

# Promotion and implementation of Global Citizenship Education in crisis situations

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## ABSTRACT

In the face of protracted conflicts or refugee crises and with the rise of political and ideological extremism, many countries are struggling to learn to live together and embrace the cultural diversity of their societies. 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). GCED is a powerful approach to education that can empower people to recover from crises and transform their communities into peaceful and sustainable societies.

A desk study was commissioned by UNESCO 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. It unveils the key challenges these programs encounter in such contexts, as well as the promising practices that can guide the design and implementation of future GCED in crisis situations. This brief is a synthesis of the 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.

## KEYWORDS

civic education, crisis situations, curriculum, educational environment, educational strategies, global citizenship education, human rights education, peace education, refugee education, war-devastated countries, teaching practice

## Introduction

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, global citizenship education (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 2015 (United Nations General Assembly, 2015), 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.’ (United Nations, 2015, pp.9–10)

One of the key areas of work of UNESCO is to support Member States, including those affected by crisis situations, in achieving progress towards SDG Target 4.7. UNESCO promotes national efforts to integrate GCED in education systems and educational practices. This includes other specific 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 a study (Robiolle, 2017) to review research on the promotion and implementation of GCED and related programs in countries affected by crisis situations, with particular attention to initiatives benefiting refugee populations and internally displaced persons (IDPs).<sup>1</sup> In an effort to offer a

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1 The full study, including the presentation of the methodology and detailed findings, is available at: <https://unesdoc.unesco.org/ark:/48223/pf0000252771>

**Table 1: Projects selected for the study:**

Location	Project
<b>Afghanistan</b>	<ul style="list-style-type: none"><li>● The school-based Peace Education Program conducted by Help the Afghan Children (HTAC) in partnership with the Ministry of Education (MoE) of Afghanistan (Robiolle, 2016; Sadeed, 2012)</li></ul>
<b>Burundi</b>	<ul style="list-style-type: none"><li>● The Responsible Citizenship program conducted by the Foundation for the Refugee Education Trust (RET) in partnership with the MoE of Burundi (Servas, 2012)</li></ul>
<b>Columbia</b>	<ul style="list-style-type: none"><li>● 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 (Nieto &amp; Luna, 2012)</li><li>● Juegos de Paz conducted by the University of the Andes and the MoE of Colombia (Diazgranados et al., 2014)</li></ul>
<b>The Democratic Republic of Congo (DRC)</b>	<ul style="list-style-type: none"><li>● 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 (International Rescue Committee, 2014; Wolf et al., 2015)</li></ul>
<b>Iraq</b>	<ul style="list-style-type: none"><li>● 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 (UNESCO Iraq Office, 2011)</li><li>● 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 (UNESCWA, 2012)</li></ul>

<b>Location</b>	<b>Project</b>
<b>Haiti</b>	<ul style="list-style-type: none"> <li>● Development and piloting of textbooks on sexual education, human rights and culture of peace (UNESCO Haiti, 2016)</li> </ul>
<b>Lebanon</b>	<ul style="list-style-type: none"> <li>● Better Together: A Youth-Led Approach to Peaceful Coexistence between Syrian Refugee 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 (Ortmans, 2015)</li> </ul>
<b>Liberia</b>	<ul style="list-style-type: none"> <li>● 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 (Hayden, 2007; Mercy Corps, 2007)</li> </ul>
<b>Myanmar</b>	<ul style="list-style-type: none"> <li>● Education for Peace and Development in Northern Rakhine State, a project implemented by UNESCO in partnership with the MoE of Myanmar and UNHCR (UNESCO, 2015a)</li> </ul>
<b>Nepal</b>	<ul style="list-style-type: none"> <li>● 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 (Smith, 2013, 2015; UNICEF, 2010)</li> </ul>
	<ul style="list-style-type: none"> <li>● 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 (Oguzertem &amp; McAdams, 2015; Pontefract, 2013; UNRWA, n.d.)</li> </ul>
<b>Sierra Leone</b>	<ul style="list-style-type: none"> <li>● Youth Reintegration Training and Education for Peace (YRTEP), a program implemented by Management Systems International and World Vision (Hansen, 2002; Sommers, 2002)</li> </ul>

variety of contexts and geographic locations, the study selected 16 projects in countries that could be considered 'in crisis situations' at the time of the study. These included both formal and non-formal programs, with a variety of profiles of organizations implementing and participating in these interventions.

## **Main findings**

'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.'

(SINCLAIR, 2012, P.9)

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 (UNICEF, 2006, p.65), as well as the psychosocial needs of children and adolescents affected by trauma and displacement, the need 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. (Sinclair, 2001, p.1) 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. (Lloyd & Young, 2009) 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 the promising practices that can guide the design and implementation of future GCED and related programs. While it underscores various challenges encountered in crisis situations, this study offered 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 already been introduced to the content of the GCED program and have not been involved in the design of the program can be suspicious and resist the promotion and implementation of the program.

## Curriculum

- Because GCED can be defined and interpreted in different ways, its nature can be confusing for 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 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.

## Teachers and teaching practices

- There may be 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 also represent obstacles;

- A lack of safety and psychological trauma also affect teachers' 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, which, in turn, creates a lack of long-term funding for such programs.

## **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: 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.
- 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.

- Democratic processes in class and school or other activities that can be modeled in class, such as sharing of tasks by rotation, pairwork or small group work, which give students a chance to speak. Democratic structures for school governance such as student parliaments have been in operation for many years in schools operated by UNRWA for Palestine refugees. UNICEF children's parliament initiative in various countries has also been a key method for ensuring that children have a voice in decisions that affect them.
- 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. HTAC's efforts in Afghanistan include this process with success. 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. International Alert's peace education in Syria, Lebanon and Turkey recommends developing complementary adult peace education programming, which would help support a positive and enabling environment within the home and family networks to encourage sustainability of change beyond individual children.
- Service activities in school and community can reinforce citizenship learning, provided they motivate the students and help them to build mutually beneficial relationships and skills (e.g., cooperation, communication, and advocacy). 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.
- Peer mediation and anti-bullying measures can help improve the school climate and for students trained as peer mediators to

practice what they have learned. 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 schools.

- 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 can also contribute to opening the minds of adults with whom children interact. Radio broadcasts have been used to complement the RET programming for Responsible Citizenship in schools in Burundi. Similarly, the outreach of the Youth Education for Life Skills program in Liberia was extended through media tools that included jingles, spot messages, radio programs, and soap operas.

## Policy

- Reviewing curriculum and identifying policy options with national experts with an interest in this topic, together with regional and international expertise to conduct a curriculum review and identify policy options. Interactive workshops help curriculum officials, education faculty of national universities and teacher colleges, and textbook writers to understand the challenges of education that promotes development of values and behavior change in relation to citizenship, and to draft policy options. Such workshops often lead to beneficial longer-term cooperation and were critical for the success of the integration of peace, human rights and civic education into social studies curricula and textbooks in Nepal and for UNRWA's Human Rights, Conflict Resolution and Tolerance education program dedicated to Palestinian refugees.
- Adopting a policy reform with stakeholders' buy-in and sustainable high-level support: program design, implementation, and monitoring in consultation with communities and the active participation of young people in particular is key to ensuring the relevance of programs to local realities and long-term sustainability. A successful policy will have the support from

senior MoE management (not just a single champion) so that they commit to implementing the reform. Involving MoE staff from early stages ensures smooth phasing and handing over from foreign NGOs to local agencies. This practice contributed to the success of several projects studied for this report, in particular HTAC's program in Afghanistan or the RET's program in Burundi. 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. Developing a handover plan to the MoE and/or other national organizations is also key for the sustainability of the program.

- 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. 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.
- Capacity-building for a strong and inclusive national team that comprises full-time curriculum staff, together with other educators having an interest in or responsibility for GCED greatly supports the effectiveness, conflict-sensitivity, and sustainability of the program. The program's budget should integrate this step to avoid budget constraints once donor inputs are reduced. 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. 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 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.

- 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 that will attempt to reach all students but may have less impact on each one ('less intensive methods' or 'wide coverage' approaches)? The level of teacher competencies in the country, the scope for training large numbers of teachers, geographic and logistical issues often influence this decision.
- 'Intensive methods' include school-based programs using participatory pedagogy based on varied stimulus activities followed by skillfully facilitated discussion, which requires well-trained and supported teachers and may be more practicable for NGOs in a limited geographic area. This is the type of successful approach employed by the RET in a group of secondary schools in Burundi receiving returning refugees, or by HTAC in schools in Afghanistan. In another example of intensive approach, NGOs work with youth, using multiple activities to change the mindset of young people and engage them in constructive activities to help their peers, schools or communities. This approach was employed successfully in the Youth Peace Builders Project in Colombia and in Liberia through the Youth Education for Life Skills (YES) program.
- '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 on the new material if possible. This method was selected both in Nepal and in Haiti where UNESCO supports the

MoE in the integration of sexual education, human rights and culture of peace in the national curriculum. 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. 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. 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.

- Ensuring long-term funding and support is essential in order to significantly impact students' behavior in the short, medium, and longer term. While most donors cannot promise money for a decade, they should draw up strategies based on perspective planning at least for the medium term in conjunction with national actors. IRC's Healing Classrooms program in the DRC benefited from a longer funding timeframe, which helped increase its chances of successfully impacting on students as well as its evaluation possibilities.

## Curriculum

- *Program content*: adopting a holistic approach, developing a relevant content adapted to different age groups, cultural context and traditions, and which covers local, national, and global dimensions, is key. 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. Indeed, in times of crisis, many students as well as teachers may suffer from the psychological effects of trauma and loss or separation

from family members, and other stressful circumstances. This International Alert initiative demonstrated how providing 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. 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. These modules should be developed and tested with communities to ensure appropriateness and relevance.

- *Placement within the curriculum for formal programs:* GCED content and competencies are often integrated into an existing curriculum (such as civics or citizenship education, environmental studies, geography or culture). 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 enabled participants to better understand their universal rights to health and well-being, and to develop competencies to claim these rights. A combination of highly focused study through separate subjects, supplemented by attempted ‘infusion’ of the same ideas in existing subjects, is recommended when possible.

## Teachers and teaching practices

*Teaching practices* that favor successful GCED programs include:

- culturally-sensitive and accessible educational material: this method has been particularly successful for UNICEF's program in South Sudan and HTAC's peace education program in Afghanistan. Both projects used cultural and religious references such as traditional sayings and stories that strategically connect

the curriculum with the society around the students. Similarly, INEE's peace education program uses peace-oriented proverbs from Somalia and other countries as stimulus activities;

- game-like activities or skits oriented to citizenship and peace can make a stronger connection with the student than simply reading a book or listening to a teacher. However, while they can be very effective, such learning activities require good training of and support for teachers. 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;
- participative activities that relate to intrapersonal and interpersonal communication, emotional awareness, coping, and empathy;
- sports and expressive activities 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. These activities were particularly central and useful to the Youth Peace Builders Project in Colombia and to the Better Together Project in Lebanon, creating resources and spaces to facilitate learning and reflection at school and community levels;
- training youth as peer educators and mediators can be powerful and cost-effective. Youth are able to reach marginalized groups who share a common youth language; this was a key dimension of Plan International's project in Colombia where young people were used in multiplier teams.

*Teacher training and support* should be provided by experienced trainers who know both the content and the methodology. It should also model the participative and inclusive approaches that teachers should ultimately use in the classroom. They should reflect on and find personal motivation to use these approaches.

A five-day intensive training workshop is a minimum, with more time if possible. 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. 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, which increases greatly the chances for staff with skills and motivation to give most or all of their time to this program.

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 curriculum and focused on interrelationships within and among teachers and learners. A traditional focus on knowledge and skills is insufficient; focusing on teachers' attitudes, feelings, behaviors, and relationships is also essential. 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.

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 matter in the classroom. Structured teacher guides with varied stimulus activities were part of the teaching materials developed by the RET in Burundi and by Save the Children, UNESCO, and UNICEF in Nepal. Moreover, ongoing mentoring and support are essential to help teachers master these new methods. Strong support from the headteacher, the school management committee or local authority, and policymakers and national leaders, contributes to the success of teachers' professional development. Fostering networks to support educators through resource sharing, training, and

opportunities for peer sharing and learning is another interesting way to improve this training process.

*Target the right populations and reaching the un-reached:*

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

Programs must make concerted efforts to reach marginalized and 'invisible' groups such as girls, adolescents and persons with disabilities. Indeed, crisis situations can provide windows of opportunity to reach previously excluded groups by opening up systems for reform and development, mobilizing awareness of and funding, and generating changes in societal attitudes and behaviors. Increasing women's and adolescent girls' access to these programs can be obtained by providing them with remedial learning and evening classes, as well as childcare for young mothers. 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. 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.

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. Approaches based on these encounters and collaboration proved successful in the Better Together Program

led by Search for Common Ground in Lebanon, between Syrian refugees and local Lebanese youth. Indeed, at the individual level, participants experienced positive changes in self-confidence, in how they responded to conflicts, in prejudices toward ‘the other’, and in influences on their families and communities. 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. After-school clubs, vacation workshops, and youth clubs or study circles represent other ways of reaching children and young people.

## **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 but need to go beyond learners’ knowledge of facts to also include assessment of skills, values and attitudes. It can be conducted in different ways, taking into consideration different aspects such as the inputs (e.g. educators’ competencies, resources, tools, and learning environment), process (eg teaching practices, types of actions, and learners’ engagement) and outcomes (eg knowledge, values, attitudes, skills, and impact on communities). Sometimes, new teaching materials are difficult to use, and some teachers may not be able to handle certain activities despite 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 projects studied, including HTAC’s project in Afghanistan, the RET’s project in Burundi, and the Youth Peace Builders Project in Colombia.

While optimal, a combination of quantitative and qualitative indicators and evaluation tools is adopted by a limited number

of programs. More longitudinal studies are needed to develop an effective research and advocacy base on education for crisis-affected youth. These complex and expensive studies require partnerships among and between NGOs, governments, donors, academic institutions, and beneficiary communities, such as those developed for the Healing Classrooms program in DRC. Obtaining 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 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. Evidence from its preliminary successes demonstrated that UNICEF should scale up these types of interventions to build on the gains achieved. 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.

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. A Technical Advisory Group has developed a set of thematic indicators for education following a broad consultation process. However, greater efforts are needed at the national and global level to bridge gaps in measuring learning outcomes. 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 to develop indicators

that assess the impact of GCED programs on learners' skills, attitudes, and behaviors.

## **Key recommendations and conclusion**

While there is no single approach to implementing GCED, experience suggests that certain factors contribute to its effective delivery. (UNESCO, 2015b, p.46) GCED needs to be structured enough to allow for effective evaluation, but also flexible enough to keep up with fast-changing realities in acute and post-crisis contexts. (Zeus & Chaffin, 2011, p.11) In particular, refugee programs should include procedures for rapid response to the needs of newly-arriving refugee children, adolescents and IDPs. (Sinclair, 2001, p.1)

### **Five main recommendations for GCED in crisis situations**

Based on the findings of this study, to be successful and obtain a sustainable impact GCED in crisis situations 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

Creating global citizens goes beyond education. Engagement across multiple sectors, actors and levels is required for 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 at UNESCO. '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.' (UNESCO, 2014, p.41)

#### NOTE

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