



***BASQUE EDUCATION PLAN  
FOR PEACE AND HUMAN  
RIGHTS  
(2008-2011)***

**December 2007**

## CONTENTS

<b>I – INTRODUCTION</b>	<b>5</b>
<b>II – DESCRIPTIVE PART</b>	<b>12</b>
2.1.- DEFINITION AND GENERAL FRAMEWORK	<b>12</b>
2.2.- INTERNATIONAL CONTEXT	<b>Error! Bookmark not defined.</b>
2.3. – STATE CONTEXT	21
2.4.- SPECIFIC BASQUE CONTEXT	26
2.4.1.- SOCIAL CONTEXT	26
2.4.2.- INSTITUTIONAL AND POLITICAL CONTEXT	27
2.4.3.- REGULATORY CONTEXT	34
2. 5. DIAGNOSIS OF THE SITUATION OF EDUCATION FOR COEXISTENCE AND PEACE IN THE BASQUE AUTONOMOUS COMMUNITY	36
<b>III – SUBSTANTIVE PART</b>	<b>59</b>
3.1.- OBJETIVES	63
3.2.- GUIDING PRINCIPLES	65
3.3- STRATEGIC LINES	76

<b>IV – OPERATIONAL PART</b>	<b>79</b>
4.1.- ACTIONS: ACTORS, SECTORIAL AND STRATEGIC PROGRAMMES	
4.1.1. STRATEGIC ACTORS	80
4.1.2. SECTORIAL AND STRATEGIC PROGRAMMES	83
4.1.2.1. Department of Education, Universities and Investigation Sectorial.	87
4.1.2.2. Department of Culture Sectorial.	95
4.1.2.3. Department of Justice, Employment and Social Security Sectorial.	98
4.1.2.4. Departments of Housing and Social Affairs, Interior and Lehendakaritza Sectorials.	99
4.1.2.5. Sectorial lists of actions	100
4.2 ORGANISATIONAL SCOPE	139
4.2.1. PLAN MODEL	139
4.2.2. TOWARDS AN ORGANIC STRUCTURE OF THE PLAN	142
4.3. – MANAGEMENT OF THE PLAN	152
4.3.1. ASSESSMENT: THOSE RESPONSIBLE AND CONTROL	152
4.3.2. ASSESSMENT: MONITORING AND INDICATORS	154
4.3.3. BUDGET	160
<b>ANNEXE I – LIST OF ACTIONS BY STRATEGIC LINES</b>	<b>162</b>

<b>ANNEXE II – LIST OF ACTIONS BY STRATEGIC PROGRAMMES</b>	<b>183</b>
<b>ANNEXE III – EITB AND STRATEGIC PLANNING AGREEMENT</b>	<b>216</b>

# I – INTRODUCTION

## I - INTRODUCTION

This document contains the first Basque Education Plan for Peace and Human Rights. The justification for such a plan lies, firstly, in the Basque Parliament's mandate which is inserted in February 2005 (and June 2003) Parliamentary Resolutions on Victims of Terrorism. Said Resolutions insists, in point 3.c.:

*“For the Basque Government to present, before the end of the current legislature, and interdepartmental plan aimed at education in peace and democratic values.”*

The parliamentary resolutions regarding victims are a central requirement that is added to other main factors that drive this Plan. On the one hand, it collects –and causes a qualitative jump in- the inertia of the work with regards to education on and for peace which includes, but does not end, the perspective of the victims and which was the Basque Government's growing focus of promotion. This Plan attempts to provide a structure that is organized and complete, systematic and of a permanent nature in the education for peace and human rights. On the other hand, the Plan also answers, in a deliberate and direct way, to the working requirements with regards to international and official human rights organizations like the UN Office of the High Commissioner of Human Rights, UNESCO or the Council of Europe. And finally, the fulfilment of one of the most significant and central commitments of the Peace and Coexistence Plan approved in May of 2006 by the Basque Government as a document that centralizes, coordinates and visualizes all the initiatives with regards to human rights and which one of its six main axes is dedicated directly at Education for peace and coexistence as a final path that must be travelled on towards reconciliation.

All democratic societies have the mandate to stimulate and promote in their citizenship a profound knowledge about and respect for human rights and peace. In the specific case of Basque society, in addition to this universal contemporary demand there is the particularity of a society plagued by the persistence of violence, in particular by the persistence of terrorism by ETA. Protecting human life, the dignity of all people and their rights without exceptions requires, in a society like ours, a broad, education-based effort that involves numerous social sectors and that is lead, impelled and coordinated by society's institutions, although always with the firm understanding that the main role must be played by society itself.

The structure of this document responds, on the one hand, to the fact that it is a Plan of Action and, on the other hand, to the need for it to be instructive and accessible to the wide range of sectors that are to be involved in its implementation. Thus, part one presents the context that serves as an institutional, social and regulatory frame of reference for this Plan. Included here are the key issues that help understand the reasons behind a Plan of these characteristics and which give an idea of its profile and philosophy. Also included is a summary of the results obtained thus far from a diagnosis being carried out by the Human Rights Directorate during 2007 on the state of education for peace and human rights (both in the formal education plan as well as the non-formal and informal) in the Basque Country. The updated diagnosis of our abilities (both institutional and social) and of our progress is vital to correctly determine, with all seriousness and full awareness, the target objective for the next four years.

In part two, the basic substantive features that give shape to the document are described. The final objective, the guiding principles and the strategic lines are made specific.

Finally, in part three, the **operational part**, the different sectorial intervention programmes in the institutional sphere (Basque Government, Provincial Councils and Local Councils) are established with a greater level of precision. The programmes identify the actors responsible and list a set of actions that will have to be developed so that a more extensive and intensive culture for peace and human rights may take root in a progressive manner. This third part will also determine an organic structure that will be determined, on the one hand the Interdepartmental Commission on Peace and Human Rights Education (Basque Government) and, on the other, the new Consultative Council for Human Rights and Peace Education. This will be the structure responsible to insure the correct execution of the Plan. But it will also be responsible for its continuity since the Plan has continuance which demands the preparation of solid structures which make the identification of courses of positive and negative evolution possible, detect new needs, establish new lines of action and assure an adequate management, evaluation and update of the Plan with time. Therefore, the last term, also alludes to the criteria and those responsible for the follow-up and assessment of the Plan and the budgetary base which will make it viable.

The Plan finally ends with **three Appendixes**. The first two visualize the action to execute not just by agents responsible for its sectorial execution (Basque Government, Provincial Councils, and Town Halls-Eudel) but according to its fit in the diverse strategic lines (Appendix I) or according to the strategic programmes they serve. Lastly, Appendix III contains the specific sector planning and regulatory framework for the 2008 Basque media (Euskal Irrati Telebista EITB).

This introduction should not come to an end without underlining two important facts that must be kept in mind.

The first consideration makes reference to the agents that have been most directly implicated in the development of this Plan. Since October 2006 when the Interdepartmental Commission on education in human rights and for peace was created in the Basque Government, many contributions of all sorts of have been received. On the margin of the institutional agents (Departments of the Basque Government, Provincial Governments, Local Councils –EUEDEL-, Basque Parliament Human Rights Commission, Ararteko, Emakunde, Basque Council on Youth, University of the Basque Country –UPV-EHU-, of Deusto and of Mondragón...) of the Basque Autonomous Community, contributions have been received specifically from the Associations Forum with regards to Education in Human Rights and Peace in the Basque Country (made up by over 30 non-governmental organizations) Amnesty International, Baketik, Covite, Escola de Cultura de Pau, Gesto por la Paz, Catholic Church, Unescoetxea, UNICEF, UNESCO, UN Office of the High Commissioner of Human Rights and the Human Rights Commissioner (Council of Europe).

In addition, the Plan, in its first complete working draft, was subjected to a monographic and detailed study within the International Conference on Education for Peace, organized by the IIPE (International Institute on Peace Education, University of Columbia, New York) and BAKETIK gathered over sixty specialists from around the world in Arantzazu (July 2007). Lastly, it should also be noted that the Plan has been submitted to the –non-binding- ruling of the Basque Country’s Board of Education. We would like to recognize all of them for their contributions and, above all, for their effort and exercising responsibility.

A second consideration, more of a technical nature, is necessary before bringing this introduction to an end. It has been decided to expand the time frame that the Plan covers (from 2008-2009 to **2008-2011**) due to suggestions founded by several social organizations and official organisms that underline the need that a planning and budgetary effort of this nature would need a wider deployment period. However, the extension of the time period in addition to the fact that it is the first Plan on this subject, the advice is to not include a detailed schedule of the actions and programmes to be carried out. Absence that, nevertheless, is compensated by the exceptional forecast that the Plan considers to realize, a year after its definitive approval, a first impact evaluation, paying close above all to identify needs to adjust, correct, compliment or expand actions in all sectorial areas. That should permit, within the first year of the Plan's execution, to carry out an implementation schedule and a budget adjustment much more detailed.

## **II – DESCRIPTIVE PART**

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### 2.1. - DEFINITION AND GENERAL FRAMEWORK

Human rights and peace are an essential reference for social and political organisations which aspire to be built on justice, freedom, equality and solidarity. Recognition of human dignity for each and every person is the starting point with which to begin interlinking the rights and duties corresponding to each member of society, although there should be no doubts regarding the supremacy of the person, whose development and promotion is the basic target for social and institutional architecture.

Education of (and for) Human Rights can be defined as “Education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and the moulding of attitudes directed to:

- a) *Recognizing and strengthening of respect for human rights and fundamental freedoms;*
- b) *The full development of the human personality and the sense of its dignity;*
- c) *The promotion of understanding, tolerance, gender equality and friendship among all peoples, nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;*
- d) *The enabling of all persons to participate effectively in a free and democratic society;*
- e) *The building and maintenance of the peace of the United Nations.”*

**Peace Education**, in a broad sense, also involves –and overlaps with– Human Rights Education. The fact is that peace education, understood as positive peace, is much more than a mere absence of direct violence (negative peace). Education for peace is directed, thus, to a trend of attempting to secure a reduced level of direct violence and an elevated level of reconciled culture and justice. The elimination of cultural and structural violence is pursued while seeking social harmony and respect for the rights of all on the basis of values, priorities, equality justice and solidarity.

Peace Education consists of multiple complimentary educational dimensions:

- Education in values and ethical education.
- Personal and social education.
- Education in conflicts.
- Education for global understanding.
- Education for disarmament.
- Intercultural education.
- Education for sustainable development.

The final aim of all of them is to achieve non-violent people and therefore the construction of a society based on the pillars of tolerance, respect, dignity and the growth of persons, veracity and social justice.

The Basque Education Plan establishes a two-fold converging strategy based on this concept: a general programme –neither diffuse nor excessively generalist– that seeks to anchor the framework of fundamental ethical resonance in education of –and for– human rights and another, more specific programme, that attempts to progressively set forth a strategy for **peace education** especially adapted to our reality in the Basque Country and, within it, to the educational needs

derived from a high presence of the culture of violence and particularly its internalisation as a supposedly legitimate , or at least a tolerable, way to obtain political objectives.

Education for peace and human rights are not projected in abstract terms but they must attend to and deploy themselves on the needs and priorities set from a social reality for which they are destined. From this point of view, one of the Plan's basic and essential priorities is the delegitimization of terrorism.

For a long time now it has been said that this educational necessity must be addressed without escapism, facing up to our reality, reinforcing preventive educational strategies against terrorism which, in its different historical aspects has mined for decades –and continues to do so today– the solid construction of the democratic structure and its essential values. The two-fold strategy mentioned above (education for human rights and, on the other hand, education for peace) incorporates this diagnosis: it does not seek to dilute the particular into generalities, but rather to reach the particularity of what education experts (Betty Reardon) call a prescriptive or resonance framework that makes it possible to firmly set particular messages in a general framework.

However, it is fundamental not to confuse priority goals and the means to be used. The educational interventions of a structural nature and permanent features admit an instrumental subdivision. And even less in means where the direct connection with fundamental rights makes the attention to the mandate of human rights' indivisibility and interdependence simply unavoidable. However, the Education for Peace and Human Rights Plan cannot be a mere informative campaign of special content. The educational intervention must be deployed to several age groups (primary, secondary education, post obligatory,

university, adults...) and in several areas (informal, non-formal, formal education). And this obligates a structured and omni comprehensive type of intervention of all the factors and dimensions that entwine themselves in the approach of any violent culture no matter how said culture develops in each geographic place and en each historical moment with more or less particular strength. That the Basque Country of the 21st century is still at the mercy of the attacks of terrorist violence and to end its legitimization is a priority that does not translate in educational terms in an intervention where all and each of its actions and programmes are restricted monographically and exclusively to said phenomenon. And not to revitalize the priority but, on the contrary, in the interest of maximizing efficiency in the intervention. To prioritize a target compels the instrumental intervention of the programmes combine and anchor structures and actions that are both focused and not focused. We must create a common ground of intervention with regards to a culture for peace and human rights that converts the approach to terrorist violence or any other illegitimate violence and it obligates us to follow scientific and pedagogical guidelines that determine the need so as to not leave the affected dimensions outside of the intervention framework.

Peace and Human Rights Education must be projected over different conceptual planes with which it interacts in order to produce a fruitful and, at the same time, necessary, symbiosis. Globalisation trends, the movements of people at the international level and our growing capacity to affect the environment make it vital that Human Rights and Peace Education be complemented with the human variables derived from such phenomena. Human Rights Education today must simultaneously be **education for development, intercultural education and environmental education**, in the broadest sense of the three expressions.

Thus, it is not possible to conceive of a Human Rights Education programme that does not take into consideration the analysis of the structural causes of injustice between North and South. Human Rights Education incorporates the **development aspect**, since economic, social and cultural rights have, by international consensus, the same urgency and ranking as civil and political rights. In this day and age it is impossible to provide education in human rights without also providing it in international solidarity and the local expression that such solidarity carries with it, attention to the situation of the fourth world that exists in developed societies like the Basque society.

In the same way, it must be taken into consideration that Basque society is now a plural society, with a growing degree of cultural, religious and linguistic diversity. Harmonious coexistence among different groups makes it necessary to rethink the traditional reading of human rights, in a more inclusive and **intercultural** way. Human Rights Education cannot ignore this multicultural variable and must propose intercultural solutions of respect and protection of differences, and also of dialogue among society's various cultural expressions. Diversity, far from being a source of confrontation, should be exploited as a factor that enriches our society and makes it more open, helping it to adopt new ways to approach conflicts and ensure respect for human rights.

Finally, today's planetary reality forces us to approach Human Rights Education using parameters related to the environment in which we as human beings live. Human Rights Education must also be **environmental education**, oriented towards an ecologically-sound existence that seeks to preserve the environment for future generations. Moreover, respect for nature constitutes a solid value upon which to build a culture of respect for life and for the different ways that life is defended by the wealth of

cultures living on our planet. In this sphere developed societies such as the Basque still have a long way to go, and the journey starts in part with Human Rights Education.

The central value of Education for peace, democratic values and Human Rights is none other than the **dignity of each and every person**. The individual being thus becomes the central value of this educational policy that seeks maximum respect for each person's **existence** and existences. Existence can be understood to mean the fact of human life, the main object of protection in any reading of human rights and a value in itself. Life must be, therefore, the basis upon which any policy in peace and Human Rights Education is built, encompassing within this concept not only the life of all human beings, as an essential starting point, but also a broader concept of life that includes decent conditions for life and an environment that is conducive to the same.

As for the term existences, this expression is meant to suggest the various forms that life takes in its social, political, civic and cultural aspects. The people making up a society like the Basque one have different ways of thinking, feeling, and expressing themselves culturally and linguistically. With time an increasingly diverse society is created, in which interactions among different people and groups become more and more frequent. Within our society diverse philosophical, religious and cultural conceptions can be found, all with their own value systems, differentiated from each other for reasons of origin or the social sector to which it corresponds. Peace and Human Rights Education seeks not only to protect human life considered as mere existence, but also to foment respect and protection of the diversity of ways in which people live in an open and tolerant society.

## 2.2. - INTERNATIONAL CONTEXT

The Universal Declaration of Human Rights in 1948 established a highly significant historical milestone as, for the first time, an international body was proclaiming the rights to which everyone is entitled, for the mere fact of belonging to the human race. This Universal Declaration would later be followed by more exact instruments such as the International Pacts in 1966 centred on civil and political rights and also on economic, cultural and social rights. The simultaneous proliferation of specific Conventions on genocide, racial or gender discrimination, torture, children's rights, gender rights, etc. broadened the substantive field of the protection of human rights while also improving and specifying in more detail the mechanisms meant to guarantee their effective fulfilment.

However, given the declaration of rights and the unfinished struggle to ensure that such rights are in fact respected, it has only recently been accepted that educating on matters regarding human rights requires systematic and coordinated work which is sustained over time. It was probably only in the 1990s, when we were able to move beyond the ideological face-off between the opposing blocks in the cold war, that a new scenario could emerge, establishing a culture where human rights were indivisible, interdependent and universal demands.

The turning point was the World Conference on Human Rights, organised by the United Nations and held in Vienna in 1993. Its final declaration and action programme did a great deal to increase awareness that education, training and public information on matters related to human rights are essential in encouraging and establishing stable and harmonious relations between communities and in promoting mutual comprehension, tolerance and peace. The Conference also expressly

appealed to States and Institutions to include the study of human rights, humanitarian law, democracy and rule of law in all academic and non-academic teaching institutions.

As a result of the Vienna Conference, the UN General Assembly, in Resolution 49/184 dated 23 December 1994, proclaimed the ten-year period from **1995-2004** to be the **United Nations Decade for Human Rights Education**. The aim of the Decade was to design a worldwide network of coordinated, unified actions that would enable work to take place with the same language, instruments and goals. A further goal was to develop a strategic plan to help with the work undertaken, with periodic assessments being made to reorient and improve the efforts made in accordance with the extension of human rights culture. The Decade's general action programme as well as the structure of the National Plans of Action is rooted in the need to make a diagnosis and assessment of needs at a worldwide and domestic level, in order to subsequently design specific human rights training, promotion and dissemination programmes. It made a special appeal to set up coordination centres and resource centres. Lastly, it established criteria with which to assess the programmes.

The enormous job undertaken by the United Nations Decade for education in human rights did not seek to complete its work in a limited period of time. It aimed to mobilise the International Community to lay solid foundations on which to make continued and sustainable progress. So, when the Decade ended, the outcome was evaluated and a new action programme was implemented which is still currently in effect. The UN General Assembly, in Resolution 59/113 dated 10 December 2004, proclaimed a **World Programme for Human Rights Education** taking effect on 1 January 2005 and which is structured into different successive stages with the objective of promoting human rights education

programmes in all sectors. Specifically, for the first stage of the World Programme (2005-2007), the General Assembly itself (Resolution 59/113B dated 14 July 2005) approved a **Plan of Action for Human Rights Education in primary and secondary teaching systems.**

In parallel and to complement the foregoing, the United Nations has encouraged the years **2001–2010** to be the **International Decade for the Culture of Peace and Non-Violence for the Children of the World** which, although it is carried out in a universality for all age groups, it focuses on education for peace and is aimed especially at children.

The universal trend pointed out also finds a particular echo in the European environment which catches on with special influence, the awareness to reinforce the educational aspects with regards to citizens, democratic values and human rights. Since the 90's the **European Council** has especially intensified its activity through the Human Rights Education Youth Programme (2000) followed by, among many other initiatives, the declaration of 2005 as the **European Year of Citizenship through Education**. Said year, as in the case of the United Nations Decade for Human Rights Education, did not intend to establish an intervention timeframe but initiate a task, in search of continuance from then, to make education for citizenship and education for human rights a fundamental objective of education policies. It is also necessary to mention the point of the general political momentum pointed out in Recommendation 12 (2002) of the Ministers Council on education for democratic citizenship and the previous Recommendation 1346 (1997) on human rights education.

The Basque Plan of Action for peace and human rights Education intends to make the Basque Country, expressly, fully, and permanently, part of the aforementioned international panorama. It is urgent that the

work already undertaken in our society be intensified and linked by means of co-responsible collaboration with international bodies and other actors in the struggle for human rights. This is because the culture of human rights is universal and must be addressed in our Autonomous Community from an international and coordinated perspective.

### 2.3. – STATE CONTEXT

The express anchoring of the transition from international human rights instruments to the domestic regulations can be found in the Spanish Constitution of 1978, article 10 where it states:

- 1. The dignity of the individual, the inviolable rights that are inherent, the free development of personality, the respect for the Law and the rights of others are the base of social peace and political order.*
- 2. The norms relating to fundamental rights and liberties that the Constitution recognizes are interpreted in accordance with the Universal Declaration of Human Rights and the international agreements and Treaties on the same matters ratified by Spain.*

The Spanish Constitution and the **Statute of Gernika**, as **constitutional bodies of law**, base their regulatory mandates on the undisputable priority of the universal legacy of human rights which it comes from, at least in a tacit manner, the conclusion which points to a need to step up the efforts of educational intervention with regards to the culture of peace and human rights.

The preamble setting forth the motives for **Spanish Act 27/2005, dated 30 November, on Fomenting Peace Education and Culture** aptly underlines that the 20th century has been characterised by the inadmissible dominance of the culture of violence. This culture is characterised by its manifestation of seven serious forms of insecurity which very often generate frustrations and consequently violence at different scales. The United Nations Development Fund, in 1998, drew attention to these seven forms of insecurity, which are of an economic, cultural, health, personal, environmental, political and community nature. Such insecurities are at the root of numerous injustices and inequalities existing at the local, regional and even international scale.

Within the framework of the International Decade for Peace Culture (2001-2010) proclaimed by the United Nations, this law, recognising the absolutely decisive role that education plays as the driving force for progress in a society, hopes to serve as a starting point for substituting the culture of violence that has defined the 20th century with a culture of peace that must characterise the new century.

The culture of peace comprises all the values, conducts, attitudes, practices, feelings and beliefs that contribute to peace.

This culture of peace has to be implanted by strengthening education for peace, non-violence and human rights, by promoting research in peace, by eliminating intolerance and by promoting dialogue and non-violence as the practices to be used in the management and transformation of conflicts.

The aforementioned act, recalling point a.2 of the Action Programme for a Culture of Peace, approved by the General Assembly of the United Nations in 1999, establishes a series of measures aimed at the education and research sphere, with the aim of establishing a culture of peace and non-violence in Spanish society.

Its articles set forth how the Government of Spain will work towards fulfilling this objective:

1. Spain will solve its international controversies in accordance with the United Nations Charter and other international instruments to which it is a party, collaborating to strengthen Peace and International Security, Cooperation and Human Rights.

2. The Government will promote peace by means of initiatives for solidarity, culture, research, education, cooperation and information.

3. For such purpose the Government will set up mechanisms for collaboration with the Autonomous Communities and Local Councils as well as other State bodies. Similarly, with the same objective, it will set up collaboration agreements with the most relevant international bodies and NGOs in the field of peace.

In order to reach the aforementioned aims relating to the culture of peace, the Government of Spain undertakes to:

1. Promote the teaching of all subjects at all levels of the education system in accordance with the values corresponding to a culture of peace, and to create subjects specialised in questions relating to education for peace and democratic values.

2. Encourage, from the viewpoint of peace, the incorporation of values of non-violence, tolerance, democracy, solidarity and justice in the contents of textbooks, didactic materials, and audiovisual programmes aimed at students.

3. Encourage the inclusion in school curricula of peace education initiatives at the local and national levels.

4. Combine teaching in the education system with the promotion of life-long peace education for everyone, through the training of adults in the aforementioned values.

5. Collaborate with the United Nations in the promotion of Specialised University Institutes.
6. Promote an increase in public knowledge and teaching of International Humanitarian Law and of legislation concerning Human Rights.
7. Promote the specialised training of men and women in techniques of conflict resolution, negotiation and mediation.
8. Promote tasks for the building of peace in areas of conflict with the participation of specialised personnel.
9. Create mechanisms for periodic consultation with civil society and segments of society associated with peace movements, in order to fulfil the provisions set forth in this Act.

The Government will also put into effect financial assistance programmes for carrying out studies and research on the subject of peace and will foment recognition of social initiatives and media initiatives that contribute to peace.

The array of activities undertaken in the area of Human Rights extends to various levels of the Government's Administration, associated with both the Ministry of Foreign Affairs and Cooperation and with the Ministry of Education and Science in the teaching sphere, through the promotion of the State Observatory on Coexistence at Schools and the development of Coexistence Plans.

Various Autonomous Communities (Cataluña, Andalusia, Madrid, Galicia, etc.) have worked extensively in the field of Human Rights

Education, at both the legislative level (Catalan Law 21/2003, of 4 July, on Fomenting Peace-Ley Catalana 21/2003, de 4 de julio, de fomento de la paz ) and the organisational level (Andalusian Plan on Education for a Culture of Peace, of 5 October 2002-Plan Andaluz de Educación para una Cultura de Paz, 5 de octubre de 2002) and also at the association level, with a significant number of organisations and initiatives distributed throughout Spain.

## 2.4. - SPECIFIC BASQUE CONTEXT

### 2.4.1. - SOCIAL CONTEXT

Basque society today still lives burdened by the terrorism of ETA. Terrorism which, apart from its deadly immediate effects, indirectly, but deeply, contaminates group and social relations. Although the social backing of terrorism has fallen strongly, it is true that its survival generates several undesired effects and radically corrupts co-existence on numerous occasions. A Plan of Peace and Human Rights Education such as this must firstly be based on the above ascertainment.

For years, the persistence of violence has generated serious rifts in Basque society which cannot be ignored when constituting an active human rights policy. Human Rights and Peace Education therefore also includes paying the due and particular attention to the educational needs which in preventative terms stem from the victims' existence and presence.

ETA's terrorist violence does not tire, having established the previous statements, neither all the terrorist violence that has historically occurred in our country, nor the other legitimate violence nor serious human rights violations must be the subject of attention in any integral education for peace and human rights Plan. The primary targets must not confuse specific and essential objectives of the Plan with means of intervention. Means that must be based necessarily on a simultaneous deployment and approach of both specific programmes, like programmes that are common to any educational intervention in the material and without which the particular programmes lose resonance and effect. Therefore the Plan establishes an inescapable and basic priority in the delegitimization of terrorist violence but, simultaneously includes and

integrates said priority in a structural and global intervention outline that permits the coordination of an effective and sustainable response that also equally satisfies -and without moral relativism effects in the slightest- other objectives of violence delegitimization of any kind. Various delegitimization objectives that are in correlation with and as a result of the commitment to a culture of peace and human rights, understood as a universal, interdependent and indivisible block.

The culture of human rights must be conveyed not only to Basque society itself, but must penetrate deeply into all existing political structures. Positive respect of human rights must play an overriding part in the configuration, internal organisation, action and attitude of all public institutions with any kind of responsibility regarding citizens. A Plan of Human Rights Education is therefore necessary, given that it is specific people who finally make up these institutions at all times.

#### 2.4.2. - INSTITUTIONAL AND POLITICAL CONTEXT

We pointed out, upon describing the International Context (point 2.2.) that the policies on education in human rights were not incorporated into the agenda of official organizations (UN, Council of Europe...) until well into the 90's. The lack of clairvoyance and determination to adopt – in a systematic, permanent and integral fashion- a policy of education in human rights and culture of peace has not been, it seems fitting to emphasize, an exclusive patrimony of international organizations. State governments, in exceptions, have trailed –and continue to- behind international currents. Let us remember that pioneering initiatives like the promotion of culture and education for peace date back to 2003 in the case of Catalonia and 2005 at a national level.

The Basque Country has not been an exception in this respect which serves as little comfort to some of the most direct non believers of this -of educational intervention- necessary part and also indispensable for a policy worthy of recognition and compensation of victims.

Without a doubt, the call to attention that most clearly and obviously denounces this void were the **Basque Parliament Agreement** which on the **25th of June 2003** ratified a specific work programme –also in the educational sphere- with the victims of terrorism and which inaugurated a roadmap –in force until today- on different measures directed at repairing, recognizing and providing justice to this collective. Since then the work has progressed and has permitted the void to be seen between them all –governments, opposition, political parties, institutions, part of society...- we had tolerated and penalized for too long.

The Human Rights and Peace Education Plan aims to fulfil, firstly, commitments acquired from the agreements from 2003 and 2005 adopted by the Basque Parliament boosted by the Victims' Permanent Spokesperson created by Human Rights and Citizen Request Commission. Specifically the **resolutions adopted at the Plenary Session of 17 and 18 February 2005**, point 3.c., give the Basque Government the following assignment:

*“To present, before the end of the current legislature, an interdepartmental plan aimed at education in peace and democratic values.”*

The Basque Plan for Human Rights and Peace Education would therefore formally fulfil this undertaking, constituting, together with the victims' policy on personal benefits and public recognition, educational action which is moreover particularly aware of the reality of terrorism.

The Plan, like Parliaments same Resolutions on victims, should have been brought forward. But, in spite of everything it is not too late and they should make every effort to connect this initiative with **previous governmental works** in relation with those that also began to triumph in the Basque Country in the 90's, coinciding with the awakening of the international community to human rights education.

Specifically in 1997, a close collaboration was begun with UNESCO with the signing in Paris of a *Memorandum of Understanding* through which to put into effect Peace Culture Projects. In 1998 the institutions, along with social organisations working on education for peace in the Basque Country, drew up an initial diagnosis: *Educating for peace in Euskal Herria. Foundations and proposals to strengthen and develop Peace Education in the Basque Country.*

In 2000, an *Education Programme for Coexistence and Peace* was approved by the Department of Education, based on the conviction that people should be brought up with a sense of democratic coexistence, starting with the education system, which means teaching principles of human rights, justice and the fight against discrimination on grounds of race, gender or religion. Education leading to accepting others, showing solidarity with weaker members of society and taking responsibility for our own actions. Following the same line, the *Educational Innovation Programmes 2003-2006* also prioritised education for coexistence and peace as a process for reconsidering schools and recovering them as spaces where civic responsibility is built and respect for personal and cultural differences is learned.

In a parallel fashion, the Directorate of Youth and Community Action of the Department of Culture has included in its *Youth Plan-Gazte Plana* a

transversal objective aimed at raising awareness and preventing violent behaviour through an education in values and training in dialogued and participatory conflict resolution as an instrument favouring peaceful coexistence.

Collaboration between the Departments of Justice, Employment and Social Security, the Department of Education, Universities and Research and the Department of Culture enabled the setting up of technical and expert groups during the 90's to produce a *situation map* describing the real situation, needs and proposals regarding education for coexistence and peace in formal and informal education. This refers to an overall diagnosis of the situation in the Basque Country which was released in 2004 and 2005 and which pursued the objective of developing a solid strategic plan sustainable over time.

In the hope of configuring a network which works for coexistence and peace, not only in classrooms but also in the whole social field, a closely woven framework of interventions has been implemented, particularly via NGO projects and in Local Councils, powered by the will to make human rights the keystone for all individual and community actions. The programme of subsidies put into effect by the Human Rights Directorate and aimed solely at the municipal level has this specific purpose and provides a network for creating an environment where there is no place for aggression, injustice or violence when resolving personal, work-related, social or political conflicts. This would be an environment in which dialogue, respect, responsibility and communication are the bases for coexistence.

This set of policies for education in peace, coexistence and democratic values also functionally revolves around systematic promotion and diffusion activities organised by the Human Rights Directorate itself,

which has been engaged, since its creation, in programmes promoting and furthering the culture of human rights in the Basque Country.

The Basque Plan of Action on human rights and peace education hopes to connect with that current of precedents and hasten a qualitative jump that converts this government action into one that is systematic and permanent.

But the Plan, apart from responding to the compromises with regards to victims, apart from connecting this government policy with the immediate precedents, hastening a qualitative jump and apart from connecting with the Basque Country with the international currents, also responds to other compromises that visualize the importance it is given. This Plan is also derived from the very **Government Coalition Agreement**. In the first of its programmatic bases, this agreement sets forth the priority of firmly defending rights and freedoms, while committing it to promoting the culture of peace and human rights.

On 22 June 2005, while presenting the Government programme in his **investiture address**, the Lehendakari announced the Government commitment to draw up and launch a "Comprehensive Plan in favour of Peace and Reconciliation, grouping all of the actions to be carried out by the Executive Office in the sphere of human rights".

As a first step towards fulfilling that commitment, on 2 May 2006, the Basque Government Council approved the **Peace and Coexistence Plan**, which is built upon five axes of action and a –final– path to be followed.

The final path to be followed makes reference to "Education for Peace and Coexistence. Reconciliation" and involves a set of commitments,

the first of which is precisely the approval of a Basque Plan for Education in the following terms:

**“1. To draw up a Basque peace education plan aimed at society in general and the educational field in particular, in order to teach democratic values and the culture of peace.**

*For years now, the Basque Government has been working in favour of education in democratic values and the culture of peace. Various Departments, each in their particular area of competence, are working on initiatives for education in peace and democratic values, starting with the education system, the local social setting, leisure activity groups, etc.*

*However, this interdepartmental effort requires an organisational framework making it possible to face new challenges with an improved level of coordination for multiplying effects and facilitating coordination.*

*The need to group different sectorial initiatives and actions into global intervention plans requires a formal Interdepartmental Plan on peace education and culture. This Plan must also reflect the political importance and priority of the subject, while serving as an instrument for strategic planning and the monitoring of actions.”*

In order to spur the creation of this formal Interdepartmental Plan, the second of the commitments adopted in the last axis of the Peace and Coexistence Plan reads as follows.

**“2. Creation of an interdepartmental commission on education in peace and democratic values.**

*Within the Government, an Interdepartmental Commission will be created –comprising the Lehendakaritza, the Departments of Education, Universities and Research; Interior; Housing and Social*

*Affairs, Justice, Employment and Social Security, and Culture– to draw up, put into effect and oversee the activity of an Interdepartmental Plan for education in peace and democratic values.”*

The Interdepartmental Commission on Peace and Human Rights Education was created by virtue of the Government Council Agreement dated 17 October 2006. Article 2 of this Agreement repeats that the Commission's main task is:

“(...) to create the design and structure of the Plan of Action for Human Rights and Peace Education”.

The Interdepartmental Commission already held its first –constitutive– session on 28 November 2006. In this first session, an initial, preparatory document was presented on the basis of which to draw up the Plan, establishing a period of approximately two months for the Departments participating in the Commission to make contributions and modifications. On 1 February 2007, the Interdepartmental Commission met for a second time, reaching consensus on an initial document serving the double purpose of **carrying out** actions in human rights and peace education during the 2007 financial year, and drawing up the Basque Plan of Action for 2008-2009, to which this document of strategic and economic lines corresponds.

The first document issued in February 2007 was followed by another, more complete, giving a preview of the basic strategic and economic lines of the Plan for 2008-2009, which, having obtained consensus from the Interdepartmental Committee for Human Rights and Peace Education was presented to the Delegate Committee for Planning and Economic Affairs, being definitively approved on 17 May 2007. This is the

document that served as a base for the preparation of the Plan prior to the current version: the June 2007 Draft.

Said draft was presented to the Human Rights and Citizen Request Commission's Victims' Permanent Spokesperson on the 27 June 2007 opening a new period of contributions for parliamentary groups and other institutional circles and civil society. Period which closed officially at the end of September and which, after the pertinent incorporations, has given rise to the current Plan.

### 2.4.3. - REGULATORY CONTEXT

The Basque Human Rights and Peace Education Plan is thus naturally and fluidly linked with some of the projects set forth in the Government Action Planning Document in compliance with the VIII Legislature 2005-2009, and particularly with the Law on Solidarity with Victims of Terrorism.

This bill, also deriving from the resolutions adopted by the Basque Parliament Plenum on 17 and 18 February 2005, will provide a general framework for action in this field. Its comprehensive regulation of all spheres of intervention related to the victims of terrorism will foreseeable lead to provisions in the area of education to which the Basque Plan for Human Rights and Peace Education will give specific shape. This is because this Plan for Human Rights and Peace Education will also have, as a basic priority, a set of educational interventions aimed at raising the awareness of society in general and of the younger generations in particular with regard to the human rights violations committed against victims of terrorism. It will also establish within our society's youth a profound and indubitable rejection of violence and its delegitimation as a means of resolving conflict of any type.

The Basque Human Rights and Peace Education Plan is also linked with the Observatory creation bill which safeguards the Defence of Human Rights and Liberties in the Basque Country. The Basque Plan for Human Rights and Peace

already takes into consideration the future existence of the Observatory. This Observatory will have a spectre of action that is wider than that restricted exclusively to the Education in Human Rights and for Peace but it will also involve sectorial actions in this field as well.

## 2. 5. DIAGNOSIS OF THE SITUATION OF EDUCATION FOR COEXISTENCE AND PEACE IN THE BASQUE AUTONOMOUS COMMUNITY

### 2. 5. 1. INTRODUCTION

Correct planning cannot ignore the departure point of the intervening sector or the material and human resources truly available. Having clear-cut objectives is a first necessary and insufficient step which can turn into pure arbitrariness without knowing the real impact of the institutions and social forces that must be involved in the task of educating. The directives established by the High Commissioner for Human Rights for the drawing up of Human Rights Plans of Action underline as essential that the planning work and identification of strategies and means be accompanied with an initial diagnosis making it possible to take realistic political action. Planning is blind without diagnosis.

This is why, anticipating presentation of this Plan, a complete, updated diagnosis of the situation of the Human Rights and Peace Education in the Basque Country was commissioned in late 2006. This diagnosis did not however start from zero, given that in 2000 the Basque Government created a group of technical specialists and experts to draw up a situation map describing the reality, needs and proposals of formal and informal education in the Basque Autonomous Community. The result was the publication of two studies (2004-2005) on coexistence and peace education at school and informal institutions, an essential basis on which to develop Basque Government policies in this respect.

This first diagnosis now has to be updated and extended. But that's not all. Ever since the outset, diagnosis has been made with a view to creating a computer tool which, having produced the first result, and with no extra effort, permits the pre-configuration of a fast-working

assessment tool for incorporation to the Plan itself. The fact is that if efficient planning is impossible without knowing the departure point, it is similarly impossible to ensure a progression of results without assessment tools.

The diagnosis therefore provides us with a fixed picture on the basis of which to efficiently plan the endeavour while progression of the future tool for gradually updating and assessing information is underway. However, a third objective has made it possible to participate in strategically designing the Plan. This participation is possible thanks to the methodology used to draw it up, which combines the absorption of information with qualitative poll and discussion group methods intentionally directed towards the obtaining of key information for identifying best practices, strong points, weak points, downfalls, etc. The discussion groups are formed by key sectors in the promoting of human rights and peace education (institutions, school agents, associations and non-governmental organisations, etc.) which have not only been able to inform on what they have done and are doing, but have also been able to contribute their strategic vision, their future priorities. In short, the collecting of information has evolved into a sustained discussion forum directed at distilling the main objective and structure of the Plan.

## 2.5.2. WORK PROCESS

The purpose of the work process has been to guide the actions of the Basque Government revolving around Human Rights and Peace Education in order, above all, to ensure that it fosters social awareness, training and action in these spheres.

For that purpose, the agents involved have become participants, in one way or another, in the work regarding Human Rights and Peace Education in order to highlight their principal needs and the hurdles they face when promoting and working on the subject daily. The creation of proposals that permit the identification of secure lines of action to guide policies with regards to Human Rights and Peace Education is the aim of this contrast.

In short, the study aims to serve as a new resource favouring the development of Human Rights and Peace Education in the Basque Autonomous Community, contributing to ensuring that the initiatives carried out are known and shared, and permitting the addition of best practices and important initiatives to the Plan of Action that have been implemented since 2007 by the Basque Government's Human Rights Directorate.

The diagnosis is construed as a response to the need explained with a view to obtaining:

- A description of the public and private resources, agents and programmes directly related to Human Rights and Peace Education subsidised by different public and private institutions in the Basque Autonomous Community;

- A specific analysis of the programmes and initiatives promoted by different public institutions and organisations in each of the three Basque provinces; and
- A tool for periodically gathering information and assessing initiatives relating to this matter underway in the Basque Autonomous Community.

Thus, both social organisations (private entities) and institutions (public entities) have uploaded to a web database (**web tool**) information related to themselves and to their actions in the field of Human Rights and Peace Education.

On the other hand, the importance of systematically knowing what is being produced in the Basque Autonomous Community with regards to Peace and Human Rights Education has meant that there is a need to review the reality that concerns this subject over the last 20 years.

This way, an attempt to systemize and analyze the information relative to the organizations and the resources that work on material for Peace and Human Rights Education as well as the programmes or actions developed to attain said aim.

The study has started from the subsidy decisions and orders on the subject of education for Peace and Human Rights that have existed from 1988 to 2006. Through the analysis of said orders and decisions, the resources and programmes that have been subsidized over the almost 20 years that make up the analysis, as well as the economic sum received by the subsidizing departments and organizations of said actions have been identified.

Finally, qualitative level interviews with institutional agents and discussion groups with the social agents responsible for the design and implementation of actions in this field have been carried out.

For the interviews, a total of ten people<sup>1</sup> have been selected who from their work in public administration can offer us an institutional vision through their participation in investigation. The group of people who make up the sample for their part can be classified into three groups that correspond to two different government levels, corresponding to the Autonomous Community and the territorial level and to Autonomous Organisms that work Human Rights exclusively.

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<sup>1</sup> Directorate of Human Rights, Directorate of Educational Innovation, Directorate of Youth and Community Action, Directorate of Immigration, Directorate of Attention to Victims of Terrorism, Lehendakaritza, Provincial Council of Bizkaia, Provincial Council of Gipuzkoa, Provincial Council of Álava, Emakunde.

### 2.5.3 PRINCIPAL CONCLUSIONS

Human Rights and Peace Education is difficult to define. But despite the difficulties to define what Human Rights and Peace Education is and what curricula must be dealt with in this material, there is a majority agreement on the importance of a strategic plan in this sphere.

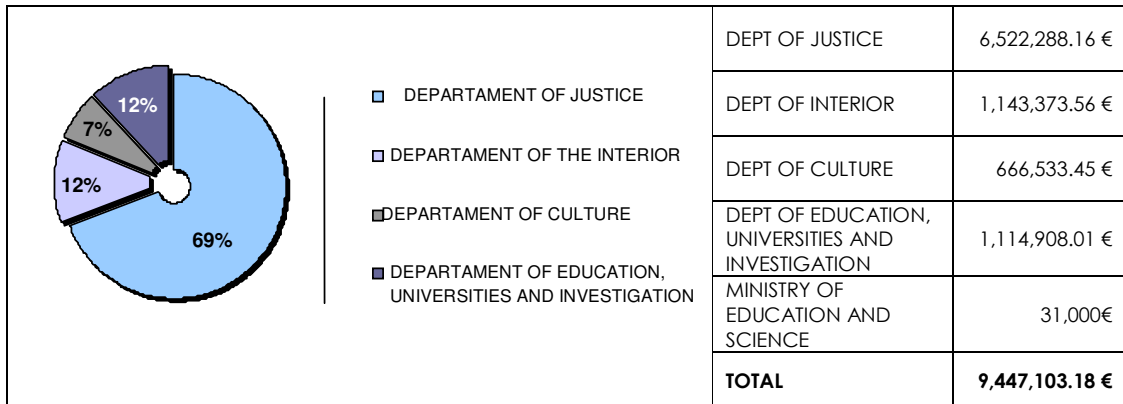
The work in this sphere that has been carried out from the public administrations is reduced to fundamentally economic aid. The fact is that over the last 19 years the Basque Government's different departments as well as the Spanish Government's Ministry of Education and Science<sup>2</sup> has invested a total of **9,478,103.18 €** in aid for the promotion of Peace and Human rights in the Basque Autonomous Community. The Basque Government has contributed over 99% of the economic aid analyzed, more specifically 9,447.103.18 €, while the Spanish Government has subsidized projects for a total of 31,000€.

To be precise, 69% of the amount destined to Peace and Human Rights projects corresponds to the Basque Government Department of Justice, Employment and Social Security while 12% comes from the Department of Education, Universities and Investigation as well as a same percentage that comes from the Department of the Interior. The corresponding budget of the Department of Culture is 7% of the total 9,478,103.18 €.

GRAPH 1: THE ECONOMIC SUM IN THE 1988-2006 PERIOD ACCORDING TO DEPARTMENTS

	DEPARTMENT	SUM
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<sup>2</sup> The aid analyzed throughout this report corresponds to the Basque Government's different departments with the exception of aid from 2006 from the Government of Spain's Ministry of Education and Science where some of the projects subsidized belong to the Basque Autonomous Community.

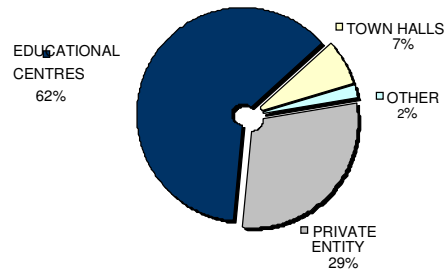


Over the 1988-2006 period, a total of **628<sup>3</sup> entities** from the Basque Autonomous Community have received subsidies in Peace and Human Rights Education by the different departments that assign this type of aid.

62% of the total entities subsidised are educational centres while 29% are private entities. Town Halls make up 7% of the total and 2% of the entities have been classified within the other section (we speak of individual people, universities, institutes and EPAS (adult education centres)).

<sup>3</sup> It must be remembered that within the 628 cases there are a total of 7 individuals and one entity that are not in the Basque Autonomous Community but have received some of the Basque Government's aid analyzed in the present report.

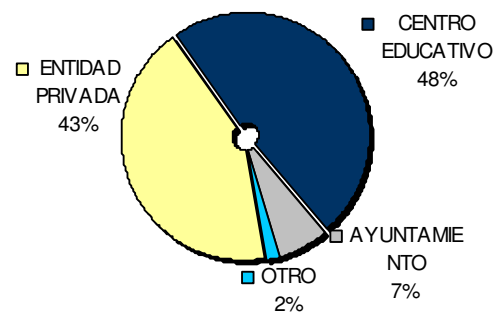
GRAPH 2: THE SUBSIDISED ENTITIES IN THE 1998-2006 PERIOD ACCORDING TO ENTITY



These 628 entities have presented a total of **2,068 projects** to promote Peace and Human Rights education.

48% of the projects belong to education centres; 43% to private entities while 7% have been presented by town halls. 2% of the projects correspond to individual persons, universities and EPAS.

GRAPH 3: THE SUBSIDISED PROJECTS IN THE 1998-2006 PERIOD ACCORDING TO ENTITY



Up to this point there has not been a regulating framework that has established the criteria surrounding the subsidizing of projects, and each of the Departments that has provided economic resources for this area has done it in an independent manner without taking into account that it was being financed from other Departments. This situation has caused a chaos of actions without any type of formally planned connection.

In general, it is considered that this is the time to organize everything that has been done, to know the true development of the material in different sectors and to obtain a true picture of the work and resources used to the respect in the Basque Autonomous Community.

With the aim to obtain a map of the actions carried out in the sphere of Peace and Human Rights Education in the last few years, the actions started up have been assembled and analyzed, by both the private organizations<sup>4</sup> (a total of 139 actions from 30 organizations) and public<sup>5</sup> (a total of 56 actions from nine public organizations), during 2006 and 2007.

One of the first aspects looked at is the area of operation in which the actions have been carried out since this allows the actions' area of operation to be known. That way, the Autonomous Community becomes the preferred area of operation for both private and public organizations with a notable percentage difference with respect to the following response option.

If the difference between historical territories is not very striking, Bizkaia constitutes the most significant difference between private and public entities. So, while the private entities limit themselves to 7.2% of their actions to this territory, the public entities show a deserted panorama in this region. Something similar occurs at a local level which in contrast with

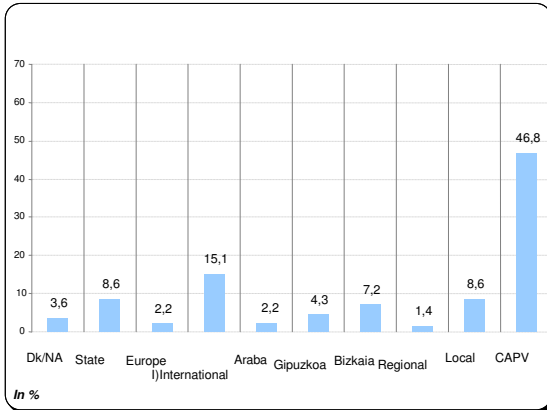
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<sup>4</sup> A.C. Eurocampus, Aldarte, Apside, Asamblea de Cooperación por la Paz, Asmoz fundazioa, Asoc. Arco, Asoc. Colectivo de Colombianos refugiados en euskadi Bachue, Ikertze, Zinhezba, Goitibera, Izan, Zubietxe, Baketik, Ede Fundazioa, Euskadiko Gazteriaren Kontseilua, Euskalerriko eskautak, Fecapp, Fomed, Fundación Itaka, Gernika Gogoratuz, Gernikako Bakearen museoa, Geuz, Instituto Europa de los pueblos, Intered Euskalerra, Jesús María Leizaola KulturKultur Elkarte, Lokarri, Énfasis, Suspergintza Elkarte, UNESCO etxea, UNICEF

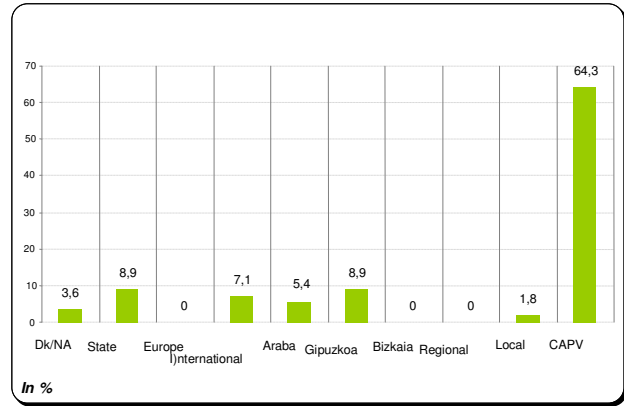
<sup>5</sup> Directorate of Human Rights, Directorate of Educational Innovation, Directorate of Youth, Directorate of Immigration, Provincial Council of Gipuzkoa, Provincial Council of Álava and Eudel.

actions carried out at an international level -15.1% private entities and 7.1% public -, they are in indices that are almost seven points below.

GRAPH 4: GEOGRAPHIC FIELD OF ACTION OF ACTIONS CARRIED OUT BY PRIVATE ORGANIZATIONS. (IN %)



GRAPH 5: GEOGRAPHIC FIELD OF ACTION OF ACTIONS CARRIED OUT BY PUBLIC ENTITIES. (IN %)



However, knowing the total actions carried out by public and private entities and how many are managed in collaboration allows to obtain, on the one hand, a percentage of actions that have been managed with their own resources, and on the other which organizations are the ones that most collaborate in joint managed actions. This way, 53% of private organizations and 37.5% of public affirm to manage their actions in collaboration with another entity.

TABLE 1: MANAGEMENT OF ACTION IN COLLABORATION (IN %)

Management of the action in collaboration		
	Private	Public
Yes	53%	37.5%
No	43%	59%
DK/DA	4%	3.5%

Of all of them, 26% of the actions carried out by private organizations are managed in collaboration with the “Department of Justice, Employment and Social Security”, followed by 18% in the category classified as “Other” Private Entities and 16% by the Basque Government's

“Department of Culture”, while public entities manage their actions with “Associations / Foundations” (33%), the “Department of Justice, Employment and Social Security” (29%) and the “Department of Education, Universities and Investigation”, the “Department of Housing and Social Affairs” and the Private entities classified as “Others” in 19% of the actions.

TABLE 2: MANAGEMENT PRIVATE ORGANIZATION ACTIONS IN COLLABORATION (IN %)

<b>Management in collaboration*</b>	
Collaborating Entities: public BG Justice, employment and social security	26
Collaborating Entities: private Others	18
Collaborating Entities: public BG Culture	16
Collaborating Entities: private Associations, Foundations	8
Collaborating Entities: public BG Education, Universities and Investigation	7
Collaborating Entities: public BG Housing and Social Affairs	7
Collaborating Entities: public BG Others	7
Collaborating Entities: public Provincial Council of Bizkaia	7
Collaborating Entities: public Others	7
Collaborating Entities: public BG interior	5
Collaborating Entities: public Provincial Council of Araba	4
Collaborating Entities: public schools	4
Collaborating Entities: public Provincial Council of Gipuzkoa	3
Collaborating Entities: private schools	3
Collaborating Entities: private Financial Entities	0

\*Multiple responses: does not add up to 100%

TABLE 2: MANAGEMENT PUBLIC ORGANIZATION ACTIONS IN COLLABORATION (IN %)

<b>Management in collaboration*</b>	
Collaborating Entities: private Associations, Foundations	33
Collaborating Entities: public BG Justice, employment and social security	29
Collaborating Entities: public BG Education, Universities and Investigation	19
Collaborating Entities: public BG Housing and Social Affairs	19
Collaborating Entities: private Others	19
Collaborating Entities: public BG Culture	14
Collaborating Entities: public BG Others	14
Collaborating Entities: public BG interior	9,5
Collaborating Entities: public schools	9,5
Collaborating Entities: public Others	9,5
Collaborating Entities: public Provincial Council of Gipuzkoa	5
Collaborating Entities: public Provincial Council of Araba	5
Collaborating Entities: private Financial Entities	5
Collaborating Entities: public Provincial Council of Bizkaia	0
Collaborating Entities: private schools	0

\*Multiple responses: does not add up to 100%

However, the target groups of the actions within the organizations which have participated in the study, the “schooling centres” are the preferred target group of private organizations (52%), followed by “Associations/Foundations” and then by the general public group “Children, Adolescents and Youth”, in 45.5% of the actions.

TABLE 4: TARGET GROUPS OF PRIVATE ORGANIZATION ACTIONS (IN %)

TARGET GROUPS*	
Private Entities: Schooling Centres	52
General population groups: Children, adolescents and youth	45,5
Private Entities: associations, foundations	45,5
General population groups: Professionals	42
Public Entities: Schooling Centres	40
General population groups: Women	37
General population groups: Elderly	37
General population groups: Family	36
General population groups: Other people	29
Public Entities: Town Halls	28
Public Entities: Basque Government	26
Public Entities: Provincial Councils	18
Private Entities: Others	13
Excluded groups: Immigrants or refugees	13
Public Entities: Others	12
Excluded groups: Neighbours and users	11
Excluded groups: Citizens from developing countries	10
Excluded groups: Ethnic Minorities	10
Excluded groups: Other groups	7
Excluded groups: Gays, lesbians, transsexuals and bisexuals	6
Others	2
Excluded groups: Prisoners and ex-prisoners	1,5
Excluded groups: Persons with disabilities (physical, intellectual or sensory)	1
Excluded groups: Drug addicts, people with addictions	0
Excluded groups: Battered women	0
Excluded groups: Dependant (elderly...) or ill people	0
Excluded groups: Unemployed people	0
Excluded groups: Prostitutes	0
Excluded groups: Non-residents, homeless	0

\*Multiple responses: does not add up to 100%

The public entities work with “Associations/Foundations” in 33% of the actions, secondly with “schooling centres” (30%) both public and private

and in third place, with 28%, the general population groups “Professionals”.

TABLE 5: TARGET GROUPS OF PUBLIC ORGANIZATION ACTIONS (IN %)

TARGET GROUPS	%
Private Entities: associations, foundations	33
Private Entities: Schooling Centres	30
Public Entities: Schooling Centres	30
Groups: Professionals	28
General population groups: Other people	26
Public Entities: Town Halls	22
General population groups: Family	20
General population groups: Children, adolescents and youth	18.5
Public Entities: Basque Government	17
Public Entities: Provincial Councils	15
General population groups: Women	13
General population groups: Elderly	13
Excluded groups: Immigrants or refugees	13
Excluded groups: Citizens from developing countries	6
Excluded groups: Ethnic Minorities	4
Private Entities: Others	2
Others	2
Excluded groups: Persons with disabilities (physical, intellectual or sensory)	2
Excluded groups: Neighbours and users	2
Public Entities: Others	0
Excluded groups: Drug addicts, people with addictions	0
Excluded groups: Gays, lesbians, transsexuals and bisexuals	0
Excluded groups: Battered women	0
Excluded groups: Other groups	0
Excluded groups: Dependant (elderly...) or ill people	0
Excluded groups: Unemployed people	0
Excluded groups: Prisoners and ex-prisoners	0
Excluded groups: Prostitutes	0
Excluded groups: Non-residents, homeless	0

Knowing the type of activities and the dimensions done in each permits us to obtain a snapshot of where the focus has been and where the future focus should be from now on.

This way, the private organization have worked to a large extent on “Diffusion and Awareness Raising” (67%), “Training” (52.5%) and “Research and Reflection” (45%). Work that has coincided with what has been carried out by public entities, since these, above all, have carried out actions of “Diffusion and Awareness Raising” (68.5%), “Research and Reflection” (46%) and “Training” (44%).

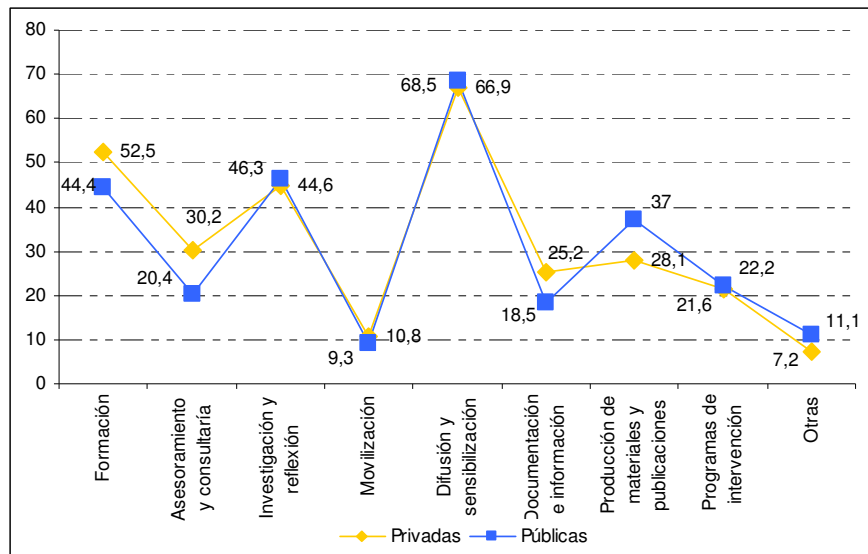
With regards to the type of action least worked, both public and private entities coincide in the options named “Others” and “Mobilisation”.

TABLE 6: ACTIVITIES WITHIN ACTIONS PERFORMED BY PRIVATE ORGANIZATIONS AND PUBLIC ENTITIES (IN %)

Activities:	Private Organizations	Public Entities
Training	52,5	44
Assessment and Consultancy	30	20
Research and Reflection	45	46
Mobilisation	11	9
Diffusion and Awareness-raising	67	68,5
Documentation and Information	25	18,5
Production of materials and Publications	28	37
Intervention programmes	22	22
Others	7	11

\*Multiple responses: does not add up to 100%

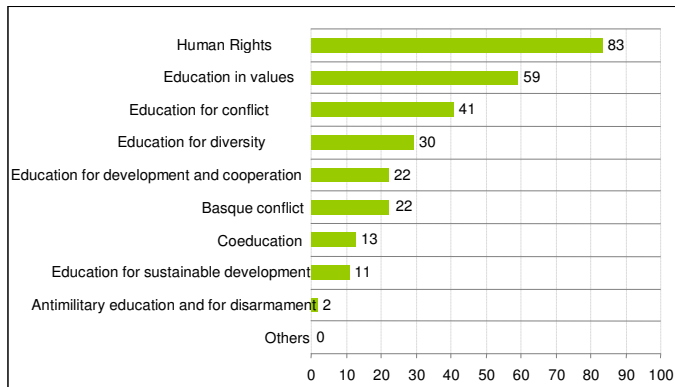
TABLE 6: ACTIVITIES PERFORMED WITHIN ACTIONS BY PRIVATE ORGANIZATIONS AND PUBLIC ENTITIES (IN %)



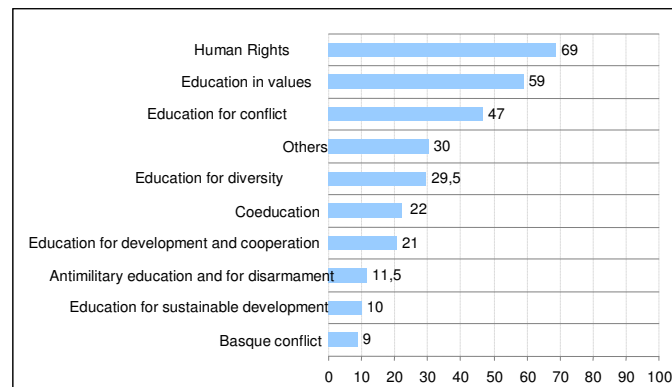
With respect to the dimensions covered by the actions, the “Human Rights” aspect stands out, followed by “Education on Values” and “Education for conflict” like the other work carried out by both private and public entities.

On the other extreme, the “Basque Conflict” appears as the aspect least worked on, with a 9%. “Education for development and cooperation” with 21%, “Anti-military education and for disarmament” with 11.5% and the “Education for sustainable development” dimension with 10% are also found in the last positions.

GRAPH 8: DIMENSIONS OF ACTION IN ACTIONS CARRIED OUT BY PUBLIC ENTITIES. (IN %)

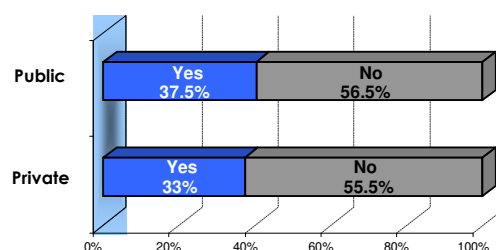


GRAPH 9: DIMENSIONS OF ACTION IN ACTIONS CARRIED OUT BY PRIVATE ORGANIZATIONS. (IN %)



When evaluating the impact of actions carried out, both private organizations and public entities show that only three out of ten actions on the topics of Peace Education and Human Rights use evaluation indicators. It can be seen that public entities are the ones that maintain a superior percentage, 37.5% versus 33% in private organizations.

GRAPH 10: EXISTENCE OF EVALUATION INDICATORS (IN %)



Development at a territorial level has been unequal. The Provincial Council of Gipuzkoa has been a pioneer in the commitment for a Department for Human Rights that would be reference in the topic in this territory, while the Provincial Council of Álava has opted for economic funding through specific lines of aid and has left the work in the hands of the territory's social organizations. For its part, the Provincial Council of Bizkaia has not carried out any active policy on this topic. By comparison, the Government's economic funding that has been given by historic territories places Bizkaia has the greatest recipient of these resources.

GRAPH 11: EVOLUTION OF THE ECONOMIC SUM ACCORDING TO HISTORICAL TERRITORY

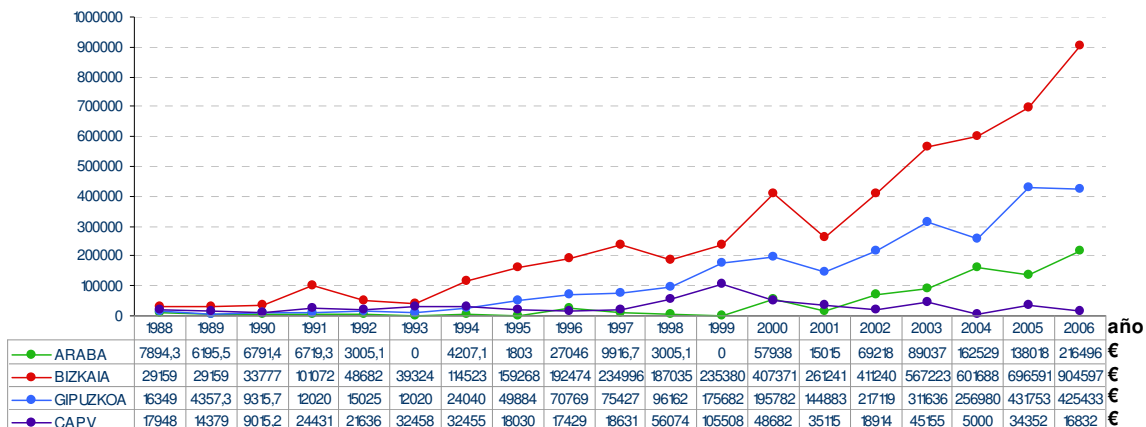


TABLE: THE ECONOMIC SUM DURING THE 1988-2006 PERIOD OF EACH HISTORICAL TERRITORY

HISTORICAL TERRITORY	ECONOMIC SUM
ARABA	824,832.45€
BIZKAIA	5,225,641.6€
GIPUZKOA	2,544,638.53€
CAPV	572,044.69€
OTHERS	48,300€
DK/DA	262,645.91€
<b>TOTAL</b>	<b>9,478,103.18€</b>

The knowledge of the work carried out at a municipal level is certainly limited. In a general manner, the difficulties of working at this level is a lack of common criteria which establishes what it is to work on education for Human Rights-Peace Education and its practical transfer to the municipal reality.

The data obtained from EUDEL, Basque Municipality Association, shows that 18 % of the town halls in the historical territory of Bizkaia, 14.7% of those in Gipuzkoa and 9.8% in Álava have carried out some action in Peace and Human Rights Education.

**Graph: Town Halls of the Basque Autonomous Community that have carried out some action in Education for Peace - Human Rights**

<b>Historical Territory</b>	<b>Total Num of municipalities</b>	<b>Num of municipalities that have worked on Educ. For Peace and H.R.</b>	<b>%</b>
Bizkaia	112	21	18.7%
Gipuzkoa	88	13	14.7%
Araba	51	5	9.8%

Source: Eudel

However, the type of actions the town halls with the Basque Autonomous Community have carried out differ from those preestablished on the web tool to the extent that they obey the classification set out by EUDEL but offer a significant vision of the work carried out by the local councils. So of the total actions that the town halls carry out, 42.8% work in Bizkaia, 34.2% in Gipuzkoa and 23% have been done in the historic territory of Araba.

The actions that have been worked the most are found under the "other activities" classification (35.8%) which encompasses a great number of actions of diverse kinds that go from the celebration of international days

for peace and Human Rights to performances and festivals. Below are the actions of “Education for Peace” (25.3%) and exhibitions (11.9%) on different subject matter related with Peace and Human Rights.

<b>GRAPH &amp;: EDUC FOR PEACE-HR ACTIONS CARRIED OUT BU TOWN HALLS IN THE BASQUE AUT. COMM.</b>		
<b>Historical Territory</b>	<b>Num of actions</b>	<b>%</b>
Bizkaia	65	42.8
Gipuzkoa	52	34.2
Araba	35	23
<b>TOTAL</b>	<b>152</b>	<b>100</b>

<b>TABLE 7: TYPES OF ACTIONS BY TOWN HALLS IN THE B.A.C.</b>		<b>%</b>
Other activities <sup>6</sup>		35.8%
Education for peace <sup>7</sup>		25.3%
Exhibitions		11.9%
Agreements and Documents		11.1%
Courses and Conferences		7.4%
Series and Films		4.4%
Forums		2.2%
Concerts for Peace		1.9%

<sup>6</sup> Other activities encompass actions like the celebration of international days, theatres for peace, etc.

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