

What is it and what does it do

Grupo Internacional de Paz

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This document gives an account of the nature of the organization, its mission objective, the approach on which it supports its work, the methodology it employs and its trajectory in the first decade of existence.

I. Organization Profile

Grupo Internacional de Paz – GIP with NIT 900.285.449-0 (UNGM 453135) is a non-governmental organization that seeks to strengthen the capacities of people and communities to build peace in societies that have traditionally used the violence as a means to deal with their conflicts. During 14 years of work, more than 120 communities have benefited, with direct work in 13,000 children and adolescents, around 35,000 people in their protective environment and more than 100 improved sports scenarios, based on its *7P Sport Strategy of Sport for Peace* implemented in 24 departments of the country, which include humanitarian areas, binational border areas, indigenous communities, among others. As of 2016, it extended its presence to 6 territories of Mexico, and one of Brazil, on the border with Colombia. This has been achieved by working together with people and organizations from the territories, international organizations, National Government, universities and the private sector, on proposals that seek to have a favorable impact on peacebuilding and reconciliation from the territory and with local actors.

As part of the recognition for its work, in 2017 the GIP was awarded the Beyond Sport Prize in New York City for its contribution to the Sustainable Development Goals SDG, in the Peace and Social Justice category. In 2016 he was one of three nominees for this same award in the city of London, in the category of Social Conflict Resolution. My Life is a Diamond program was mentioned as an example of the contribution of sport to peace in the world, by the then General Secretary of the United Nations, Ban Ki Moon, in the Extraordinary Assembly of 2015. His Road to Ring Program obtained the International recognition of the Golden Belt of the World Boxing Association, at the 2017 World Boxing Convention, for its contribution to social transformation. In that same year, the Colombian Government granted to the organization a recognition in the category of Reconciliation

Spaces, for its contribution to the peace process in the country in working with ex-combatants.

In 2017 he published his methodology (Strategy 7P) with the support of UNESCO and has been mentioned in different national and international media recognized as ESPN, the Thomson Reuters of the United Kingdom, El Tiempo, El Colombiano, El Mundo, among others.

II. Peace and reconciliation approach

In Grupo Internacional de Paz it is clear that peace goes beyond the silencing of rifles, which implies an integral change in the social dynamics of the territories and that is associated with the way in which coexistence relations occur to generate human development between communities, in the social, political, economic and cultural perspective. Peace is understood from a holistic view that defines it not only as the absence of war, but as the absence of violence in its different manifestations (violences) and whose construction is a function of the processes of state construction, so that it is also seen by the organization as a process that goes through an exercise in governance, where other actors besides the government, conduct social objectives and participate in the transformation of their territory. In this sense, reconciliation is one of its characteristics in societies that have traditionally used violence to resolve their conflicts, understood as the condition under which the relations of trust between citizens and their relations with their institutions are established and restored, and where the fractured social and organizational fabric is rebuilt.

To this end, it is crucial to promote a participatory local development from an exercise of territorial governance, where both institutional and community actors articulate efforts around a new social consensus based on the principles of equity, justice, inclusion and peaceful coexistence and that the conflicts that have arisen are transformed by alternative means to violence. Under this logic, advancing in the peacebuilding also implies advancing in the development and strengthening of both individual and community capabilities, for which GIP uses the 7P Strategy for Sport for Peace, as well as other means where experiential method is at the base of all actions.

The theoretical framework of Strategy 7P is based on the proposal of the positive peace of Johan Galtung, as well as the contributions of contemporary thinkers such as Vicenç Fisas, John Paul Lederach and other authors, whose works have promoted a holistic view of peace, which It defines it not only as the absence of war, but as the absence of violence in its different manifestations (violences), and whose construction is a function of the state-building processes. This is how this work also deals with revising the concept of collective-

community capabilities that enable participatory and inclusive exercises in the field of local development, based on the proposal of Amartya Sen, complementing it with a collectivist approach contributed by some of his critics and commentators.

With respect to other specific work approach with children, adolescents and young people, the organization incorporates in its methodologies the approach to guarantee and protection of children's rights promoted by UNICEF. In the face of violence prevention approaches associated with the use of SPA psychoactive substances, he designs the contents under the international guidelines of the United Nations Office on Drugs and Crime - UNODC. Likewise, it welcomes the principles of Restorative Justice promoted by this same entity and its actions respond to the National Policy in Colombia for the Prevention of the Recruitment and Use of children and adolescents by armed groups outside the law and organized criminal groups. For work with ex-combatants, he works in an articulated manner with the Agency for Reintegration and Standardization on the route of reintegration, citizenship line and under the strategy of reintegration into communities.

For the safeguarding of children and adolescents, GIP adopts an organizational protocol, incorporated into labor contracts and processes of induction and training of human resources (Annex 2.1). Likewise, it incorporates organizational protocols for work in communities highly affected by violence (Annex 2.2), for the accompaniment of persons in the process of reintegration and reintegration (Annex 2.3) and for the accompaniment of victims of the armed conflict (Annex 2.4) and protocol Safety (Annex 2.5)

III. 7P Strategy

The use of sport as a means for social transformation in complex socio-political contexts is widely recognized and validated, given its pedagogical value. As a tool of social and political development, there have been many experiences at the international level that have used sport, such is the case in South Africa, where Nelson Mandela used rugby to reconcile a divided country, Northern Ireland that also used it to settle the confrontation between Catholics and Protestants that continued in the country after the peace agreement with Ireland and, currently, Germany to address the migration issue in Syrian refugee camps. Colombia has not been the exception and has different experiences that contribute to the community reintegration of ex-combatants, the peacebuilding and education, among which the 7P Strategy of GIP stands out in the country.

The 7P Strategy marks the route of the organization in operational and methodological terms, based on seven pillars on which actions aimed at the development of individual and collective capacity among members of a community are developed. These capacities are

associated with the agency of the community actors in the construction of peace, so that efforts are articulated with the institutions around local development under the principles of equity, justice, inclusion and peaceful coexistence and in which the conflicts arisen are transformed by alternative means to violence.

The strategy is based on the assumption that a local community sport initiative constitutes a social device that contributes to the construction of peace in a municipality highly affected by the different violence, to the extent that the community is organized and participates in an exercise of small-scale community governance and strengthens collective capabilities as an agent that affects social transformation and conflict management through alternative routes to violence, based on specific actions in the field of community sport (small-scale), that is , sports practice, sports scene and sports community. In the end, it is expected as a result of the process that the community develop the capability to:

- √ Establish cooperation networks in the community
- √ Actively participate and favor inclusive participation
- √ Protect the public spaces and common goods.
- √ Cooperate with the institution in the achievement of community objectives
- √ Legitimize and cooperate with positive community leaders.
- √ Create new social norms for community co-existence.
- √ Weaving positive relationships with migrants and ex-combatants in the territory

A set of specific actions are carried out in community under the method of collective experiential learning and are adequately oriented to influence skills such as critical thinking, creative thinking, assertive communication, empathy, adequate emotion management, among others, which are previously necessary to achieve the agency (the capability). That is, the development of one or several skills plus the collective experience achieves the development of one or several capabilities.

The projects and programs that advance the organization are included by community sport processes that are already being carried out by sport leaders in the territory (in any team or contact sports discipline), with the purpose of not abruptly breaking into the dynamics of the community and promoting previously created space in it.

The seven pillars on which the Sport for Peace process is based are the following:

1. Peace approach
2. Actions (outputs):

- Sports practices: to the current sports practice, guiding elements are integrated as three times in the game, identification of isomorphisms and community challenges, so that the sport-community fusion is achieved and the sport serves as a social pedagogy tool. (Annex 1.1)
- Mingas and community treats: community events for the transformation and care of the sports arena, which have different scopes, from keeping the space in good condition to transforming negative meanings associated with war and violence. (Annex 1.2)
- Youth Committee: space for children and young people to participate in decision-making in the sports process and representation in the GIP governing body. (Annex 1.3)
- Oversight - Neighbors for Sport: training space for the participation of family caregivers, coaches, neighbors and community leaders in the sports process and exercise control over resources allocated to the territory for its implementation. Semiannual meetings through the game, through which community members identify problems and opportunities in the community sports process, raise ideas and implement solution proposals. These problems may be related to the use of space, participation in tournaments and championships, resource management for the sustainability of the process, among others. (Annex 1.4)
- Regional and national tournaments: Competitive spaces under a coexistence approach, development of life skills (Annex 1.5)

Other actions can be integrated, depending on the context and needs, such as: nutritional supplement, seed capital, infrastructure construction, among others, provided they are associated with one of the main activities.

3. Three-year sustainability cycle:

The process is planned on a progressive scale of three (3) years. During the first year, emphasis is placed on the training of coaches, caregivers and community leaders in the pillars of the strategy, through two semi-annual seminars and periodic support in the territory for the development of actions and methodological reinforcement. During this first year the initiative is 100% funded by the project. The second year the leaders and their communities develop actions with greater autonomy and begin to manage internal resources in their territories for their implementation; the accompaniment in the field is less periodic and the financing is 50%. The third year is the consolidation of the strategy, the accompaniment is remote and not the minimum funding and is given for specific issues well supported by the community. This last year is the year for the evaluation of results and feedback. (Annex 2.7)

4. Life skills:

Toolboxes designed for sports, mingas and community meetings are aimed at developing of: a) critical thinking, b) creative thinking, c) emotional education, d) assertive communication, e) empathy and f) other, according to the case.

Critical thinking: It is the ability that allows us to ask, rethink and objectively analyze an existing information, situation or experience in the most objective way possible to reach our own conclusions about reality (WHO, 1993). Critical thinking is then linked with the ability to reason and reflect on doing and believing, seeking to review, question and evaluate reality (based on evidence, reasons and assumptions) in order to contribute to the active transformation of this one (López, 2012). For Grupo Internacional de Paz - GIP -, it involves questioning about different aspects of reality and justice, carefully analyzing the position that one wants to assume in front of them, while becoming aware of their active role in peacebuilding in their community, being consistent with the objectives set by the organization. It is to denature the naturalized and learned culturally, without your own judgment.

Creative thinking: According to the WHO (1993) cited in Mantilla (2007), it is the ability to search for different alternatives, in an original way, helping to make adequate decision making, anticipating situations and producing ideas, seeking to restructure the known. Creative thinking contributes to the adequate solution of problems, since it allows us to see reality from different perspectives, giving the possibility to explore the available alternatives in an adaptive and flexible way, while questioning the actions carried out so far. In GIP, it is assumed that people have the capacity to generate different alternatives to adequately face risks, threats and situations that arise in their environment, making use of the personal, social and environmental resources they have. GIP intends that its participants recursively take advantage of the personal and social elements at their disposal, for the solution of situations that do not favor coexistence in the community.

Emotional education: It is the ability to recognize emotions and feelings of their own and others, acquiring awareness of how they influence individual behavior and collective well-being, learning to properly handle emotions such as anger, aggressiveness, fear, sadness, etc. (WHO, 1993). According to Bisquerra (2000), emotional education is a continuous and ongoing process, which seeks the integral development of the human being, in order to enable it for life and thus increase personal and social well-being. Some of the objectives of emotional education, according to Bisquerra (2016) are: to acquire a better knowledge of one's emotions; identify the emotions of others; develop the ability to regulate one's emotions; develop the ability to generate positive emotions; adopt a positive attitude towards life, etc. Emotional education helps to identify,

recognize and accept one's own and others' emotions, allowing a healthy and adequate expression of them, in order to strengthen confidence in oneself and in the other, while increasing personal and social well-being. GIP is aware that a vital part in the peacebuilding is the proper management of emotions, it considers the effort and discipline that this implies and that is why through its programs it does not seek that its participants repress their emotions, but rather on the contrary find healthy alternatives, with themselves and with their environment to express them.

Assertive communication: According to Riso (1988) it is that behavior that allows to express adequately (without cognitive distortions or anxiety) and appropriately combining the verbal and non-verbal components in the most effective way possible, ideas or feelings of opposition (say no, express disagreements, do and receive criticism, defend rights and express negative feelings in general) and affection (give and receive praise, express positive feelings in general), considering their interests and objectives, while respecting each other's right to assert themselves. GIP assumes it as the ability to express in a clear and respectful way ideas, opinions or feelings, tolerating the possible differences that can be perceived in the other, taking into account that this is a different being. Likewise, it involves considering the factors involved in communication (such as: context, body and verbal language, etc.). GIP seeks to provide the necessary tools to make communication a useful strategy in conflict resolution and social organization to achieve objectives that benefit the entire community.

Empathy: According to the WHO (1993), quoted in Mantilla (2007), it is the ability to put yourself in the place of the other person in a very different situation from the first. This ability helps to better understand the other and therefore respond in a manner consistent with the needs and circumstances of the other person. For his part, Hoffman (1987) argues that empathy is a compassionate emotional reaction and congruent with the emotional state of the other, which should be understood considering its relationship with three main concepts: The adoption of perspective (which refers to the trend to adopt the point of view of the other); sympathy (understood as the tendency to worry or feel interest in the other) and, finally, personal discomfort (which refers to the tendency to feel uneasy or uncomfortable in tense interpersonal spaces involving others and their needs). For GIP, it is an attempt to understand the world in the way that the other conceives, is to understand that other people live a different situation from their own, that they think, feel and act differently, and, in the same way, that difference should not be a segregating factor, but instead can become an aspect that facilitates identification with the other and its reality, thus generating a positive link. From GIP, it is sought that participants can develop the ability to put themselves in the place of the other in order to improve coexistence both on and off the field.

5. Capabilities (outcomes)

6. Training of trainers:

The training process consists of the methodological transfer of the 7P Strategy in two spaces. A first theoretical-practical space that is taught to sports leaders, in two seminars held during the first year of implementation and a third during the second year. The topics addressed in the seminars are:

- General technical sports aspects for different disciplines
- Training planning
- Learning styles
- Leadership styles
- 7P Strategy actions
- 7P Strategy Abilities and capabilities
- Teaching and experiential learning methods
- Sports clubs as spaces for governance
- Community participation in the project
- Actors in community and collective action
- Risks and threats in community work
- Childhood and adolescence law (chapter work with children and adolescents)
- Activation of attention routes
- Security protocol

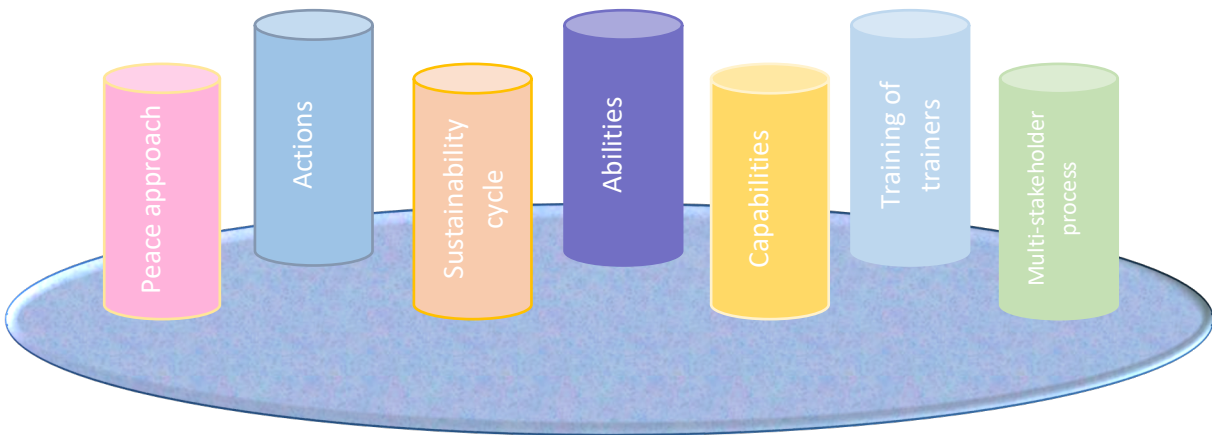
The second space consists of the accompaniment that is done to the territory community for two years, for the implementation of the actions and the methodology in the territory. The first year occurs periodically and the second year with less intensity. The field professional records methodological advances and makes adjustments and reinforcements as appropriate. The emphasis of this space is community.

7. Multi-stakeholder approach:

The participation and articulation of different actors in the community is sought: community sport trainers in the territory, members of “neighbors for sport” oversight, young leaders (athletes), alternative media, families of children and young athletes , government, among others.

Strategy 7P, born with community social sport processes as a means of building the organization's peace, is adapted to any project or program that uses experiential education

as a pedagogy for peace and a method of social transformation, such as those associated to art, science and culture.



IV. Specific experience of the organization

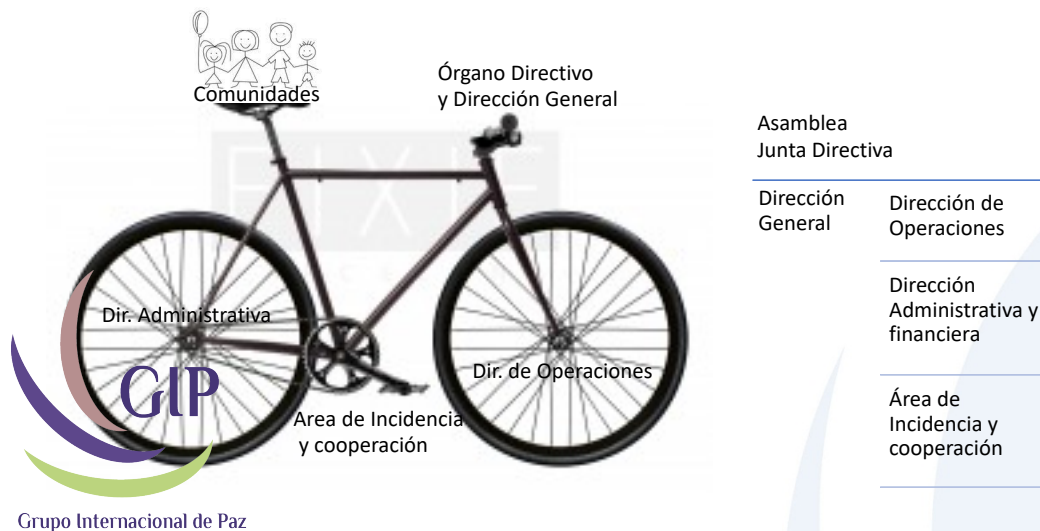
During its years of existence, GIP has developed processes in different departments of the country and outside it, acquiring a proven expertise in working with socio-culturally diverse communities, where it has developed its pedagogical processes, also dealing with logistics and administrative matters required for the operation. The organization's work has been carried out in territories highly affected by various forms of violence, humanitarian zones, indigenous communities, bi-national border areas and major cities such as Medellín, Bogotá and Cali, so today it has territorial coordinators for areas of Catatumbo, Arauca, Serranía del Perijá, Córdoba, Urabá Antioqueño and Chocoano, Valle, Cauca, Nariño, Putumayo and soon, Montes de María, as well as liaison professionals with departments such as Vaupés, Vichada, Guainía, Guaviare, Caquetá and Amazon).

GIP has achieved great transformations thanks to important allies, who constitute a fundamental part of this network of knowledge and support for communities and children and young people. Among these, strategic allies stand out as:

- German Cooperation Agency - GIZ: Two years of continuous work as allies in sports programs for development and peace in different departments of the country.
- Spanish Cooperation Agency - AECID: Cooperators in the design and implementation of the Chair of Peace in the Program Workshop School of Colombia with the Ministry of Culture, for the ten (10) School Workshop of the country.

- United States Development Agency - USAID: Through its operators Colombia Responde (for a project in Nariño) and Colombia Transforma (for a project in Norte de Santander)
- United Nations against Drugs and Crime - UNODC: As allies in Restorative Justice initiatives with a joint program with ICBF for the prevention and protection of adolescents in some Specialized Care Centers (deprived of liberty) of the country.
- UNESCO: Winners in the Program of Participation in the activities of Member States, for the development of the training of trainers process with participants from 20 municipalities of the country and publication of Strategy 7P, the methodology of the organization.
- United Nations Office for Sport for Development and Peace - UNOSDP: Participation as facilitators in the Youth Leadership Course for young people in Latin America and winners of the audio-visual competition for sport in world peace.
- Colombian National Government: In different association agreements with the Ministry of Foreign Affairs, Ministry of Interior, Ministry of Justice, Ministry of Sports and Department for Social Prosperity.
- Other organizations and foundations in Switzerland, Germany, United Kingdom, Bulgaria, Brazil and Mexico.

V. Organizational structure



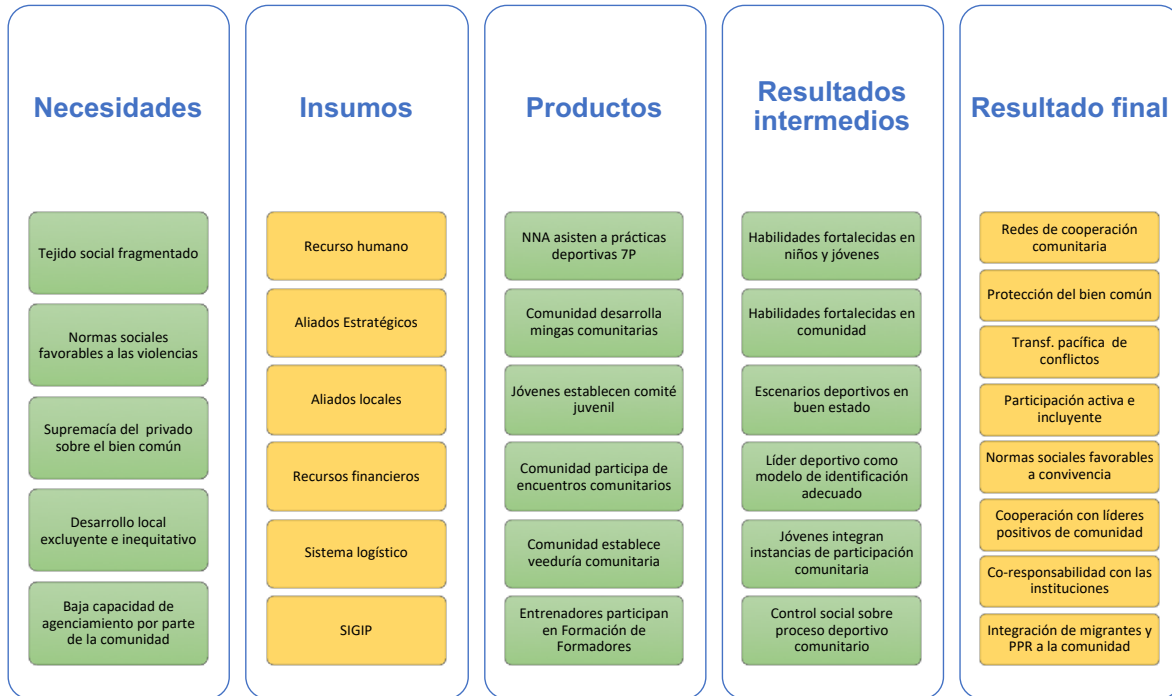
VI. SIGIP: Information System for the S&M

As a tool of great importance for the follow-up, monitoring and evaluation of the 7P Strategy, the organization has the SIGIP, a customized information system that allows to carried out agile, truthful and timely processes of reception, processing and reporting of data from territories and entities, relating qualitative and quantitative information. This system is characterized by its adaptability to hard-to-reach areas, low connectivity and complex socio-political conditions. (Annex 2.6)

The monitoring and evaluation procedures that are implemented at an organizational level are supported on a platform licensed by Upshot, which allows data capture, storage, processing and reporting, with information generated in the different activities carried out in the territories. SIGIP is able to track through tools such as:

- Territorial context analysis
- Early warning system
- Process evaluation
- Evaluation of results
- Activity monitoring
- Assist report

VII. Change Theory Chart



VIII. Annexes

Annex 1.1	7P toolbox
Annex 1.2	7P Trainers Training
Annex 1.3	Community participation
Annex 2.1	Child safeguard
Annex 2.2	Work protocol in communities
Annex 2.3	Approach of reintegration of ex-combatants
Annex 2.4	Victim Accompaniment Approach
Annex 2.5	Security protocol
Annex 2.6	SIGIP (information system)
Annex 2.7	Sustainability approach