



United Nations
Educational, Scientific and
Cultural Organization

Education
Sector

Promotion and Implementation of Global Citizenship Education in Crisis Situations

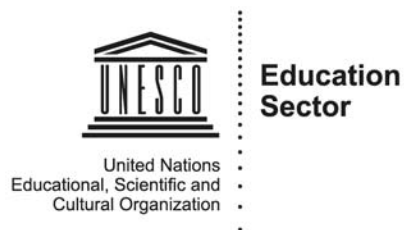
By Tina Robiolle Moul



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UNESCO Education Sector

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Abstract

Crisis situations affect the realization of human rights of many people and communities across all regions of the world. In this context, and with the rise of political and ideological extremism including extremist nationalism, many countries are struggling to learn to live together and embrace the cultural diversity of their societies. In the face of protracted conflicts or refugee crises, it is becoming increasingly important to ensure our societies and national education systems transmit values of solidarity beyond national borders, empathy, and a sense of belonging to a common humanity – which are core elements promoted through Global Citizenship Education (GCED).

Within UNESCO's relevant areas of work, GCED is a powerful approach to education that can empower people to recover from crises and transform their communities into peaceful and sustainable societies. This includes other specific educational approaches that provide effective entry points for promoting GCED, such as education for international understanding, peace and human rights education. UNESCO supports Member States, including those affected by crisis situations, in achieving progress towards Target 4.7 within the UN *2030 Agenda for Sustainable Development*. In order to do so, UNESCO commissioned a desk study that aimed at reviewing existing research on the promotion and implementation of GCED and related programs in countries affected by crisis situations, with particular attention to initiatives benefiting the refugee population.

This study unveils the key challenges these programs encounter in such contexts, as well as promising practices that can guide the design and implementation of future GCED in crisis situations. This report is a synthesis of this desk study and supports the evidence that, after analyzing the context and the available means, GCED and related programs can and should be systematically adapted and implemented in crisis situations, including in response to refugee crises.

Five main recommendations for GCED in crisis situations, it should:

1. Be contextualized/pragmatic:
 - Responding to local needs including through a needs' assessment
 - Taking into account realities and constraints due to the crisis situation
2. Be inclusive and participative (human rights-based):
 - Involving all stakeholders
 - Developed and sustained in collaboration with local communities
 - Reaching out with an increased attention to vulnerable groups
3. Be holistic/systemic:
 - Covering the local/national and global dimensions
 - Be integrated into various sub-topics
 - Be implemented in a whole-school approach
4. Be adjustable and based on feedback and evaluation:
 - Benefiting from feedback and evaluation processes to correct shortcomings
 - Include the provision for periodic review and renewal
5. Be backed by supportive and sustainable policies and strategies:
 - Embedded in policy with wide stakeholder buy-in
 - Supported by pre-service and continuing in-service teacher training
 - Backed by a resource mobilization strategy and long-term funding
 - Supported by monitoring/evaluation and research based on quantitative and qualitative indicators
 - Scalable with follow-up and quality education

1. Introduction

Conflicts and crisis situations affect the realization of human rights of many people and communities across all regions of the world. While a whole range of human rights are concerned, from the right to life, freedom and security, protection from violence, the right to food and to an adequate standard of living, or the right to work etc., a number of reports and studies suggest that in the international humanitarian response to crises, education, especially access to quality education, remains largely underfunded. Children refugees are particularly affected.¹

In addition, in the face of protracted conflicts and the current refugee crisis, it is becoming increasingly important to ensure our societies and national education systems transmit values of solidarity beyond national borders, empathy, and a sense of belonging to a common humanity – which are core elements promoted through Global Citizenship Education (GCED). In this context, and with the rise of political and ideological extremism including extremist nationalism, many countries are struggling to learn to live together and embrace the cultural diversity of their societies.

Within UNESCO's relevant areas of work, GCED is a powerful approach to education that can empower people to recover from crises and transform their communities into peaceful and sustainable societies. GCED acknowledges that education of good quality must cultivate not only the cognitive but also the socio-emotional and behavioral aspects of learning (e.g. tolerance, respect, empathy, communication, taking action, etc.) and promote the well-being of learners and the community. As such, GCED provides learners with the knowledge, skills, values attitudes, and behaviors, including critical thinking skills, to realize their rights and obligations to promote a better world and future for all. It empowers them to be engaged and responsible global citizens.

In September 2012, on the margins of the 67th session of the UN General Assembly, Secretary-General Ban Ki-moon launched the UN *Global Education First* initiative, which placed the promotion of global citizenship as one of its top three priorities. Since then, GCED has gained more traction and attention from the international community. The *Education 2030 Framework for Action*, at the heart of the UN *2030 Agenda for Sustainable Development* adopted in September 2015², depicts education as 'inclusive and as crucial in promoting democracy and human rights and enhancing global citizenship, tolerance and civic engagement as well as sustainable development.'³

One of the key areas of work of UNESCO is to support Member States, including those affected by crisis situations, in achieving progress towards Target 4.7:

'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's

¹ United Nations, *One Humanity: Shared Responsibility: Report of the Secretary-General for the World Humanitarian Summit*, A/70/709 (United Nations, 2016), para. 78, <http://reliefweb.int/sites/reliefweb.int/files/resources/Secretary-General%27s%20Report%20for%20WHS%202016%20%28Advance%20Unedited%20Draft%29.pdf>.

² United Nations General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development*, A/RES/70/1 (New York: United Nations, 2015).

³ United Nations, *Education 2030 Framework for Action* (United Nations, 2015), 9–10, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/pdf/FFA-ENG-27Oct15.pdf.

contribution to sustainable development.⁴

UNESCO promotes efforts to integrate GCED in education systems and educational practices. This includes other specific educational approaches that provide effective entry points for promoting GCED, such as education for international understanding, peace and human rights education, which are longstanding areas of work of UNESCO.

- In this context, UNESCO commissioned this study:
 - To identify lessons learned from the implementation of GCED in crisis situations within its work to promote and monitor progress towards the achievement of Target 4.7;
- To support the evidence that GCED can and should be implemented effectively in crisis situations;
- In view of improving its capacity to promote relevant GCED in the context of crisis situations, including in response to the current refugee crisis.

2. Methodology

The main objective of this study was to review existing research on the promotion and implementation of GCED and related programs in countries affected by crisis situations, with particular attention to initiatives benefiting the refugee population.

2.1 Timing

This report is the result of a desk research conducted within a period of two months.

2.2 Main Tasks

This study involved the following tasks:

- Prepare a desk review of existing research and studies on the promotion and implementation of GCED, including peace and human rights education and related educational approaches, in countries affected by conflict, post-conflict countries and countries affected by humanitarian and other crisis situations.
- Review and carry out a critical analysis of the literature review, and identify promising practices and lessons learned from the promotion and implementation of GCED in crisis situations.
- Prepare a report that offers a synthesis of the findings, as well as a list of key resources for further reference.

2.3 Definitions

2.3.1 Global Citizenship Education

Global citizenship refers to ‘a sense of belonging to a broader community and common humanity’ and highlights ‘political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.’⁵ While there are various definitions and interpretations of GCED, all entail the following three domains of learning: cognitive, socio-emotional, and behavioral.⁶ It aims to ‘empower learners to engage and assume

⁴ United Nations General Assembly, *Transforming Our World: The 2030 Agenda for Sustainable Development*, 17.

⁵ UNESCO, *Global Citizenship Education: Topics and Learning Objectives* (UNESCO, 2015), 14, <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>.

⁶ Ibid.

active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.⁷

In this study, the term GCED is used as an ‘umbrella term’ covering related educational approaches such as peace education, human rights education, education for tolerance and appreciation of diversity, conflict resolution, as well as civic education.

2.3.2 Countries affected by crisis situations

Crisis situations include both acute and post-crisis contexts due to various types of shocks such as armed conflict or natural disasters. In order to select examples of GCED or related programs that could illustrate the findings of the literature review, the author used a list of countries that can be considered ‘in crisis situations’ and was built for a study recently conducted by UNESCO’s evaluation office, *UNESCO’s Role in Education in Emergencies and Protracted Crises*⁸. According to this study, as of 2016, 52 countries can be considered ‘in crisis situations’ (see section 5 for the full list and the methodology used to create it).

In an effort to offer a variety of contexts and geographic locations, the present study selected 16 projects that could illustrate the findings of the literature review. These examples include both formal and non-formal programs, and offer a variety of profiles for the organizations implementing and participating in these interventions.

These 16 case studies cover 16 countries among this list:

	Countries	Interventions
Africa	5	5
Asia & the Pacific	4	3
Arab States	5	5
Latin America and the Caribbean	2	3

Here is the list of projects that have been used for illustrative purpose in terms of promising practices:

Location	Project
Afghanistan	The school-based Peace Education Program conducted by Help the Afghan Children (HTAC) in partnership with the Ministry of Education (MoE) of Afghanistan ⁹

⁷ UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century* (UNESCO, 2014), 15,

http://www.unesco.ch/fileadmin/user_upload/3_Wie/bildung/Global_Citizenship_Education.pdf.

⁸ UNESCO, *UNESCO’s Role in Education in Emergencies and Protracted Crises* (UNESCO, 2016).

⁹ Suraya Sadeed, “Peace Education Can Make a Difference in Afghanistan,” in *Education for Global Citizenship*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2012), http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf; Tina Robiollé-Moul, “Peace Education in Fragile States, a Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan” (Doctoral Thesis - Available from ProQuest Dissertations and Theses database., 2016).

Burundi	The Responsible Citizenship program conducted by the Foundation for the Refugee Education Trust (RET) in partnership with the MoE of Burundi ¹⁰
Colombia	The Youth Peace Builders Project initiated by Plan International and implemented with CINDE (International Centre for Education and Human Development / Centro Internacional de Educación y Desarrollo Humano in Spanish), in partnership with the MoE of Colombia ¹¹
	Juegos de Paz conducted by the University of the Andes and the MoE of Colombia ¹²
The Democratic Republic of Congo (DRC)	The Healing Classrooms: Opportunities for Equitable Access to Quality Basic Education (OPEQ) project conducted by the International Rescue Committee (IRC) implemented with the Research Triangle Institute (RTI), Catholic Relief Services (CRS), and The Institute of Human Development and Social Change (IHDSC) at New York University (NYU), in partnership with the national MoE of the DRC ¹³
Iraq	The Distance Learning Project implemented by UNESCO Iraq Office in partnership with the MoE, the Ministry of Labor and Social Affairs, the Ministry of Youth and Sports, the Ministry of Culture and Youth, and the Ministry of Human Rights ¹⁴
	Promoting Civic Values and Life Skills for Adolescents (12 to 19 years old) Through Education, a project led by the United Nations Economic and Social Commission for West Asia in partnership with UNESCO Iraq Office and the United Nations Population Fund (UNFPA) ¹⁵
Haiti	Development and Piloting of textbooks on sexual education, human rights and culture of peace ¹⁶

¹⁰ Nicolas Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi," in *Education for Global Citizenship*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2012), http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf.

¹¹ Ana Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia," in *Education for Global Citizenship*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2012), http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf.

¹² Silvia Diazgranados et al., "Transformative Peace Education with Teachers: Lessons from Juegos de Paz in Rural Colombia," *Journal of Peace Education* 11, no. 2 (2014): 150–61.

¹³ International Rescue Committee, *Healing Classrooms, Healing Families, Healing Communities: Social and Emotional Learning at the IRC* (International Rescue Committee, 2014), <http://doc.iiep.unesco.org/wwwis/repdoc/peic/2960.pdf>; Sharon Wolf et al., "Preliminary Impacts of the 'Learning to Read in a Healing Classroom' Intervention on Teacher Well-Being in the Democratic Republic of the Congo," *Teaching and Teacher Education* 52 (2015): 24–36.

¹⁴ UNESCO Iraq Office, *Distance Learning Project: External Evaluation Report* (UNESCO Iraq Office, 2011), <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Iraq/pdf/Publications/Distance-Learning.pdf>.

¹⁵ UNESCWA, *Promoting Civic Values and Life Skills for Adolescents (12 to 19 Years Old) Through Education in Iraq - Final Programme Narrative Report* (UNESCWA, 2012).

¹⁶ UNESCO Haiti, *Program Report* (UNESCO Haiti, 2016).

Lebanon	Better Together: A Youth-Led Approach to Peaceful Coexistence between Syrian Refugees and Lebanese Local Communities, a project led by Search for the Common Ground and implemented in partnership with the Lebanese Organization for Studies and Training and the Development for People and Nature Association ¹⁷
Liberia	Youth Education for Life Skills (YES), a project implemented by six different partners: Mercy Corps International, Action Aid Liberia, World Vision Liberia, Search for Common Ground, the National Adult Education Association of Liberia, and the Peace Building Resource Center ¹⁸
Myanmar	Education for Peace and Development in Northern Rakhine State, a project implemented by UNESCO in partnership with the MoE of Myanmar and UNHCR ¹⁹
Nepal	Integration of peace, human rights, and civic education into social studies curricula and textbooks, a project implemented by Save the Children, UNESCO, and UNICEF, in partnership with the MoE of Nepal ²⁰
Palestinian territories, Jordan, Lebanon, and Syria	The Human Rights, Conflict Resolution and Tolerance (HRCRT) education program designed and implemented by the United Nations Relief and Works Agency (UNRWA) for Palestine refugees in the five UNRWA Fields of Operation ²¹

¹⁷ Morgane Ortman, "Better Together: A Youth-Led Approach to Peaceful Coexistence" (Search for Common Ground, 2015), https://www.sfcg.org/wp-content/uploads/2015/10/LIB_MT_July15_Better-Together-A-Youth-Led-Approach-to-Peaceful-Coexistence.pdf.

¹⁸ Mercy Corps, *Youth Education for Life Skills Program in Liberia: Final Report* (Mercy Corps, 2007), http://pdf.usaid.gov/pdf_docs/Pdacj192.pdf.

¹⁹ UNESCO, *Education for Peace and Development in Northern Rakhine State, Myanmar - Progress Report* (UNESCO, 2015).

²⁰ UNICEF, *Education in Emergencies and Post-Crisis Transition: 2010 Evaluation Report* (UNICEF Nepal, 2010), http://www.educationandtransition.org/wp-content/uploads/2007/04/Nepal_EEPCT_2010_Report.pdf;

Melinda Smith, "Peace, Human Rights and Civic Education in Nepal: Multi-Stakeholder Collaboration in Post-Conflict Curriculum Reform," in *Learning To Live Together: Education for Conflict Resolution, Responsible Citizenship, Human Rights and Humanitarian Norms*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2013),

<http://educationandconflict.org/sites/default/files/publication/LEARNING%20TO%20LIVE%20TOGETHER.pdf>;

Melinda Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*, IIEP's Country Notes (UNESCO IIEP, 2015),

<http://unesdoc.unesco.org/images/0023/002347/234790E.pdf>.

²¹ UNRWA, "Human Rights, Conflict Resolution and Tolerance Programme," UNRWA, accessed July 22, 2016, <http://www.unrwa.org/what-we-do/human-rights-education>; Caroline Pontefract, "UNRWA's Human Rights, Conflict Resolution and Tolerance (HRCRT) Education Programme," in *Learning To Live Together: Education for Conflict Resolution, Responsible Citizenship, Human Rights and Humanitarian Norms*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2013),

<http://educationandconflict.org/sites/default/files/publication/LEARNING%20TO%20LIVE%20TOGETHER.pdf>;

Ozlem Eskioçak Oguzertem and Paul McAdams, "Human Rights, Conflict Resolution, and Tolerance Education: UNRWA Experience from the Field," in *Human Rights Education in Asia-Pacific*, ed. Jefferson R. Plantilla (Asia-Pacific Human Rights Information Center, 2015), <http://www.hurights.or.jp/archives/asia-pacific/section1/Full%20pages%20HREAP%20V6.pdf>.

Sierra Leone	Youth Reintegration Training and Education for Peace (YRTEP), a program implemented by Management Systems International and World Vision ²²
South Sudan	Promoting Equity and Peacebuilding in South Sudan, a project developed and conducted by UNICEF, in partnership with the Global Partnership for Education (GPE), the Ministry of Education, Science and Technology, and the Ministry of Culture, Youth and Sports of South Sudan ²³
Syria, Lebanon and Turkey	Reducing young Syrians vulnerability to violent extremism, a project conducted by International Alert with four local implementing partners (their names have not been disclosed in order to protect their safety and that of beneficiaries) ²⁴

2.4 Data collection and analysis

Data collection consisted of two essential phases. During the first phase, the author conducted a desk review of existing research and studies on the promotion and implementation of GCED and related programs in crisis-affected countries. These documents included published books, academic literature, and reports of international, governmental, and non-governmental organizations. The literature review revealed key challenges and good practices for the promotion and implementation of GCED in acute and post-crisis situations.

The second phase mostly consisted in reviewing the programmatic literature on GCED and related programs conducted in crisis situations in order to select a number of examples that could complement the data collected during the first phase and illustrate the promising practices presented in section 3.2.

²² Art Hansen, *Final Evaluation of the Office of Transition Initiatives' Program in Sierra Leone* (Basic Education and Policy Support Activity, 2002), http://pdf.usaid.gov/pdf_docs/Pdaby763.pdf; Marc Sommers, *Innovation in Reintegration: Youth Reintegration Training and Education for Peace Program* (Office of Transition Initiatives, 2002).

²³ Neven Knezevic and W. Glenn Smith, *Curriculum, Life Skills and Peacebuilding Education – Promoting Equity and Peacebuilding in South Sudan: Results and Lessons Learned* (UNICEF, 2015), <http://learningforpeace.unicef.org/wp-content/uploads/2015/10/South-Sudan-LSPE.pdf>.

²⁴ International Alert, *Teaching Peace, Building Resilience: Assessing the Impact of Peace Education for Young Syrians* (International Alert, 2016), http://international-alert.org/sites/default/files/Syria_PeaceEducationImpact_EN_2016.pdf.

2.5 Limitations

This desk review encountered a number of limitations:

- GCED is still an emerging concept. Consequently, a limited number of programs are identified under this term and it is the subject of a limited number of research studies and academic publications, particularly about conducting GCED programs in crisis situations. As a result, there is a limited number of sources that specifically address GCED in crisis situations quoted in this report.
- Most examples of GCED or related programs found in the field are dedicated to youth. As a result, most of the key lessons learned presented in section 3 concern this target.
- Most examples of GCED or related programs conducted in crisis settings do not explicitly mention a global dimension in their main goals. Nevertheless, the values and attitudes these programs aim to develop are the same as the ones included in the various definitions of GCED. Therefore, the projects used for illustrative purposes in section 3.2 were considered relevant for this study.
- Detailed information and reports about non-formal GCED programs are not often available online, especially those initiated and conducted by local NGOs and communities.

3. Key lessons learned from the promotion and implementation of GCED in crisis situations

3.1 Key challenges for GCED and related programs in crisis situations

The review of the literature reveals various challenges that can impede the promotion and implementation of GCED and related programs in crisis situations. They face the same key challenges that impede access to good-quality education in countries in such contexts.

3.1.1 Community and school environments (physical and social)

Countries in crisis situations often suffer from poor school infrastructure, a lack of resources, and a lack of safety that includes violence in and around learning areas.

Indeed, in a post-crisis context, particularly in the aftermath of a conflict, the education system is in ruins. School infrastructures may suffer from a lack of classrooms and teaching materials due to war damages and poor economic conditions.²⁵ Inadequate school facilities have an impact on the quality of teaching and on students learning.²⁶ The lack of school infrastructures can also trigger overcrowded classrooms and overburdened timetables that challenge the participatory, interactive, and learner-centered pedagogy required for GCED.²⁷ A shift system or a lack of school lunches often limit the hours of study.²⁸

²⁵ Diane Bretherton, Jane Weston, and Vic Zbar, "Peace Education in a Post-Conflict Environment: The Case of Sierra Leone," *Prospects* XXXIII, no. 2 (June 2003): 225

²⁶ Tina Robiollé-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I* (Paris: UNESCO, 2015), 10, <http://education4resilience.iiep.unesco.org/en/node/719>.

²⁷ *Ibid.*, 9.

²⁸ Margaret Sinclair, "Education in Emergencies," in *Learning for a Future: Refugee Education in Developing Countries*, ed. Jeff Crisp, Christopher Talbot, and Daiana Cipollone (Geneva: UNHCR, 2001), 30, <http://www.unhcr.org/4a1d5ba36.pdf>.

Additionally, the lack of safety in and around schools is quite common in countries in acute or in post-crisis situations. Following the 1996 Machel Study,²⁹ several reports³⁰ have shined a spotlight on the violence that children suffer in armed conflicts and the threat of attacks on education³¹. For instance, UNESCO's 2011 Education for All (EFA) Global Monitoring Report (GMR) explains how education is a silent victim of armed conflict and how the damage to education lasts long after conflicts have ended³². The effects of crisis and conflict in particular on education are devastating both in the short-term and over the long term.³³ Threats to education include the deliberate targeting and destruction of schools, as well as the killings of teachers and children.³⁴ A report by the Global Coalition to Protect Education from Attack presents the vast scale of attacks on education worldwide: six countries in particular – Afghanistan, Colombia, Pakistan, Somalia, Sudan and Syria – were heavily affected, with more than 1,000 attacks on schools, staff and students from 2009 to 2012 in each country³⁵. In Afghanistan alone, 553 schools (almost 10 percent) serving 275,000 students were closed due to insecurity in 2012, and the number is probably higher today³⁶. Schools can also become a place for direct forms of violence against children such as corporal punishment, bullying, and sexual violence³⁷. This school-related gender-based violence can have significant and lasting impacts on students and affect their learning experience as well as their school attendance.

Children who miss school during episodes of armed violence tend not to return³⁸. As a result, conflict-affected countries have some of the lowest literacy levels in the world. In the long run, these communities suffer from the creeping erosion of vital educational resources—human as well as financial—and the cumulative and life-long impact on the children who miss months, or even years, of schooling³⁹. Deteriorated living conditions considerably raise the levels of child malnutrition, and have negative impacts on children's physical and mental health⁴⁰. Indeed,

²⁹ United Nations, *Report on the Impact of Armed Conflict on Children (The Machel Study)*, A/51/306 (New York: United Nations, 1996).

³⁰ Including: Rachel Brett and Margaret McCallin, *Children: The Invisible Soldiers* (Stockholm: Save the Children, 1996); Save the Children, *Rewrite the Future: Education for Children in Conflict-Affected Countries* (London: Save the Children, 2006).

³¹ Brendan O'Malley, *Education under Attack* (Paris: UNESCO, 2007); Brendan O'Malley, *Education under Attack* (Paris: UNESCO, 2010).

³² UNESCO, *Education for All Global Monitoring Report 2011 – The Hidden Crisis: Armed Conflict and Education* (Paris: UNESCO Publishing, 2011).

³³ Francine Menashy and Sarah Dryden-Peterson, "The Global Partnership for Education's Evolving Support to Fragile and Conflict-Affected States," *International Journal of Educational Development* 44 (2015): 82–94.

³⁴ O'Malley, *Education under Attack*, 2007; UNESCO, *Protecting Education from Attack: A State of the Art Review* (Paris: UNESCO, 2010).

³⁵ GCPEA (Global Coalition to Protect Education from Attack), *Education Under Attack 2014* (New York: GCPEA, 2014).

³⁶ Arne Strand, *Financing Education in Afghanistan: Opportunities for Action*, Paper Prepared for the Oslo Summit on Education and Development in Oslo, Norway, 2015, <http://reliefweb.int/sites/reliefweb.int/files/resources/FINANCING%20EDUCATION%20IN%20AFGHANISTAN.pdf>.

³⁷ Jackie Kirk, "Education and Fragile States," *Globalisation, Societies and Education* 5, no. 2 (2007): 181–200. 189.

³⁸ UNESCO, *Education for All Global Monitoring Report 2011 – The Hidden Crisis: Armed Conflict and Education*.

³⁹ UNESCO Institute for Statistics (UIS) and UNICEF, *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children* (Montreal: UIS, 2015), <http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf>.

⁴⁰ Michael Wessells and Anne Edgerton, "What Is Child Protection? Concepts and Practices to Support War-Affected Children," *Journal of Developmental Processes* 3, no. 2 (2008): 2–12; Christopher Blattman and Edward Miguel, "Civil War," *Journal of Economic Literature* 48, no. 1 (2010).

widespread human rights violations against children during conflict (girls and boys alike), such as rape and sexual violence or the recruitment of child soldiers, lead to psychological trauma⁴¹. As a result, even when families find a way for their children to pursue their schooling, these severe conditions disturb children's capacity to learn and teachers' capacity to teach. Psychosocial support is seriously needed, but often missing in such contexts.

Consequently, if a GCED program does not address community and school environments, they can become obstacles to the actual impact of the program on participants. In particular, there can be tensions between the non-violence principles and values taught during the program, and the common practice of corporal punishment in schools or at home, which is often observed in countries in crisis situations⁴². Acts of violence challenge the development of personal non-violent conflict management skills. As a result, if the program does not include the community, it is hard to expect a change in attitudes and behaviors.

Changing the attitude of children brought up in such environments and have them respect others' property and appreciate diversity usually takes more time than expected⁴³.

3.1.2 Policy strategies

A lack of political will is often responsible for the education funding gap in countries in crisis situations. This lack of political will on the part of donors and governments can be explained by a lack of prioritization—not just supporting education in these contexts, but also supporting GCED within education programs.

GCED and related programs are financially competing with other peacebuilding tools oriented toward adults. Children and youth are the future leaders of communities and societies, but adults are the ones currently in charge. Therefore, the need for fast results also contributes to the low priority placed on GCED and related programs within the broader context of peacebuilding.

As for the low priority placed on GCED and related programs within broader education programming, it can be explained by cultural and economic pressures on formal school systems to include more math and science so that school graduates can compete in the high-tech global economy⁴⁴. This phenomenon is often described as the 'market orientation of education,' that favors hard skills instead of promoting the development of soft and social-emotional skills⁴⁵.

Another explanation for this low priority on GCED and related programs, and on peace education in particular, is the fact that violence is still an acceptable way of solving conflicts in many societies: 'Nations prefer to spend money on arms rather than to invest in development

⁴¹ Wessells and Edgerton, "What Is Child Protection? Concepts and Practices to Support War-Affected Children."

⁴² Robiolle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 10.

⁴³ Mary Mugo, "State of the Field of Peace Education in Kenya," in *Collaboration Across Fields: Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE)* (Cleveland, Ohio, USA, 2009), 22, http://www.creducation.org/resources/Collaboration_Across_Fields_Reader.pdf.

⁴⁴ Ian Harris, "History of Peace Education," in *Encyclopedia of Peace Education*, ed. Monisha Bajaj (New York: Columbia Teacher's College, 2008).

⁴⁵ Pasi Sahlberg, "Teaching and Globalization," *Managing Global Transitions 2*, no. 1 (2004): 65–83.

strategies that will address some of the sources of structural violence that are creating so much violence (and school failure) throughout the world.⁴⁶ Unfortunately, securing a world, which is more just, peaceful, tolerant, inclusive, secure, and sustainable through GCED is a long-term strategy: it does not show immediate results. GCED and related programs will not become a priority in school reform efforts until a ‘powerful cultural shift moves humans away from a fear-based response to conflict and toward a compassionate response to interpersonal, social, and political problems.’⁴⁷

This low priority placed on GCED and related programs in crisis situations triggers a lack of financial resources that hinders the implementation and scaling up of such programs to the national level such as the replication of teacher training, the printing and dissemination of teaching materials, and the program’s monitoring and evaluation.⁴⁸

Finally, the concepts of ownership and long-term sustainability for GCED programs can be challenged by political factors: ‘Choices about policy, resource levels and allocation, education philosophy, and organizational power are intensely political.’⁴⁹ In some cases, curriculum innovations promoting citizenship and peacebuilding may fail because of the absence of a strong leadership or because they rely only on a single champion in the MoE, a UN agency, NGO or donor office, who may leave his or her post.⁵⁰ Local authorities and community members who have not been introduced in advance to the content of the GCED program and have not been involved somehow in the design of the program can be suspicious and present resistance against the promotion and implementation of the program.⁵¹

3.1.3 Curriculum

The fact that GCED covers various areas of different subjects that present overlaps themselves can be confusing and challenging for its implementation in the field. Consequently, educators can have a hard time to develop a coherent framework for addressing themes such as education for tolerance and appreciation of diversity, conflict resolution and peace, humanitarian action, and introduction to the principles of human rights and humanitarian law, or civic responsibilities.⁵² A holistic approach is key because the goals of such programs is ‘transformative,’ including the development of skills, concepts, values, and attitudes that promote responsible behavior and help reduce the risk of conflict.⁵³ Indeed, such an approach allows different themes to be systematically included in curriculum and to mutually reinforce each other rather than have them compete for policy-makers’ attention and cause confusion.⁵⁴

⁴⁶ Ian Harris, “Types of Peace Education,” in *How Children Understand War and Peace*, ed. Amiram Raviv, Louis Oppenheimer, and Daniel Bar-Tal (San Francisco, Calif: Jossey-Bass., 1999), 314.

⁴⁷ *Ibid.*, 315.

⁴⁸ Robiolle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 9.

⁴⁹ John Gillies, *The Power of Persistence: Education System Reform and Aid Effectiveness* (Washington, DC: USAID, 2010).

⁵⁰ Margaret Sinclair, ed., *Education for Global Citizenship* (Doha, Qatar: Education Above All, 2012), 49, http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf.

⁵¹ Robiolle-Moul, “Peace Education in Fragile States, a Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan.”

⁵² Sinclair, *Education for Global Citizenship*, 18.

⁵³ *Ibid.*

⁵⁴ *Ibid.*

The content of what is taught can also be challenged for political reasons. Education is often considered a political act and can serve some interests and impede others.⁵⁵ This concept is exacerbated in the case of GCED in crisis situations, and particularly in the case of peace education programs in such contexts. Indeed, after a civil conflict or if there are deep social fissures linked to economic or political inequalities, teachers may be uncomfortable facilitating class discussions on particular topics such as respect for other groups or democratic principles. Focusing on global issues without discussing local and national challenges discourages participants to pursue their engagement in the program. Consequently, the irrelevance of the content, a disconnect with the cultural context and traditions, and the absence of integration of the specific issues that participants encounter represent serious obstacles for the credibility and success of the program.

In a post-crisis context, particularly after a protracted conflict, simply teaching history can be challenging. History textbooks are often at the center of a great debate about the conflict sensitivity of the historical content that should be taught in schools. Because there is widespread suspicion of the potential political role played by education, officials are concerned by the possible disagreements that might arise in classrooms and in communities on the interpretation of past events. For instance, in Afghanistan, the struggle to find a way to agree on modern history ended in a decision to pause history in 1978 and, thus, to omit the Soviet war, the Mujahedeen, the Taliban or the U.S. military presence.⁵⁶ At the time, the minister of education explained that this new curriculum needed to appeal to all Afghans and could contribute to bring more than 4 million children out-of-school back to the classroom. Despite broad consensus on this idea, some Afghan scholars and educators have pushed back, claiming the MoE abdicated its academic responsibility.⁵⁷

In the case of peace education in particular, in some contexts, the word peace carries political connotations and the underlying value assumption in the definition of peace education may not be universally shared. Indeed, peace education theory assumes that the ‘peaceful resolution of conflict and prevention of violence, whether interpersonal or societal, overt or structural, is a positive value to be promoted on a global level through education.’⁵⁸ As for human rights education programs, their content is often criticized by cultural relativists who do not believe human rights are universal and should apply to every human being.⁵⁹

Political influences have had strong negative impacts on the education system in acute and protracted conflicts. Denial of education can be used as a weapon of war, and manipulation of history for political purposes can often be considered a principal driver of conflict.⁶⁰ The way that these issues are addressed in the post-crisis and post-conflict period will have an ‘influence

⁵⁵ Paulo Freire, *The Politics of Education: Culture, Power, and Liberation* (South Hadley, Mass: Bergin & Garvey, 1985).

⁵⁶ Kevin Sieff, “In Afghanistan, a New Approach to Teaching History: Leave out the Wars,” *The Washington Post*, February 4, 2012, https://www.washingtonpost.com/world/asia_pacific/in-afghanistan-a-new-approach-to-teaching-history-leave-out-the-wars/2012/02/03/gIQA57KNqQ_story.html.

⁵⁷ Ibid.

⁵⁸ Susan Fountain, *Peace Education in UNICEF* (New York: United Nations Children’s Fund, 1999).

⁵⁹ Jack Donnelly, “Cultural Relativism and Universal Human Rights,” *Human Rights Quarterly* 6, no. 4 (1984): 400–419.

⁶⁰ Kenneth Bush and Diana Saltarelli, *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children* (Florence, Italy, UNICEF Innocenti Research Centre, 2000), <http://www.unicef-irc.org/publications/pdf/insight4.pdf>.

on the level of trust in government as well as an impact on the likelihood of return to violence.⁶¹ Consequently, governments may be suspicious of the nature of GCED and related programs such as peace or human rights education. The concept of peace education is based on an assumption of relative symmetry between the two sides of a conflict: when there is not such symmetry due to significant inequalities between the two sides, peace education and political action merge.⁶² Therefore, education for peacebuilding may go beyond the basic objectives of peace education: 'A peacebuilding analysis may diagnose the need for deep structural and institutional changes, and this inevitably means attempts to change existing power relations within a society.'⁶³ This, of course, can raise suspicions and generate resistance from different groups, including the government, political and armed groups, local communities, and parents.

Beyond the content, the placement within the curriculum itself constitutes a challenge as well when working on formal school-based programs—whether to go for a separate subject approach, or whether to work through existing subjects. Administrators erroneously think that 'integration' or 'infusion' will avoid the need for more curriculum time.⁶⁴ Indeed, when GCED is designed as a separate subject in the curriculum, it has to compete with other subject areas that are considered more important and suffers from a lack of time in the school schedule. Moreover, the organizational structure of formal educational systems (e.g. the division of knowledge into specific subjects; teachers with specific competencies in these subjects; the grouping of students into classes; and the division of time into periods and breaks) can make it difficult for GCED to be introduced into the curriculum.⁶⁵ These issues may require structural changes to the formal educational systems before a subject like peace education can be introduced.⁶⁶ However, while integration as a crosscutting issue within existing subjects is administratively easy, it is in many situations a recipe for failure.⁶⁷ Indeed, given resource and teacher limitations and the overloaded curriculum, the Western approach of 'integrating' messages and skills into the teaching of normal subjects is difficult.⁶⁸

Finally, as a school-based program, GCED is often not graded because it aims at changing attitudes and behaviors. However, in an exam-oriented educational culture, this absence of grading can lead to a lack of prioritization from the school staff, the teachers, the students, and their parents.⁶⁹

⁶¹ Gavriel Salomon, "The Nature of Peace Education," in *Peace Education: The Concepts, Principles and Practices around the World*, ed. Gavriel Salomon and Baruch Nevo (Mahwah, N.J.: Lawrence Erlbaum Associates, 2002), 11.

⁶² Ibid.

⁶³ Alan Smith et al., *The Role of Education in Peacebuilding, Literature Review* (New York: UNICEF, 2011), 43

⁶⁴ Margaret Sinclair, *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-First Century* (Geneva: UNESCO-IBE, 2004), 119, http://s3.amazonaws.com/inee-assets/resources/doc_1_48_Learning_to_Live_Together.pdf.

⁶⁵ Magnus Haavelsrud, "Conceptual Perspectives in Education," in *Encyclopedia of Peace Education*, ed. Monisha Bajaj (New York: Columbia Teacher's College, 2008).

⁶⁶ Ibid.

⁶⁷ Sinclair, *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-First Century*, 119.

⁶⁸ Sinclair, "Education in Emergencies," 30.

⁶⁹ UNESCO, *Learning to Live Together: Education Policies and Realities in the Asia-Pacific* (Paris: UNESCO; UNESCO Bangkok Office, 2014), xiv, <http://mgiep.unesco.org/wp-content/uploads/2014/09/Report-Learning-to-Live-Together.pdf>; UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century*; Robiulle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 9.

3.1.4 Teachers and Teaching practices

There are several potential difficulties related to teachers and the pedagogy required for GCED and related programs in crisis situations. There may be a lack of qualified teachers or an inadequacy of policies for recruitment, training, upgrading qualifications, and terms and conditions of employment (including non- and/or low payment).⁷⁰ A lack of safety and psychological trauma also affect teacher's morale and motivation.⁷¹

In most post-crisis situations, teachers are often under-educated and under-trained.⁷² As a result, insufficient teacher training and complex new pedagogy and materials represent an obstacle as well. Inadequate funds for replication of training of teachers at the national level generate a very low number of professional teachers and often an imbalance between rural and urban areas.⁷³ Therefore, teacher training materials must be simple and easy to understand.⁷⁴ Moreover, the pedagogy of GCED and related programs such as peace education involves child-centered and participatory teaching methods that are very different from the authoritarian methods that many teachers reproduce.⁷⁵ These authoritarian methods require much time for students to copy notes down from the blackboard.⁷⁶ Additionally, many teachers lack professional questioning skills and awareness of the value of discussion in the classroom, as much emphasis is laid on teacher-centered transmission of facts and rote learning.⁷⁷ These methods are incompatible with the learning objectives of GCED and related programs. They prevent open debate amongst pupils and hinder the development of the critical thinking skills needed for independent thought.⁷⁸ The slowness of the process of change should not be underestimated, even when such programs are well received by teachers: 'Altering the fundamentally hierarchical structure of the relationship between teacher and student proved especially difficult and culturally sensitive.'⁷⁹ Changing the way teachers have been used to teach takes time and requires even more attention to teacher training and coaching.⁸⁰ Simple methods of "cascade training" do not work well for behavior change programs, as short exposure is insufficient to create an effective trainer in this field.⁸¹ Finally, teacher participation in a training

⁷⁰ Bretherton, Weston, and Zbar, "Peace Education in a Post-Conflict Environment: The Case of Sierra Leone," 223; Smith et al., *The Role of Education in Peacebuilding, Literature Review*.

⁷¹ Robiolle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 9.

⁷² Sinclair, "Education in Emergencies," 30.

⁷³ Robiolle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 9.

⁷⁴ Bretherton, Weston, and Zbar, "Peace Education in a Post-Conflict Environment: The Case of Sierra Leone," 225.

⁷⁵ Clive Harber, *Schooling as Violence: How Schools Harm Pupils and Societies* (Oxford: Taylor & Francis, 2004).

⁷⁶ Sinclair, "Education in Emergencies," 30.

⁷⁷ Ibid.; Sinclair, *Education for Global Citizenship*, 39.

⁷⁸ Lindsay McLean Hilker, *The Role of Education in Driving Conflict and Building Peace: The Case of Rwanda*, Paper Commissioned for the EFA Global Monitoring Report 2011, the Hidden Crisis: Armed Conflict and Education (UNESCO, 2010).

⁷⁹ Marc Sommers, "Children, Education and War: Reaching Education for All (EFA) Objectives in Countries Affected by Conflict," *Conflict Prevention and Reconstruction Unit Working Papers – Paper n°1*, June 2002.

⁸⁰ Robiolle-Moul, *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention: Phase I*, 9.

⁸¹ Sinclair, *Education for Global Citizenship*, 38 Sinclair explains that "Cascade training" can be used to convey simple messages, for example, through master trainers who train regional trainers who train district trainers who train teachers who are expected to convey the training to other staff in their school; but this approach is of limited value when there are significant methodological challenges and subject matter that is complex and sometimes socially or politically sensitive.

in crisis situations is a challenge in itself for various reasons that include the lack of substitute teachers and the fact that teachers often have more than one job due to their low salaries.⁸²

3.1.5 Target the right populations and reach the un-reached

Reaching marginalized youth and adults groups, including refugees and internally displaced persons (IDPs) is even more challenging in crisis situations. While marginalization can be originally caused by factors such as poverty, gender, ethnicity disability or location, it is reinforced in such contexts when many of the processes leading to marginalization are amplified. Indeed, these groups are already disengaged from the usual range of education or other services available around them: crises make access to these services even tougher.⁸³

However, failure to include these groups delays the recovery process as a whole.⁸⁴ While non-formal life skills programs generally better serve marginalized youth, there are still encountering challenges in reaching the neediest.⁸⁵ For instance, attracting or retaining out-of-school youth can fail with text-heavy curricula and classroom settings.⁸⁶ The chosen language of instruction can also deter school dropouts and out-of-school youth.⁸⁷

3.1.6 Research and knowledge

The lack of political will mentioned earlier to finance GCED and related programs can also be explained by a failure to conduct serious monitoring and impact evaluation. The literature review stresses the difficulty of evaluating such programs, notably in crisis situations.⁸⁸ Indeed, the complexity of these programs leads to a lack of rigorous impact evaluation. Existing evaluations are usually short-term, mostly qualitative, based on a few anecdotes, and include only a few basic figures. While quick quantitative evaluation is necessary for donors' records, it does not reveal the level of long-term sustainable behavior change that can originate from GCED and related programs.⁸⁹

The difficulty of finding successful models and the lack of baselines necessary for proper evaluation lead donors to increase their pressure on the organizations who conduct such programs to demonstrate lasting results.⁹⁰ Indeed, donors are often reluctant to fund these programs arguing that there is not enough evidence that these have a positive medium-and-long-term effect. A study commissioned by the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace Education Reference Group particularly underscores this scarcity of good evaluation. According to this report, the evaluation challenge is largely due to the lack of consistency in standards or methods used for evaluating these peace education programs, and,

⁸² Ibid.

⁸³ UNESCO, *Education for All Global Monitoring Report 2010 – Reaching the Marginalized* (Paris: UNESCO Publishing, 2010), 132.

⁸⁴ Anna Obura, *UNHCR Peace Education Programme: Evaluation Report* (Geneva: UNHCR, 2002).

⁸⁵ *One Step Closer – But How Far? A Study on Former TEP Students in Angola and Burundi* (Norwegian Refugee Council, 2005).

⁸⁶ Hansen, *Final Evaluation of the Office of Transition Initiatives' Program in Sierra Leone*

⁸⁷ Marc Sommers, "Peace Education and Refugee Youth," in *Learning for a Future: Refugee Education in Developing Countries*, ed. Jeff Crisp, Christopher Talbot, and Daiana Cipollone (Geneva: UNHCR, 2001).

⁸⁸ Lynn Davies, *Education and Conflict: Complexity and Chaos* (London: RoutledgeFalmer, 2004).

⁸⁹ Barbara Zeus and Josh Chaffin, *Education for Crisis-Affected Youth: A Literature Review* (INEE, 2011), 10, http://s3.amazonaws.com/inee-assets/resources/AYTT_LitReview_2012-02-14.pdf.

⁹⁰ Mari Fitzduff and Isabella Jean, *Peace Education State of the Field and Lessons Learned from USIP Grantmaking* (Washington, DC: U.S. Institute of Peace, 2011).

as a result, few of the available impact evaluations are usable for the development of theory.⁹¹ Consequently, these programs also struggle to find the necessary means and political will to scale up their efforts.⁹² There are growing concerns that ‘if the field is unable to show its effectiveness, funders may lose faith and shift their resources to other pertinent subjects (climate change, anticorruption, and so on).’⁹³

The measurement of GCED is a contested area of work.⁹⁴ The multiple purposes and practices associated with GCED complicate assessment, as a result, the idea of constructing ‘globally consistent measures’ is challenging.⁹⁵ The main explanation for the difficulty in evaluating the achievements of such programs lies in their fundamental objectives, which mainly relate to the internalization of values, attitudes, skills, and behavior patterns.⁹⁶ In other words, the effectiveness of GCED and related programs has to be judged by the effect it has upon students. Isolating this effect is quite challenging considering all the other external factors that can also affect students’ behaviors and attitudes. This requires developing precise progress indicators and rigorous follow-up studies to help determine if students actually ‘transfer their learning to the real world and act in ways that contribute to the creation of peaceful cultures.’⁹⁷ However, because behavior change takes time, it is unrealistic to expect programs such as human rights education, citizenship, and peace education to have an immediate impact because they represent a ‘complex matrix of education initiatives that address key themes and values that could have a preventative effect in the long term.’⁹⁸

Therefore, assessing the effectiveness of GCED and related programs requires longitudinal studies that not only measure change during and immediately after these programs, but also quite some time after they have ended, giving students several years to become adults and enter political life. Almost no single organization has the capacity to bear the cost of such an evaluation process. Attempting to determine the impacts of such programs raises the bar too high for most organizations, as it requires substantial and often unavailable resources.⁹⁹

While some rigorous research studies on conflict resolution education in the United States show that it has a positive effect on school climate and on overall academic performance,¹⁰⁰ similar studies in crisis situations are not available yet. The unstable context of crisis and conflict-

⁹¹ Global PE/CRE Research Evaluation Project, *2009 Report for GPPAC Peace Education Reference Group* (GPPAC, 2009).

⁹² Sommers, “Peace Education and Refugee Youth,” 171; Fitzduff and Jean, *Peace Education State of the Field and Lessons Learned from USIP Grantmaking*, 24.

⁹³ Fitzduff and Jean, *Peace Education State of the Field and Lessons Learned from USIP Grantmaking*, 23.

⁹⁴ UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century*, 38.

⁹⁵ G. Pike, “Towards an Ethos of Global Citizenship Education; Some Problems and Possibilities,” *The Development Education Journal* 7, no. 3 (2001).

⁹⁶ Daniel Bar-Tal, “The Elusive Nature of Peace Education,” in *Peace Education: The Concepts, Principles and Practices around the World*, ed. Gavriel Salomon and Baruch Nevo (Mahwah, N.J.: Lawrence Erlbaum Associates, 2002), 34.

⁹⁷ Ian Harris, “Evaluating Peace Education” (AERA, Chicago, 2003), 3.

⁹⁸ Alan Smith, *Education and Conflict*, Think Piece for the Education for All Global Monitoring Report 2011 (UNESCO, 2009), 12.

⁹⁹ Cheyanne Church and Julie Shouldice, *The Evaluation of Conflict Resolution Interventions: Framing the State of Play* (INCORE International Conflict Research, 2002).

¹⁰⁰ Ian Harris, “Conceptual Underpinnings of Peace Education,” in *Peace Education: The Concepts, Principles and Practices around the World*, ed. Gavriel Salomon and Baruch Nevo (Mahwah, N.J.: Lawrence Erlbaum Associates, 2002), 23.

affected societies represents a further difficulty of measuring such educational programs' impact.¹⁰¹

3.2 Promising practices for GCED and related programs in crisis situations

Before a GCED program can come to life in acute or post-crisis situations and successfully reach its target participants, several strategic steps and key decisions must be taken, that include a rapid or in-depth needs assessment.¹⁰² The review of existing research and the projects studied for this report offer a series of lessons that can guide the design and implementation of future GCED and related programs in such contexts and help overcome the challenges presented earlier.

3.2.1 Community and school environments (physical and social)

Examples from the field demonstrate that even with limited resources and in difficult circumstances, GCED can be implemented: while resource-intensive or system-wide initiatives may be unrealistic in the short term, there are policy and planning decisions that can be made, starting with an incremental integration of GCED into the education system at all levels.¹⁰³ For instance, working initially with a sub-set of schools expressing interest or UNESCO ASPnet schools can be one option.¹⁰⁴ This is what has been done by HTAC in Afghanistan¹⁰⁵ or by the RET in Burundi.¹⁰⁶ Focusing on one aspect of the education process, such as pre-service and in-service teacher training or revising textbooks to incorporate GCED concepts is another option¹⁰⁷ that was implemented in Nepal¹⁰⁸ and Myanmar.¹⁰⁹

A supportive community and school environment are vital to reinforce the impact of GCED and related programs. Indeed, it is important that these environments do not contradict the messages received by direct beneficiaries of the program.¹¹⁰ As seen earlier, the behavior of parents and school staff, or how the school is run can represent serious obstacles. Consequently, the following actions that improve community and school environments are recommended in the literature:

- Building a school climate that respects all students and staff: for instance, the Youth Peace Builders Project in Colombia influenced schools' pedagogic and management strategies, had them develop codes of conduct, and adopt measures to strengthen and support the work of student government bodies.¹¹¹

¹⁰¹ Smith et al., *The Role of Education in Peacebuilding, Literature Review*.

¹⁰² For more information, please see: USAID, *A Rapid Needs Assessment Guide: For Education in Countries Affected by Crisis and Conflict* (USAID, 2014), 4, <http://eccnetwork.net/wp-content/uploads/USAID-RNAG-FINAL.pdf>.

¹⁰³ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 50.

¹⁰⁴ Ibid.

¹⁰⁵ Sadeed, "Peace Education Can Make a Difference in Afghanistan."

¹⁰⁶ Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi."

¹⁰⁷ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 50.

¹⁰⁸ Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

¹⁰⁹ UNESCO, *Education for Peace and Development in Northern Rakhine State, Myanmar - Progress Report*.

¹¹⁰ Sinclair, *Education for Global Citizenship*, 35.

¹¹¹ Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia"; Sinclair, *Education for Global Citizenship*, 35.

- Democratic processes in class and school, or other activity, which can be exemplified in class procedures such as sharing of tasks by rotation and by using pair work or small group work, which gives all students a chance to speak.¹¹² for instance, democratic structures for school governance such as student parliaments have been in operation for many years in schools operated by UNRWA for Palestine refugees.¹¹³ UNICEF children’s parliament initiative in various countries has also been a key method for ensuring that children have a voice in the decisions that affect them.¹¹⁴
- Working with parents and the community: providing them with good briefings and inviting them to participate in consultations on elements of GCED helps avoid a disconnect between what students learn in school and what they are told at home.¹¹⁵ HTAC’s efforts in Afghanistan include this process with success.¹¹⁶ Similarly, the Youth Peace Builders Project in Colombia actively encouraged Parent Councils/Associations to foster and model democratic decision spaces within the schools, and design activities to train a wider number of parents in citizenship and peace values.¹¹⁷ International Alert’s peace education in Syria, Lebanon and Turkey recommends developing complementary adult peace education programming, which would help support a positive and enable environment within the home and family networks to encourage sustainability of change beyond individual children.¹¹⁸
- Service activities in school and community: they can reinforce citizenship learning provided that they engage the motivation of the students and helps them to build mutually beneficial relationships and skills (e.g., cooperation, communication, and advocacy).¹¹⁹ The Youth Peace Builders Project in Colombia supported the creation of youth organizations that provided a ‘real life’ platform for the exercise of leadership skills and citizenship competencies, and reinforced positive youth identities.¹²⁰
- Peer mediation and anti-bullying measures: they represent another opportunity to help improve the school climate and for students trained as peer mediators to practice what they have learned.¹²¹ For instance, the Youth Peace Builders Project in Colombia gave students the opportunity to propose and implement initiatives aimed at improving peaceful coexistence and acceptance of diversity within the schools.¹²²
- Use of multiple channels can also help reinforce school learning through radio/TV, printed matter, and in some settings web-based programs and social media. These channels also can contribute to open the minds of adults with whom children interact.¹²³

¹¹² Sinclair, *Education for Global Citizenship*, 35.

¹¹³ Pontefract, “UNRWA’s Human Rights, Conflict Resolution and Tolerance (HRCRT) Education Programme.”

¹¹⁴ For more details and an example in Mali, please visit: <https://www.unicef.org/mali/3924.html>

¹¹⁵ Sinclair, *Education for Global Citizenship*, 36.

¹¹⁶ Sadeed, “Peace Education Can Make a Difference in Afghanistan.”

¹¹⁷ Sinclair, *Education for Global Citizenship*, 36.

¹¹⁸ International Alert, *Teaching Peace, Building Resilience: Assessing the Impact of Peace Education for Young Syrians*, 15.

¹¹⁹ Sinclair, *Education for Global Citizenship*, 36. Ibid.

¹²⁰ Nieto and Luna, “Combining a National Competencies Framework and Civil Society Support in Colombia”; Sinclair, *Education for Global Citizenship*, 36.

¹²¹ Sinclair, *Education for Global Citizenship*, 37.

¹²² Nieto and Luna, “Combining a National Competencies Framework and Civil Society Support in Colombia”; Sinclair, *Education for Global Citizenship*, 37.

¹²³ Sinclair, *Education for Global Citizenship*, 37.

Radio broadcasts have been used to complement the RET programming for Responsible Citizenship in schools in Burundi.¹²⁴ Similarly, the outreach of the Youth Education for Life Skills program in Liberia

was extended further through media tools that included jingles, spot messages, radio programs, and soap operas.¹²⁵

3.2.2 Policy strategies

Curriculum review and identification of policy options

A first step is to bring national experts with interest in this topic together with regional and international expertise to conduct a curriculum review and identify policy options.¹²⁶ An interactive workshop will help curriculum officials, education faculty of national universities and teacher colleges, and textbook writers to understand the challenges of education that promotes values development and behavior change in relation to citizenship, and to draft policy options. Such workshops often lead to beneficial longer-term cooperation. They were particularly critical for the success of the integration of peace, human rights, and civic education into social studies curricula and textbooks in Nepal¹²⁷ and for UNRWA's Human Rights, Conflict Resolution and Tolerance education program dedicated to Palestinian refugees.¹²⁸

Adoption of a policy reform with stakeholders buy-in and sustainable high-level support

To avoid some of the challenges underscored previously, it is vital to select an approach (and title) that is acceptable to the main political groups in the country so that the subject will survive a change of government or minister.¹²⁹ Moreover, as the peace education program of HTAC demonstrates in Afghanistan, ensuring the support of the local community, including parents and teachers, is essential.¹³⁰ Indeed local ownership and program sustainability is facilitated when the program is designed in consultation with communities.¹³¹ The resistance from any of these groups risks shortening the life and/or reducing the effectiveness of the program: the goal is to have all groups feel included and have their concerns heard from the beginning and through regular presentations, communications, and consultations.¹³²

In particular, involving young people as active participants in the design, implementation, monitoring, and evaluation of GCED and related programs is not only a basic tenet of any human rights-based approach, but is seen in the literature as essential to ensuring the relevance of

¹²⁴ Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi."

¹²⁵ Hayden, M. F., *End of Project Evaluation: Rehabilitation and Reintegration of Women and Children Associated with Fighting Forces in Liberia* International Rescue Committee (IRC) Liberia. (International Rescue Committee, 2007); Mercy Corps, *Youth Education for Life Skills Program in Liberia: Final Report*.

¹²⁶ Sinclair, *Education for Global Citizenship*, 48.

¹²⁷ Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

¹²⁸ Pontefract, "UNRWA's Human Rights, Conflict Resolution and Tolerance (HRCRT) Education Programme."

¹²⁹ Sinclair, *Education for Global Citizenship*, 49.

¹³⁰ Robiollé-Moul, "Peace Education in Fragile States, a Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan."

¹³¹ Aly Rahim and Peter Holland, *Facilitating Transitions for Children and Youth: Lessons from Four Post-Conflict Fund Countries*, World Bank Social Development Papers 34 (World Bank, 2004); UNHCR, *HIV/AIDS Education for Refugee Youth - The Window of Hope* (UNHCR, Education Unit, Health and Community Development Section, 2001).

¹³² Sinclair, *Education for Global Citizenship*, 49.

programs to local realities and for long-term sustainability.¹³³ While participatory and inclusive approaches can delay program implementation, they are essential to achieving sustainable success.¹³⁴

Additionally, a successful policy will have the support from the senior management cadre of the MoE or agency so that they will make the effort to actually implement the reform.¹³⁵ Involving ministry staff from early stages ensures smooth phasing out and handing over from foreign NGOs to local agencies,¹³⁶ This practice contributed to the success of several of the projects studied for this report, in particular HTAC's program in Afghanistan¹³⁷ or the RET's program in Burundi.¹³⁸ In the case of Nepal, multi-year agreements between the education ministry and external agencies helped cement sustainable high-level support on both sides through Memoranda of Understanding.¹³⁹ Developing a handover plan to the MoE and/or other national organizations is also key.¹⁴⁰

Advocacy and community mobilization

Initial advocacy efforts play a significant role in the success of the implementation phase. For instance, in Myanmar, UNESCO conducted continuous advocacy and consultations with the MoE on developing conflict-sensitive life skills and peace education curriculum.¹⁴¹ All government stakeholders in Rakhine state as well as non-government service providers and development partners became fully supportive of the project and endorsed its implementation in project target areas, as well as in other areas of Rakhine State and Myanmar as a whole.¹⁴²

Capacity-building for a national team that comprises some full-time curriculum staff together with other educators having an interest in or responsibility for GCED is an essential element of the implementation phase.¹⁴³ The program's budget should integrate this step to avoid budget constraints once donor inputs are reduced. Indeed, a strong and inclusive core team greatly supports the effectiveness and sustainability of the program.¹⁴⁴ In Nepal, the collaboration between the MoE Curriculum Development Centre, the National Centre for Education Development, Save the Children, UNICEF, and UNESCO, through a multi-year agreement on education for human rights, peace and civics, provides a great example of such efforts.¹⁴⁵ In this case, the program team has extended the inclusiveness to representatives of marginalized minority ethnic/linguistic groups and include them in the consultative and curriculum writing

¹³³ *Education for Crisis-Affected Youth: A Literature Review*, 11.

¹³⁴ Hayden, M. F., *End of Project Evaluation: Rehabilitation and Reintegration of Women and Children Associated with Fighting Forces in Liberia* International Rescue Committee (IRC) Liberia

¹³⁵ Sinclair, *Education for Global Citizenship*, 49.

¹³⁶ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 10.

¹³⁷ Robiollé-Moul, "Peace Education in Fragile States, a Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan."

¹³⁸ Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi."

¹³⁹ Sinclair, *Education for Global Citizenship*, 50; Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

¹⁴⁰ Sinclair, *Education for Global Citizenship*, 54.

¹⁴¹ UNESCO, *Education for Peace and Development in Northern Rakhine State, Myanmar - Progress Report*.

¹⁴² *Ibid.*

¹⁴³ Sinclair, *Education for Global Citizenship*, 50.

¹⁴⁴ *Ibid.*

¹⁴⁵ Smith, "Peace, Human Rights and Civic Education in Nepal: Multi-Stakeholder Collaboration in Post-Conflict Curriculum Reform"; Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

process. As a result, the process was conflict-sensitive as it was not dominated by the linguistic/cultural/religious/political and economic elites who often dominate government, NGO, and other civil society organizations.¹⁴⁶

Facilitating informal youth education programs through cooperation between NGOs as well as between NGOs and local government agencies can yield significant results.¹⁴⁷ Information exchange, inter-agency collaboration, and cross-border coordination open up opportunities for lesson and practice sharing between staff teams.¹⁴⁸

Balancing scale and impact

Another major decision for the program's policy strategy is deciding between impact and coverage: should a government or agency focus on a small population group and use available financial and human resources to have a strong impact ('intensive programs'), and/ or design a program which will attempt to reach all students but may have less impact on each individual one of them ('less intensive methods' or 'wide coverage' approaches)?¹⁴⁹ The level of teacher competencies in the country, the scope for training large numbers of teachers, geographic, and logistical issues often influence this decision.¹⁵⁰

'Intensive methods' include school-based programs using participatory pedagogy based on varied stimulus activities followed by skilfully facilitated discussion, which requires well-trained and supported teachers, and may be more practicable for NGO work within a limited geographic area.¹⁵¹ This is the type of successful approach employed by the RET in a specific group of secondary schools in areas of Burundi receiving returning refugees,¹⁵² or by HTAC in schools in Afghanistan.¹⁵³ Another example of intensive approach happens where NGO work with youth, using multiple activities to change the mind-set of young people and engage them in constructive activities to help their peers, their schools or communities.¹⁵⁴ This approach was employed successfully in the Youth Peace Builders Project in Colombia¹⁵⁵ or in Liberia through the Youth Education for Life Skills (YES) program.¹⁵⁶ For instance, the project in Colombia supported not only the organization of community outreach activities (peace days/festivals) where students had the opportunity to put into practice their knowledge and skills, critically analyze their social environment, and express themselves in their own language (e.g. theater, songs, sports, etc.); it also encouraged the creation of over 25 youth organizations and a national youth network ("Young Wave").¹⁵⁷

'Less intensive methods' or 'wide coverage' approaches include the integration of new content into a national textbook with suggestions for teacher use with some modest training of teachers

¹⁴⁶ Sinclair, *Education for Global Citizenship*, 50.

¹⁴⁷ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 10.

¹⁴⁸ Ibid.

¹⁴⁹ Sinclair, *Education for Global Citizenship*, 54.

¹⁵⁰ Ibid.

¹⁵¹ Ibid., 55.

¹⁵² Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi."

¹⁵³ Sadeed, "Peace Education Can Make a Difference in Afghanistan."

¹⁵⁴ Sinclair, *Education for Global Citizenship*, 55.

¹⁵⁵ Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia."

¹⁵⁶ Hayden, M. F., *End of Project Evaluation: Rehabilitation and Reintegration of Women and Children Associated with Fighting Forces in Liberia International Rescue Committee (IRC) Liberia*.

¹⁵⁷ Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia," 124.

on the new material if possible.¹⁵⁸ This method was selected both in Nepal¹⁵⁹ and in Haiti where UNESCO supports the MoE in the integration of sexual education, human rights and culture of peace in the national curriculum.¹⁶⁰ Additionally, using radio broadcasts is another ‘less intensive method’ with a broad outreach in principle; however, there is no certainty as to who will listen or how they will interpret the messages.¹⁶¹ For instance, radio and animated TV clips for promoting peace, human rights, gender equality, right to education, health care, and noble values were produced and broadcasted in Iraq for UNESCO’s Distance Learning Project.¹⁶² Considering initiatives implemented in the field, particularly in crisis situations, a phased approach that includes both intensive and less intensive elements is the most adequate.¹⁶³ In order to succeed, such mixed approach needs to include the following elements:

- ‘Clear’ national policy and strategic plan for phased approach;
- Intensive approaches in an expanding network of ‘pilot’ or ‘model’ schools;
- Intensive course units within teacher training programs;
- Intensive approaches in school clubs and youth organizations (to provide ‘real life’ opportunities for youth to practice citizenship competencies);
- Wide coverage approach through sections on local, national, and global citizenship/ conflict resolution/ peace/ tolerance/ human rights/ humanitarian norms and action, in textbooks for each grade of schooling (including use of relevant stories and guidance for reflection and class discussion);
- Supplementary reading materials for all schools, designed to both raise literacy and provide stories modelling the values, skills, and behaviors needed for responsible local, national and global citizenship and peace;
- Inclusion in existing literacy and vocational training programs;
- Wider awareness-raising through radio and other media.’¹⁶⁴

Ensuring long term funding and support

As seen earlier, ensuring the sustainability of the program is one of the main challenges. Many programs start but few survive and flourish, most of the time because of short term funding.¹⁶⁵ It is essential to plan for a decade not a year to have a significant and transformative impact on students’ behavior in the short, medium and longer term as citizens, not just at the local level but also at the national and global levels.¹⁶⁶ While most donors cannot promise money for a decade, they should draw up strategies based on perspective planning at least to the medium term in conjunction with national actors.¹⁶⁷ IRC’s Healing Classrooms program in the DRC did benefit from a longer time frame in its funding, which helped increase its chances of successful impact on students as well as its evaluations possibilities.¹⁶⁸

¹⁵⁸ Sinclair, *Education for Global Citizenship*, 55.

¹⁵⁹ Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

¹⁶⁰ UNESCO Haiti, *Program Report*.

¹⁶¹ Sinclair, *Education for Global Citizenship*, 55.

¹⁶² UNESCO Iraq Office, *Distance Learning Project: External Evaluation Report*.

¹⁶³ Sinclair, *Education for Global Citizenship*, 57.

¹⁶⁴ *Ibid.*

¹⁶⁵ *Ibid.*, 53.

¹⁶⁶ *Ibid.*

¹⁶⁷ *Ibid.*

¹⁶⁸ Sharon Wolf et al., “Preliminary Impacts of the ‘Learning to Read in a Healing Classroom’ Intervention on Teacher Well-Being in the Democratic Republic of the Congo.”

3.2.3 Curriculum

Program content

Circumstances of each country and contexts help determine the learning objectives, curriculum content and the balance between the themes. However, regardless of each particular situation, adopting a holistic approach is recommended.¹⁶⁹ For instance, International Alert's work on peace education with Syrian civil society organizations in Syria, Lebanon, and Turkey highlighted the degradation of education infrastructure and opportunities to learn as a key vulnerability, and underlined the central role of quality, holistic education in reducing vulnerability and increasing resilience.¹⁷⁰ Indeed, in times of crisis, many students as well as teachers may be suffering from the psychological effects of trauma, loss of or separation from family members, and other stressful circumstances.¹⁷¹ This International Alert's initiative demonstrated how the provision of psychosocial support, safe spaces, supportive, and positive adult role models, and value-based lessons in non-violence, human rights and self-care helps young people to navigate and cope with the impact of crisis and war in particular.¹⁷² The project team also recommended exploring ways to further refine peace education modules and consider how to address the gender dimensions of vulnerability for children and young people: this would include refining culturally sensitive modules, which address the risks of sexual exploitation and abuse, early marriage, and child labor.¹⁷³ These modules should be developed and tested with communities to ensure appropriateness and relevance. The International Rescue Committee's Healing Classrooms initiative for conflict-affected settings is another example of the few programs that directly deal with trauma.¹⁷⁴

A comprehensive approach to life skills, education for peace, respect for human rights, active citizenship, and preventive health also helps accommodate various goals without requiring separate initiatives for each.¹⁷⁵ Nevertheless, it is important to avoid losing specific goals when programs become too general which can notably hinder effective monitoring and evaluation.¹⁷⁶ Finding a title for a holistic approach at national level can be challenging in itself. Carefully choosing through consultations with national stakeholders the terminology used for umbrella titles and thematic sub-titles is recommended.¹⁷⁷ The terms selected should be highly motivational to students (and staff); and acceptable to students, teachers, parents, local communities, national leaders, and opinion formers.¹⁷⁸

¹⁶⁹ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 47; Sinclair, *Education for Global Citizenship*, 22.

¹⁷⁰ International Alert, *Teaching Peace, Building Resilience: Assessing the Impact of Peace Education for Young Syrians*.

¹⁷¹ Sinclair, *Education for Global Citizenship*, 40.

¹⁷² International Alert, *Teaching Peace, Building Resilience: Assessing the Impact of Peace Education for Young Syrians*.

¹⁷³ Ibid.

¹⁷⁴ International Rescue Committee, *Healing Classrooms, Healing Families, Healing Communities: Social and Emotional Learning at the IRC*; International Rescue Committee, *Policy Brief: Improving Children's Learning and Development in the Democratic Republic of Congo* (International Rescue Committee, 2015), http://steinhardt.nyu.edu/scmsAdmin/media/users/eez206/OPEQPolicyBrief_FINAL-1_050216.pdf.

¹⁷⁵ Sinclair, *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-First Century*, 119.

¹⁷⁶ UNICEF, *Adolescent Programming Experiences during Conflict and Post-conflict* (UNICEF, 2004), [http://www.unicef.org/adolescent_conflict\(1\).pdf](http://www.unicef.org/adolescent_conflict(1).pdf).

¹⁷⁷ Sinclair, *Education for Global Citizenship*, 24.

¹⁷⁸ Ibid.

International Alert's work on peace education with Syrian civil society organizations in Syria, Lebanon, and Turkey provided additional interesting lessons applicable for GCED programs in crisis settings. First, International Alert goes further in the holistic approach by recommending the delivery of peace education programs as part of a comprehensive package of support for children and young people, which includes providing peace education activities, alongside formal education, as well as support, which addresses other factors of vulnerability for young people, such as economic factors.¹⁷⁹ Establishing partnerships with other agencies, including national institutions, local and international INGOs, and intergovernmental agencies, providing social, humanitarian, and development assistance provides integrated support, and encourage effective referral and information-sharing mechanisms and learning.¹⁸⁰

Second, International Alert recommends refining and adapting the program's content to different age groups' needs. While the 10–15-year-olds was the age group for which the program was proven most effective, the needs of the under 10s should be addressed as well as they are being impacted by violence, conflict, and displacement at a critical point in their development, as part of a long-term approach to building resilience and reducing vulnerability.¹⁸¹ Indeed, providing peace education and psychosocial support to 6–10-year-olds can combat the destructive and traumatic impact of the conflict environment young children are experiencing.¹⁸²

Finally, it is necessary to develop strategies to attract and retain participation of vulnerable children and young people aged 16+ in order to reach the broadest possible category of the 12–24 at-risk age group, including targeting hard-to reach young adults outside of education, who are actively seeking work (instead of going to school).¹⁸³

Placement within the curriculum for formal programs

There are four main approaches to the pedagogical implementation of GCED and related programs within formal education: a separate subject in the curriculum (knowledge- and/or skill-based), integrated within certain subjects, spread across the curriculum, and/or a whole-school approach. Whenever possible, these three approaches are combined¹⁸⁴ because practitioners consider that it is preferable to embrace all three.¹⁸⁵ Indeed, these approaches can be complementary and have maximum impact when adopted together.¹⁸⁶

While the separate subject approach requires courage and resources, it is rewarding for students and teachers.¹⁸⁷ As a result, a combination of highly focused study through the separate subject approach, supplemented by attempted 'infusion' of the same ideas in existing subjects is recommended.¹⁸⁸ For instance, school personnel can infuse an awareness of peace into all levels of schooling: 'they can teach about peace (curriculum) to pupils of all ages; at the micro level,

¹⁷⁹ International Alert, *Teaching Peace, Building Resilience: Assessing the Impact of Peace Education for Young Syrians*, 15.

¹⁸⁰ *Ibid.*

¹⁸¹ *Ibid.*

¹⁸² *Ibid.*

¹⁸³ *Ibid.*

¹⁸⁴ Fountain, *Peace Education in UNICEF*, 39–40.

¹⁸⁵ Bretherton, Weston, and Zbar, "Peace Education in a Post-Conflict Environment: The Case of Sierra Leone."

¹⁸⁶ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 48.

¹⁸⁷ Sinclair, *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-First Century*, 120.

¹⁸⁸ *Ibid.*

they can use peace techniques to run their classes (classroom climate); and at the macro level, they can run schools peacefully (school climate).¹⁸⁹ Indeed, a supportive school climate is one of the conditions for the success of a peace education program.¹⁹⁰ Schools principals can also extend it to the community by sponsoring workshops for parents in positive parenting skills. Such complementary efforts are important because much violence is found outside the school. They help reinforce the alternatives to violence that children are learning in class once they are outside the school walls (see section on implementation strategies regarding community and school environment for illustrative examples of such practice).

GCED content and competencies are often integrated as part of an existing curriculum (such as civics or citizenship education, environmental studies, geography, or culture).¹⁹¹ When the competencies for GCED align with those required for other subjects, this integration can work well: for example, in Colombia, the alignment of citizenship building and comprehensive sexuality education initiatives have enabled participants to better understand their universal rights to health and well-being, and to develop competencies to claim these rights.¹⁹²

3.2.4 Teachers and Teaching practices

Teaching practices

The goal of GCED is not just learning and retention of facts but for students to have the skills and values needed to play an active and positive role in relation to school, family, society, national, and global issues.¹⁹³ As a result, participatory, learner-centered and inclusive teaching and learning practices are central.¹⁹⁴ It requires an active engagement of learners that the following methods can facilitate:

- Culturally-sensitive and accessible educational materials, stories help engage students' empathy and introduce concepts, skills, values, and problem-solving supportive of citizenship and peacebuilding behaviors, open-ended questions, and encourage creativity and participation.¹⁹⁵ This method has been particularly successful for UNICEF's program in South Sudan¹⁹⁶ or for HTAC's peace education program in Afghanistan.¹⁹⁷ Indeed, both projects used cultural and religious references such as traditional sayings and stories that strategically connect the curriculum with the society around the

¹⁸⁹ Harris, "Types of Peace Education," 307.

¹⁹⁰ Ibid. 307.

¹⁹¹ UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century*, 27.

¹⁹² Ibid.

¹⁹³ Sinclair, *Education for Global Citizenship*, 29.

¹⁹⁴ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 52.

¹⁹⁵ Pamela Baxter, "The UNHCR Peace Education Programme: Skills for Life," *Forced Migration Review* 11 (October 2001); T. Betancourt et al., "High Hope, Grim Reality: Reintegration and the Education of Former Child Soldiers in Sierra Leone," *Comparative Education Review* 52, no. 4 (2008): 565-587; Hansen, *Final Evaluation of the Office of Transition Initiatives' Program in Sierra Leone*; UNHCR, *HIV/AIDS Education for Refugee Youth - The Window of Hope*. Cited in ; Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*.

¹⁹⁶ Knezevic and Smith, *Curriculum, Life Skills and Peacebuilding Education – Promoting Equity and Peacebuilding in South Sudan: Results and Lessons Learned*.

¹⁹⁷ Sadeed, "Peace Education Can Make a Difference in Afghanistan."

students.¹⁹⁸ Similarly, INEE's peace education program uses peace-oriented proverbs from Somalia and other countries as stimulus activities.¹⁹⁹

- Role-play can be used to teach skills and positive attitudes and behaviors that help youth make informed decisions in their lives.²⁰⁰ Indeed, game-like activities or skits oriented to citizenship and peace can make a stronger connection with the student as a person than simply reading a book or listening to a teacher.²⁰¹ However, while they can be very effective, such learning activities require good training of and support for teachers.²⁰² The RET has used these types of stimulus activity extensively in its Responsible Citizenship program in Burundi to introduce skills and concepts such as inclusion, two-way communication, emotional awareness and control, empathy, bias, stereotyping, cooperation, assertiveness, problem-solving, win-win solutions, and mediation.²⁰³
- Participative activities that relate to intrapersonal and interpersonal communication, emotional awareness, and empathy are critical to help with healing as well as to provide the foundation for skills such as conflict resolution that are part of GCED.²⁰⁴
- Sports and expressive activities (art, drama, poetry, creative writing, diaries, music, and dance) involving students' identities and emotions are encouraged as a teaching tool to support many citizenship and peace education objectives, as well as helping meet psychosocial needs after traumatic experiences.²⁰⁵ These types of activities were particularly central and useful to the Youth Peace Builders Project in Colombia²⁰⁶ and to the Better Together Project in Lebanon,²⁰⁷ creating resources and spaces to facilitate learning and reflection at the school and community levels.²⁰⁸
- Training youth as peer educators and mediators can be powerful and cost-effective as youth are able to reach marginalized groups in sharing a common youth language.²⁰⁹ This was a key dimension of Plan International's Youth Peace Builders project in Colombia where young people were used in multiplier teams.²¹⁰ It is also part of the approach employed in the project to promote civic values and life skills for adolescents through education in Iraq.²¹¹

¹⁹⁸ Sinclair, *Education for Global Citizenship*, 32.

¹⁹⁹ Pamela Baxter, "Development of the INEE Peace Education Programme," in *Education for Global Citizenship*, ed. Margaret Sinclair (Doha, Qatar: Education Above All, 2012), http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf.

²⁰⁰ UNHCR, *HIV/AIDS Education for Refugee Youth - The Window of Hope*.

²⁰¹ Sinclair, *Education for Global Citizenship*, 31.

²⁰² *Ibid.*, 30.

²⁰³ Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi"; Sinclair, *Education for Global Citizenship*, 31.

²⁰⁴ Sinclair, *Education for Global Citizenship*, 40.

²⁰⁵ *Ibid.*, 32.

²⁰⁶ Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia."

²⁰⁷ Ortmans, "Better Together: A Youth-Led Approach to Peaceful Coexistence."

²⁰⁸ Sinclair, *Education for Global Citizenship*, 32.

²⁰⁹ UNHCR, *HIV/AIDS Education for Refugee Youth - The Window of Hope*.

²¹⁰ Nieto and Luna, "Combining a National Competencies Framework and Civil Society Support in Colombia."

²¹¹ UNESCWA, *Promoting Civic Values and Life Skills for Adolescents (12 to 19 Years Old) Through Education in Iraq - Final Programme Narrative Report*.

- Reading a section of a textbook or other learning material is a more traditional method. When used for GCED, the textbooks or other materials should provide support to the teacher and student through suggestions of questions for discussion and reflection, to help students link the content to their own lives.²¹² This type of method was used in Nepal when including education for human rights, peace and civics in the national curriculum.²¹³

Teacher training and support

Considering the great difference of methodology with the pedagogy they are used to, teachers need special training to employ experiential approaches that deal with topics such as GCED.²¹⁴ To succeed in teaching for values and behavior change as well as introducing unfamiliar subject matter, they require initial training by experienced trainers who have internalized both the content and the methodology.²¹⁵

Teacher training should also be transformative to model the participative and inclusive approaches the teachers should ultimately use in the classroom; they should reflect on and find personal motivation to use these approaches.²¹⁶ One of the lessons learned from the design and implementation of Juegos de Paz, the peace education program launched in schools in Colombia by the MoE, was that transformative change requires a holistic approach for teacher training as well. In this case, a holistic approach meant taking an expansive view of the training content that went beyond mere curriculum and focused on the interrelationships within and among teachers and learners: traditional focus on knowledge and skills is insufficient, focusing on teachers' attitudes, feelings, behaviors, and relationships is essential.²¹⁷ Additionally, the vision of the training itself was expanded: the trainers sought to create a training space in which they acknowledged the central role and value of teachers' relationships to principals, local secretaries of education, community leaders, and families.²¹⁸

Recognizing and coping creatively with the psychosocial needs of their students and themselves is another critical objective of a teacher training.²¹⁹ As a result, a five-day intensive workshop is a strict minimum to train teachers in GCED and related programs. More time is preferable and ongoing training and support by mobile trainers and mentors is essential.²²⁰ For instance, HTAC's peace education program in Afghanistan offers teachers ongoing support through its local staff. When possible, using teachers dedicated specifically to GCED is preferable: it increases greatly the chances to have staff with skills and motivation to give most or all of their time to this program.²²¹

Importantly, teacher training needs to be complemented by structured teaching materials and mentoring which enable the teachers to move forward with these new approaches and subject

²¹² Sinclair, *Education for Global Citizenship*, 33.

²¹³ Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

²¹⁴ Sinclair, *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-First Century*, 119.

²¹⁵ Sinclair, *Education for Global Citizenship*, 38.

²¹⁶ Sinclair, *Education for Global Citizenship*, 40.

²¹⁷ Diazgranados et al., "Transformative Peace Education with Teachers: Lessons from Juegos de Paz in Rural Colombia."

²¹⁸ Ibid.

²¹⁹ Sinclair, *Education for Global Citizenship*, 40.

²²⁰ Ibid., 38.

²²¹ Sinclair, "Education in Emergencies," 30.

matter in the classroom.²²² Structured teacher guides with varied stimulus activities were part of the teaching materials developed by the RET in Burundi²²³ and by Save the Children, UNESCO, and UNICEF in Nepal.²²⁴ Moreover, ongoing mentoring and support are essential to help teachers master these new methods. Strong support of the head teacher, of the school management committee or local authorities, and of policy makers and national leaders, contributes to the success of teachers' professional development.²²⁵ Fostering networks to support educators through resource sharing, trainings, and opportunities for peer sharing and learning is another interesting way to improve this training process.²²⁶

3.2.5 Target the right populations and reach the un-reached

Targeting participants is also strategic. A common pitfall is the targeting of community elites, simpler to accomplish, but also counterproductive as it strengthens existing inequities.²²⁷ Indeed, since training is a form of empowerment, identifying the most vulnerable youth, approaching, and engaging them is key.²²⁸ Involving their parents and guardians in program activities is significant for the program's success.²²⁹

Additionally, programs must make concerted efforts to reach marginalized and 'invisible' groups in the community such as girls, adolescents, and persons with disabilities. Indeed, crisis situations can provide 'windows of opportunity' for previously excluded groups by opening up systems for reform and development, mobilizing awareness of and funding, and generating changes in societal attitudes and behaviors.²³⁰ Increasing women and adolescent girls' access to these programs can be obtained when providing them with remedial learning and evening classes, as well as childcare for young mothers.²³¹ For instance, the Youth Reintegration Training and Education for Peace Program in Sierra Leone empowered and helped female participants feel a greater sense of confidence, thinking of themselves more as community leaders and as having options, and, in essence, feeling less victimized.²³² Additionally, thanks to the Youth Education for Life Skills project in Liberia, which also aimed to enhance women's self-esteem and voice their opinions on matters affecting their community, women were empowered to be more active and outspoken in the community, and many could also now write their names, count from one to hundred, and say their ABCs.²³³

Conflict-sensitive programs that are inclusive of both refugee and host community youth are essential to avoid parallel service systems, which have been proven ineffective and have often led to inter-group hostilities.²³⁴ Approaches based on these encounters and collaboration were proven successful in the Better Together Program led by Search for Common Ground in Lebanon

²²² Sinclair, *Education for Global Citizenship*, 41.

²²³ Servas, "Responsible Citizenship: An Education Programme in Returnee Areas of Burundi."

²²⁴ Smith, *Nepal: Lessons from Integrating Peace, Human Rights, and Civic Education into Social Studies Curricula and Textbooks*.

²²⁵ Sinclair, *Education for Global Citizenship*, 42.

²²⁶ Ibid.

²²⁷ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 9.

²²⁸ Sommers, "Peace Education and Refugee Youth."

²²⁹ Ibid.

²³⁰ C.B. Lloyd and J. Young, *New Lessons - The Power Of Educating Adolescent Girls - A Girls Count Report on Adolescent Girls* (The Population Council, 2009).

²³¹ UNICEF, *Adolescent Programming Experiences during Conflict and Post-conflict*.

²³² Hansen, *Final Evaluation of the Office of Transition Initiatives' Program in Sierra Leone*.

²³³ Mercy Corps, *Youth Education for Life Skills Program in Liberia: Final Report*.

²³⁴ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 11.

between Syrian Refugee and Lebanese Local youth.²³⁵ Indeed, at the individual level, participants experienced positive changes in the areas of self-confidence, ways that they respond to conflicts, prejudices toward the other, and individual influences on families and communities.²³⁶

Formal school-based programs should find ways to be inclusive of school dropouts and out-of-school children. Several options can be considered including the use of mother tongue where needed and practicable.²³⁷ After-school clubs, vacation workshops, and youth clubs or study circles represent other ways of reaching children and young people.²³⁸

3.2.6 Research and knowledge

Phased implementation with feedback and significant evaluation strategies

Scaling up to the national level quickly after a small pilot project has been introduced is not a satisfactory approach.²³⁹ For a subject such as GCED where transformative teacher training is critical, it is recommended to conduct a phased implementation with feedback that allows a training that is not based on ‘cascade’ methods.²⁴⁰

Monitoring and evaluation processes are of special importance. Assessment and evaluation can help: improve learning outcomes and determine learners’ strengths and areas for improvement, adapt curriculum and instructional approaches to learners’ needs, and assess the overall effectiveness of programmatic and classroom practices.²⁴¹ However, considering the goal of GCED, assessment needs to go beyond learners’ knowledge of facts to also include assessment of skills, values and attitudes.²⁴² It can be conducted in different ways, taking into consideration different aspects such as the inputs (e.g. educators’ competencies, resources, tools, learning environment), the process (e.g. teaching practices, types of actions, learners’ engagement) and the outcomes (e.g. knowledge, values, attitudes, skills, impact on communities).²⁴³ Sometimes, new teaching materials are difficult to use, and some teachers can be unable to handle certain activities despite the teacher training. As a result, even the production of resource materials should be seen as an iterative activity, with revisions based on feedback. Such feedback loops were integrated in several of the project studied, including HTAC’s project in Afghanistan,²⁴⁴ the RET’s project in Burundi,²⁴⁵ and the Youth Peace Builders Project in Colombia.²⁴⁶

While optimal, a combination of quantitative and qualitative indicators and evaluation tools is adopted by a limited number of programs. More longitudinal studies are necessary to develop an effective research and advocacy base on education for crisis-affected youth.²⁴⁷ These complex and expensive studies require partnerships among NGOs and between NGOs, governments, donors, academic institutions, and beneficiary communities, such as the ones developed for the

²³⁵ Ortman, “Better Together: A Youth-Led Approach to Peaceful Coexistence.”

²³⁶ Ibid., 4.

²³⁷ Sommers, “Peace Education and Refugee Youth.”

²³⁸ Sinclair, “Education in Emergencies,” 30.

²³⁹ Sinclair, *Education for Global Citizenship*, 51.

²⁴⁰ Ibid.

²⁴¹ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 56.

²⁴² Ibid.

²⁴³ UNESCO, *Global Citizenship Education: Preparing Learners for the Challenges of the Twenty-First Century*, 35.

²⁴⁴ Robiollé-Moul, “Peace Education in Fragile States, a Case Study of the Influence of Global Discussions of Peace Education in Conflict Settings on National Education Policy and Local NGO Efforts in Afghanistan.”

²⁴⁵ Servas, “Responsible Citizenship: An Education Programme in Returnee Areas of Burundi.”

²⁴⁶ Nieto and Luna, “Combining a National Competencies Framework and Civil Society Support in Colombia.”

²⁴⁷ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 11.

Healing Classrooms program in DRC.²⁴⁸ Moreover, obtaining a longer-term funding provided IRC with the opportunity to conduct serious impact evaluation. UNICEF’s Peacebuilding, Education and Advocacy (PBEA) program also placed a particular importance on developing rigorous evaluation methods and tools for all its projects, including in South Sudan. The goal was to seriously assess the extent to which the program outcomes were achieved and whether the program made identifiable contributions to peacebuilding, social cohesion, and/or resilience at the individual, community, institutional and/or systems levels.²⁴⁹ Evidence from its preliminary successes demonstrated that UNICEF should scale up these types of interventions to build on the gains achieved.²⁵⁰ When assessing the program’s impact, research and data collection efforts must also work to distinguish the many excluded female and male youth with age- and sex-disaggregated data that were not available for several of the projects studied for this report.²⁵¹

Assessing GCED program outcomes and impact is challenging due to the nature of these interventions, and even more so, as there is no globally agreed indicator framework for monitoring GCED yet. A measurement framework may become available soon thanks to the inclusion of GCED within one of the targets of the Education 2030 development agenda.²⁵² A Technical Advisory Group²⁵³ has developed a set of thematic indicators for Education following a broad consultation process.²⁵⁴ However, greater efforts are needed at the national and global level to bridge gaps in measuring learning outcomes.²⁵⁵ Global progress towards Target 4.7 will be measured through a set of indicators that cover the extent to which GCED is integrated into national education policies, curriculum, teacher training and student assessment. In addition to the global monitoring framework, there is still a need for developing indicators that assess the impact of GCED programs on learners’ skills, attitudes, and behaviors.

4. Conclusion and Recommendations

“Transformative education for local, national and global citizenship and peace CAN be implemented even under difficult conditions if there is a policy commitment to do so.”²⁵⁶

GCED and related programs are even more critical in crisis situations. Indeed, such periods can offer a window of opportunity to address some of the root causes of a conflict,²⁵⁷ the psychosocial needs of children and adolescents affected by trauma and displacement, the need

²⁴⁸ Sharon Wolf et al., “Preliminary Impacts of the ‘Learning to Read in a Healing Classroom’ Intervention on Teacher Well-Being in the Democratic Republic of the Congo.”

²⁴⁹ UNICEF, *Evaluation of UNICEF’s Peacebuilding, Education and Advocacy Programme (PBEA): Outcome Evaluation* (UNICEF, 2015), 2, http://www.unicef.org/evaldatabase/files/PBEA_Outcome_Evaluation_Report.pdf.

²⁵⁰ *Ibid.*, x.

²⁵¹ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 11.

²⁵² UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 57.

²⁵³ The TAG consists of representatives from Member States representing all regions, civil society organizations and international partners (UNESCO, EFA Global Monitoring Report/GEMR, OECD, UNICEF and the World Bank).

²⁵⁴ See Annex II of: United Nations, *Education 2030 Framework for Action*.

²⁵⁵ *Ibid.*, para. 76.

²⁵⁶ Sinclair, *Education for Global Citizenship*, 9.

²⁵⁷ UNICEF, *Education in Emergencies: A Resource Tool Kit* (UNICEF, 2006), 65, http://www.unicef.org/rosa/Rosa-Education_in_Emergencies_ToolKit.pdf.

to protect them from harm, the need to disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education, and education for peace and citizenship.²⁵⁸ Additionally, crisis situations can provide opportunities to reach previously excluded or marginalized groups by opening up systems for reform and development, mobilizing awareness of and funding, and generating changes in societal attitudes and behaviors.²⁵⁹ Nevertheless, reaching Target 4.7 requires improving our understanding of what promoting and implementing GCED programs in crisis situations involve. This desk review of existing research and case studies in crisis situations unveiled the key challenges these programs encounter in such contexts, as well as promising practices that can guide the design and implementation of future GCED and related programs. While it underscores various challenges encountered in crisis situations, the present study offers promising practices that support the evidence that GCED can and should be implemented in crisis situations, including in response to the current refugee crisis.

Key challenges for the design and implementation of GCED in crisis situations

Community and school environment (physical and social):

- The quality of teaching and students' learning is particularly affected in crisis situations (Poor school infrastructure, lack of resources, lack of safety, widespread human rights violations, or deteriorated living conditions);
- Surrounding acts of violence challenge the development of personal non-violent conflict management skills.

Policies:

- A lack of political will on the part of donors and governments can be explained by a lack of prioritization of GCED within education programs for various reasons;
- Local authorities and community members who have not been introduced in advance to the content of the GCED program and have not been involved somehow in the design of the program can be suspicious and present resistance against the promotion and implementation of the program.

Curriculum:

- Because GCED can be defined and interpreted in different ways, its nature can be confusing for its implementation in the field, and its placement within the curriculum can be challenging;
- Teachers may be uncomfortable facilitating class discussions on particular topics, and the content of what is taught can raise suspicions and generate resistance from different groups;
- If the curriculum's content is disconnected from the cultural context or does not integrate specific issues that participants encounter, it can represent serious obstacles for the credibility and success of GCED programs.

²⁵⁸ Sinclair, "Education in Emergencies," 1.

²⁵⁹ Lloyd and Young, *New Lessons - The Power Of Educating Adolescent Girls - A Girls Count Report on Adolescent Girls*.

Teachers and Teaching practices:

- A lack of qualified teachers because of the inadequacy of policies for recruitment, training, upgrading qualifications, and terms and conditions of employment (including non- and/or low payment). Insufficient teacher training and complex new pedagogy and materials represent obstacle as well;
- A lack of safety and psychological trauma also affect teacher's morale and motivation.

Target the right populations and reach the un-reached: reaching marginalized groups is even more challenging in crisis situations where access to education services is even tougher.

Research and knowledge: The unstable context, the complexity of GCED, the lack of adapted tools, and the lack of funding dedicated to serious monitoring and evaluation challenge the provision of rigorous impact evaluation.

Promising practices for the design and implementation of GCED in crisis situations

Community and school environments: a safe and supportive community and school environment that do not contradict the messages received by learners are essential, thanks to: a school climate that respects all students and staff; democratic processes in class and school; working with parents and the community; service activities in school and community; peer mediation and anti-bullying measures; and use of multiple channels.

Policy strategies:

- **Reviewing curriculum and identifying policy options with national experts;**
- **Adopting a policy reform with stakeholders buy-in and sustainable high-level support:** program design, implementation, and monitoring in consultation with communities and active participation of young people in particular is key to ensure the relevance of programs to local realities and its long-term sustainability. A successful policy will have the support from the senior management cadre of the MoE (and not just by a single champion).
- **Advocacy and community mobilization:** Initial advocacy efforts play a significant role in the success of the implementation phase. Capacity-building for a strong and inclusive national team greatly supports the effectiveness, conflict-sensitivity, and sustainability of the program.
- **Balancing scale and impact:** a phased approach that includes both intensive and less intensive elements is the most adequate in crisis situations.
- **Ensuring long term funding and support** is essential in order to obtain a significant and transformative impact on students' behavior in the short, medium, and longer term.

Curriculum:

- **Program content:** adopting a holistic approach, developing a relevant content adapted to different age groups, to cultural context and traditions, and which covers local, national, and global dimensions is key.
- **Placement within the curriculum for formal programs:** a combination of highly focused study through the separate subject approach, supplemented by attempted 'infusion' of the same ideas in existing subjects is recommended when possible.

Teachers and Teaching practices:

- **Teaching practices** can include: culturally-sensitive and accessible educational material; game-like activities or skits; participative activities that relate to intrapersonal and interpersonal communication, emotional awareness, coping, and empathy; sports and expressive activities involving students' identities and emotions; and training youth as peer educators and mediators.
- **Teacher training and support** should be provided by experienced trainers who have internalized both the content and the methodology, and transformative to model the participative and inclusive approaches. A five-day intensive training workshop is a strict minimum, more time is preferable and ongoing training and support by mobile trainers and mentors is critical. Fostering networks to support educators through resource sharing, trainings, and opportunities for peer sharing and learning can also improve this training process.

Target the right populations and reaching the un-reached: addressing the specific needs of refugees and IDPs; identifying the most vulnerable youth, school dropouts and out-of-school children; and approaching and engaging them is key. Involving parents and guardians in program activities is strategic. Reaching marginalized groups in the community such as girls, adolescents, and persons with disabilities, thanks to the use of mother tongue, evening activities, and youth clubs, is also essential.

Research and knowledge:

- **Phased implementation with feedback and significant evaluation strategies:** for a subject such as GCED where transformative teacher training is necessary, it is recommended to conduct a phased implementation with feedback that allows a training that is not based on 'cascade' methods. Monitoring and evaluation processes are of special importance. More longitudinal studies are needed to develop an effective research and advocacy base on education for crisis-affected youth. They require partnerships among NGOs and between NGOs, governments, donors, academic institutions, and beneficiary communities. Research and data collection efforts must work to distinguish the many excluded female and male youth with age- and sex-disaggregated data.

While there is no single approach to implementing GCED, experience suggests that certain factors contribute to its effective delivery.²⁶⁰ GCED needs to be structured enough to allow for effective evaluation, however, it must also be flexible enough to keep up with fast changing realities in acute and post-crisis contexts.²⁶¹ In particular, refugee programs should include procedures for rapid response to the needs of newly arriving refugee children and adolescents and IDPs.²⁶² To be successful and obtain a sustainable impact, GCED in crisis settings should be:²⁶³

- Embedded in policy with wide stakeholder buy-in;
- Long term and sustainable;
- Holistic, including the various sub-topics in a systematic way;

²⁶⁰ UNESCO, *Global Citizenship Education: Topics and Learning Objectives*, 46.

²⁶¹ Zeus and Chaffin, *Education for Crisis-Affected Youth: A Literature Review*, 11.

²⁶² Sinclair, "Education in Emergencies," 1.

²⁶³ Sinclair, *Education for Global Citizenship*, 9.

- Reinforced in each year of schooling and preferably in the wider society (targeting under-represented groups, including girls, adolescents, and persons with disabilities);
- Covering the local, national, and global dimensions;
- Supported by pre-service and continuing in-service training of teachers;
- Developed and sustained in collaboration with local communities;
- Scalable with maintenance of quality;
- With feedback from [rigorous monitoring] and evaluation processes;
- Based on collaborative arrangements that ensure expertise over the longer term;
- With provision for periodic review and renewal.

It is now clear that creating global citizens goes beyond education; engagement across multiple sectors, actors and levels is required to have a long-lasting impact: ‘It is not only the education sector that should work on this, it’s everyone’, explains Mr. Qian Tang, Assistant Director-General for Education, ‘it is a joint effort of all stakeholders to make sure that the youth and the young generation can have the learning, so that they can have work and make a better future for tomorrow.’²⁶⁴

5. Annex: List of crisis-affected countries

According to the study conducted by UNESCO’s evaluation office, as of 2016, 52 countries can be considered ‘in crisis situations’ currently.²⁶⁵ This list was built according to the three following sources:

1. **World Bank:** The World Bank Group annually releases the Harmonized List of Fragile Situations through its Center on Conflict, Security and Development (CCSD), which ranks countries and territories affected by fragility. These countries and territories are included based on:
 - A harmonized Country Policy and Institutional Assessment (CPIA)²⁶⁶ score, which has to be 3.2 or less, and/or
 - The presence of a UN and/or regional peace-keeping or political/peace-building mission during the last three years.²⁶⁷

Further, the list includes only International Development Association eligible countries and non-member or inactive territories/countries without CPIA data. Countries with International Bank for Reconstruction and Development (IBRD) and with CPIA ratings below 3.2 do not qualify on this list due to non-disclosure of their CPIA ratings. IBRD countries that are included qualify only due to the presence of a peacekeeping, political

²⁶⁴ Sinclair, *Education for Global Citizenship*, 9.

²⁶⁵ UNESCO, *UNESCO’s Role in Education in Emergencies and Protracted Crises*.

²⁶⁶ CPIA is a rating of countries based on 16 indicators grouped in 4 clusters: economic management, structural policies, policies for social inclusion and equity, and public sector management and institutions. The harmonized CPIA country ranking is obtained after averaging the World Bank CPIA with those of the relevant regional development banks’ (African Development Bank and Asian Development Bank) ratings.

²⁶⁷ Peace-keeping or political/peace-building missions are specifically defined by the presence of a UN and/or regional missions (such as those of the African Union, European Union, or NATO) in a country in the last 3 years. This, however, excludes all border monitoring operations.

or peacebuilding mission - and their CPIA ratings are not disclosed.

2. Inter-Agency Network for Education in Emergencies (INEE): Through its Education in Emergencies Crisis Spotlights Series, INEE provides up-to-date information on the impact of natural disasters and conflicts on education around the world, in order to raise awareness and to advocate for increased response in select countries and/or regions. The criteria for incorporating countries in the Crisis Spotlight Series are not made explicit on the website, but these cases includes crises that are often not highlighted by the mainstream media, along with some of the most publicized cases as well.²⁶⁸

3. United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA): UNOCHA's Financial Tracking Service (FTS) lists all countries with Humanitarian Response Plans, flash appeals, and regional refugee plans.²⁶⁹

Country/Territory	World Bank	INEE	UNOCHA
Afghanistan	X		X
Bosnia and Herzegovina	X		
Burkina Faso			X ²⁷⁰
Burundi	X	X	X
Cameroon			X ²⁷¹
Central African Republic	X	X	X
Chad	X	X	X ²⁷²
Colombia²⁷³		X	
Comoros	X		
Côte d'Ivoire	X	X	
Democratic Republic of Congo	X		X
Djibouti			X

²⁶⁸ The INEE's Education in Emergencies Crisis Spotlights (as accessed on 4 April, 2016) can be found here: <http://www.ineesite.org/en/crisis-spotlights>.

²⁶⁹ The list of HRPs, flash appeals, regional refugee plans were accessed on 4 April, 2016. The list can be found here: <https://fts.unocha.org/pageloader.aspx?page=emerg-emergencies§ion=CE&year=2016>.

²⁷⁰ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁷¹ Northern Cameroon comes under the Sahel Humanitarian Response Plan 2016.

²⁷² Also comes under the Sahel Humanitarian Response Plan 2016.

²⁷³ The crisis spotlight focuses on the Pacific zone of the country, which is one of the poorest regions of Colombian. The Pacific coast and the Atlantic/Caribbean areas of the country have been strategic for the production, the processing and trafficking of drugs. The guerrillas and paramilitary groups in Colombia depend on this source of financing. The social exclusion of the Afro-Colombians in the region has ensured that the group faces challenges in accessing education. Further, the occupation and attacks on schools is affecting the education of the Colombian children and youth.

El Salvador ²⁷⁴		X	
Eritrea	X		
Fiji ²⁷⁵			X
Gambia	X		X ²⁷⁶
Guatemala ²⁷⁷			X
Guinea ²⁷⁸			
Guinea Bissau	X		
Haiti	X		
Honduras ²⁷⁹			X
Kiribati	X		
Kosovo	X		
Iraq	X		X
Lebanon	X		
Liberia	X	X	
Libya	X		X
Madagascar	X		
Mali	X	X	X ²⁸⁰
Marshall Islands	X		
Mauritania			X ²⁸¹
Micronesia (Federal States of)	X		
Myanmar	X		X
Nepal ²⁸²		X	
Niger			X ²⁸³

²⁷⁴ High rates of homicide and gang violence, coupled with youth alienation and the rise of gang culture, have created an environment that threatens social and economic development in the country.

²⁷⁵ Flash appeal (tropical cyclone).

²⁷⁶ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁷⁷ Flash appeal (drought).

²⁷⁸ Guinea comes under the crisis spotlight as a part of the coverage on the Ebola outbreak in West Africa.

²⁷⁹ Flash appeal (drought).

²⁸⁰ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁸¹ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁸² Flash appeal (earthquake).

²⁸³ Also comes under the Sahel Humanitarian Response Plan 2016.

Country/Territory	World Bank	INEE	UNOCHA
Nigeria			X ²⁸⁴
Palestine	X	X	X
Philippines²⁸⁵		X	
Senegal			X ²⁸⁶
Sierra Leone	X	X	
Solomon Islands	X		
Somalia	X		X
South Sudan	X	X	X
Sudan	X		
Syrian Arab Republic	X	X	X
Tajikistan²⁸⁷		X	
Timor-Leste	X	X	
Togo	X		
Tuvalu	X		
Ukraine			X
Yemen²⁸⁸	X	X	X
Zimbabwe	X		

²⁸⁴ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁸⁵ INEE covers the Philippines following two deadly natural disasters – a 7.2 magnitude earthquake and Typhoon Haiyan – both in 2013.

²⁸⁶ Also comes under the Sahel Humanitarian Response Plan 2016.

²⁸⁷ Education in Tajikistan has been impacted following a number of natural disasters and an on-going refugee crisis (mainly Afghans).

²⁸⁸ Included in HRP and flash appeal.

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