> « Central government (decides whether the sale is approved)
<p>PREPARATION</p>	<p>We distribute the roles among all the participants (you can count up to five to separate the groups). They will separate into teams according to the character they have been assigned, and jointly prepare the characters and arguments that they will use during the debate. They should choose two representatives for the debate and prepare a badge to identify their role.</p> <p>We set up a meeting table at the centre of the stage. The characters will sit here, with their position indicated in front of them on the table. The rest of participants will sit in front of the table, as the audience.</p>

ROLE-PLAY

We will hold two rounds. The students (one representative from each team) get into character and start the debate using the points they have prepared beforehand. During the first round, every character will have two minutes to speak and present their ideas.

Arms dealer
Industrialist from an armament company

GOAL

Ensure that the government continues to approve all arms sales.



ARGUMENTS

<i>"We create quality, well-paid jobs"</i>	<i>"We develop technologies that benefit society, such as the internet or GPS"</i>	<i>"If we don't sell the arms ourselves, someone else will!"</i>
<i>"Customers assure us that they will not use our arms to wage war"</i>	<i>"They would still kill each other without our weapons. They would use machetes if it was necessary!"</i>	

Armament factory worker
de la fábrica que hace las armas

GOAL

Not to lose their job.



ARGUMENTS

<i>"I have to make a living somehow, and put food on the table"</i>	<i>"I would like to do something else, but there are not many opportunities in my region"</i>
<i>"I cannot feel responsible for what others do with these weapons in the future"</i>	

Peace activist

GOAL

Stop arms sales.



ARGUMENTS

<i>"Most people are against the war, and what politicians and businessmen are doing does not represent the feelings of the majority"</i>		
<i>"It is illegal to sell arms to countries that are in conflict or violate human rights"</i>	<i>"Three times more jobs are generated by investing in education and healthcare, instead of the military sector"</i>	<i>"By selling arms to countries like Saudi Arabia and Israel, we are complicit in their war crimes"</i>
<i>"The war starts here. We should not think of it as some distant thing. Most armed conflicts could not take place, were it not for the arms supply from Western countries, which manufacture most of the world's armaments"</i>		
<i>"We must convert the military industry to civilian purposes; for example, to deal with the climate crisis, which is a real threat to our security. Spending so much money on developing more and more weapons is an incredible waste of resources"</i>		

The government will act as a jury: taking notes, asking questions and, after about 15–20 minutes of debate, making the decision to allow or disallow the arms sale.

As facilitators of the session, we should ensure that appropriate vocabulary and respectful language is used. We will be vigilant of the arguments, stereotypes and clichés they use, and will recover them for the debriefing.

After the initial interventions, there is a second turn during which the characters can address each other and counter-argue, and where the government representative can ask questions to the characters. This will be followed by a final turn of only one minute per person, after which the government representative will have to make a decision on whether or not to approve the arms sale.

Army High Command

GOALS

- Have the best weapons systems.
- Increase defence budgets.



ARGUMENTS

<p><i>"Investing in arms is investing in peace"</i></p>	<p><i>"If the United States and other European countries are doing it, why shouldn't we?"</i></p>	<p><i>"Investing in arms is good for society because some of the technologies that the military develop are then used for civilian purposes, such as GPS and the internet"</i></p>
<p><i>"We must defend our national interests, inside and outside the country"</i></p>	<p><i>"We need a strong military industry, and we need to sell to other countries so that arms are cheaper for us"</i></p>	

Central government

GOAL

Make a decision based on the arguments put forward by the other characters.



DECISION

EVALUATION: After the role-playing activity, we ask the group to form a circle for a group discussion and debriefing, with questions such as the following:

- « What do you take away from the activity?
- « How did you feel representing your character? How do you feel now?
- « Was it easy to find arguments to defend your position?
- « Do you think what we have depicted resembles what happens in reality?
- « What actors and voices do you think are present in real decision-making spaces?

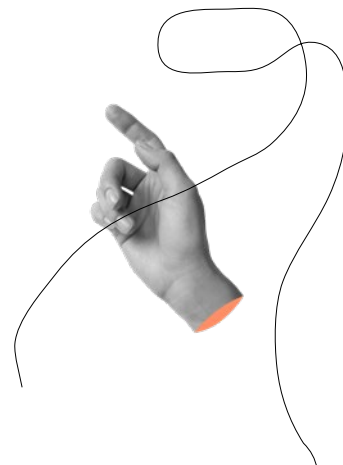


PROTEST AND PROPOSE

Source: Escola de Cultura de Pau

<p>GOALS</p>	<ul style="list-style-type: none"> • Exploring possible tools and strategies for protest and activism with students, in defence of peace and for social transformation. • Encouraging students' initiative and creativity in tackling current problems, highlighting a constructive and empowering approach to these problems.⁴ • Raising awareness and analysing different social movements and some of their successful strategies.
<p>KEY IDEAS</p>	<ul style="list-style-type: none"> • Mobilisation and protest are not only fundamental rights, but also key tools for influencing decision-makers and achieving effective social transformation. • We need to make constructive criticisms – accompanied by proposals and alternatives – in order to overcome the situations of injustice that make us mobilise.
<p>METHODOLOGY</p>	<p>This activity encourages reflection on social movements and non-violent and civil disobedience campaigns that have achieved significant victories throughout history, as well as on current campaigns. These activities aim to encourage participants to move beyond identifying social problems and think of constructive and creative ways to peacefully denounce unfair situations and achieve social transformation.</p> <p>You will need cardboard, tape, markers and materials to make banners and drawings.</p>

NON-VIOLENT
ACTION



⁴ These issues can be both close to and far removed from the students' lives, but special care must be taken to ensure that the examples chosen do not offend any sensitivities or single out any particular person or group.

PROTEST AND PROPOSE

02

The workshop facilitator will divide the students into **four groups** and give each group a card containing a case study of a non-violent protest.

After about 15 minutes, each group will explain their case to the rest.

Then, each group will identify issues around them or in other contexts, and describe them by answering the questions on the "protest" worksheet. At the same time, they should use the "proposal" worksheet to suggest ideas for addressing the issue through non-violent means.

The cases will be discussed after 30 minutes.

When presenting the proposal, we suggest staging non-violent protests by creating banners, drawings, with a performance or using any other means.

EVALUATION

To articulate this discussion, and with the help of the students, we can share past successful social movements, non-violent actions and campaigns.

When referring to the research mentioned in section 1.3., it is important to note that non-violent resistance campaigns have been more than twice as effective as violent ones over the past two centuries. Finally, the group forms a circle to share what they have learned.

To stimulate the debate, we can ask them questions: Which was easier, the protest or the proposal? What was more fun? Which actions do you think are most likely to succeed? What things would make you take to the streets or participate in campaigns or actions like this?



Photo: dagfoto.co



FLAVIA
BANANA

"Madam, cooperate or we will be forced to protect you."

3

**Resources
/ Further
information**



RESOURCES

- Diccionario de la Guerra, la Paz y el Desarmamento del Centre Delàs d'Estudis per la Pau**
<http://diccionarioguerrapazdesarme.centredelas.org/ca/>

- Infographics by Centre Delàs d'Estudis per la Pau**
https://centredelas.org/tipus_de_publicacio_p/infografies/

- Centre Delàs d'Estudis per la Pau database.**
<https://database.centredelas.org/>

- Interactive maps from the Centre Delàs d'Estudis per la Pau**
<https://centredelas.org/mapes-interactius/>

- “Tejiendo Redes” and the educational project of the Universitat Internacional de la Pau.**
<https://www.unipau.org/projecte-educatiu/>

- Cultura de Pau – Edupau Project videos. (In Spanish)**
<https://www.unipau.org/projecte-edupau/>

- Edualter Resource Network:**
https://edualter.org/ca?set_language=ca

-  **Video: Desemascarant el pervers negoci de les armes. (In Catalan)**
<https://www.youtube.com/watch?v=OvYAfQSLwnM>

-  **Video La Banca armada, com les entitats financeres participen del negoci de la guerra. (In Catalan)**
<https://youtu.be/MVxWZrEUdcw?si=hF84BF4OSgb99cpD>

-  **Song: Para la guerra nada, by Marta Gómez.**
<https://youtu.be/GBF1sEqGzGw>

- Leo Tolstoy: En la Ribera del Oka. (In Spanish)**
<https://www.educarueca.org/spip.php?article82>

-  **Documentary: Ahimsa. (In Spanish)**
<http://centredelas.org/videos/documental-ahimsa-contra-la-guerra/?lang=es>

-  **Short film: Aquel no era yo. Written and directed by Esteban Crespo, starring Gustavo Salmerón and Alejandra Lorente. (In Spanish)**
<https://www.dailymotion.com/video/x7toaps>

- Rethinking national security: How to tell a new story in which everyone belongs. Othering & Belonging Institute.**
<https://youtu.be/GmC2d8AM5LY?si=Ob7Bl-mtgqaEjNfp>

-  **Video: Seguretat Militar VS Seguretat Humana. (In Catalan)**
<https://www.youtube.com/watch?v=sc-Drm2V0zw>

USEFUL LINKS

- Centre Delàs d'Estudis per la Pau**
<http://www.centredelas.org>

- The Uppsala Conflict Data Program (Uppsala University, Sweden).**
<http://www.pcr.uu.se/research/UCDP/>

- Amnesty International – Arms Control**
<https://www.amnesty.org/es/what-we-do/arms-control/>

- Escola de Cultura de Pau (Autonomous University of Barcelona).**
<http://escolapau.uab.cat/index.php>

- Heidelberg Institute for International Conflict Research (Heidelberg University).**
<http://www.hiik.de/en/konfliktbarometer/index.html>

- Human Security Report Project**
<http://www.hsrgroup.org/>

- Stockholm International Peace Research Institute (SIPRI)**
<http://www.sipri.org/>

- International Action Network on Small Arms (IANSA).**
<http://es.iansa.org/home>

- Bonn International Centre for Conflict Studies (BICC)**
www.bicc.de/gis/index.php

- Norwegian Initiative on Small Arms Transfers (NISAT).**
www.nisat.org/

- International Peace Bureau**
www.ipb.org

- War Resisters' International**
<http://www.wri-irg.org/es>

- Wilpf: Women's International League for Peace and Freedom**
<https://wilpf.org/>

CAMPAIGNS

- ❑ **Armed Banking.**
<https://bancaarmada.org/ca/>

- ❑ **Global Campaign on Military Spending (GCOMS):**
<https://demilitarize.org/>

- ❑ **International Campaign to Abolish Nuclear Weapons (ICAN):**
<https://www.icanw.org/>

- ❑ **Alianza por el Desarme Nuclear:**
<https://desarmenuclear.org>

- ❑ **Desmilitarizemos la Educación:**
<https://desmilitaritzem.blog.pangea.org/>

- ❑ **Municipios libres de industria militar.**
<https://centredelas.org/campanyes/municipis-lliures-dindustria-militar/>

- ❑ **ICAN Cities Appeal**
<https://cities.icanw.org/>

- ❑ **Stop Killer Robots:**
<https://www.stopkillerrobots.org/>

- ❑ **No EU Money for the Arms Industry, promoted by the European Network Against Arms Trade (ENAAT):**
<https://enaat.org/wp-content/uploads>



REFERENCES

- **Deconstruir la Guerra**, Tica Font, Francesc Benítez, Pere Ortega & Alejandro Pozo.
<http://centredelas.org/publicacions/deconstruir-la-guerra/?lang=es>

- **Guías didácticas “Esborrem les armes, escribim la pau”**, Fons Valencià per la Solidaritat.
<https://fonsvalencia.org/recursos/>

- **“Juegos de paz. Caja de herramientas para educar por una cultura de paz”**, Cecile Barbeito y Marina Caireta (2008).

- **“Pim Pam Pau. Eduquemos para la paz: ideas y actividades para educadoras y educadores críticos”** Mireia Zabala (2011).

- **SIPRI (Stockholm International Peace Research Institute) databases.**
<https://www.sipri.org/databases>

- **The Seville Statement on Violence. UNESCO.**
https://unesdoc.unesco.org/ark:/48223/pf0000094314_spa

- **Alert 2025! Report on conflicts, human rights and peacebuilding.** Escola de Cultura de Pau.
<https://escolapau.uab.cat/img/programas/educacion/dinamicas/2di017e.pdf>

- **Worksheet: Educación para la Paz. De la protesta a la propuesta.** Escola de Cultura de Pau.
<http://centredelas.org/publicacions/informe-del-centre-delas-i-novact-lespiral-de-violencia-de-lespanya-fortalesa-armes-per-a-la-guerra-i-militarisme-per-a-blindar-les-fronteres/>

- **Report by the Centre Delàs and Novact: “The spiral of violence in Fortress Spain. Weapons for war and militarism to protect the borders”**
<https://centredelas.org/publicacions/informe-del-centre-delas-i-novact-lespiral-de-violencia-de-lespanya-fortalesa-armes-per-a-la-guerra-i-militarisme-per-a-blindar-les-fronteres/?lang=en>

- **Informe 60: «Los puertos de la muerte, cómplices de las exportaciones de armas españolas para la guerra. El caso de la venta de armas españolas al ejército saudí y su probable uso en la guerra de Yemen»**
<https://centredelas.org/publicacions/puertosedelamuerte/>

- **Mentes militarizadas. Cómo nos educan para asumir la guerra y la violencia.** Jordi Calvo Rufanges (coord.), Blanca Camps Febrer, Gemma Amorós Bové, Maria de Lluç Bagur, Marina Perejuan, Ainhoa Ruiz, Olívia Viader, Eduardo Salvador, Pere Brunet (2016).
<https://centredelas.org/publicacions/mentes-militarizadas/>



CENTRE DELÀS
D'ESTUDIS
PER LA PAU



Setem



GENERALITAT
VALENCIANA

Vicepresidència Segona y
Conselleria de Servicios Sociales,
Igualdad y Vivienda

Translation and layout



Funded by
the European Union