

Understanding the Strategic Role of Human Rights Education and Training in Preventing Conflict and Sustaining Peace

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Abstract

This study reviews and analyzes the relationship between Human Rights Education and Training (HRET) and conflict prevention along with sustaining peace. It is among the first HRET studies to specifically look at this relationship in a conflict context. Through the synthesis and analysis of existing literature; NGO impact assessments; and interviews with NGO staff members, academics, researchers, UN professionals, and government officials, the report identifies the impact of various programs, key factors that contribute to successful HRET programs in conflict contexts, and limitations that inhibit implementation and successful outcomes. The study found that there is a general consensus among HRET experts regarding the positive impact of HRET on conflict prevention, despite few longitudinal impact assessments. At the individual and community level, HRET programs have led to changes in attitudes, knowledge, skills, and behavior for participants in conflict settings. Research shows that several of these HRET-specific traits, such as conflict resolution skills, effective communication, or empathy, are strongly linked to positive impacts on conflict resolution. However, the long-term effects on the larger context of conflict remains unclear. In addition, the report outlines areas for future research and identifies policy and programmatic recommendations in the field of HRET.

Executive Summary

This report was commissioned by the Office of the United Nations High Commissioner for Human Rights (OHCHR), and it is among the first studies to focus directly on the relationship between Human Rights Education and Training (HRET) and conflict prevention and sustaining peace. In order to analyze the relationship between HRET and conflict, the student Capstone team from Columbia University's School of International and Public Affairs (SIPA) explored existing scholarly research and interviewed academics, practitioners, UN professionals, and government officials working in the HRET field.

The team found evidence that HRET programs led to changes in participants' attitudes and behaviors, and improved HRET-specific knowledge and skills. Research shows that several of these HRET-specific traits, such as conflict resolution skills, effective communication, or empathy, are strongly linked to positive impacts on conflict resolution. Furthermore, the team identified key success factors that significantly affect HRET implementation, such as context-based programming, curricula addressing root causes of conflict, or quality teacher training. Limitations to efficient HRET implementation include unfavorable and unstable political contexts, lack of sustainable funding, and limited monitoring and evaluation mechanisms. The study concludes that there is more to be done in order to clarify and magnify the impact of HRET on conflicts.

Findings Summary:

- HRET program curricula frequently overlap with peace education or civic education, and are often used interchangeably by implementers on the ground.
- There is a consensus among scholars and practitioners that HRET has an impact on conflict prevention.
- The contextualization of HRET programs is one of the most important aspects for achieving successful outcomes in conflict settings.
- HRET programs implemented in conflict settings have led to changes in attitudes, knowledge, skills, and behavior, mainly at the personal and community levels. Some of these changes, such as newly acquired conflict resolution, communication and critical thinking skills have been identified as ones that positively impact conflict resolution processes.
- Due to the lack of clear indicators, evaluation frameworks, and funding, HRET implementers rarely conduct longitudinal impact assessments, or measure the impact of HRET related to conflict and sustaining peace. Under the current conditions, assessing the precise and long-term impact of HRET programs on conflict remains a challenge.
- Most of the identified HRET programs targeted youth due to their receptiveness to behavioral and attitudinal changes.

Key Recommendations:

- Promote a uniform understanding of HRET among researchers and practitioners in the field, in order to harmonize global HRET efforts, even if programs are framed or named differently. This will improve future research and facilitate cooperation among UN agencies and relevant stakeholders.
- When designing HRET programs in conflict or post-conflict settings, ensure contextualized and conflict-specific programming.
- Contextualize and localize impact assessment methods, indicators, and frameworks in order to better respond to local needs and capture the range of outcomes in conflict settings.
- Increase funding for HRET programs and their monitoring and evaluation phase to understand the most effective practices and improve efficacy of implementation and research.
- Focus future research, particularly longitudinal studies, on impact assessments of HRET programs so that the long-term effects of HRET on conflicts can be better understood.
- Encourage cross-disciplinary research, between HRET and conflict prevention fields, to improve metrics and contribute to the more precise understanding of causality.

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List of Abbreviations

CPC	Community Peace Committees
CCB	Chamber of Commerce of Bogotá
DPPA	UN Department of Political and Peacebuilding Affairs
FARC-EP	Fuerzas Armadas Revolucionarias de Colombia - Ejército del Pueblo
HRET	Human Rights Education and Training
IDDH	Institute of Human Rights Development Brazil
MENA	Middle East and Northern Africa
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
NGO	Non-Governmental Organization
OHCHR	Office of the United Nations High Commissioner for Human Rights
SEL	Social and Emotional Learning
SFCG	Search for Common Ground
SIPA	School of International and Public Affairs at Columbia University
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNTAC	United Nations Transitional Authority in Cambodia

I. Introduction

A) Client

The Office of the United Nations High Commissioner for Human Rights, often referred to as OHCHR or UN Human Rights, is a leading entity working on human rights within the United Nations system since 1993, following a mandate from the UN General Assembly. It is set out to represent the global commitment to the promotion and protection of human rights and freedoms as declared in the Universal Declaration of Human Rights. The main roles of OHCHR are to promote and protect all human rights, help empower people, assist governments and inject a human rights perspective into all UN programs. To reach its set out mission, OHCHR follows a results-based framework called OHCHR Management Plan, the current version of which covers the period between 2008 and 2021 and is strongly tied to Agenda 2030¹. In carrying out its mission, UN Human Rights gives priority to addressing the most pressing human rights violations, focuses attention on those who are at risk, pays equal attention to the realization of civil, economic, political and social rights, and measures the impact of work through substantive benefit accrued to individuals around the world.²

B) Background

i. Human Rights Education and Training

Human rights education and training (HRET) is the curriculum and pedagogy used to foster a learning environment which enhances the development and respect for human rights.³ Article 2 of the United Nations 2011 Declaration defines HRET as “comprising all education, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of human rights and fundamental freedoms.” Furthermore, “HRET encompasses education *about* human rights, education *through* human rights and education *for* human rights.”⁴ Article 4 of the declaration also stresses that HRET is “contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.”⁵

¹ The 2030 Agenda is a UN resolution adopted by the General Assembly to achieve sustainable development goals. For further information please visit: <https://sdgs.un.org/2030agenda>

² Office of the United Nations High Commissioner for Human Rights (OHCHR), *Mission Statement*, 2020. <https://www.ohchr.org/EN/ABOUTUS/Pages/MissionStatement.aspx>

³ United Nations General Assembly, “The Role of Prevention in the Promotion and Protection of Human Rights,” Report of the Office of the United Nations High Commissioner for Human Rights, Human Rights Council, 2015. <https://undocs.org/A/HRC/30/20>

⁴ United Nations General Assembly, United Nations Declaration on Human Rights Education and Training, adopted by the General Assembly, Resolution 66/137, A/RES/66/137, 19 December 2011. <https://undocs.org/en/%20A/RES/66/137>

⁵ *Ibidem*.

This type of education generally addresses rights, as well as the concepts of human dignity, democracy, social justice, and peace.⁶ HRET can appear in regional, national, and local levels and can also be conducted in informal, non-formal, and formal educational settings. While formal education is the learning that takes place in traditional school and university institutions, non-formal learning is the type of education that occurs within an organizational structure, outside of formal education. Informal education refers to forms of learning that are intentional or deliberate but are not institutionalized.⁷

Since its inception, the United Nations has emphasized human rights education. The preamble of the Universal Declaration of Human Rights (1948) states that every individual and every organ of society shall thrive by teaching and educating people to promote respect for human rights and freedoms, and to secure their universal recognition and observance.⁸ There are several human rights treaties that acknowledge HRET. Among these are: the International Convention on the Elimination of All Forms of Racial Discrimination (1965), the International Covenant on Economic, Social and Cultural Rights (1966), the International Covenant on Civil and Political Rights (1966), the Convention on the Elimination of All Forms of Discrimination against Women (1979), the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984), and the Convention on the Rights of the Child (1989).⁹ On December 10, 1994, the United Nations General Assembly proclaimed the United Nations Decade for Human Rights Education.¹⁰ This initiative proposed strengthening the infrastructure and capacity for human rights education, which continued through 2004 with the establishment of the World Programme for Human Rights Education, an ongoing initiative to implement human rights education programs at the international and grassroots level. The fourth phase of the World Programme is being implemented from 2020 to 2024, with a special focus on youth and the 2030 Sustainable Development Goals.¹¹ The action plan for this fourth phase recognizes “that human rights education contributes to the prevention of violence and conflicts, the promotion of equality and sustainable development and participation in decision-making processes within democratic systems.”¹²

⁶ Araya-Villalobos, Ciarallo, Ju, Majlis, McAvoy: Study on the Impact of Human Rights Education and Training Programmes for Children and Youth in Non-Formal Education, 2019.

⁷ United Nations Education, Scientific and Cultural Organization. Glossary. 2021. <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=306>

⁸ United Nations, *Universal Declaration of Human Rights*, 10 December 1948, preamble. <https://www.un.org/en/universal-declaration-human-rights/>

⁹ For a complete list, please check: OHCHR *et al.* “The Right to Human Rights Education - A Compilation of Provisions of International and Regional Instruments Dealing with Human Rights Education,” September 2014. <https://www.ohchr.org/en/issues/education/training/compilation/pages/listofcontents.aspx>.

¹⁰ OHCHR, “United Nations /HRC/RES/28/34 General Assembly.” United Nations Decade for Human Rights Education (1995-2004), 2020. <https://www.ohchr.org/EN/Issues/Education/Training/Pages/Decade.aspx>

¹¹ OHCHR, “World Programme for Human Rights Education (2005-ongoing)”, 2020. <https://www.ohchr.org/en/issues/education/training/pages/programme.aspx>

¹² United Nations General Assembly, *Draft plan of action for the fourth phase (2020–2024) of the World Programme for Human Rights Education, Report of the Office of the United Nations High Commissioner for Human*

ii. Conflict Prevention and Peacebuilding within the UN Framework

The UN's approach to conflict prevention and peacebuilding has evolved over time.¹³ In the early 2000s, the notions of peacemaking, peacekeeping, and peacebuilding gained global attention, with human rights being a critical component of effective peacebuilding.¹⁴ The aspiration to “save the succeeding generations from the scourge of war”¹⁵ has guided consecutive reforms that sought to continuously improve the UN's efficiency, including the recent review of the UN peacebuilding architecture, which since 2015 has materialized in two main areas of work: prevention¹⁶ and sustaining peace.¹⁷

Fueled by a dual resolution passed by the General Assembly and the Security Council in April 2016, the vision focused on “sustaining peace” goes beyond the implementation of peacebuilding activities in post-conflict situations alone—it envisages peacebuilding in multiple contexts, including before the outbreak of violence, with a focus on prevention and addressing the root causes of conflict.¹⁸ In this regard, the Security Council has recognized that development, peace and security, and human rights are interlinked and mutually reinforcing.¹⁹ UN Secretary-General Antonio Guterres has also underlined the interdependency of these three pillars of the UN.²⁰

This approach also emphasizes the leading role of national governments and local stakeholders in sustaining peace. The UN typically supports national and local peace efforts through partnerships in areas such as mediation, conflict management, and conflict resolution, among others. Moreover, inclusivity remains a key element in advancing national peacebuilding processes.²¹ Within this framework, human rights education empowers communities to advocate for solutions consistent

Rights, 42nd Session, 9–27 September 2019. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G19/227/36/PDF/G1922736.pdf?OpenElement>

¹³ Kotite, P., *Education for conflict prevention and peacebuilding: Meeting the global challenges of the 21st century*, UNESCO, International Institute for Educational Planning, 2012.

<https://unesdoc.unesco.org/ark:/48223/pf0000217106>

¹⁴ United Nations, *Report of the Panel on United Nations Peace Operations (Brahimi Report)*, A/55/305. S/2000/809, p. 7. <https://undocs.org/A/55/305>

¹⁵ United Nations, *Charter of the United Nations*, 1945. <https://www.un.org/en/sections/un-charter/un-charter-full-text/>

¹⁶ United Nations Secretary-General. “Priorities: Prevention” United Nations, 2020. <https://www.un.org/sg/en/priorities/prevention.shtml>

¹⁷ United Nations Security Council, Resolution S/RES/2558 (2020), adopted by the Security Council on 21 December 2020. [https://undocs.org/en/S/RES/2558\(2020\)](https://undocs.org/en/S/RES/2558(2020))

¹⁸ De Coning, C., “Sustaining Peace: Can a New Approach Change the UN?” in: *Global Observatory*, International Peace Institute, 24 April 2018. <https://theglobalobservatory.org/2018/04/sustaining-peace-can-new-approach-change-un/>

¹⁹ United Nations Security Council, Resolution S/RES/2282 (2016), adopted by the Security Council at its 7680th meeting, 27 April 2016. [http://undocs.org/en/S/RES/2282%20\(2016\)](http://undocs.org/en/S/RES/2282%20(2016))

²⁰ De Coning, C., “Sustaining Peace”... *Op. Cit.*

²¹ *Ibidem.*

with human rights values and engage in actions that contribute to conflict prevention and sustaining peace.²²

The impact of armed conflict on women and youth, as well as the key role played by women and youth in conflict prevention and resolution, have been widely acknowledged by the UN. In 2000, the Security Council passed Resolution 2135, which paved the way for the current understanding on the issue of women, peace and security, and reaffirmed “the important role of women in the prevention and resolution of conflicts and in peace-building.”²³ Moreover, the Security Council stressed the significance of women’s “equal participation and full involvement in all efforts for the maintenance and promotion of peace,” and called for the adoption of measures that support local women’s peace initiatives and indigenous processes for conflict resolution.²⁴ This landmark resolution was followed by Resolution 1889 (2009),²⁵ Resolution 2122 (2013),²⁶ and Resolution 2242 (2015),²⁷ among others that highlight women’s active and effective participation in peacebuilding.

Regarding youth, Resolution 2250 (2015) of the UN Security Council urged Member States to include youth in decision-making mechanisms for the prevention and resolution of conflict.²⁸ In addition, the action plan for the fourth phase of the World Programme for Human Rights Education mentions that “youth are rights holders and key actors in realizing human rights, [...] securing peace and preventing violence and conflict.”²⁹

C) Research Objectives

The main purpose of the project set out by OHCHR is to research the role of HRET in conflict prevention and sustaining peace. The research questions, constructed by the team in order to address the project’s research objectives, are the following:

²² OHCHR, *Thematic Paper: The Contribution of Human Rights to Peacebuilding and Sustaining Peace*, 2020, pp. 3-4.

https://www.un.org/peacebuilding/sites/www.un.org.peacebuilding/files/1.ohchr_thematic_paper_on_the_contribution_of_hr_to_sp_and_recommendations.pdf

²³ United Nations Security Council, *Resolution 1325*, S/RES/1325 (2000), adopted by the Security Council at its 4213th meeting, on 31 October 2000, pp. 1-3. <http://undocs.org/en/S/RES/1325%282000%29>

²⁴ *Ibidem*.

²⁵ United Nations Security Council, *Resolution 1889*, S/RES/1889 (2009), adopted by the Security Council at its 6196th meeting, on 5 October 2009. <http://undocs.org/en/S/RES/1889%282009%29>

²⁶ United Nations Security Council, *Resolution 2122*, S/RES/2122 (2013), adopted by the Security Council at its 7044th meeting, on 18 October 2013. <http://undocs.org/en/S/RES/2122%282013%29>

²⁷ United Nations Security Council, *Resolution 2242 (2015)*, adopted by the Security Council at its 7533rd meeting, on 13 October 2015. [https://www.un.org/ga/search/view_doc.asp?symbol=S/RES/2242\(2015\)&Lang=E](https://www.un.org/ga/search/view_doc.asp?symbol=S/RES/2242(2015)&Lang=E)

²⁸ United Nations Security Council, *Resolution 2250 (2015)*, adopted by the Security Council at its 7573rd meeting, on 9 December 2015. [https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250\(2015\)&referer=/english/&Lang=E](https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/2250(2015)&referer=/english/&Lang=E)

²⁹ United Nations General Assembly, *Draft plan of action for the fourth phase... Op. Cit.*

1. Is there a relationship between HRET and conflict prevention/sustaining peace? If so, what evidence elucidates this relationship?
2. If HRET can make an impact, are there any key aspects that contribute to its success or detract from its effectiveness?

The results of this study will assist OHCHR in making evidence-based policy decisions with regard to its work in the area of human rights education and conflict prevention. In addition, it will hopefully also inform broader UN policies that are in line with the Secretary General's conflict prevention priority.

D) Definitions

- **Human Rights:** Human rights are fundamental rights and freedoms inherent to all human beings. All human rights, whether they are civil and political rights,³⁰ or economic, social and cultural rights,³¹ are indivisible, interrelated and interdependent.³² Since its proclamation in December 1948, the Universal Declaration of Human Rights became a historical milestone that specified the rights to be universally protected.³³ The International Covenant on Civil and Political Rights,³⁴ and the International Covenant on Social, Economic and Cultural Rights,³⁵ complemented the further development of human rights and influenced many treaties, conventions, resolutions and customary law in general.³⁶
- **Human Rights Education and Training:** Human rights education and training is a lifelong process that concerns all ages, and “comprises all educational, training, information, awareness-raising, and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal

³⁰ United Nations General Assembly, *International Covenant on Civil and Political Rights*, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966, entry into force 23 March 1976. <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>

³¹ United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights*, adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966, entry into force 3 January 1976. <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

³² OHCHR, *Frequently Asked Questions, What are human rights?*, 2020. <https://www.ohchr.org/EN/AboutUs/Pages/FrequentlyAskedQuestions.aspx>

³³ United Nations, *Universal Declaration of Human Rights*, 1948. <https://www.un.org/en/universal-declaration-human-rights/>

³⁴ United Nations General Assembly, *International Covenant on Civil and Political Rights... Op. Cit.*

³⁵ United Nations General Assembly, *International Covenant on Economic, Social and Cultural Rights... Op. Cit.*

³⁶ OHCHR, *The Core International Human Rights Instruments and their monitoring bodies*, 2021. <https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>

culture of human rights.”³⁷ Therefore, HRET is often seen as learning that develops the knowledge, skills, and values of human rights; that is, learning *about* human rights, learning *for* human rights, and learning *through* human rights.³⁸

- **Conflict:** Conflict definitions differ across academic literature and are in some cases not only limited to interstate or intrastate conflict, but also take into account conflict among communities, ethnic groups or even families. In close consultation with the client, the team agreed to focus on the definition of international and internal armed conflicts that is aligned to the United Nations’ approach to conflict prevention and is based on international humanitarian law. An international armed conflict is defined as “all cases of declared war or of any other armed conflict which may arise between two or more of the High Contracting Parties, even if the state of war is not recognized by one of them.”³⁹ An internal armed conflict refers to “a situation of violence involving protracted armed confrontations between government forces and one or more organized armed groups, or between such groups themselves, arising on the territory of a State.”⁴⁰ For the scope of the research, the team decided not to set any time limit with regard to the length of the conflict or when the conflict has taken place.
- **Conflict Prevention:** Violent conflicts should not be considered inevitable, therefore there is a growing body of literature that attempts to focus on stopping violent conflicts before they happen. This includes identifying non-violent means of tackling conflicts as well as impeding violent conflicts from spreading. Furthermore, hampering the reemergence of violence⁴¹ in a conflict also falls under this umbrella term. Preventing a conflict is an ongoing process and does not consist of one single action. It involves understanding the situation, spotting early warning signs, and consistently addressing these root factors.⁴²

The UN Department of Political Affairs generally utilizes special envoys, special political missions, peacekeeping operations, regional offices, and rapidly deployable mediation

³⁷ United Nations General Assembly, *United Nations Declaration on Human Rights Education and Training*, Resolution A/RES/66/137, adopted by the General Assembly on 19 December 2011, Articles 2 and 3. <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement>

³⁸ The Advocates for Human Rights, “What is human rights education?”... *Op. Cit.*

³⁹ International Committee of the Red Cross (ICRC), *Convention (I) for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field*. Geneva, 12 August 1949. Article 2.

⁴⁰ ICRC, “Internal conflicts or other situations of violence — what is the difference for victims?,” 10 December 2012. <https://www.icrc.org/en/doc/resources/documents/interview/2012/12-10-niac-non-international-armed-conflict.htm>

⁴¹ Women Waging War. “Conflict Prevention, Resolution and Reconstruction.” *Inclusive Security, Sustainable Peace: A Toolkit for Advocacy and Action*, 2013. https://peacemaker.un.org/sites/peacemaker.un.org/files/ToolkitWomenandConflictPreventionandResolution_InternationalAlert2004.pdf

⁴² *Ibidem.*

expertise to tackle conflict prevention on a diplomatic level.⁴³ However, other UN departments, such as OHCHR and UNESCO also propose using human rights education and training as methods to prevent violence and sustain peace.⁴⁴

- **Conflict Resolution:** Conflict resolution is the process of how two or more parties come to reach an agreement amid a dispute. There are various methods and practices that attempt to mitigate and resolve conflicts, including negotiation, mediation, mediation-arbitration, diplomacy, and peacebuilding.⁴⁵
- **Sustaining Peace:** The UN understands the concept of sustaining peace as “a goal and a process to build a common vision of a society, ensuring that the needs of the population are taken into account.”⁴⁶ In a broad sense, it encompasses activities aimed at preventing the outbreak, escalation, continuation and recurrence of conflict, addressing root causes, assisting parties to conflict to end hostilities, ensuring national reconciliation, and moving towards recovery, reconstruction and development.⁴⁷
- **Formal Education:** Formal education is a type of education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.⁴⁸
- **Non-formal Education:** Non-formal education is a type of education that is institutionalized, intentional, and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people

⁴³ United Nations Department of Political Affairs, *United Nations Conflict Prevention and Preventive Diplomacy In Action*, 2018. https://www.un.org/undpa/sites/www.un.org.undpa/files/Booklet_200618_fin_scrn.pdf

⁴⁴ Kotite, P., Education for conflict prevention and peacebuilding... *Op. Cit.*

⁴⁵ Rapoport, A. (1989). *The origins of violence: Approaches to the study of conflict*. New York, NY: Paragon House.

⁴⁶ United Nations Security Council, *Resolution 2282, S/RES/2282 (2016)*, adopted by the Security Council at its 7680th meeting, 27 April 2016. [http://undocs.org/en/S/RES/2282%20\(2016\)](http://undocs.org/en/S/RES/2282%20(2016))

⁴⁷ United Nations General Assembly, *Resolution A/RES/70/262 (2016)*, adopted by the General Assembly, 27 April 2016. <http://undocs.org/en/A/RES/70/262>

⁴⁸ United Nations Educational, Scientific and Cultural Organization (UNESCO). Glossary. 2021. <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programs contributing to adult and youth literacy and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development.⁴⁹

- **Informal Education:** Informal education refers to forms of learning that are intentional or deliberate but are not institutionalized. These are less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, in the workplace, in the local community, and in daily life, on a self-directed, family-directed, or socially-directed basis.⁵⁰
- **Youth:** The United Nations defines youth as between the ages of 15 to 24. It divides that group into subgroups with teenagers between 13-19 and young adults from 20-24.⁵¹ However, as to not limit the research and with the understanding that youth is categorized differently across the world, the team deferred to the HRET organizations themselves. If they had an expanded definition where youth included individuals up until the age of 30 or 40, the team still included these results.

II. Methodology

In the following chapter the team describes the research methodology used over the course of this project. It discusses the methods and decision-making processes related to each stage of the research, including: academic literature review and other relevant publications, the identification of organizations and programs, and interviews and analysis. The team decided to follow a two-stage interview process. In the first stage, the team conducted informational interviews with academic scholars, United Nations entities, governments and consultants. The purpose of this first round of interviews was to help the team get a better understanding of the background of HRET. The second stage of interviews included those who implement HRET in a conflict setting, with a special focus on the work being done on the ground. While there were overlaps between the timing of the first and second round of interviews, the main difference was the team's research goals for each interview stage. Finally, the methodology section concludes with a list of limitations the team faced during their research.

⁴⁹ United Nations Educational, Scientific and Cultural Organization. Glossary. 2021. <http://uis.unesco.org/en/glossary-term/non-formal-education>

⁵⁰ United Nations Education, Scientific and Cultural Organization. Glossary. 2021. <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=306>

⁵¹ United Nations Department of Economic and Social Affairs, "Frequently Asked Questions For Youth," *About Us*, 2020. <https://www.un.org/development/desa/youth/what-we-do/faq.html>

A) Literature Review of Academic Articles and Organizations' Reports

In order to determine if there is indeed a relationship between human rights education and training and conflict prevention or sustaining peace, the team began its research with a literature review of HRET, both in general and in relation to conflict settings. The team identified a variety of key research terms and clustered them into different categories. The key research terms represented the basis for an in-depth literature review conducted between January 2021 to March 2021 and have been translated into different languages.

All the articles the team identified were included in a research tracker. Here the team outlined relevant information about the reviewed publications, such as citation information, summaries of the articles and the HRET programs mentioned, their relevance and connection to the team's research question, language, main takeaways, and relevant information of potential case studies, such as type of HRET (formal, non-formal, informal), target participants, location and availability of impact studies.

i. Key Research Terms

The following key research terms were initially used to conduct the literature review. The team organized these terms into five categories because it enabled the team to mix and match terms and create optimal search phrases and permutations.

1. **Human Rights:** Civic, citizenship, fundamental rights, human rights, rights, social justice and sustainable development.
2. **Education and Training:** Capacity building, education, formal education, informal education, non-formal education, training, workshops.
3. **Conflict and Peace:** Conflict, conflict mitigation, conflict prevention, conflict resolution, peace, peace building, peace keeping, sustaining peace.
4. **Other:** Extremism, genocide, holocaust, impact assessment, impact evaluation, impact monitoring, women, youth.
5. **Regions:** Africa, Americas, Asia and Pacific, Europe and Central Asia, Middle East and Northern Africa (MENA).

During the desk research process, the team determined that some of the key research terms did not lead to significant findings. In particular, there were many results, but the results were not sufficiently relevant, based on the research criteria described in [section 2, A, iv](#). Thus, the list of key research terms was adapted and some of the key research terms were taken out. The following are the revised terms:

1. **Human Rights:** Civic, citizenship, human rights, rights, and social justice.
2. **Education and Training:** Education, training, workshop.
3. **Conflict and Peace:** Conflict, conflict prevention, peace, sustaining peace.

4. **Impact:** impact assessment and impact evaluation.
5. **Regions:** Africa, Americas, Asia and Pacific, Europe and Central Asia, Middle East and Northern Africa (MENA).

The team systematically grouped terms from each category, using a variety of permutations. First, team members used terms from each of the first three categories, starting with “human rights,” “education,” and “conflict.” For some of the searches, this approach did not lead to the envisioned results (how the team determined relevance is later discussed in [section 2, A, iv](#)). For example, an article identified using the mentioned terms may include the terms “human rights,” “education,” and “conflict,” but may not discuss HRET and its relationship to conflict. To ensure the relevancy of articles, the team continued to use the impact related terms.

The team used the following databases for the scope of the literature review: ProQuest Direct, ABI Inform, Google Scholar, and the databases of the Center for Human Rights Documentation and Research at Columbia University.

The team used a variety of education-related search terms in addition to the phrase “human rights education and training.” Often HRET programs are labeled under different terms, such as peace education, citizenship education, social justice education, sustainable development education, or Holocaust/genocide education. Therefore, the team understood as relevant for this research “all educational, training, information, awareness-raising and learning activities” aimed at “providing persons with knowledge, skills and understanding and developing their attitudes and behaviours” in order to prevent human rights violations. In line with the UN Declaration on Human Rights Education and Training, while these programs may be labeled differently, they are considered human rights education and training in this project since they empower “persons to enjoy and exercise their rights and to respect and uphold the rights of others.”⁵² The education programs the team included as HRET were those that mentioned the concepts of human rights, human dignity, democracy, social justice and peace.

ii. Languages

The search terms were translated into different languages that the team felt comfortable conducting research in, including English, French, German, Hebrew, Hungarian, Romanian, and Spanish. Each team member searched in English and in at least one of these additional languages. The articles in English were divided among the team members based on their regional focus. It is important to mention that some of the key research terms, such as “conflict mitigation” or “impact monitoring,” have not been useful for the literature review in certain languages (German, Hungarian, Romanian). The team decided to exclude some of the key research terms, because they

⁵² United Nations General Assembly, *United Nations Declaration on Human Rights Education... Op. Cit.*

did not yield results and rather focus on the key research terms that would bring the most efficient output in the respective language.

iii. Regions

For the purpose of this paper, the team divided the research by regions: Africa, Americas, Asia and Pacific, Europe, and Central Asia, and MENA. These categories are used by the UN in general and OHCHR in particular, which allows for consistency within the project (see [Appendix A](#)). Based on prior academic and professional experience, each team member was assigned to one region.

iv. Literature Review Criteria

The team agreed on certain parameters for scholarly research and other reports to qualify for the sample. The criteria have been linked to the overarching research questions of this report:

1. Is there a relationship between HRET and conflict prevention/sustaining peace? If so, what evidence elucidates this relationship?
2. If HRET can make an impact, are there any key aspects that contribute to its success or detract from its effectiveness?

As a first step, the team determined whether the learning activities or educational programs discussed in the literature constitute HRET. The team used an inclusive understanding, where an article was determined to be relevant if it mentioned the term “human rights,” or mentioned specific human rights, for example, women’s rights, or included human rights values in the curriculum, such as non-discrimination, in reference to education or training. Once an article was determined to address HRET, the following criteria were used to assess the relevance of findings to the research:

- **High:** The publication addresses the link between HRET and conflict prevention/resolution and/or peacebuilding/sustaining peace. It provides relevant case studies and addresses observed impact of HRET with regards to conflict prevention and sustaining peace.
- **Medium:** The publication addresses the link between HRET and conflict prevention/resolution and/or peacebuilding/sustaining peace, but does not provide relevant case studies and it does not address impact of HRET with regards to conflict prevention and sustaining peace.
- **Low:** The publication does not address linkages between HRET and conflict prevention/resolution and/or peacebuilding/sustaining peace. It does not provide relevant case studies. Nonetheless, keywords or references may have led to the article.

Ninety academic articles and reports from institutional and scholarly sources were consulted during the desk research stage. Out of the 90 articles, the team found that 23 (25.55%) were of high relevance to the research question; 26 (28.89%) were considered of medium relevance; and 41 (45.55%) fell under the category of low relevance. For the purpose of the analysis, the team focused on those categorized as being of high and medium relevance.

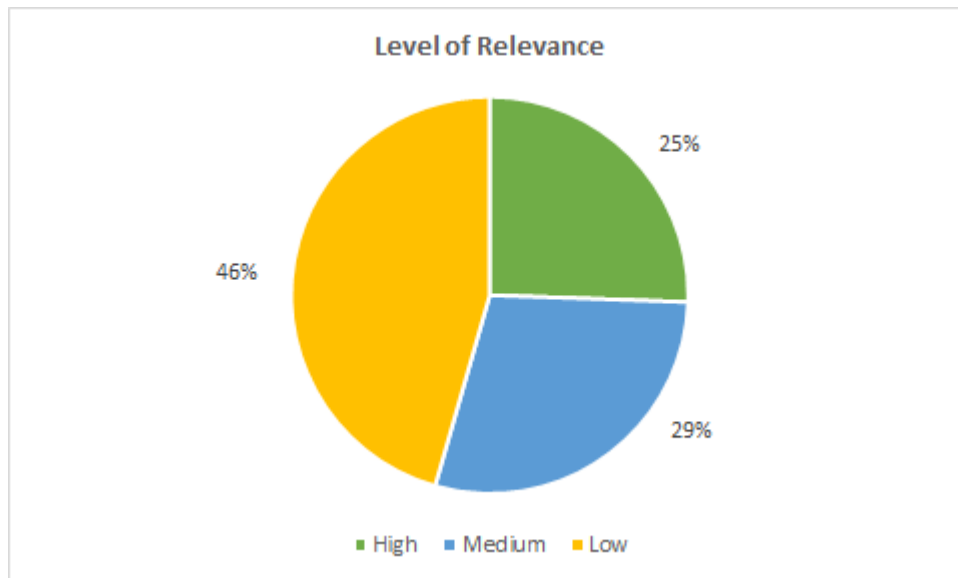


Figure 1. Level of relevance of articles and reports to the research question.

B) Organizations (HRET Implementers) Research Approach

The team identified organizations through: the initial literature review, previous Capstone projects,⁵³ informational interviews (see [section II. C](#)), past professional experience of the team members, and keyword searches to find specific organizations. This allowed the team to identify organizations that might have not been referenced in peer-reviewed literature. Local initiatives do not always attract the attention of academic research, and quite often do not have the human, technical or financial resources to conduct impact assessments. Even when they have them, it is not uncommon that organizations keep these assessments as internal documents. Sometimes HRET implementers may have the information, but not in a systematized way.

For the purpose of the research, the team decided to map HRET implementers that are

⁵³ A Capstone Workshop is a live consulting project with an external client outside of Columbia SIPA. For the third consecutive year, Columbia SIPA and OHCHR have partnered in Capstone projects. In 2020, graduate consultants elaborated a “Study on the Impact of Human Rights Education and Training Programmes for Children and Youth in Non-Formal Education.” See more information in: <https://www.sipa.columbia.edu/academics/capstone-projects/study-impact-human-rights-education-and-training-programmes-children-and>

organizations, entities, programs, educators⁵⁴ and practitioners engaging in HRET in formal, non-formal and informal settings at the local, national and/or international level.

i. Key Research Terms

In order to find relevant organizations, the team relied on search engines such as Google and used key research terms that were utilized for the desk research review (see [Appendix B](#)), in combination with the names of prioritized countries (see [section II.B.ii](#) below).

ii. Selection of Countries

The selection of countries that the team prioritized for the research of organizations was based on the following criteria:

- Countries where the most relevant case studies were found in the literature review or discussed during the informational interviews with experts.⁵⁵
- Countries where the UN Department of Political and Peacebuilding Affairs (DPPA) had special political missions and other political presences by July 2020.⁵⁶ While characteristics and mandates of political missions may vary, they usually engage in conflict prevention, mediation and post-conflict building.⁵⁷ Therefore, organizations and individuals involved in HRET in these contexts are of interest for this research project.
- Countries declared eligible for the Peacebuilding Fund by the UN Secretary-General (PBF).⁵⁸ The Peacebuilding Fund is a financial instrument employed by the UN to sustain peace in countries or situations at risk or affected by violent conflict.⁵⁹ In 2020, one of the

⁵⁴ The term “educator” is used to refer to trainers, facilitators, teachers in formal education settings, and others engaged in HRET.

⁵⁵ These countries include: Cambodia, Colombia, India, Israel, Liberia, Mexico, Myanmar, Northern Ireland, Palestine, Peru, Senegal, Serbia, Sierra Leone, Sudan, Tanzania, Ukraine, as well as 21 Latin American countries and other 24 countries where CEAAL and Amnesty operate, respectively.

⁵⁶ DPPA, *United Nations Special Political Missions and Other Political Presences*, July 2020. https://dppa.un.org/sites/default/files/dpa_ousg_4561_r10_jul20.pdf

⁵⁷ These countries include: Afghanistan, Burundi, Cameroon-Nigeria (Mixed Commission), Colombia, Cyprus, Haiti, Iraq, Lebanon, Libya, Mozambique, Myanmar, Somalia, Sudan, Syria, Western Sahara, Yemen. Please note there are missions covering more than two countries and/or thematic issues, including: UN Office to the African Union, Addis Ababa; UN Regional Office for Central Africa, Libreville; UN Office for West Africa and the Sahel, Dakar; UN Regional Centre for Preventive Diplomacy for Central Asia, Ashgabat; Office of the United Nations Special Coordinator for the Middle East Peace Process, Jerusalem; Special Envoy of the Secretary-General to the Great Lakes Region; Special Envoy of the Secretary-General for the Horn of Africa; United Nations Representative to the Geneva International Discussions (UNRGID).

⁵⁸ These countries include: Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Colombia, Democratic Republic of Congo, El Salvador, The Gambia, Guinea, Guinea Bissau, Haiti, Honduras, Liberia, Mali, Mauritania, Papua New Guinea, Sierra Leone, Solomon Islands, Somalia, Sudan. *Eligible only until 2020: Côte d’Ivoire, Madagascar, Sri Lanka (not included).

⁵⁹ United Nations, *United Nations Peacebuilding Fund*, February 2021. <https://www.un.org/peacebuilding/fund>

thematic focuses of the PBF’s gender and youth promotion initiatives consisted of the “human rights and protection of women and youth peacebuilders and human rights defenders.”⁶⁰ This does not imply that the organizations analyzed in this project are funded by the Peacebuilding Fund—they are simply operating in these countries, which are of clear interest to the UN.

- Countries that have experienced conflict where the team has prior professional or academic experience.⁶¹ Given the time constraints of the project, the team assumed that prior experience in a particular country or region would facilitate the outreach and interview process with local organizations.
- Countries with current conflict situations according to specialized think-tanks and organizations, such as the International Crisis Group (Crisis Watch).⁶²
- Regional representation. In order to have a balanced overview of the role of HRET in preventing conflict around the world, the team decided to include at least one country from each region, following the categorization of OHCHR: Africa, Americas, Asia and Pacific, Europe and Central Asia, Middle East and Northern Africa (MENA).

Based on these criteria, the research team identified 68 countries in the five above-mentioned regions, which were prioritized in the research of relevant organizations and programs engaging in HRET. The team then conducted keywords searches for these countries.

iii. Relevance of Organizations

Human rights education and training programs implemented by organizations vary greatly in their characteristics, including duration, curriculum, target groups, implementing partners, and whether or not an impact assessment exists as it relates to conflict prevention and sustaining peace. For the purpose of this research, the prioritization of the organizations and their HRET programs was determined as follows:

- **High relevance:** The organization has implemented one or more HRET programs, and the results of one or more impact assessments on the role of HRET in conflict prevention and/or sustaining peace were available to the research team whether in written form or through interviews with the HRET implementer (see [Interviews](#) section below).

⁶⁰ United Nations, *Peacebuilding Fund, Gender and Youth Promotion Initiative 2020*, February 2021. <https://www.pbfgyipi.org/>

⁶¹ These countries include: Colombia, Myanmar, Israel.

⁶² In March 2020, aside from the more than 70 conflict situations that Crisis Group regularly follows, the think-tank tracked “notable developments” in: Bolivia, Brazil, Indonesia, Jordan, Nile Waters, Northern Ireland, Paraguay, Saudi Arabia, Senegal and U.S.-Russia. For more information: <https://www.crisisgroup.org/crisiswatch>

- **Medium relevance:** The organization has implemented more than one HRET program, but an impact assessment about the role of HRET in conflict prevention and/or sustaining peace could not be found online or accessed by the team.
- **Low relevance:** The organization has implemented one HRET program, but an impact assessment is not available.

Organizations implementing HRET in conflict settings were deemed of potential interest for future research, even if an impact assessment was not available to the team at the time of writing this report (medium and low relevance). They were therefore included in the list of organizations for which the team found insufficient information (see [Appendix H](#)).

C) Interviews

These organizations were contacted based on the criteria listed above. The interviewing process consisted of two rounds. The first round of interviews included informational interviews with researchers, practitioners, governmental officers, members of international organizations, and academic experts who shared their work and findings with the team, while also providing the team with references for future interviews with actors in particular conflict contexts.

The second round of interviews, which were focused on specific programs, included HRET implementers from international organizations and civil society organizations. This round helped the team understand how programs were implemented in the field and the on-the-ground impact of the work. The team determined who to interview after collecting a number of organizations' names from the first round of interviews, the literature review, and prior academic or professional experiences, and previous OHCHR-SIPA workshop report. Then the team prioritized certain organizations/programs based on the criteria outlined in [section II. B](#) in the methodology.

The team followed a semi-structured interview guide, which was adapted to the characteristics and expertise of the interviewees. At least two team members participated in each interview; one facilitator and one note-taker. Prior to each interview, the team asked for permission to take notes, record, transcribe, and store the information and quotes obtained during the session. Interviewees were asked for permission to have their names cited or statements quoted. The team also asked for permission to store the information and share it with faculty advisors and potentially the client. All information derived from the interviews the team has conducted throughout the project is included with the interviewee's permission and approval.

i. Informational Interviews

The researchers and academic experts that were selected for interviews were initially chosen based on literature reviews, recommendations, and references from the faculty advisors and the client.

As per the client's guidance, the team sought to select scholars that work either specifically on HRET or in related and relevant fields, such as historical education, peace education, or social and emotional learning. This was done in order to provide a more comprehensive definition and analysis of HRET and its impact on conflict prevention and sustaining peace.

ii. Interviews about Specific Programs

Following the first round of interviews, the team obtained references and contacts for members of local organizations, civil society representatives, and UN officials. Practitioners were selected based on their experience involving HRET programs. While the team continued to interview scholars, the main focus in the second interviewing round was placed on local actors with direct experience in HRET programs, who were able to provide extensive and detailed information regarding the link between HRET and conflict prevention and sustaining peace, as well as its measured impact in a given social, economic, cultural, and political context. Both rounds of interviews followed the methodology that has been described in this section.

D) Analysis

The team devised a method to systematically analyze the data. This included separating into smaller groups to review the three types of data that were collected: the literature review, the expert and scholar interviews, as well as the practitioner interviews. For each of these categories, the team read over the articles and interviews and identified key themes and findings. Once the team determined these categories, they revisited the sources and identified the themes that appeared most frequently in the research overall or, in the team's assessment, had a critical bearing to the research questions addressed by this project. For these themes, the team identified and synthesized the nuances and disagreements the various scholars and practitioners discussed.

E) Limitations

It is important to note some of the limitations that may have affected aspects of the research. One of those limitations was the team's language skills. While research is widely published in English, there are certain countries that may publish research, survey results, or website information in their native language.

The desktop research was also limited by the fluidity of the term HRET. Practitioners and academics use different definitions of HRET. Sometimes, HRET is used interchangeably with social justice training, peace education, conflict resolution, and citizenship education, among others. The team often found that one or more of these terms encompassed the others. To mitigate this challenge, the team included these various terms in the literature review and general research, then examined the curriculums and definitions to see if they were in line with the UN Declaration on Human Rights Education and Training (see [section 2, A, i](#)). There are also numerous HRET-

focused non-governmental organizations (NGOs) operating in conflict and post-conflict contexts and not all of them were reviewed through this research.

Furthermore, the team acknowledges that there were a number of conflicts that were not included in the research, because of time constraints and limited resources. For the purpose of this study, the team prioritized countries where the UN focuses on conflict prevention, peacebuilding, and sustaining peace. The final section of countries, regions, and organizations was determined according to the methodology outlined above (see [section 2, B, ii](#)). While the team made a concentrated effort to conduct research and interviews that were regionally representative, there was difficulty in finding impact studies and assessments for organizations in Africa. The team also relied on prior knowledge of organizations when looking at the chosen conflicts.

There were also time restraints, as not all the organizations were available during the team's timeline. In some instances, the team's research was also limited to information that could be found online, and not all grassroots organizations have a website.

In total, the team contacted 48 organizations and individuals and conducted 25 interviews. This affected the knowledge the team was able to accumulate and the ability to better represent all regions proportionally.⁶³

Finally, it is important to mention that this work was conducted during the COVID-19 pandemic. To mitigate the spread of the virus, all work was done remotely, including interviews, team meetings, and collaborative research. This inhibited the team's ability to connect with organizations and people who are from parts of the world with unstable, limited, or restrictive internet use. While in-person work and interviews are often preferred because of the ability to build a rapport, the online nature of this research enabled the team to reach more people from geographically diverse areas.

III. Findings

A) Overview of Data

The following section draws on findings from the literature review of 90 academic articles, case studies and reports, 13 informational interviews with experts from academia, government, public sector consulting and the United Nations, and 12 interviews about specific programs with practitioners and implementers from all regions. Of the articles reviewed, 49 directly address the link between HRET and conflict prevention or sustaining peace. The team identified 85 human

⁶³ Throughout the interview stage there were four experts who declined to participate in interviews, three experts who did not respond to the team, three organizations with whom it was not possible to schedule the interviews, and thirteen organizations that did not respond to the team's outreach email

rights education and training programs implemented in 68 countries, including: 1) countries with at least one currently-ongoing international or non-international armed conflict (e.g. Afghanistan, Colombia, Israel, Myanmar, Palestine, Sudan, Yemen); 2) countries without a current armed conflict, where the identified HRET programs tackle past human rights violations, dictatorships or situations of conflict (e.g. Argentina, Cambodia, Chile, Northern Ireland); and 3) countries without a current armed conflict, where the HRET implementers either work with partners in conflict situations or there is a risk of escalation (e.g. Brazil, United States).⁶⁴

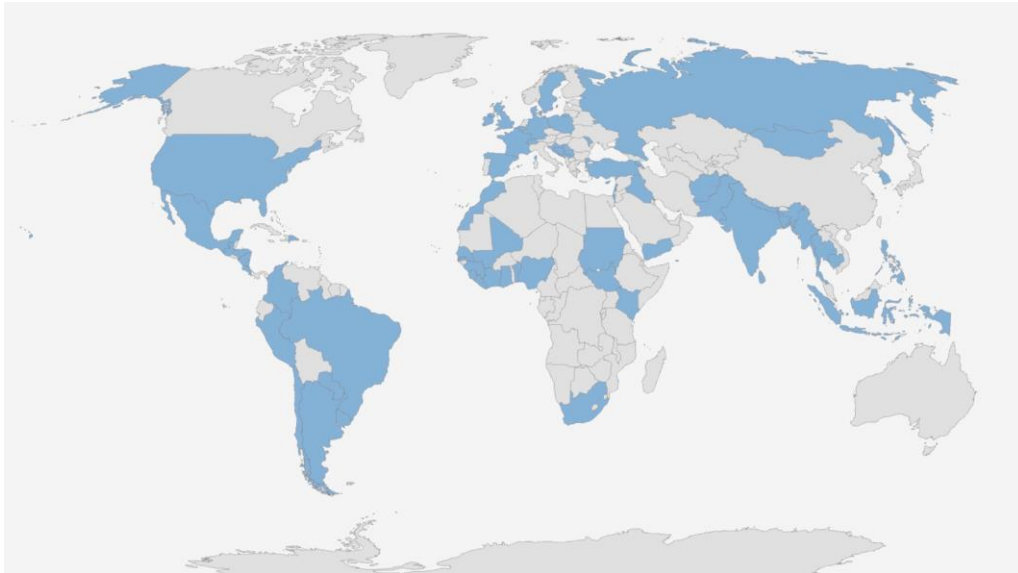


Figure 2. Map of countries covered for the purpose of this project.

Out of the 85 programs identified, 41 (48.2%), were found through the literature review, which is mainly composed of scholarly articles. Building on the work of previous SIPA Capstone projects commissioned by OHCHR, the team identified another 25 programs (29.4%). Eight additional programs (9.4%) were identified by specialists and scholars during informational interviews.⁶⁵ Finally, eight programs (9.4%) were identified as a result of team members' prior professional experience, and three (3.5%) more in the course of the organization search.

⁶⁴ International Crisis Group, *Crisis Watch: Tracking Conflict Worldwide*, 2021.
<https://www.crisisgroup.org/crisiswatch#>

⁶⁵ This does not include programs or organizations that had already been found in the literature review.

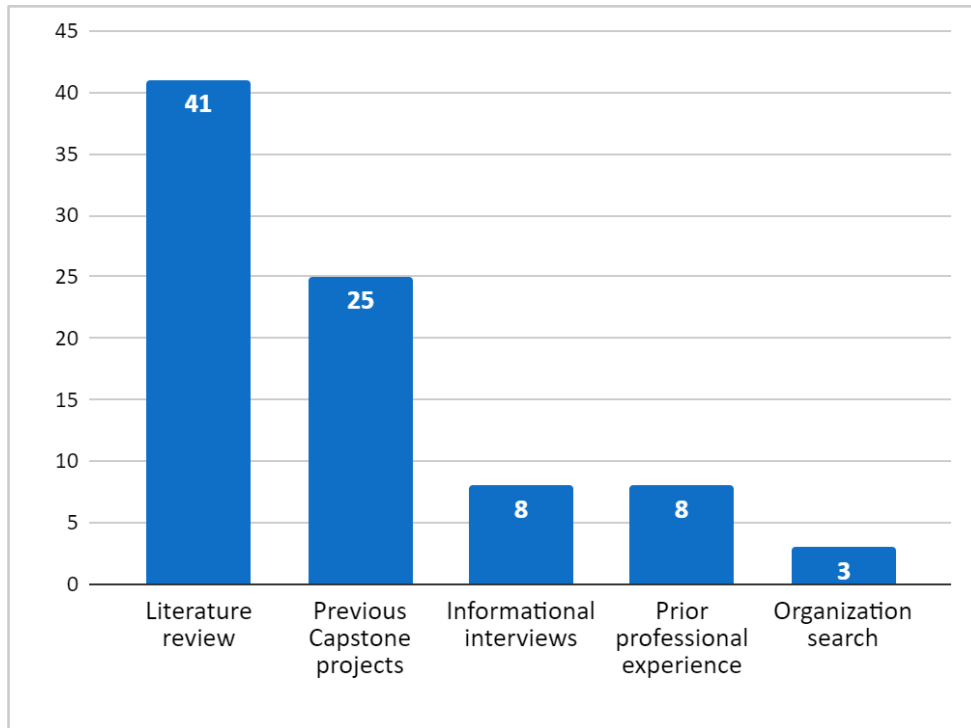


Figure 3. Sources used to identify HRET implementers (total).

Regarding geographical distribution, this research followed the OHCHR regional classification (see [Appendix A](#)). Programs took place in Africa (8), the Americas (22), Asia Pacific (24), Europe and Central Asia (12), Middle East and Northern Africa (12), and multiple regions (7).

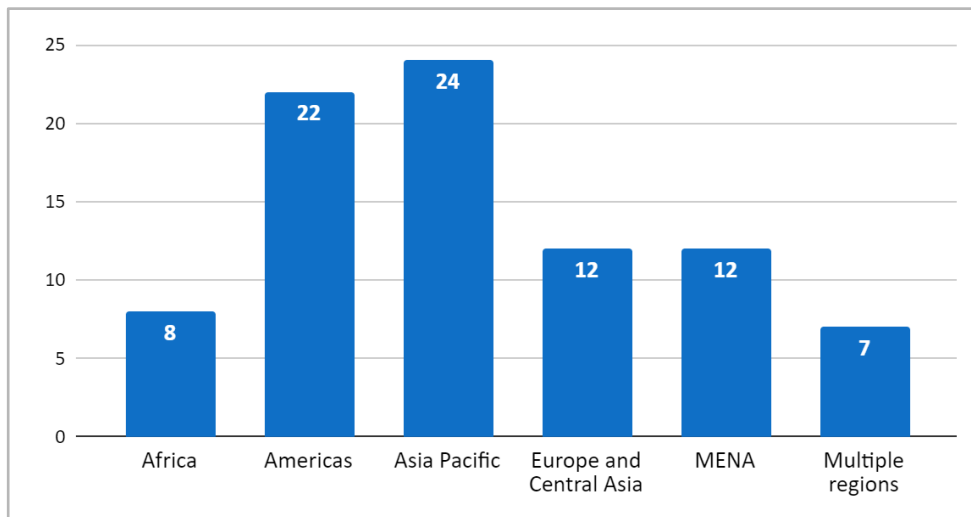


Figure 4. Distribution of programs per OHCHR region.

For the purpose of this analysis, the team reviewed the general description of the program, number of participants, duration, objectives, general aspects of the curriculum, mode of instruction (in-person, online, blended/hybrid), type of education (formal, informal, non-formal), facilitators, target groups, design process (including needs assessment and consultation with communities

conducted prior to implementation), type (knowledge, skills, attitudes, behaviors) and level (personal, family, community or other levels) of observed impact, implementing partners, key success features of the program, limiting factors and challenges, external factors that influenced the program, availability of funding for measuring impact, and the potential involvement or participation of peacebuilders in the programs (see [Appendix E](#)).

The team found sufficient information about duration, objectives, design process, type and level of impact, and other elements mentioned in the previous paragraph, for 16 programs, based on data from a combination of relevant literature review and 12 interviews with HRET implementers (see [Appendix F](#)). These programs were therefore considered of “high relevance” and included in the sample that will inform the analysis. The remaining 69 programs, which fell under the categories of “medium” or “low relevance” because an impact assessment about the role of HRET in conflict prevention and/or sustaining peace could not be found online or accessed by the team, were not included in the sample. Despite the unavailability of sufficient information, the name of the organizations and their programs were listed in a table for future reference (see [Appendix H](#)).

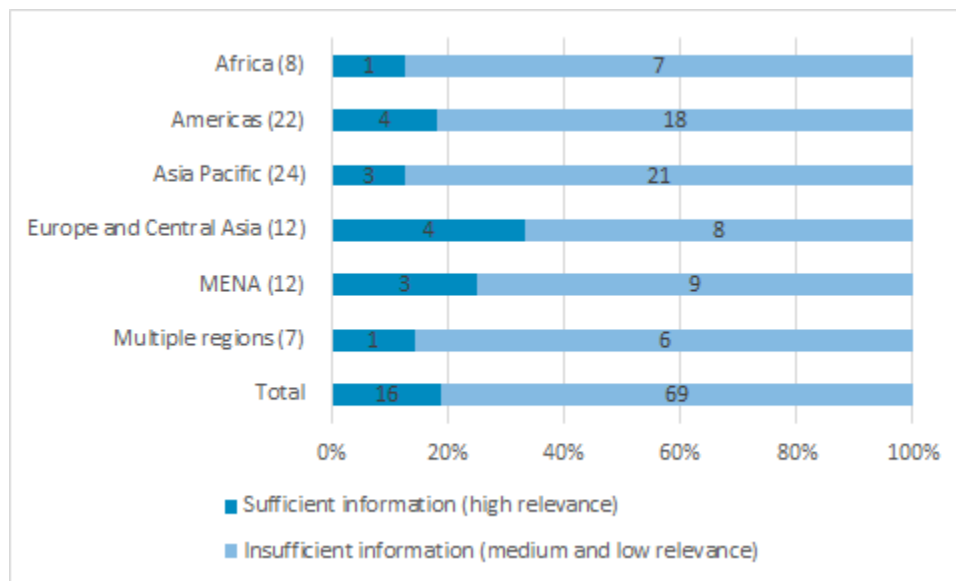


Figure 5. Level of relevance (sufficient vs insufficient information).

In particular, in the **Africa region**, the team identified eight organizations implementing HRET programs. Six (75%) of them were identified through the literature review process, and two (25%) were identified from previous Capstone projects. The team interviewed one organization, CIVITAS Senegal’s Citizens Action Program. The data gathered through the interview about the program was included in the sample (see [Appendix G](#)). References of the remaining seven programs are included in [Appendix H](#) for future consultation.

In the **Americas**, the team identified 22 organizations implementing HRET programs. Eleven (50%) of them were identified through the literature review process, seven (31.8%) were identified

in previous Capstone projects, two (9.1%) were mentioned by experts during informational interviews, and two (9.1%) more were identified through previous professional experience of one of the team members. Out of the 22 organizations, the team conducted interviews with the Institute of Human Rights Development (IDDH) in Brazil, and UNICEF (Colombia). Apart from this, sufficient information was found during the literature review about the School of Human Rights and Citizenship led by communities in the Bajo Cauca region of Colombia, and the Hermes program implemented by the Chamber of Commerce (CCB) of Bogotá. These initiatives were included in the sample below (see [Appendix G](#)). References of the remaining eighteen programs are included in [Appendix H](#) for future consultation.

In the **Asia Pacific region**, the team identified 24 organizations implementing HRET programs. Ten (42%) of them were identified during the literature review process, eight (33%) of them were identified from previous Capstone projects, five (21%) were identified through team members' previous work experiences, and one (4%) from targeted search. The team has interviewed two organizations, Equality Myanmar and UNESCO MGIEP, and found sufficient information about one additional program, UNTAC's HRET in UN Peacebuilding, from the literature review. These three programs were included in the below sample (see [Appendix G](#)). References to the remaining twenty-one programs are included in [Appendix H](#) for future consultation.

In the **Europe and Central Asia region**, the team identified 12 organizations implementing HRET programs. Five (42%) of them were found during the literature review process, five (42%) were identified from previous Capstone projects, and two (16%) were identified through direct search for organizations. The team interviewed one organization, the Youth Peace Ambassadors Network, and was able to access sufficient information on three additional programs from published literature and project reports found through literature review. These four programs were included in the sample (see [Appendix G](#)). References to the remaining eight programs are included in [Appendix H](#) for future consultation.

In the **MENA region**, the team identified 12 HRET programs. Seven of them were found in the literature review process, four of them were mentioned by experts during informational interviews, and one more was identified through previous professional experience of the team members. The team interviewed three organizations: Givat Haviva (Israel), Search for Common Ground - SFCG (Yemen), and Seeds for Peace (Israel, Palestine), which are included in the sample (see [Appendix G](#)). Moreover, nine programs are listed for which the team did not have sufficient information at the time of writing this report (see [Appendix H](#)).

Seven programs were implemented by organizations in **multiple regions**. Through an interview, the team gathered comprehensive data about the Center for Civic Education (Civiced), which partners with institutions in over 80 countries (see [Appendix G](#)). Basic information about six more programs in mixed regions was added for future reference (see [Appendix H](#)).

B) General Findings

The team conducted 13 informational interviews with experts from a variety of backgrounds ranging from academia, international organizations, government and public sector consultancy. Three of these experts are working in more than one of these sectors. Twelve out of the 13 believe there is a direct link between HRET and conflict prevention and sustaining peace. One of the 12 interviewees made a caveat that this link is only true under certain circumstances, like the key success factors mentioned in [section III. F](#), such as HRET tailored to a local context.⁶⁶ Four (36%) specified that this link is rather theoretical and has not been proven beyond the individual, family or community level. In particular, HRET impacts people at the individual level and can lead to attitudinal shifts.⁶⁷ The individual attitudinal change may lead to a behavioral change, bringing the information learned to the participants' families, into communities, and ultimately into local institutions or policies. The experts agree that HRET is a unique tool to promote values, beliefs and attitudes to uphold individual rights, as discussed in [section III. D](#). Especially marginalized groups and vulnerable people are characterized by a greater exposure to abuse or oppression and the lack of political, social and economic power needed to protect their rights in situations of conflict. HRET empowers these groups and helps them to build advocacy.⁶⁸ Human Rights Education, be it formal, informal or non-formal, contributes to capacity building and to a peaceful environment in the long-term.⁶⁹ It transforms people and fosters social cohesion, which ultimately can hopefully lead to the prevention of conflict.⁷⁰

From the 16 organizations in our sample, 13 (81.25%) observed impact at the personal level, six (37.50%) at the family level, and 12 (75%) at the community level (see [section III. E](#) and Figure 6 below). However, long-term impact evaluation remains a challenge and little is known about the effects these changed attitudes have on the later behavior of participants, the larger political, social, and cultural context, and the conflict itself. In other words, HRET is impactful for individuals and communities, but determining whether it directly or indirectly contributes to preventing conflict and sustaining peace would require the use of a relevant assessment framework.

⁶⁶ Kristina Eberbach (Deputy Director, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, February 2021.

⁶⁷ Nancy Flowers (Writer and consultant for human rights education, founding member of Human Rights Educators USA), interviewed by the workshop team, February 2021.

⁶⁸ Sandra Paunksniene (Director, Alliance for Historical Dialogue and Accountability Program, Columbia University), interviewed by the workshop team, February 2021.

⁶⁹ Anonymous source 1 (permission to use the content of the interview only without attribution), interviewed by the workshop team, February 2021.

⁷⁰ *Ibidem*.

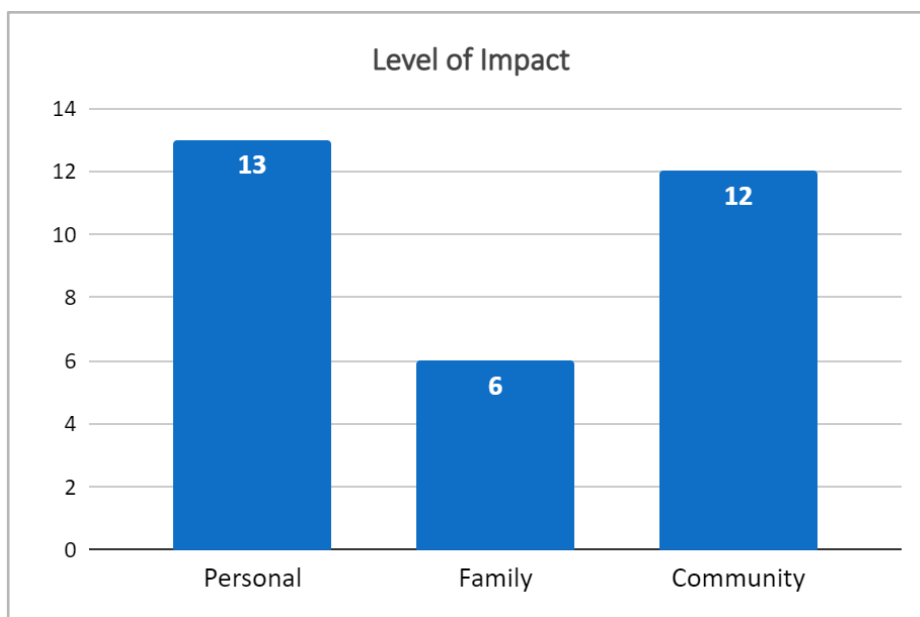


Figure 6. Level of impact of the organizations in the sample.

In the **Americas region** sample, three of the four programs were explicitly labeled as HRET, and all of them were conducted in person. One switched to online learning when the COVID-19 pandemic began. Most used a participatory approach, and conducted consultations with the communities during the design process, although the level of involvement varies. Moreover, three out of the four organizations in the sample conducted their own evaluations through participant surveys and direct observation by program staff. UNICEF and the Chamber of Commerce of Bogotá (CCB), which also reached the largest number of individuals—more than 47,000 and 35,000 participants, respectively—regularly monitor implementation of their programs, but the impact of their programming in relation to conflict prevention or sustaining peace has not been measured. Moreover, all organizations interviewed report impact at the personal level. Those working with children, UNICEF and the CCB, also reported impact at the family and the community level. This may imply that organizations assume that HRET for children is more effective when grounded in their closest environments.⁷¹ UNICEF noted that interviews with children at the beginning of the program reflected many wanting to be soldiers, police officers, guerilla members, and bodyguards. Interviews towards the end of the program showed they now wanted to be teachers, footballers, musicians. They had found “new meanings to life.”⁷² Moreover, implementers noticed teachers in the program also incorporated non-violent approaches in the classroom. The other Colombian initiative, led by communities in the Bajo Cauca region, reported impact at the community level too. The atmosphere of fear, the stigma against other territories and the control usually imposed by the armed groups made the participants self-censor at the beginning of the program. Nonetheless, after several sessions, participants not only showed they had

⁷¹ Olga Lucía Zuluaga (Child Protection Officer, UNICEF) and Katherine Paola Herrera Moreno (Consultant, UNICEF), interviewed by the workshop team, March 2021.

⁷² *Ibidem*.

internalized theoretical and practical content, but started to question existing “prejudices” too. The group was “more willing to discuss and debate,” and showed “interesting progress in terms of group cohesion, solidarity, and acknowledgement of others.”⁷³ The four programs noted a change in knowledge, the three Colombian programs also reported a shift in attitudes, and Brazilian IDDH’s program noted a change in skills. The change in attitudes might be related to the situation of protracted conflict in Colombia, that has fed mistrust, fear and discrimination, as seen in the previous example.⁷⁴ Civil society organizations participating in the IDDH’s program in Brazil developed and polished their advocacy and monitoring skills, which allowed them to articulate their demands at the institutional level, in mechanisms such as the Universal Periodic Review.⁷⁵ (see [Appendix G](#)).

In the sample from the **Asia Pacific region**, two out of three organizations were explicitly labeled as conducting HRET, while one, UNESCO MGIEP, focused on social and emotional learning (SEL) and taught about values, such as empathy. Two of them were implemented fully in person, and one included both in person and online elements. Impacts were observed on the individual, group, and community level. Equality Myanmar reported the change of knowledge and attitudes of participants, which they determined from quantitative and qualitative data collected after their training programs. In relation to the military coup in Myanmar in February 2021, Equality Myanmar highlighted that the high participation of youth in pro-democracy demonstrations might be a result of HRET having been implemented by a variety of civil society organizations since the country started its process of democratization. The organization also believes that the progress made over the past eight years could not be reversed, as the new levels of awareness and collaborations created will persist.⁷⁶ UNESCO MGIEP’s program in India reported impact at the individual level and in the prevention of violent extremism. UNTAC’s HRET implemented in Cambodia showed a lasting positive impact on civil society (five to seven years after the program ended), which was qualified as a result of their investment in HRET (see [Appendix G](#)).

In the sample from the **Europe and Central Asia region**, all four organizations conducted programs that were not explicitly labeled as HRET, and all specifically targeted youth, while programs of Women for Development also included teachers and parents of children. Each of the programs relied on interactive and participatory teaching methods. Changes in knowledge, behavior and attitudes were mentioned by three out of the four organizations, and two highlighted changes in skills. While all four organizations reported impacts on the personal and community level, Women for Development also highlighted the impact on family level following the

⁷³ Pino Franco, Yeny, and David Sánchez Calle. “Pedagogía y territorio. La experiencia de la Escuela de Derechos Humanos y ciudadanía en el Bajo Cauca Antioqueño.” *El Ágora USB*, Revista de Ciencias Sociales 17, no. 1 (June 2017): 24, pp. 45-46. <https://doi.org/10.21500/16578031.2810>.

⁷⁴ *Ibidem*.

⁷⁵ Fernanda Brandão Lapa (Director of the Instituto de Desenvolvimento e Direitos Humanos - Institute of Human Rights Development), interviewed by the workshop team, March 2021.

⁷⁶ Daren Moon (Deputy Director of Equality Myanmar), interviewed by the workshop team, March 2021.

participation of parents in some of the training activities. Furthermore, children acquired conflict prevention and resolution skills which enabled them to address conflicts in their own family.⁷⁷ The Civic Education program in Serbian primary and secondary schools discussed how teachers started to address children's rights issues in the community following the training program. Nansen Dialogue stressed the way their regional centers in the Balkans build local capacity, and how the personal empowerment of participants contributes to a strong critical mass in the region that works through dialogue for understanding. Women for Development elaborated on the individual impact their programming had and the skills built for children to prevent and resolve conflicts in their surroundings. The Youth Peace Ambassadors Network also reported changes in attitudes, knowledge and skills on both the personal and community level. Changes on the personal level include expanded knowledge of human rights and their realization, newly gained nonviolent communication and conflict analysis skills, and attitudinal changes showcasing higher levels of tolerance and empathy. The Network also brought up various examples of community level impact, such as several participants founding their own organizations, which aim to build peace in their respective region. The Youth Peace Ambassadors Network was the only organization in the Europe and Central Asia regional sample that confirmed the observed impact over time (see [Appendix G](#)).⁷⁸

The three organizations in the **MENA region** sample, which framed their programs as peace education and had the promotion of dialogue as one of their main components, used surveys and interviews to measure impact. They all noted attitudinal changes at the personal level. In particular, Seeds for Peace also conducted an external assessment in partnership with an academic institution, which allowed them to observe impact at the personal and community level, mainly related to a change in attitudes. For example, each summer, Seeds for Peace finds that participants have a change in their attitudes in regards to empathy, humanization, and commitment to action. Seeds for Peace also tracks their alumni and have found that 76% of those contacted indicated that they were contributing to conflict transformation. Some 72% of these alumni respondents were contributing to conflict transformation through their professional work. This involved economic development, socio-economic change, working across lines of conflict, policy work, or addressing human needs and rights.

Search for Common Ground conducted initial and final evaluations that allowed the organization to observe changes at the personal, family and community level, both in terms of knowledge and attitudes. For example, in the case of Search for Common Ground in Yemen, parents complained about a program, as it created “problems for us because for the first time, my kids actually started to question my actions.” Shoqi Al-Maktar, the Senior Regional Conflict Sensitivity Advisor in the Middle East at Search for Common Ground, saw this as a compliment, because it meant students

⁷⁷ Mikayelyan, Armine, and Gohar Markosyan. “Peace and Conflict Resolution Education in Armenia: The Work of Women for Development.” *Conflict Resolution Quarterly* 25, no. 1 (2007): 101–7. <https://doi.org/10.1002/crq.196>.

⁷⁸ Agata Stajer, and Jorge Aguado, interviewed by the workshop team... *Op. Cit.*

were using their education to challenge existing conditions, and alleged rights' violations committed by their parents.⁷⁹ Al-Maktar also noted changes in student and teacher behavior as a result of the programing. The school, which monitors the number of violent incidents, saw a decrease in those reported after the programing. Furthermore, a WhatsApp group was created for teachers to collaborate and share relevant resources that continued to act as an asset to the group even after the programming ended.

As the samples in **Africa** and **multiple** regions only consisted of one program, the team did not include quantitative analysis of these samples here.

The team found there is a general consensus that HRET is indeed connected to conflict prevention and sustaining peace, although the nature and extent of this connection remain under debate. Most studies and interviewees highlight the benefits of such programs and encourage further research and study of the topic. Short-term, post-project completion impact at the individual and community level has been well-documented and is overwhelmingly positive, in the sense that participants usually change their attitudes, beliefs, knowledge, and perspectives regarding human rights in general after they participate in an HRET program. While one impact professional advised that there were too many intervening factors to prove a causal relationship between HRET and conflict prevention, she did point to the work that Seeds for Peace had done with long-term assessments. By measuring alumni's conflict transformation activities, like work with peacebuilding organizations or involvement with protests, Seeds for Peace gained a better understanding of how the program shaped alumni and their impact on their communities and societies as a whole. For example, as discussed in greater detail in this section and [section III.D](#), they observed that most of the alumni (72%) who answered the survey were involved with conflict transformation in their professional work.⁸⁰

C) The Many Faces of HRET in Conflict

Throughout the literature review and interviews, human rights education and training was not always labeled in the same manner. While the team used the term based on UN documents and literature review, experts and practitioners did not always use the same term in the same way. Often they might have called their programming civic education programs, historical education, peace education and social-emotional learning programs. Regardless of the specific name, the team found that these programs had elements of HRET, such as the emphasis on human rights, human dignity, democracy, social justice or peace. Other times, the terms were used interchangeably, especially by organizations on the ground. From the 16 organizations in the sample, five framed their program explicitly as HRET, and 11 used other names, such as peace or civic education.

⁷⁹ Shoqi Al-Maktary, interviewed by the workshop team... *Op. Cit.*

⁸⁰ Eva Armour (Director, Impact and Strategy, Seeds for Peace), interviewed by the workshop team, March 2021.

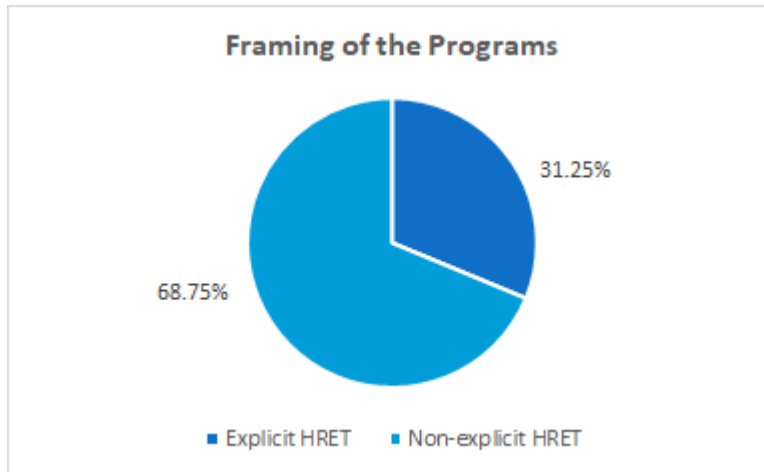


Figure 7: Human rights framing of the programs.

One of the main forms of education that was mentioned during the informational interviews, other than HRET, was peace education. Scholars and experts viewed the relationship between HRET and peace education in three different ways. One is that peace education and HRET were distinct, but may be effective when used together.^{81, 82} Another way experts framed the link is that HRET and peace education can be interchangeable, especially when used by practitioners. While an organization may call itself a peace education program, it may still be teaching human rights education.⁸³ Finally, one term may be inclusive of the other. For instance, when Dr. Daniel Bar-Tal described peace education, an essential component of his definition was teaching human rights. Bar-Tal also emphasized that what he believed was true peace education did not exist in Israel because of the sensitivity related to the term human rights. Bar-Tal believed that human rights education can actually lead to lasting change when it impacts a large swath of the population through formal education.⁸⁴ The main takeaway from these conversations was the lack of clear parameters when using the term colloquially. This influenced the team’s approach and enabled the research to be more inclusive when interviewing non-profits and HRET implementers, as the term used was fluid.

In particular, all programs in the sample for the MENA region are non-explicit HRET, but labeled as peace education instead. While implementers confirm that the values of the program “are obtained from human rights”⁸⁵ or that they “try to build solidarity on basic human rights issues,”⁸⁶

⁸¹ Felisa Tibbits (Chair in Human Rights Education, Department of Law, Economics and Governance at Utrecht University and Lecturer in the International Education Development Program at Teachers College, Columbia University), interviewed by the workshop team, February 26, 2021.

⁸² Zachary Metz (Director of Peace Building Practice, Consensus; Adjunct Assistant Professor of International and Public Affairs), interviewed by the workshop team, February 2021.

⁸³ Anonymous source 2 (permission to use the content of the interview only without attribution), interviewed by the workshop team, February 2021.

⁸⁴ Daniel Bar-Tal (Researcher, Tel Aviv University), interviewed by the workshop team, March 2021.

⁸⁵ Eva Armour, interviewed by the workshop team... *Op. Cit.*

⁸⁶ *Ibidem.*

the term “human rights” seems to be stigmatized to some extent. This stigmatization may occur when a government perpetuates human rights violations.⁸⁷ In general, the team had difficulty finding HRET programs in this region that were explicitly categorized as such. While these findings can be relevant to HRET in general, the programs that the team looked at were all in a conflict context.

Another main takeaway is that because programs do not always call themselves HRET it is harder to construct impact assessments or monitoring and evaluations indicators. Creating consistent measurements across the field becomes difficult when the terms within the field are so fluid.

D) Key Knowledge, Skills, Attitudes and Behavior

Desk research and expert interviews highlighted several essential skills, attitudes, behaviors, and knowledge that result from HRET and that are being employed by participants during and after the program. Importantly, these attributes greatly overlap with those needed for and taught in conflict resolution processes.⁸⁸ A plethora of research studies show that the knowledge, such as international law or human rights violation reporting mechanisms, behaviors, attitudes, and skills such as empathy, compassion,⁸⁹ problem-solving abilities, creativity, motivation, trust, communication, emotional awareness⁹⁰, cooperation, cultural awareness, self-control, and language, have a direct and observable impact on conflict resolution processes, be it at a personal, community, or international level.⁹¹ Furthermore, these attributes are also used in conflict resolution workshops for practitioners and mediators, who learn to actively rely on these in order to improve conflict resolution processes.⁹²

Most programs in our sample achieved changes in attitudes and values, knowledge, skills, and behavior that have been found to contribute to conflict resolution (see Figure 8 below). Experts pointed to several learning outcomes that could be achieved through HRET and applied to conflict contexts, such as communication, empathy, tolerance of “the other,” problem-solving, critical thinking and knowledge of laws and avenues for action.⁹³ Practitioners such as Boubacar Tall stressed the importance of the transferable skills, attitudes, behaviors, and knowledge participants learn from HRET programs and their applicability to the larger context and potentially the conflict.

⁸⁷ Daniel Bar-Tal (Researcher, Tel Aviv University), interviewed by the workshop team, March 2021.

⁸⁸ Coleman, Peter T., Deutsch, Morton, and Marcus, Eric C., eds. *The Handbook of Conflict Resolution: Theory and Practice*. New York, NY: John Wiley & Sons, Incorporated, 2014. Accessed April 8, 2021. ProQuest Ebook Central.

⁸⁹ Klimecki, Olga M. "The role of empathy and compassion in conflict resolution." *Emotion Review* 11, no. 4 (2019): 310-325.

⁹⁰ Hameiri, Boaz, Daniel Bar-Tal, and Eran Halperin. "Challenges for peacemakers: How to overcome socio-psychological barriers." *Policy Insights from the Behavioral and Brain Sciences* 1, no. 1 (2014): 164-171.

⁹¹ Coleman, Peter T., Deutsch, Morton, and Marcus, Eric C., eds. *The Handbook of Conflict Resolution.... Op. Cit.*

⁹² Raider, Ellen, Susan Coleman, and Janet Gerson. "Teaching conflict resolution skills in a workshop." (2000).

⁹³ Boubacar Tall (Director, CIVITAS Senegal), interviewed by the workshop team, March 2021.

According to Tall, the predominant skills acquired through Project Citizen in Senegal, which included problem-solving skills, creativity, communication skills, community engagement, and critical thinking, have a positive impact on communities and the tensions between the North and South regions in Senegal.⁹⁴

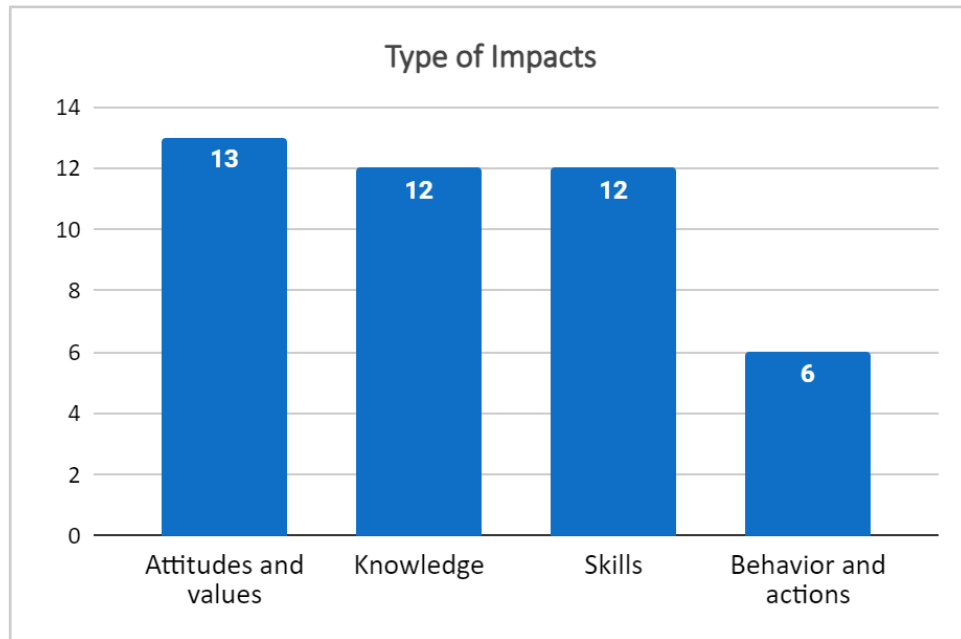


Figure 8. Type of impact of the organizations in the sample.

The team coded the outcomes articulated by the research and interviews, and observed that 13 organizations out of the 16 in the sample reported impact in terms of attitudes and values. Another 12 reported impact on knowledge and skills each, and six more observed impact on behavior and actions. The two types of changes in values and attitudes more commonly reported were respect for others, as well as tolerance and non-discrimination (five organizations mentioned each category). This was followed by empathy (four), willingness to dialogue (three), and change in stereotypes (two). In particular, all programs in the MENA sample observed attitudinal changes. In the case of Givat Haviva, an organization working in Israel, the assessment looked at the willingness to meet a member of other communities (i.e., Arabic or Israeli), emotional perception of students from the other group, attitudes toward the social acceptance of the other, and attitudes toward Arab-Jewish relations. Jewish students said they learned to be less judgmental, more social, more tolerant of those different from them, and to listen better. Arab students said they learned to speak Hebrew better and gained confidence in interacting with someone who is Jewish. Students both Jews and Arabs believed that they could live in a shared society, but some Arab students pointed to the inequality that must be addressed first.⁹⁵

⁹⁴ *Ibidem*.

⁹⁵ Yaniv Sagee (Director, Givat Haviva), interviewed by the workshop team, March 2021.

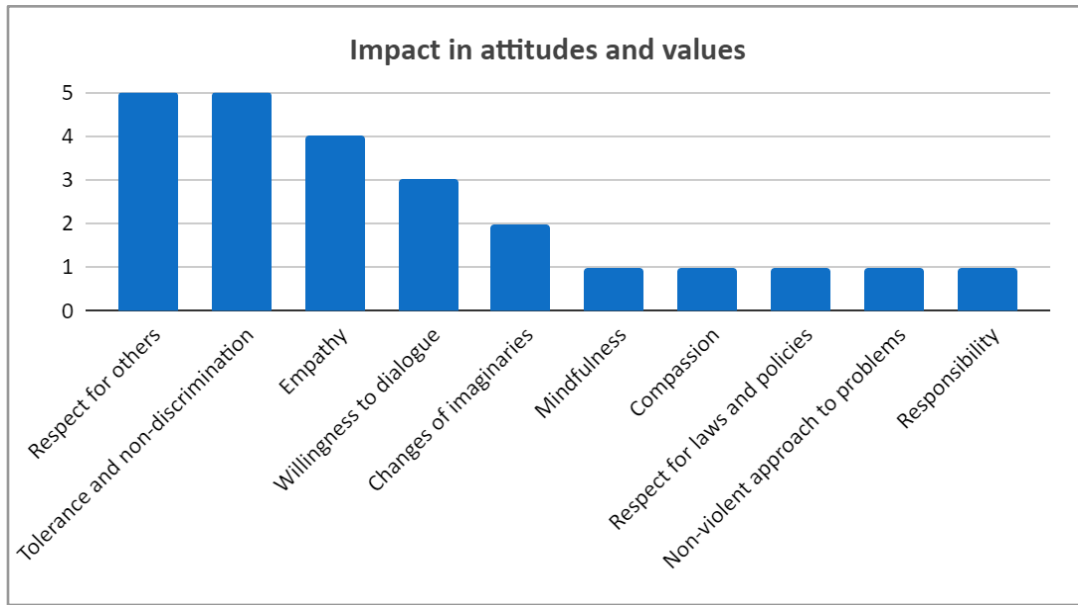


Figure 9. Impact in attitudes and values reported by organizations in the sample.

With regards to impact on knowledge, half of the organizations in the sample addressed human rights laws and policies (eight organizations), while four focused on memory, history, and culture, covering a wide range of topics such as the root causes of the conflicts.

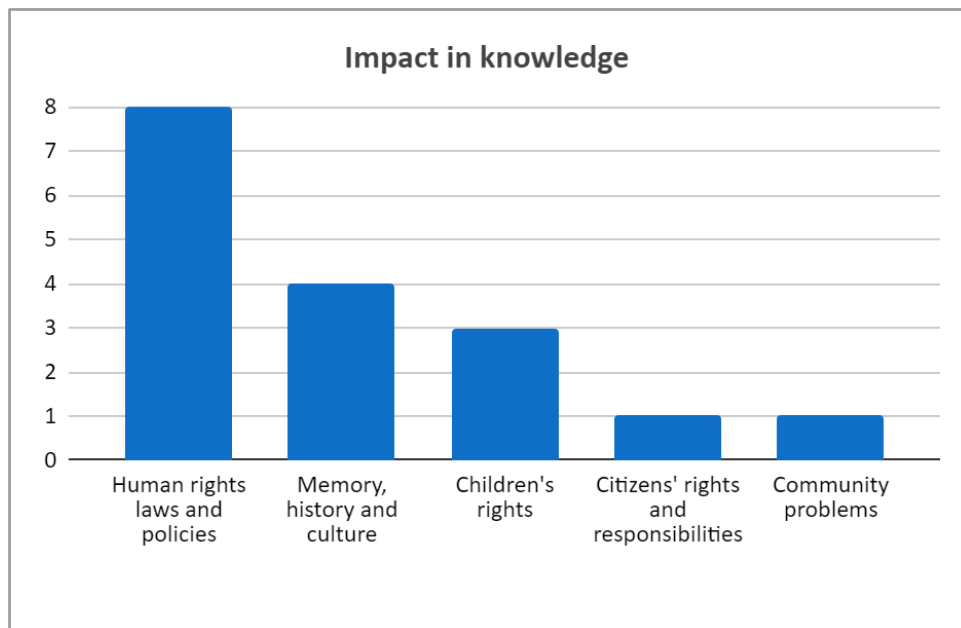


Figure 10. Impact in knowledge reported by organizations in the sample.

Programs also had an impact on participants' conflict prevention, management, and resolution skills, since they included topics such as conflict analysis and conflict mapping (eight organizations). Four developed advocacy skills, and three more organizations reinforced problem-

solving skills. Communication skills were an important part of the curriculum, as several programs included public speaking, active listening, and non-violent communication.

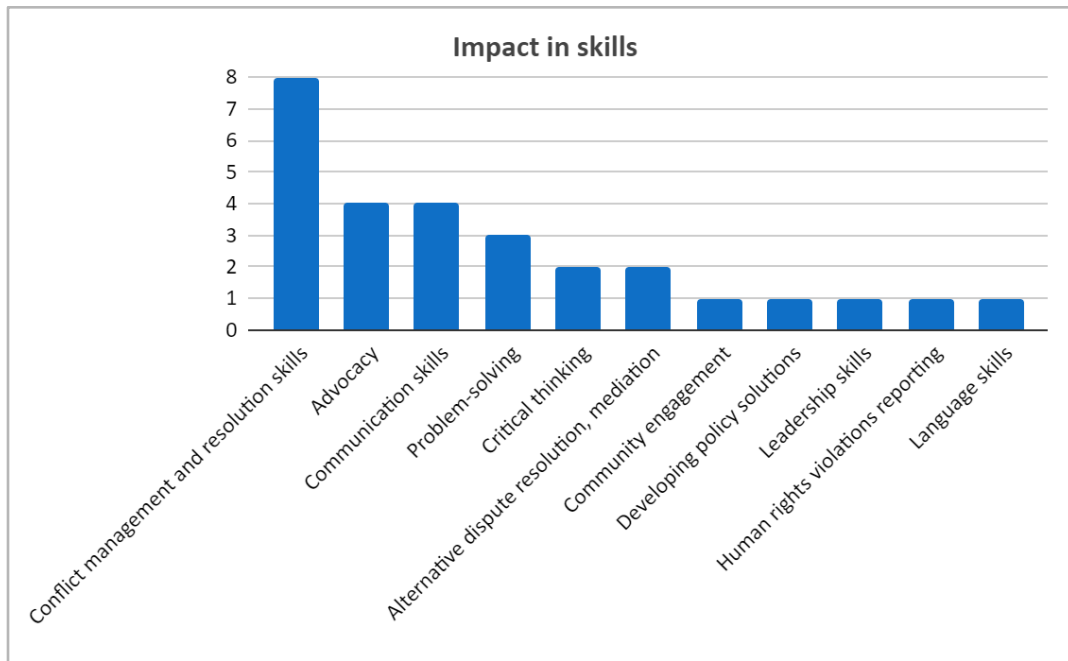


Figure 11. Impact in skills reported by organizations in the sample.

In terms of behavior and actions, organizations reported that levels of dialogue at the personal and community level increased (four organizations), some participants engaged in peacebuilding activities (one), and some developed new friendships with people from the other side in the conflict (one). At the school level, teachers started to address children's rights issues in the community (two), there was an increased use of mediation (one), and an overall reduction of cases of violence at school was observed (one).

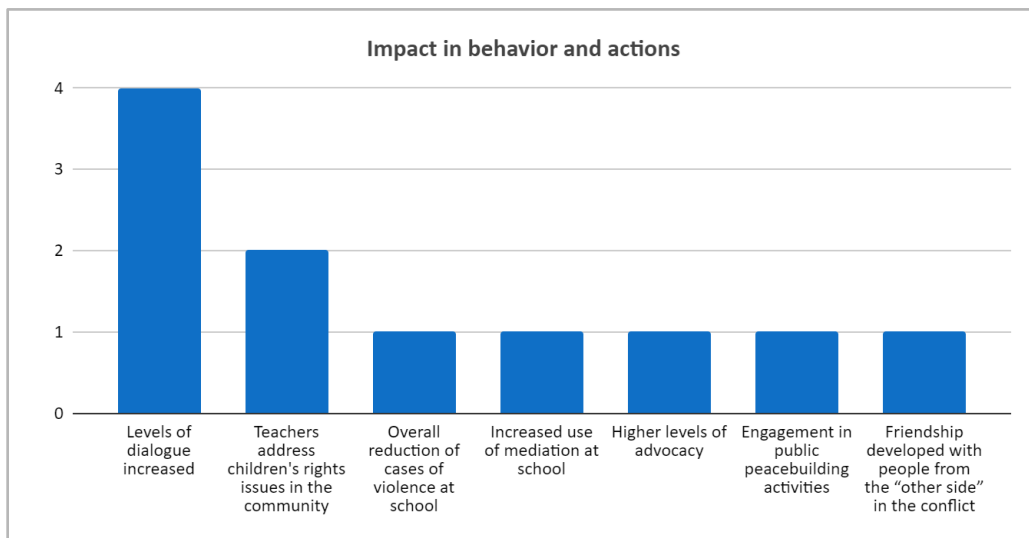


Figure 12. Impact in behavior and actions reported by organizations in the sample.

A program run by Search for Common Ground in Yemen measured changes in knowledge and attitudes from students and teachers. Through questionnaires conducted at different times during the program, the organization asked about the acceptance of the use of violence in certain situations. Results showed positive attitudinal changes. For example, after the programming, students were less accepting of aggressive behavior towards others. On a four point measurement scale, where 1.00 is the least receptive to aggression, students' responses recorded a change from a 2.08 to a 1.92. Students, parents, teachers, and community leaders all became more knowledgeable regarding conflict management skills as well. Students had the biggest change from the baseline survey. Before the programming, 71% of the students had knowledge on conflict management skills. After the programming, the percentage of students who had knowledge on conflict management skills increased to 81%.⁹⁶

Moreover, Seeds for Peace, also working in the context of the Israel-Palestinian conflict, found in a survey of former program participants that 87% reported having taken action (dialogue and other political actions) based on this experience. Another 76% indicated that they were contributing to conflict transformation through economic, social, or political change in either their professional or personal endeavors. One in five were participating in peacebuilding work and worked in over 40 distinct local organizations. This research was conducted in 2004-2005, a politically difficult period with active violence and conflict between both sides.⁹⁷ In the words of the implementers, "consistently forming close relationships with someone from the other side is what predicts attitudinal change and commitment to take action."⁹⁸ Seeds for Peace is explicitly focused on "developing courageous leaders who work in solidarity across lines of difference to build more just and inclusive societies."⁹⁹ Indeed, all programs in the MENA sample included a component of dialogue with those who are perceived as different, which makes empathy, respect for the other, and communication three valuable skills learned during these training sessions in conflict scenarios.

In the context of Europe and Central Asia, Women for Development, an NGO set out to teach about peace and conflict resolution in Armenian schools, saw a decrease of in-school conflicts while student's responsibility, listening and discussion skills improved—measured by survey and teacher interviews.¹⁰⁰ Youth Peace Ambassadors Network, an organization conducting national and international training programs across Europe with a strong focus on youth in conflict-affected

⁹⁶ Shoqi Al-Maktary (Senior Regional Conflict Sensitivity Advisor, Search for Common Ground), interviewed by the workshop team, March 2021.

⁹⁷ Eva Armour (Director, Impact and Strategy, Seeds for Peace), interviewed by the workshop team, March 2021.

⁹⁸ *Ibidem*.

⁹⁹ *Ib.*

¹⁰⁰ Mikayelyan, Armine, and Gohar Markosyan. "Peace and Conflict Resolution Education in Armenia: The Work of Women for Development." *Conflict Resolution Quarterly* 25, no. 1 (2007): 101–7. <https://doi.org/10.1002/crq.196>.

areas, shared how the knowledge, skills and attitudes of their participants changed after their involvement with the organization's activities. Participants reported higher awareness of their own human rights and an improved ability to recognize when they are being violated, as well as newly-developed skills in nonviolent communication, conflict analysis and tools to raise awareness and become advocates in their own community. The Network also shared qualitative evidence about changes in attitudes of participants following a training program in Kosovo that aimed to connect youth from Serbian and Albanian backgrounds. These changes mainly manifested as erased prejudices, identified commonalities, and initiated dialogue among individuals from opposing sides of the conflict. In addition, participants reported feelings of personal responsibility and empowerment for working as a peacebuilder and bringing peaceful change for the future.¹⁰¹

One expert believed it would be difficult to put out a blanket statement of useful skills, knowledge, behavior, and attitudes, as she explained there are many mechanisms one can use to create dialogue or implement change in a government. These behaviors, skills, knowledge, and attitudes are conflict and context-specific. Despite this belief, she did highlight her hope for constituents, especially those from marginalized groups, to feel empowered to participate in all levels of decision-making.¹⁰² With regards to the measurement of these behaviors, skills, knowledge, and attitudes, one expert also emphasized the restrictive nature of the current international and national educational indicators in place, which heavily rely on measuring cognitive learning and pay little attention to the evaluation of behavioral change.¹⁰³ Consequently, key information might be missing that could otherwise contribute to the establishment of a broader link between HRET and conflict prevention and sustaining peace.¹⁰⁴

Despite the information gap, it is possible to infer that by instilling the same behaviors, skills, knowledge and attitudes through HRET programs, such programs can have a positive and preventive effect on conflicts. While the kind of behaviors, skills, knowledge, and attitudes used in HRET are still highly context-dependent, the common themes identified above suggest a certain degree of applicability to a variety of conflict settings.

E) Impact in the Short and Long-Term

It is notoriously difficult to measure the precise impact of HRET programs.¹⁰⁵ According to an expert informant, the main reasons why assessing the HRET effects on conflicts or larger contexts is highly difficult are: lack of funding and training for monitoring and evaluation or follow-up

¹⁰¹ Agata Stajer, Jorge Aguado (Board Members, Youth Peace Ambassadors Network), interviewed by the workshop team, March 2021.

¹⁰² Anonymous source 3 (permission to use the content of the interview only without attribution), interviewed by the workshop team, February 2021.

¹⁰³ Anonymous source 2 (permission to use the content of the interview only without attribution), interviewed by the workshop team, February 2021.

¹⁰⁴ Anonymous source 1 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁰⁵ Daren Moon, interviewed by the workshop team... *Op. Cit.*

mechanisms, lack of assessment in the design and planning stages, short-term or one-time projects, and escalation of violence, among others.¹⁰⁶ Research shows that many assessments on the long-term effect of HRET are done informally or anecdotally, through non-systematic discussions and conversations with participants following the conclusion of the HRET programs. Surveys are typically implemented at the beginning and at the end of the programs, but often do not have follow-up mechanisms in place post-completion, which makes long-term outcomes difficult to determine.

With that being said, literature suggests that most HRET programs in conflict settings lead to significant changes in attitude, knowledge, and perspective, but fewer studies identify a direct impact on conflict or changes in long-term behaviors as they relate to conflict prevention. An impact assessment done following Project Citizen in Senegal showed that participants changed their attitude regarding human rights and their commitment to future action.¹⁰⁷ These findings are relevant in the context of tensions between the North and South regions of Senegal, but the long-term impact of these attitudinal changes is unclear.

Another example of how HRET can play an important role in conflict prevention and sustaining peace is the Rights and Rice Foundation in Liberia and the Community Peace Committees (CPCs). Through the HRET work done by CPCs, there is an observable improvement in attitudes and behaviors in Liberian communities. Designed to improve the conflict resolution and mediation skills of the CPCs and raise awareness of human rights, the HRET program in Foya County, Liberia, was instrumental in teaching community members about conflict resolution mechanisms, as well as promoting human rights in a society that still experiences tensions and risks of armed conflict. Notably, children and youth in Liberia are expected and trained to work on CPCs, which helps ensure the sustainability of the behaviors, skills, knowledge and attitudes learned through the program. Their particular task is to target other young people with human rights messages, and thereby avert or at least soften the conflicts that inevitably arise among young people. The inclusion of youth in this program is especially important given the heavy recruitment of children by armed groups in the 14-year-long civil war and the challenges former child soldiers face when they return to their communities. The majority of the Liberian population is under 20 years of age, and young people have experienced armed conflict and violence both as victims and as perpetrators, making their direct involvement in CPCs all the more valuable.¹⁰⁸ Considering the long history of conflict and ethnic tensions in the country, it is feasible to assume that the CPCs have equipped Liberian communities with skills they need to address triggers or contributing factors to conflict, such as land disputes and conflicts over access to basic resources.¹⁰⁹

¹⁰⁶ Anonymous source 1 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁰⁷ Marx, Gary. "External On-Site Evaluation. Civitas International Civic Education Exchange Program Senegal-New Jersey Partnership." External On-Site Evaluation. Dakar, Senegal: Civitas International Civic Education Exchange Program, February 2007, p. 17.

¹⁰⁸ Holland, Tracey, and J. Paul Martin. 2014. *Human Rights Education and Peacebuilding: A comparative study.*

¹⁰⁹ *Ibidem.*

In Colombia, there have been several documented HRET initiatives. Among these, the Hermes Program, developed by the Bogota Chamber of Commerce in 2003, is a community peace education program designed by researchers and communities that have been affected by poverty and violence during the Colombian internal armed conflict. The program's objective is to offer members of the educational community various tools to mediate conflicts through dialogue. Teaching tools have been developed to foster tolerance and respect for others. The program at individual schools follows a nine-step process, starting with a definition of relationship dynamics of the educational community and what conflict means for the individual, then a training plan is drawn up for conflict administration and management in the particular school context. Other steps include a teacher training phase, student training phase, and a training in alternative means of conflict resolution. The Hermes Program was remarkably successful, reaching 1,215,940 individuals and operating in 456 public schools and 33 municipalities.¹¹⁰ The participants of the program reported improved conflict resolution skills as a result of the program, which they apply in the context of their communities and homes. One student stated: "I was a very conflictive person. I had no tolerance for my classmates, they insulted me, they laughed at me because of my skin color. I was afraid. Since I began participating in the Hermes Program, I have learned to face problems following a different approach. Now I understand that talking is an option that is worth using."¹¹¹ Overall, the program had an impact on the culture of reconciliation in Colombia.

Another comprehensive HRET program in Colombia that focused on children, families, schools and communities was 'My Future is Today: Creating Peace Environments for Children' (*Mi futuro es hoy: creando entornos de paz para la niñez*), which took place in 464 Colombian communities from September 2017 to December 2018, within the framework of the implementation of the Final Peace Agreement signed by the government and the FARC-EP guerrilla in 2016. After the initial training on children's rights, tolerance, participation, freedom of expression, and other topics, children and adolescents would implement around 900 peace initiatives where they would apply what they had learned in the process. The project had 47,449 participants in total out of which 30,026 were children and adolescents, 12,027 were members of their families, 2,726 were community leaders, and 2,670 were teachers, which allowed personal, family, and community level impacts. Sessions were all in-person, mainly taught with role-playing and case-based scenarios.¹¹² The program showed the transformative potential of HRET. Interviews with children at the beginning of the program reflected many wanting to be soldiers, police officers, guerrilla members, and bodyguards; interviews towards the end of the program reflected they now wanted to be teachers, footballers, or musicians. In Pasto, a city in the south of the country, a group of adolescents used to do graffiti with messages about violence; after their participation in the

¹¹⁰ Pinzon-Salcedo, Luis A., and Maria A. Torres-Cuello. 2018. "Community Operational Research: Developing a systemic peace education programme involving urban and rural communities in Colombia." *European Journal of Operational Research* 268, no. 3 (August): 946-959. <https://doi.org/10.1016/j.ejor.2017.11.040>.

¹¹¹ Bogota Chamber of Commerce. "Testimonies and Success Stories." 2021.

<https://www.centroarbitrajeconciliacion.com/en/Services/Student-coexistence/Testimonies-and-success-stories>

¹¹² Olga Lucía Zuluaga, and Katherine Paola Herrera Moreno, interviewed by the workshop team... *Op. Cit.*

program, their messages turned their focus into reconciliation and peace.¹¹³ At least in the short-term, these changes in attitude as a result of HRET seems to be a contributing factor for preventing conflict and sustaining peace.

However, experts interviewed for this project agree that there is an impact on a personal and community level.¹¹⁴ For example, participants in post-training surveys tend to report a change in perspective or state that they will apply their newly acquired knowledge and skills in their daily lives and the future. Certain scholars point out that there are several aspects that can change relatively quickly as a result of a training or a workshop. Thus, it is possible to achieve notable outcomes in a short period of time, but long-term, sustained commitment to HRET is preferable and essential to long-term structural change.¹¹⁵ This might have a short-term impact on the communities where participants live, but might not change the society on a broader scale. Dr. Felisa Tibbits added that even if genuine changes are observed in the short-term, they might not last in the long term.¹¹⁶ To see an impact on societies, the government has to mainstream HRET into their policies, ensure participation in HRET, and conduct comprehensive impact evaluations.¹¹⁷ The broader impact of HRET in preventing conflict and sustaining peace has not yet been proven by long-term studies.

Assessing the precise impact of HRET on the larger conflict context remains a difficult task. Some experts wondered if impact assessments are worth the time and effort, and believe that resources should instead be dedicated to implementing well-designed and properly executed HRET programs.¹¹⁸ Others insisted monitoring and evaluation and impact assessments are essential to prove the impact of HRET and the necessity for these types of programs to exist and receive funding.¹¹⁹ Based on literature review and interviews, the team finds that it might be useful for HRET programs to include monitoring and evaluation in order to implement better-designed and more efficient programs.

F) Success Factors

Based on the studies suggesting the existence and importance of the linkage between HRET and conflict prevention and sustaining peace, this section proceeds with the assumption that the linkage

¹¹³ *Ibidem.*

¹¹⁴ Sandra Paunksniene, interviewed by the workshop team... *Op. Cit.*

Tracey Holland (Researcher, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, February 2021.

¹¹⁵ Kristina Eberbach (Deputy Director, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, February 2021.

¹¹⁶ Felisa Tibbits, interviewed by the workshop team... *Op. Cit.*

¹¹⁷ Anonymous source 2 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹¹⁸ Tracey Holland, interviewed by the workshop team... *Op. Cit.*

¹¹⁹ Anonymous source 1 (permission to use the content of the interview only without attribution).. *Op. Cit.*

does indeed exist. The team looked at case studies that established the linkage and identified several common factors that either enhanced or limited HRET in conflict settings.

While most success factors apply to both general HRET and conflict-specific HRET, several such factors were described as particularly relevant for conflict settings. For HRET to be successful in general it needs to target an attitudinal or behavioral shift, use an interdisciplinary and multi-method approach, train educators, and implement monitoring and evaluation mechanisms. Effective HRET has to target three main learning fields: cognitive, attitudinal and behavioral.¹²⁰ Successful HRET programs, while highly dependent on their respective political, social, economic, and cultural contexts, share certain common elements.¹²¹ Key elements for HRET programs in conflict include history and context-specific programs, sustained cooperation among all stakeholders involved (especially government support), curricula addressing the root causes of conflict, and inclusion of all parties of conflict to HRET.¹²²

Some of the most successful programs adopted an interdisciplinary and multi-method approach to HRET. Program curricula that involved action-based and interactive methods of teaching yielded predominantly positive outcomes. Relying solely on lectures and passive forms of teaching has been reported to be less appealing for participants and less effective overall in creating change, whether short- or long-term.¹²³ Learning materials, such as textbooks in formal education settings, should be adapted to the specific learning needs of the participants or students as well, and the content should be accessible and understandable. Material should be practical rather than abstract and theoretical, and include personal experiences.¹²⁴ Research from the “Alliance for Historical Dialogue and Accountability Program” suggests that interdisciplinary teaching methods, an open conversation between peers and an inclusion of an in-depth analysis of the particular conflict leads to the programs to be successful in their overall mission. The in-depth analysis of the conflict helps the facilitator/training designer to tailor the material to the specific audience and gives the trainer a better understanding of the participants and their background.¹²⁵

Furthermore, the training and preparation of teachers/trainers/facilitators is as important as the materials, because competence and cultural sensitivity of educators matters. Other important educator characteristics are: language skills and listening skills, e.g. the use of non-discriminating language and the ability to identify discrimination and deal with it in an appropriate manner. The

¹²⁰ *Ibidem*.

¹²¹ Bar Tal, Daniel, Yigal Rosen, and Rafi Nets Zehngut. “Peace Education in Societies Involved in Intractable Conflicts Goals, Conditions, and Directions.” In *Handbook on Peace Education*, 2009. <https://psycnet.apa.org/record/2010-00471-003>.

¹²² Holland, Tracey, and J. Paul Martin. 2014. *Human Rights Education and Peacebuilding... Op. Cit.*

¹²³ Marx, Gary. “External On-Site Evaluation. Civitas International Civic Education Exchange Program Senegal-New Jersey Partnership.” External On-Site Evaluation. Dakar, Senegal: Civitas International Civic Education Exchange Program, February 2007.

¹²⁴ Felisa Tibbits, interviewed by the workshop team... *Op. Cit.*

¹²⁵ Sandra Paunksniene, interviewed by the workshop team... *Op. Cit.*

reality shows that teaching quality appears to be very different depending on the country/context and sometimes educators are not properly equipped to deliver an effective and comprehensive training.¹²⁶ On a broader scale, the expert interviews pointed out that the local and national political situation can greatly improve the implementation, efficiency, and continuation of HRET programs. A supportive environment for HRET programs can lead to a national/local human rights education framework that supports the active teaching of HRET programs. Thus, teachers and other educators from civil society organizations are enabled and supported by official authorities and do not have to fear any repercussions. Ultimately, the political support might foster social cohesion and create an environment to address different types of conflict in a next step.¹²⁷

Additionally, HRET programs that had monitoring and evaluation efforts integrated into the program model from the outset could more readily improve their methods and consequently their outcomes, as they were able to address ongoing feedback from participants. However, this is difficult to ensure in circumstances where violence escalates or interrupts programs, leaving monitoring and evaluation a challenge for HRET.¹²⁸

To be effective, programs have to be tailored to the specific community, city, region, and country where they will be implemented. HRET that relies on universal and general concepts tend to be less effective than programs that rely on context-specific content.¹²⁹ For example, a post-completion survey of a program in Iraq¹³⁰ showed that participants sought, appreciated, and benefited from learning activities based on post-conflict realities in Iraq. Programs must be tailored and adapted to meet the political and social contexts, as some communities are more receptive than others and have different needs and expectations.¹³¹ Experiences from Colombia show that the implementation of training by peers or members of the community might result in a better acceptance of HRET and higher participation rates, because educators are more familiar with the given environment and might share similar experiences.¹³²

In order for HRET to be successful, there also needs to be support from the community, the government, and other relevant stakeholders. Without this inclusive cooperation, it is difficult to conduct quality HRET. Such cooperation is heavily dependent on government support of HRET.

¹²⁶ Paul Martin (former Executive Director, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, February 2021.

¹²⁷ Anonymous source 2 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹²⁸ Nancy Flowers (Writer and consultant for human rights education, founding member of Human Rights Educators USA), interviewed by the workshop team, February 2021; and Paula Gaviria (director of Fundación Compaz and former Presidential Counselor for Human Rights), interviewed by the workshop team, March 2021.

¹²⁹ Nancy Flowers, interviewed by the workshop team... *Op. Cit.*

¹³⁰ Kristina Eberbach (Deputy Director, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, discussing human rights education training conducted in Diwaniyah, Iraq in 2010. February 2021.

¹³¹ Holland, Tracey, and J. Paul Martin. *Human Rights Education and Peacebuilding...* *Op. Cit.*

¹³² Paula Gaviria, interviewed by the workshop team... *Op. Cit.*

Research shows that, in certain contexts, without government support, it can be highly difficult for programs to be promoted, renewed, and scaled-up.¹³³ However, the government also may coopt the programs, and communities may sometimes mistrust authorities in conflict settings.¹³⁴ The potential negative role a government might play will be discussed further in the limitation section.

All the organizations in the Americas sample partnered with local organizations to implement their programs, but those with the highest number of participants (Chamber of Commerce of Bogota, and UNICEF) are those in which both the government and the international organizations are involved. While this may imply that the support of official bodies and external donors may have the potential to increase the reach of the programs, there are no specific long-term monitoring and evaluation processes in place to assess the sustainability of the transformations achieved. Nonetheless, in order to introduce HRET in formal education curricula, government approval and support is vital.¹³⁵ In addition, local community members should be involved in the design process to increase the likelihood for success and community engagement and participation. Partnerships with local organizations is another important element for success.¹³⁶

In addition, permanent adaptability is considered an important element when implementing HRET in conflict settings. Programs like “My Future is Today: Creating Peace Environments for Children” (*Mi futuro es hoy: creando entornos de paz para la niñez*), shows the complexity of implementing HRET programs when an armed conflict persists. Forced displacement and/or confinement of communities prevented the teams from conducting some workshops. However, quick communication among implementing partners allowed for a speedy adaption of methodologies, including contacting the communities via SMS, or phone chats. This served not only to keep the project going, but to acquire real-time information from the field which the implementing partners could no longer access due to safety concerns. Activities resumed when security issues allowed,¹³⁷ and in some cases methodology was adjusted again to continue the training program in the shelters where communities were located. The ability to adapt to the context proved to be a key characteristic of the initiative.¹³⁸

Finally, it is essential to address the root causes of the conflict through HRET programs. Curricula that do not adapt to the specific and underlying causes of conflicts are likely to have less of an impact in the long-term.¹³⁹

¹³³ Boubacar Tall (Director, CIVITAS Senegal), interviewed by the workshop team, March 2021.

¹³⁴ Pino Franco, Yeny, and David Sánchez Calle. “Pedagogía y territorio. La experiencia de la Escuela de Derechos Humanos y ciudadanía en el Bajo Cauca Antioqueño.” *El Ágora USB, Revista de Ciencias Sociales* 17, no. 1 (June 2017): 24. <https://doi.org/10.21500/16578031.2810>.

¹³⁵ Anonymous source 2 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹³⁶ Nancy Flowers, interviewed by the workshop team... *Op. Cit.*

¹³⁷ Olga Lucía Zuluaga and Katherine Paola Herrera Moreno, interviewed by the workshop team... *Op. Cit.*

¹³⁸ *Ibidem.*

¹³⁹ Anonymous source 2 (permission to use the content of the interview only without attribution).. *Op. Cit.*

i. Formal, Non-Formal, and Informal Education

HRET programs have been implemented at all levels of education, but opinions on which format yields the best results for HRET programs vary. A recurring theme observed throughout the research process has been that formal education is the most efficient in achieving a more lasting and large-scale impact.¹⁴⁰ Advocates for formal education highlight that embedding HRET into the national education plan, curricula or learning materials should be a long-term commitment. Formal education opens up the possibility to reach a vast majority of students in the educational sector. Furthermore, governments can be held accountable by the people for implementing HRET.¹⁴¹

Some of the interviewed experts pointed to instances where human rights education in the national education system is rather symbolic.¹⁴² Teachers are often not sufficiently well-trained to teach human rights appropriately. Interviewed scholars have stated that depending on the country and conflict, schools often do not see themselves as agents of change.¹⁴³ The implementation of HRET into the national education policy requires a lot of resources that many conflict-driven countries do not have. Although HRET has been implemented by governments around the world over the past twenty years, the vast majority of these programs are still delivered by non-governmental organizations.

Other experts argue that non-formal education approaches are more successful in certain countries. The rationale is that non-formal formats, such as workshops or seminars, can be tailored more specifically to the target audience.¹⁴⁴ Tibbits explains that the benefit of non-formal HRET programs is the ability to see and measure the progress of the work. Tibbits even calls non-formal education “the gold standard of doing Human Rights education.”¹⁴⁵

It is also important to note that there has not been sufficient evidence found by the team regarding the impact of informal HRET programs on conflict prevention and sustaining peace. Thus, for future research it may be useful to explore the impact informal education may or may not have on conflict mitigation, conflict resolution, and sustaining peace.

¹⁴⁰ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

Ariella Lang, interviewed by the workshop team, March 2021.

¹⁴¹ Anonymous source 2 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁴² Felisa Tibbits, interviewed by the workshop team... *Op. Cit.*

¹⁴³ *Ibidem.*

¹⁴⁴ Paula Gaviria, interviewed by the workshop team... *Op. Cit.*

¹⁴⁵ Felisa Tibbits, interviewed by the workshop team... *Op. Cit.*

G) Limitations and Challenges of HRET in Conflict

There is a wide range of limitations and challenges associated with HRET programs in all the geographic regions the team studied. Some of these challenges can be applied to all contexts, while others are specifically related to HRET in a conflict context.

One of the largest problems remains the general expectation of quick, large-scale, readily identifiable results when programs are delivered. Experts note this expectation is misleading, because most of the conflicts are deeply rooted in and characterized by underlying and persisting problems.

The most commonly stated challenges in the literature review and the interviews was politics. Some eight out of the 12 (67%) experts interviewed mentioned the political context and landscape as a potential issue when implementing HRET. As one practitioner said, “Education [...] should not be seen in a vacuum [...] it's not the panacea.”¹⁴⁶ In other words HRET needs to be viewed in and tailored to its context, especially when it contributes to resolving conflicts that stem from deep-rooted issues. Education alone cannot be a country's solution. There must also be processes addressing the political climate as well. This could refer to an uncooperative government or lack of political will to support HRET initiatives.¹⁴⁷ Issues can also occur due to general political turmoil, strict authoritarian regimes,¹⁴⁸ diverging political interests, or changes in government leadership.¹⁴⁹ These factors often hindered the implementation of the programs or led to the discontinuation or canceling of HRET programs, which further complicated impact assessments and monitoring efforts. For example, Dr. Nancy Flowers, cited an example in the Balkans, where no conclusive impact assessments of the HRET program were available because conflict broke out.¹⁵⁰

Bar-Tal, a former researcher at Tel Aviv University, emphasized the importance of the political landscape of Israel. He insisted that the government must be involved—along with local citizens—for HRET to be successfully implemented.¹⁵¹ Otherwise, in certain contexts it may be difficult to implement HRET programs that go against a political status quo that does not favor such types of programs.

Dr. Zachary Metz mentioned politics as well, but focused on the political nature of HRET in conflict settings. In addition, Metz stated that HRET is inherently political and that both state and

¹⁴⁶ Anonymous source 1 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁴⁷ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

¹⁴⁸ Massoud, Mark Fathi. "Do victims of war need international law? Human rights education programs in authoritarian Sudan." *Law & Society Review* 45, no. 1 (2011): 1-32.

¹⁴⁹ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

¹⁵⁰ Nancy Flowers, interviewed by the workshop team... *Op. Cit.*

¹⁵¹ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

non-state actors will be resistant to interference.¹⁵² One expert reiterated this idea and the way it is played out in the UN. Some UN member states view human rights as a political term, often creating challenges for different UN organizations to implement programs with a human rights lens.¹⁵³

In other contexts, such as strict authoritarian regimes, HRET programs may actually lead to higher risks for the communities involved. Research shows that authoritarian governments tend to target, discriminate, and more harshly oppress individuals and groups that engage in HRET and human rights-related activities, as they often perceive these actions as an act of rebellion against the status quo.¹⁵⁴ Specifically in a conflict context with active violence, there is high risk of injury or death, which is why participants may then be less likely to take part in HRET programs, as survival, rather than peacebuilding, becomes their main priority.¹⁵⁵ If people are able to engage in HRET in a conflict setting despite the violence, they may experience difficulties reaching the training facilities due to a lack of a functioning infrastructure. For example, it may be difficult to reach participants because of physical roadblocks or there may not be a safe and secure location to teach HRET. Furthermore, there may be internet outages, preventing students from accessing online programming.¹⁵⁶ HRET may also have difficulty making an impact in a conflict setting, because when participants are in a toxic conflict environment it may be challenging for them to see hope or the end of a conflict.¹⁵⁷

Furthermore, one expert interviewed by the team highlighted that when implementing HRET in post-conflict settings, the ways in which recent history and conflict dynamics are described and taught are highly sensitive components of training programs. Without a balanced and contextualized approach, there is potential to spark tensions and possible conflict. They pointed to the example of the 1980-1990s civil wars in Somalia, which are still considerably difficult to safely discuss in Somali communities.¹⁵⁸

Moreover, in countries like Israel and Colombia, the term “human rights” has become stigmatized, making it difficult to implement HRET programs because of its political connotation.¹⁵⁹ Two of the three Colombian programs noted that the persistence of conflict and human rights violations—

¹⁵² Zachary Metz (Director of Peace Building Practice, Consensus; Adjunct Assistant Professor of International and Public Affairs), interviewed by the workshop team, February 2021.

¹⁵³ Anonymous source 3 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁵⁴ Massoud, Mark Fathi. "Do victims of war need international law?"... *Op. Cit.*

¹⁵⁵ Kinley, David, and Trevor Wilson. "Engaging a pariah: Human rights training in Burma/Myanmar." *Human Rights Quarterly* (2007): 368-402.

Shoqi Al-Maktary (Senior Regional Conflict Sensitivity Advisor, Search for Common Ground), interviewed by the workshop team, March 2021.

¹⁵⁶ Kristina Eberbach (Deputy Director, Institute for the Study of Human Rights, Columbia University), interviewed by the workshop team, February 2021.

¹⁵⁷ Eva Armour, interviewed by the workshop team... *Op. Cit.*

¹⁵⁸ Anonymous source 1 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁵⁹ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

Tracey Holland, interviewed by the workshop team... *Op. Cit.*

despite the Final Peace Agreement signed between the government and the FARC-EP guerrilla, two of the several actors in the internal armed conflict—affected the implementation of the training program. From inability to access certain communities to fear and self-censorship, manifestations of violence are at the same time the reason why the programs take place and factor that limits their implementation.

In contexts of protracted conflicts, HRET programs that are mainly focused on the transmission of information, such as human rights norms, as opposed to programs that focus on transferable skills or empowerment, can often be perceived as scarcely effective, and may decrease motivation of participants. In Colombia, officers working on the ‘My Future is Today’ program suggested that “we must go beyond the teaching of human rights *per se*—as it may have been the case 15 years ago—towards practicing human rights.”¹⁶⁰ According to Zuluaga, “that primary level does not generate real changes in behavior,” especially in places where discourses around peace are questioned. To overcome this limitation, capacity building is key. That is why ‘My Future is Today’ not only consisted of learning rights, but also learning how to apply them, where and how to demand them, and the importance of continually developing skills to make them a reality.¹⁶¹

HRET may also be limited in its ability to create change. As mentioned previously, HRET does not exist in a vacuum. HRET alone cannot bring about change. Additionally, just because someone may learn about human rights and change their perception, even if genuine, the change might not last.¹⁶² Another point is that even if those perceptions do last, a change in perception does not necessarily mean a change in action.¹⁶³

There are not always sufficient resources or funding on the ground to implement a successful HRET program. For example, Martin recalled a case where in Liberia, students had to bring their own chairs to a program because the program could not afford them.¹⁶⁴

Several key factors may impact the sustainability and effective implementation of HRET programs. Programs with longer duration may have a more significant impact than programs that are implemented over the span of a few days.¹⁶⁵ This is because longer programs give students more time to learn and digest the information and allow them to put what they have learned in practice. Additionally, these programs need to be designed to have a lasting impact.¹⁶⁶ There are instances where the implementer may come for a short time and then leave.¹⁶⁷ These programs

¹⁶⁰ Olga Lucía Zuluaga, and Katherine Paola Herrera Moreno, interviewed by the workshop team... *Op. Cit.*

¹⁶¹ *Ibidem.*

¹⁶² Felisa Tibbitts, interviewed by the workshop team... *Op. Cit.*

¹⁶³ Tracey Holland, interviewed by the workshop team... *Op. Cit.*

¹⁶⁴ Paul Martin, interviewed by the workshop team... *Op. Cit.*

¹⁶⁵ Sandra Paunksniene, interviewed by the workshop team... *Op. Cit.*

¹⁶⁶ Nancy Flowers, interviewed by the workshop team... *Op. Cit.*

¹⁶⁷ *Ibidem.*

may also not be sustainable if the facilitators and the program are not connected to a local institution.¹⁶⁸ Furthermore, it is more difficult to implement a successful program when facilitators are not diverse or at least speak a local language.¹⁶⁹ A final issue with the implementation of HRET is that there often was no needs assessment when planning the programs. Without a needs assessment, the program is less likely to address the local context, meet the needs of participants, or bring about transformational learning. While the organizers of HRET talked to the communities informally, only two organizations interviewed by the team specified that they performed a formal needs assessment.

Another limitation could be inadequate curriculum and less effective pedagogical methods. Not all HRET programs are comparable. Martin described a law school in Maputo, Mozambique, where instead of a teacher there was a tape recorder in a classroom.¹⁷⁰ Other programs experienced issues because the local educators were resistant to change or adapt their teaching methods.¹⁷¹ Additionally, sometimes the curriculum may focus more on human rights norms and laws instead of the experiential aspects, where those ideas are transformed to actions.¹⁷²

Who the participants are may also play a role in limiting the success of HRET. Because these programs are voluntary, many of the participants are already open-minded and receptive to the ideas of HRET.¹⁷³ This means that programs might not reach a wide enough audience to spark change in the society.

H) Women and Youth

When researching HRET, many of the programs found were focused on women or youth. However, there were programs focused on adults and mid-career professionals as well.¹⁷⁴ Experts explained that they focused on youth, because it is easier to shape attitudes and behaviors at a young age.¹⁷⁵ Two of the scholars independently mentioned one program focused on women more than once, the League of Displaced Women (*Liga de Mujeres Desplazadas*),¹⁷⁶ a famed organization that constructed a city for single mothers and displaced women in response to the aftermath of the violence in Colombia.

¹⁶⁸ Anonymous source 2 (permission to use the content of the interview only without attribution)... *Op. Cit.*

¹⁶⁹ Nancy Flowers, interviewed by the workshop team... *Op. Cit.*

¹⁷⁰ Paul Martin, interviewed by the workshop team... *Op. Cit.*

¹⁷¹ Alissa Irion-Groth (Director of Program Administration at the Center for Civic Education - CIVICED), interviewed by the workshop team, March 2021.

¹⁷² Paula Gaviria, interviewed by the workshop team... *Op. Cit.*

¹⁷³ Ariella Lang, interviewed by the workshop team... *Op. Cit.*

¹⁷⁴ *Ibidem.*

¹⁷⁵ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

¹⁷⁶ Tracey Holland, interviewed by the workshop team... *Op. Cit.*; Paul Martin, interviewed by the workshop team... *Op. Cit.*

Interestingly, research on conflict often associates civil unrest with large young male populations.¹⁷⁷ An additional focus of HRET on males may be beneficial for future programs. Paula Gaviria, the Director of Fundación Compaz and former Presidential Counselor for Human Rights (Colombia), mentioned the fact that men’s or boys’ education is often overlooked and should be a focus, especially in patriarchal societies like Colombia.¹⁷⁸

Another observation the team made was that the sex of the majority of participants differs across regions. CIVITAS, operating in Senegal, hoped to increase the participation of girls in their programming and school-related activities in general and therefore needed to make extensive outreach efforts. On the other hand, Youth Peace Ambassadors Network, whose programs mainly take place in continental Europe, described a generally higher number of female applicants to their activities.¹⁷⁹

Implementers in the MENA region focused their work on youth because they believed that people are more susceptible to new ideas and more willing to become change agents at a young age.¹⁸⁰ However, they acknowledged that age alone would not ensure a change in belief, the HRET needed to be coupled with complementary actions, like support from society.¹⁸¹

Along similar lines, the Center for Civic Education - Civiced, based in the United States and with projects in over 80 countries, including those in conflict settings, noted that levels of youth engagement in communities, political participation, and respect for laws improved as a result of their civic education program, and there was in general a better attitude towards the promotion of and respect for human rights, assessed through post-program surveys. Although impact in the long-term has not been measured in students, the implementers affirmed that change in the attitudes of young people is “helpful,” that a “continued narrative of human rights” has to be followed up to adulthood and that HRET is one of the factors, although not the only one, that will help prevent future conflict.¹⁸²

IV. Conclusion

In conclusion, the team found that HRET has a positive impact on conflict prevention and sustaining peace at the individual, family, and community level. While very few studies address

¹⁷⁷ Mesquida, Christian, and Neil Werner. 2001. “Young Men and War: Could We Have Predicted the Distribution of Violent Conflicts at the End of the Millennium?” Wilson Center. <https://www.wilsoncenter.org/event/young-men-and-war-could-we-have-predicted-the-distribution-violent-conflicts-the-end-the>.

¹⁷⁸ Paula Gaviria, interviewed by the workshop team... *Op. Cit.*

¹⁷⁹ Boubacar Tall, interviewed by the workshop team... *Op. Cit.*

Agata Stajer, and Jorge Aguado, interviewed by the workshop team... *Op. Cit.*

¹⁸⁰ Daniel Bar-Tal, interviewed by the workshop team... *Op. Cit.*

Yaniv Sagee, interviewed by the workshop team... *Op. Cit.*

¹⁸¹ Yaniv Sagee, interviewed by the workshop team... *Op. Cit.*

¹⁸² Alissa Irion-Groth, interviewed by the workshop team... *Op. Cit.*

the impact HRET has on conflict prevention in the long-term, experts generally believe that there is indeed an impact on the larger context of conflict. The central challenge remains to measure this impact through uniform impact assessments for HRET programs, especially in the long-term.

There are a large number of programs that include elements of HRET but are not labeled as such. While there is still an ongoing debate among scholars and practitioners as to how HRET should be defined, for the purpose of this study, the team decided to use HRET as an umbrella term for several types of programs that are directly related to human rights principles in conflict settings. Such programs include, but are not limited to: peace education, civic and citizenship education, art-based programs, conflict resolution workshops, and historical education. The fact that HRET can be framed and named in so many different ways makes standardization and uniformization of the programs difficult, which in turn may affect the ability to create and compare impact assessments. However, including these different frames of HRET in the research allowed the team to portray a more comprehensive image of HRET and its realities on the ground.

The team's research shows that most HRET programs lead to clear and documented changes in attitudes, perspectives, short-term behaviors, and commitment to action, which are also useful in conflict prevention. This is an essential finding as it indicates that HRET programs can play an important role in reducing or preventing conflict and addressing the contributing factors to conflict. Some of the relevant behaviors, skills, knowledge and attitudes include: empathy, trust, communication, analytical thinking, problem-solving skills, or emotional awareness.

HRET does not work alone; there are a number of key positive factors that help ensure successful HRET programs. These include an emphasis on the local context, history-specific programs, favorable political and social environments, consistent sources of funding, monitoring and evaluation and follow-up mechanisms included in the project design, well trained educators, multidisciplinary and participatory learning, active cooperation of all relevant stakeholders, and curricula addressing the root causes of conflict.

However, HRET programs in conflict settings also face numerous challenges and limitations, the most relevant of which include unfavorable changes in the political environment, escalation of violence, lack of funding, and lack of monitoring and evaluation mechanisms. Furthermore, when implemented in strict authoritarian regimes, participants of HRET programs can be targeted and discriminated against. Additionally, as participants become more aware of their rights, they may want to demand a change of an oppressive status quo, which carries the possibility of exposure to violence. These challenges and limitations are important to understand in order to improve context-specific HRET programs.

While the long-term effect of these changes in conflict settings is still unclear, it is believed that HRET programs do impact conflict prevention. Examples from Senegal, Liberia, and Colombia

illustrate the various forms of impact HRET can have on the larger context in conflict settings. However, it is notoriously difficult to measure this impact.

Lastly, the team placed special attention on the involvement of women and youth in HRET programs in conflict settings. Most programs target youth as participants, as they are often believed to be the most receptive group to behavioral and attitudinal changes. The team identified a few programs that had a specific focus on women, but most programs targeted both men and women, with participation and attendance varying among sexes depending on the region.

V. Recommendations

The team developed specific recommendations, both for areas of future research and improvements that could be made to HRET programming.

A) Areas for Future Research

Based on the team's research, there are a few areas where future studies may be useful. One of the main findings was the need for further impact studies on HRET programs in conflict situations to ascertain both the impact of HRET and the relationship between HRET and conflict mitigation, resolution, and sustaining peace. While the impact that is typically measured is based primarily on attitudinal or behavioral changes that affected the community level, it may be worth delving into alternative metrics, such as looking at alumni, to measure the impact and relationship to conflict. For example, impact professionals like Eva Armour at Seeds for Peace, advised against creating a metric specifically for education's impact on conflict because of the overwhelming number of variables and interactions, but she did suggest creating metrics that explore alumni impact. Thus far Seeds for Peace has been able to track their alumni, the positions they are in, and the type of conflict transformation activities they participate in. In the future, they also hope to see if they can understand what type of impact alumni make when they are in positions of power and leadership to see what kind of effect they may have on the conflict.¹⁸³

The team also observed that HRET implementers in most of the cases studied for this report do not seem to work with human rights violators. For the purpose of future research, it might be interesting to see if the inclusion of human rights violators could lead to insights that ultimately contribute to a successful implementation of HRET in conflict and post-conflict settings. An interesting starting point may be the UNICEF case study in Colombia.

Other topics for future research that can improve the understanding of HRET in conflict—that the team found interesting, but found few existing sources on—are the connection between HRET and peace agreements, the impact of HRET for police officers in contexts of transitional justice, and

¹⁸³ Eva Armour, interviewed by the workshop team... *Op. Cit.*

the impact of national action plans or strategies for human rights education both in countries in conflict and post-conflict.¹⁸⁴

B) Programmatic Recommendations

Based on this report's findings, the team emphasizes the need of and recommends increased funding for long-term impact studies. It may be fruitful to build on previous successes and fund impact studies of alumni of HRET programs. Furthermore, it is also essential for HRET programs to include needs assessments. HRET implementers often mentioned that they connected with the community informally, but did not use a contextualized needs assessment to ensure they were meeting the communities' needs. This demonstrates the necessity for localized curriculum and HRET that is tailored to a specific conflict context.

Furthermore, it may be useful to intensify cooperation within the UN entities in the field of Human Rights Education and Training. This can also be applied outside the UN. Research connecting the fields of HRET and conflict shows that both areas experience difficulties in constructing metrics. Establishing connections between the two fields is thus even harder because there is rarely cross-disciplinary work between those who research conflict and those who study HRET. Encouraging researchers to work across disciplines may improve research and metrics in both of these fields.

Another way to intensify cooperation is to create a common language, which would be helpful in implementing HRET programming in the field as well as coordinating and achieving better outcomes.

An additional focus may be to create HRET specifically for males. This is especially relevant if one of the goals for HRET is to combat violence, as there is often a strong correlation between a young male population and violence.¹⁸⁵ However, equity is a core facet of human rights, and it is important that the HRET programming is equitably distributed.

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VIII. Appendices

Appendix A. Geographical Distribution based on OHCHR Regional Offices¹⁸⁶

¹⁸⁶ OHCHR in the World: Making Human Rights a Reality on the Ground.” <https://www.ohchr.org/EN/Countries/Pages/RegionalOfficesIndex.aspx>

Africa region	Middle East and North Africa region	Asia Pacific region	Europe and Central Asia region	Americas region
OHCHR Regional Offices				
East Africa	Middle East and North Africa	Pacific	Central Asia	Central America
Southern Africa		South-East Asia	Europe	South America
West Africa				
Central Africa				

Appendix B. Key Research Terms

	English	Spanish	German	Hebrew	Romanian	Hungarian
Human Rights Related Terms	Civic	Cívico(a)	Zivil	אזרחי	Civic	Állampolgári ismeretek
	Citizenship	Ciudadanía	Staatsbürgerschaft	אזרחות	Educație despre cetățenie / Educație civică	Állampolgárság
	Human rights	Derechos humanos	Menschenrechte	זכויות אדם	Educație despre Drepturilor Omului	Emberi jogok
	Rights	Derechos	Rechte	זכויות	Drepturi	Jogok
	Social justice	Justicia social	soziale Gerechtigkeit	צדק חברתי	Justiție socială	Társadalmi igazságosság
Education and Training Related Terms	Education	Educación	Bildung	חינוך	Educație	Oktatás
	Training	Formación	Training	הכשרה, אמן, הדרכה	Training	Tréning

	Workshop	Taller / Curso	Workshop	סדנה, קורס	Workshop/Cur s	Műhelymunka
Conflict and Peace Related Terms	Conflict	Conflicto	Konflikt	סכסוך	Conflict	Konfliktus
	Conflict prevention	Prevención de conflictos	Konfliktprävention	מניעת סכסוכים \ מיגור סכסוכים	Prevenirea conflictelor	Konfliktusmegelőzés
	Peace	Paz	Frieden	שלום	Pace	Béke
	Sustaining Peace	Sostenimiento de la paz	Nachhaltiger Frieden	שלום בר קיימא	Suștinerea păcii	Békefenntartás
Impact	Impact Assessment	Evaluación de impacto	Wirkungsabschätzung	הערכת השפעה	Evaluare de impact	Hatásvizsgálat
	Impact Evaluation	Evaluación de impacto	Wirkungsbewertung	הערכת השפעה There is no different word	Evaluare de impact	Hatásvizsgálat
Region	Africa	África	Afrika	אפריקה	Africa	Afrika
	Americas	Américas	Amerikas	צפון אמריקה, מרכז אמריקה, דרום אמריקה	America	Amerika
	Asia and Pacific	Asia y Pacífico	Asien und Pazifik	אסיה והפסיפיק	Asia și Pacific	Ázsia és a Csendes-óceáni térség
	Europe and Central Asia	Europa y Asia Central	Europa und Zentralasien	אירופה/מרכז אסיה	Europa și Asia Centrală	Európa és Közép-Ázsia
	Middle East and Northern Africa (MENA)	Oriente Medio y África del Norte	Mittlerer- und Naher Osten (MENA)	המזרח התיכון וצפון אפריקה	Orientul Mijlociu și Africa de Nord	Közél-Kelet és Észak-Afrika

Appendix C. List of Interviews

Informational interviews

- Dr. Daniel Bar-Tal, Professor Emeritus at the School of Education of Tel Aviv University.
- Dr. Nancy Flowers, Writer and consultant for human rights education, founding member of Human Rights Educators USA.
- Paula Gaviria, Director of Compaz Foundation and former Presidential Counselor for Human Rights of Colombia.
- Dr. Tracey Holland, Adjunct Assistant Professor and Researcher at the Institute for the Study of Human Rights.
- Dr. Ariella Lang, Associate Dean of Academic Affairs and Director of Undergraduate Research and Fellowships and former Associate Director at the Institute for the Study of Human Rights.
- Dr. Paul Martin, Professor and Director of Human Rights Studies at Barnard College, Co-founder of the Center for Human Rights (now Institute for the Study of Human Rights -ISHR).
- Dr. Zachary Metz, Director of Peacebuilding Practice at Consensus, Adjunct Professor at the School of International and Public Affairs of Columbia University.
- Dr. Sandra Paunksniene, Assistant Director of the Alliance for Historical Dialogue and Accountability at the Institute for the Study of Human Rights.
- Dr. Felisa Tibbitts, Lecturer at Teachers College; UNESCO Chair in Human Rights in Higher Education.
- Three more experts gave permission to use the content of the interview only without attribution.

Interviews about specific HRET programs

- Jorge Aguado, Board Member of the Youth Peace Ambassadors Network and Member of the Advisory Council on Youth of the Council of Europe.
- Shoqi Al-Maktary, Senior Regional Conflict Sensitivity Advisor, at Search For Common Ground.
- Sanam Anderlini, Director of the LSE Centre for Women, Peace and Security, and CEO of the International Civil Society Action Network (ICAN).
- Eva Armour, Director, Impact and Strategy, at Seeds for Peace.
- Fernanda Brandão Lapa, Director of the Instituto de Desenvolvimento e Direitos Humanos (Institute of Human Rights Development).
- Anantha K. Duraiappah, Director of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP).
- Kristina R. Eberbach, Deputy Director, Institute for the Study of Human Rights, Columbia University, discussing human rights education training conducted in Diwaniyah, Iraq in 2010.
- Katherine Paola Herrera Moreno, Consultant at UNICEF Colombia.
- Alissa Irion-Groth, Director of Program Administration at the Center for Civic Education (CIVICED).
- Daren Moon, Deputy Director of Equality Myanmar.
- Yaniv Sagee, Director of Givat Haviva.
- Agata Stajer, Board Member of the Youth Peace Ambassadors Network.
- Boubacar Tall, Program Director at CIVITAS Senegal.
- Olga Lucía Zuluaga, Child Protection Officer at UNICEF Colombia.

Appendix D. Interview Template - Interview with Expert and Scholars Informants

1. Questions for all scholars / researchers

- 1.1. Based on your research and/or work experience in the field, do you believe there is a relationship between HRET and conflict whether that be sustaining peace, conflict resolution, conflict prevention, or conflict mitigation?
 - 1.1.1. If so, why? What have you observed?
 - 1.1.2. Do you know any examples/case studies that show the causality or correlation/relationship between Human Rights Education and Training and sustaining peace or conflict prevention?
 - 1.1.3. Would you be able to share this research or data?
 - 1.1.4. Do you know of other practitioners who may be able to give us more information regarding this?
- 1.2. In the instances where you have observed an indication/evidence of such a relationship, what were some key characteristics of the programs, participants, or methods of implementation that contributed to this outcome?
- 1.3. Are you aware of any studies that tried systematically to assess this relationship?
- 1.4. In your experience, of those HRET programs that demonstrate a relationship with conflict resolution/prevention/mitigation or sustaining peace, are they generally in-formal or formal? If so, how? Why do you think that? Is there any evidence that one of these types of education leads to a better outcome?
- 1.5. In your work experience, does HRET correlate with conflict resolution, mitigation, prevention, sustainable peace for certain types of conflicts (intrastate, interstate, ethnic, intractable, etc.? Does it work better with specific target groups?
- 1.6. What are other factors that determine the effectiveness or not of a human rights education project with respect to conflict prevention and resolution?
- 1.7. Are you aware of any case studies that focus on youth and women?
- 1.8. What are the limitations of HRET with respect to conflict and peace-building? Where do you see room for improvement?
- 1.9. What skills, knowledge, values, gained at the HRET program have proved to be useful when dealing with conflict (at the personal, community level)?

1.10. Are you aware of the involvement or participation of any peacebuilders in your HRE programs? These could be individuals who were involved with HRE and then became peacebuilders or they could be peacebuilders who at some point participated in HRET program/training.

2. *Questions specific to scholar / researcher*

2.1. *[As appropriate].*

3. *Closing Remarks*

3.1. Do you have any further comments you would like to add that we have not addressed in the questions?

3.2. Do you have any questions you would like to ask us?

3.3. Do you have any suggestions as to whom else we should speak to regarding this issue?

3.4. Do you mind if we contact you again in case we have a question or need clarification at a later stage?

Appendix E. Interview Template - Interview with HRET Implementers

1. **Can you describe your human rights education (HRET) programs?**
 - a. Total number of participants in the program.
 - b. Duration of the program (total).
 - c. Duration of cycles.
 - d. Number of cycles.
 - e. How many people per cycle?
 - f. Duration of a single training/cycle for a participant. How many contact hours?
 - g. What were your objectives when starting the program/training?
 - h. Curriculum.
 - i. Learning goals/objectives
 - ii. Pedagogy or approach to teaching in learning
 - iii. Types of activities (general description)
 1. Specify: experiential, role-playing, case-based scenarios, lectures and presentations, discussion, others.
 2. How much presentations/lectures vs. interactive activities.
 - iv. Instruction: in-person, online or blended/hybrid.
 - i. Facilitators:
 - i. Staff, community members, external trainers, others.
 - ii. How many (per workshop)?
 - j. Formal education, non-formal education, informal education.
 - k. Particular target groups. Why those groups?
 - i. Women?
 - ii. Youth?
 - iii. Other characteristics (age, ethnicity, etc., if applicable)?
 - iv. What is the composition of your target groups (whether politically, socially, economically, educative, etc.)?
 1. Why those groups?
 2. How diverse/homogenous are/were they?
 3. Do you involve those contributing to human rights violations in your programming? Why? Why not?
 - l. Designing process:
 - i. Was there any type of needs assessment conducted prior to designing the program?
 - ii. Were communities consulted in the program design?
 - m. Impact of workshops
 - i. When did you observe the impact?
 - ii. Did you measure impact over time? If so, how?
 - iii. Did participants take part in the monitoring and evaluation process?
 - iv. What data/evidence do you have that leads you to believe that? Example: survey, observation, external / independent, interviews with participants/stakeholders...
 1. How do you ensure that data collection is not biased?

- n. What kind of impact did you have with the overall program? Example: knowledge acquisition, values, attitudes, behaviors.
 - i. Level of impact: personal level, family level, community level, organizational level, other.
 - o. Implementing partners: governments, international organizations, non-governmental organizations, private sector, community leaders, others.
 - i. Reasons behind partnering, roles of partners.
 - p. What are the most positive elements of the program/training in terms of conflict prevention?
 - q. What are limiting factors/challenges?
 - i. Do you have funding for observing/measuring impact?
 - r. What external factors influenced the program? What was their impact?
 - s. Is there any continuation of the program planned?
 - i. If yes, did you make any strategic changes to it based on previous learnings? Which ones?
2. **Based on your experience, do you believe there is a relationship between HRET and conflict prevention, mitigation, resolution or sustaining peace? If so, what leads you to believe so? What have you observed?**
- a. What skills, knowledge, values gained at the HRET program have proved to be useful when dealing with conflict (at the personal, community level...)?
 - b. In your experience, in what ways was HRET successful in regards to conflict prevention/resolution or peacebuilding? In what ways were they not successful?
 - c. Did HRET serve to address the root causes of the conflict, tensions, or barriers to conflict resolution?
 - d. What changes do you see would be necessary to increase the overall impact of HRET in conflict prevention and sustaining peace?
 - e. Are you aware of the involvement or participation of any individuals in your HRET programs who play a strategic/important role in conflict prevention/resolution or peacebuilding at the local, regional, national level (e.g peacebuilders)? These could be individuals who were involved with HRET and then became peacebuilders or they could be peacebuilders who at some point participated in HRET program/training.
3. **Closing remarks**
- a. Do you have any further comments you would like to add that we have not addressed previously?
 - b. Do you have any questions you would like to ask us?
 - c. Do you have any suggestions as to whom else we should speak to regarding this issue?
 - d. Do you mind if we contact you again in case we have a question or need clarification at a later stage of our research?

Appendix F. List of Organizations included in the analysis

Organization	Name of the Program	OHCHR Region	Country
CIVITAS	Project Citizen	Africa	Senegal
Chamber of Commerce of Bogotá	Hermes	Americas	Colombia
Communities of Bajo Cauca in Antioquia region	Escuela de Derechos Humanos y Ciudadanía ('School of Human Rights and Citizenship')	Americas	Colombia
Institute of Human Rights Development (Instituto de Desenvolvimento e Direitos Humanos) IIDH	To Teach Human Rights	Americas	Colombia
UNICEF	Mi Future is Today: Creating Peace Environments for Children ('Mi Futuro es Hoy: Creando Entornos de Paz para la Niñez')	Americas	Colombia
Equality Myanmar	Various programs	Asia Pacific	Myanmar
UNESCO MGIEP	#YouthWagingPeace - Prevention of Violent Extremism Through Education	Asia Pacific	India
UNTAC	HRET in UN Peacebuilding	Asia Pacific	Cambodia
Nansen Dialogue Network	Various programs, including "Democracy, Human Rights, and Peaceful Conflict Resolution" training	Europe and Central Asia	Croatia, Bosnia Herzegovina, Serbia, Montenegro, Kosovo, Macedonia
Formal education system	Civic Education at Primary and Secondary School	Europe and Central Asia	Serbia
Women for Development	Peace Education Centers in Schools: Peace and Conflict Resolution Education in Schools of Gyumri, Armenia	Europe and Central Asia	Armenia
Youth Peace Ambassadors Network	No specific program, but various international/national activities	Europe and Central Asia	Continental Europe
Givat Haviva	Children Teaching Children	MENA	Israel

Search for Common Ground	Two Projects, one for younger kids and one for high school students	MENA	Yemen
Seeds for Peace	Israel/Palestine Program - Summer Camp and onsite	MENA	Israel/Palestine
Center for Civic Education - Civiced	Project Citizen	Multiple	US, active in over 80 countries

Appendix G. Regional Trends

Africa

Table 1. Regional trends in Africa.

Number of programs in this sample	One
Name of the organization and geographic distribution	CIVITAS - Senegal
Source of data collected	HRET implementer interview
Human rights framing of the programs	Non-explicit HRET
Objectives	<ul style="list-style-type: none"> ● Familiarizing youth with public policy and their rights (overall) ● Politically and socially engaged students ● Teach students of how to develop policy that respects the law
Design	<ul style="list-style-type: none"> ● Community involvement: Yes ● Needs assessment: No; already existed
Target groups	<ul style="list-style-type: none"> ● Youth (12-18 yrs) ● Girls (Initially there were less girls, but CIVITAS made efforts to increase girl participation, now the ratio is equal)
Type of education	Formal
Topics of the programs	<ul style="list-style-type: none"> ● Civic education and community engagement ● Public policy ● Rights: review relevant documents (e.g. UN Rights of the Child, Declaration of Human Rights)
Format of the program	In person
Teaching methodologies	<ul style="list-style-type: none"> ● Participatory (practical activities, games, discussions) ● Transformative (critical thinking)
Duration	<ul style="list-style-type: none"> ● Ongoing ● Duration of a cycle: one year
Number of participants	1000-2000 students each year
Facilitators	Teachers in formal education
Level of impact	<ul style="list-style-type: none"> ● Personal ● Family ● Community

Type of impacts	<ul style="list-style-type: none"> ● Knowledge ● Skills ● Values and attitudes
Implementing partners	<ul style="list-style-type: none"> ● Government ● International organizations
Positive elements identified	<ul style="list-style-type: none"> ● Young age: 12-18 yrs as they were identified as most receptive and responsive to the project, and most likely to engage and maintain involvement with the objectives ● Teacher training programs ● Consistent information from all stakeholders to youth: “continuation: students need to hear the same things at home, at schools, in the streets, otherwise they will get confused and perceive one side is lying”
Limitations identified	<ul style="list-style-type: none"> ● Political will and support to the programs
External factors that affected the HRET identified	<ul style="list-style-type: none"> ● Political context ● Reemerging conflicts

Americas

Table 2. Regional trends in the Americas.

Number of programs in this sample	Four
Name of the organizations and geographic distribution	<ul style="list-style-type: none"> ● Chamber of Commerce of Bogotá - Colombia ● Communities of Bajo Cauca - Colombia ● Instituto de Desenvolvimento e Direitos Humanos - IDDH - Brazil ● UNICEF - Colombia
Source of data collected	<ul style="list-style-type: none"> ● Academic journals (Communities of Bajo Cauca) ● Websites (CCB, IDDH) ● Interviews (UNICEF) ● HRET implementer interviews (IDDH, UNICEF)
Human rights framing of the programs	<ul style="list-style-type: none"> ● Explicit HRET: Communities of Bajo Cauca, IDDH, UNICEF ● Non-explicit HRET: Chamber of Commerce of Bogota (CCB)
Objectives	<p>CCB:</p> <ul style="list-style-type: none"> ● Contribute to coexistence in schools and a non-violent culture among the educational communities <p>Communities of Bajo Cauca:</p>

	<ul style="list-style-type: none"> ● Strengthen bonds among social organizations working in the context of armed conflict ● Reduction of stigma and fear <p>IDDH:</p> <ul style="list-style-type: none"> ● Train civil society organizations to monitor and advocate for human rights compliance <p>UNICEF:</p> <ul style="list-style-type: none"> ● Strengthen capacities to generate environments that protect and guarantee children’s rights (general objective) ● Strengthen families, institutions, and communities in their role of protection and promotion of children’s rights (specific) ● Empower children as actors of change (specific) ● Harmonize territorial actions in the area of protection of children (specific)
Design	<p>CCB:</p> <ul style="list-style-type: none"> ● Involved communities: Yes ● Needs assessment: Yes <p>Communities of Bajo Cauca:</p> <ul style="list-style-type: none"> ● Involved communities: Yes, very participative ● Needs assessment: Yes, with the community <p>IDDH</p> <ul style="list-style-type: none"> ● Pre-questionnaire that helps develop the training <p>UNICEF</p> <ul style="list-style-type: none"> ● Involved communities: Not in the initial stages, but right before and during implementation ● Needs assessment: No, based on previous work of UNICEF in the country
Target groups	<p>CCB: children, families, teachers, public schools communities.</p> <p>Communities of Bajo Cauca: peasant associations, community action boards, indigenous and Afro-Colombian communities, women's associations, mining associations, [mayors] councilors, people with disabilities, older adults, civil servants, retired teachers, young people, high school students, LGBTI representatives, workers, neighborhoods leaders.</p> <p>IDDH: civil society organizations</p>

	UNICEF: children, families, teachers, community leaders.
Type of education	Non-formal (all)
Topics of the programs	<ul style="list-style-type: none"> ● Citizen participation ● Community leaders training program ● Historical memory, peace and reconciliation ● Human rights and IHL ● International human rights bodies ● Monitoring of human rights in the region ● Peace environments for children ● Prevention of forced recruitment
Format of the programs	<ul style="list-style-type: none"> ● In-person: CCB, Communities of Bajo Cauca, UNICEF ● Hybrid: IDDH (online especially after the Covid-19 pandemic began)
Teaching methodologies	<p>CCB:</p> <ul style="list-style-type: none"> ● Participatory (students actively interact with each other) <p>Communities of Bajo Cauca:</p> <ul style="list-style-type: none"> ● Critical pedagogies (popular education) ● Participatory (students actively interact with each other) ● Transformative (critical thinking) <p>IDDH:</p> <ul style="list-style-type: none"> ● Didactic (presentation by instructor) ● Participatory (students actively interact with each other) <p>UNICEF:</p> <ul style="list-style-type: none"> ● Participatory (students actively interact with each other) ● Transformative (critical thinking)
Duration	<p>CCB: 2003-2017</p> <p>Communities of Bajo Cauca: 4 months, beginning in March 2015.</p> <ul style="list-style-type: none"> ● Contact hours: 10 sessions, 13 hours/each, every two weeks (Saturday and Sunday). <p>IDDH: 2012 - ongoing</p> <p>UNICEF: 15 months. September 2017 to December 2018.</p> <ul style="list-style-type: none"> ● Contact hours: Children and adolescents: 21 sessions, 2 hours/each approx. (1 session every two weeks).

	Families: 8 sessions, 2 hours/each. Teachers and community leaders: 6 sessions, 2 hours/each.
Number of participants	CCB: 27,282,522 people trained since 2007 ¹⁸⁷ Communities of Bajo Cauca: 265 IDDH: Not specified UNICEF: 47,449 participants (30,026 children and adolescents; 12,027 family members; 2,726 community leaders; and 2,670 teachers)
Facilitators	CCB: Staff Communities of Bajo Cauca: Community members IDDH: Staff of the organization, occasional guests UNICEF: Local implementing partners - NGOs
Level of impact	<ul style="list-style-type: none"> ● Personal (all) ● Family (CCB, UNICEF) ● Community (CCB, Communities of Bajo Cauca, UNICEF)
Type of impacts	<ul style="list-style-type: none"> ● Knowledge (CCB, Communities of Bajo Cauca, IDDH, UNICEF) ● Skills (CCB, Communities of Bajo Cauca, IDDH, UNICEF) ● Values and attitudes (CCB, Communities of Bajo Cauca, UNICEF)
Implementing partners	CCB: Government, international organizations, local organizations Communities of Bajo Cauca: Local organizations, local universities IDDH: Local organizations UNICEF: Government, international organizations, local organizations
Positive elements identified	CCB: <ul style="list-style-type: none"> ● Consolidation of a conflict negotiation model with students and teachers as central actors. ● Flexibility of the model.

¹⁸⁷ Cámara de Comercio, “Testimonios y casos de éxito” (accumulated data since 2007), 2021.
<https://www.centroarbitrajeconciliacion.com/Servicios/Convivencia-estudiantil/Testimonios-y-casos-de-exito>

	<ul style="list-style-type: none"> ● Training program promotes reflection and emotional intelligence. ● Respect for the skills and abilities of each individual. <p>Communities of Bajo Cauca:</p> <ul style="list-style-type: none"> ● Creation and strengthening of bonds in the community <p>IIDH:</p> <ul style="list-style-type: none"> ● HRE provides space for organizations to strategize together <p>UNICEF:</p> <ul style="list-style-type: none"> ● Great territorial coverage in places where institutions had not been before ● HRE offers hope that change is possible ● Training program reflected in children’s peace initiatives ● Local facilitators better trained ● Introduction of children’s rights as a priority
<p>Limitations identified</p>	<p>CCB:</p> <ul style="list-style-type: none"> ● Financial constraints ● Resistance from senior management to understand the school as a laboratory for peaceful coexistence, not only to offer academic content <p>Communities of Bajo Cauca:</p> <ul style="list-style-type: none"> ● Fear and self-censorship in the initial stages ● Persistent human rights violations ● External dynamics fueling conflict ● Stigmatization of the term “human rights” <p>IDDH:</p> <ul style="list-style-type: none"> ● Policy-related issues, as gender considered a difficult topic to address in Brazil at the moment <p>UNICEF:</p> <ul style="list-style-type: none"> ● Access to areas with safety issues ● Need to incorporate ethnic approach ● Persistent human rights violations
<p>External factors that affected the HRET identified</p>	<p>CCB:</p> <ul style="list-style-type: none"> ● Not specified <p>Communities of Bajo Cauca:</p> <ul style="list-style-type: none"> ● Persistent human rights violations ● External dynamics fueling conflict <p>IDDH:</p> <ul style="list-style-type: none"> ● Change of national government

	<p>UNICEF:</p> <ul style="list-style-type: none"> ● Persistence of armed conflict ● Lack of Internet connection ● Other infrastructure disasters
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Asia Pacific

Table 3. Regional trends in Asia Pacific.

Number of programs in this sample	Three
Name of the organizations and geographic distribution	<ul style="list-style-type: none"> ● Equality Myanmar - Myanmar ● UNESCO MGIEP - India ● UNTAC’s HRET in UN Peacebuilding - Cambodia
Source of data collected	<ul style="list-style-type: none"> ● Academic publications (UNTAC’s HRET in UN Peacebuilding) ● HRET implementer interviews (Equality Myanmar, UNESCO MGIEP)
Human rights framing of the programs	<ul style="list-style-type: none"> ● Explicit HRET: Equality Myanmar, UNTAC’s HRET in UN Peacebuilding ● Non-explicit HRET: UNESCO MGIEP
Objectives	<p>Equality Myanmar:</p> <ul style="list-style-type: none"> ● Prepare young community leaders to become human rights educators (overall) ● Critical awareness of human rights across society ● Support civil society's efforts in advocating for human rights ● Direct advocacy for lobbying <p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Train young community leaders to implement community-wide activities to train educators and mobilize their respective communities (overall) <p>UNTAC’s HRET in UN Peacebuilding:</p> <ul style="list-style-type: none"> ● Development and implementation of an HRE program during the transition period in Cambodia (1991-1993)
Design	<p>Equality Myanmar:</p> <ul style="list-style-type: none"> ● Community involvement: Yes, they collect inputs at the annual meeting of alumni to next year’s training design ● Needs assessment: Yes, through baseline survey and meeting with community (interviews, focus groups)

	<p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Not specified <p>UNTAC's HRET in UN Peacebuilding:</p> <ul style="list-style-type: none"> ● Not specified
Target groups	<p>Equality Myanmar:</p> <ul style="list-style-type: none"> ● Ethnically and socially diverse population <p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Youth <p>UNTAC's HRET in UN Peacebuilding:</p> <ul style="list-style-type: none"> ● UNTAC staff ● Admin structures (police, teachers, judges) ● Civil society (journalists, monks, health professionals, CSOs)
Type of education	<ul style="list-style-type: none"> ● Non-formal: Equality Myanmar, UNESCO MGIEP, UNTAC's HRET in UN Peacebuilding ● Formal: UNTAC's HRET in UN Peacebuilding
Topics of the programs	<ul style="list-style-type: none"> ● Promotion of Human Rights (UNTAC's HRET in UN Peacebuilding) ● International Human Rights law (Equality Myanmar) ● Community mobilization (Equality Myanmar, UNESCO MGIEP) ● Social and Emotional Learning (SEL): empathy, compassion, mindfulness (UNESCO MGIEP)
Format of the programs	<ul style="list-style-type: none"> ● Hybrid (UNESCO MGIEP) ● In person (Equality Myanmar, UNTAC's HRET in UN Peacebuilding)
Teaching methodologies	<p>Equality Myanmar</p> <ul style="list-style-type: none"> ● Interactive, Role-playing <p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Participatory, Social and Emotional Learning (SEL), Empathy, Compassion, Mindfulness
Duration	<p>Equality Myanmar: 2012 - ongoing</p> <ul style="list-style-type: none"> ● Duration of a cycle: one year (20 cycles implemented already) ● Duration of a single training: one month, plus five days of giving training as a practice exercise <p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Not specified <p>UNTAC's HRET in UN Peacebuilding: 1991-1993</p>

	<ul style="list-style-type: none"> ● Duration of a single training: 1 to 2 weeks
Number of participants	<p>Equality Myanmar:</p> <ul style="list-style-type: none"> ● 1000 each year <p>UNESCO MGIEP:</p> <ul style="list-style-type: none"> ● Not specified <p>UNTAC’s HRET in UN Peacebuilding:</p> <ul style="list-style-type: none"> ● Not specified
Facilitators	<ul style="list-style-type: none"> ● Not specified
Level of impact	<ul style="list-style-type: none"> ● Personal (Equality Myanmar) ● Group (Equality Myanmar) ● Community (UNTAC’s HRET in UN Peacebuilding)
Type of impacts	<ul style="list-style-type: none"> ● Knowledge (Equality Myanmar) ● Skills (UNTAC’s HRET in UN Peacebuilding) ● Values and attitudes (Equality Myanmar, UNESCO MGIEP)
Implementing partners	<ul style="list-style-type: none"> ● Not specified
Positive elements identified	<ul style="list-style-type: none"> ● Importance of dialogue between young people across the world ● Dual approach of focusing on social cohesion and rights ● Building a community base ● Training of trainers ● Working with local institutions
Limitations identified	<ul style="list-style-type: none"> ● Resources ● Political will ● Bureaucratic delays ● Scarcity of interpreters ● “Artificial boundaries” created among different communities
External factors that affected the HRET identified	<ul style="list-style-type: none"> ● Bureaucratic delays ● Scarcity of interpreters

Europe and Central Asia

Table 4. Regional trends in Europe and Central Asia.

Number of programs in this sample	Four
Name of the organizations and geographic distribution	<ul style="list-style-type: none"> ● Civic Education at Primary and Secondary School - Serbia

	<ul style="list-style-type: none"> ● Nansen Dialogue Network - Croatia, Bosnia Herzegovina, Serbia, Montenegro, Kosovo, Macedonia ● Women for Development - Armenia ● Youth Peace Ambassadors Network - Continental Europe
Source of data collected	<ul style="list-style-type: none"> ● Academic publications and project reports (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development) ● HRET implementer interviews (Youth Peace Ambassadors)
Human rights framing of the programs	Non-Explicit HRET: all
Objectives	<p>Civic Education at Primary and Secondary School:</p> <ul style="list-style-type: none"> ● Realization of children's rights (overall) <p>Nansen Dialogue Network:</p> <ul style="list-style-type: none"> ● Increase understanding among people from different cultures (overall) ● Break down “enemy images” (overall) ● Create a space for dialogue that is neutral and open where actors from conflict can meet ● Stimulate cognitive analysis of conflict and the experience of the “other” <p>Women for Development:</p> <ul style="list-style-type: none"> ● Formation of peace culture and conflict resolution ideas among teachers and school children (overall) ● Knowledge on causes of conflict ● Gained skills in conflict prevention ● Being able to recognize and respect others’ values and manage conflicts caused by diversity <p>Youth Peace Ambassadors Network:</p> <ul style="list-style-type: none"> ● Address human rights issues in communities, effectively respond to emerging human rights violations and contribute to high-quality HRE ● To support young people to become agents of change, peacebuilders and advocate at local and international level ● Foster sustainable peace and dialogue focusing on conflict impacted and divided communities
Design	<p>Not specified (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development)</p> <p>Youth Peace Ambassadors Network:</p> <ul style="list-style-type: none"> ● Community involvement: Yes, evaluation from

	<p>training participants and rest of the training design accordingly</p> <ul style="list-style-type: none"> ● Needs assessment: Yes, through questionnaire to community and members of YPAN
Target groups	<p>Civic Education at Primary and Secondary School:</p> <ul style="list-style-type: none"> ● Youth <p>Nansen Dialogue Network:</p> <ul style="list-style-type: none"> ● Youth (mid-twenties) ● Groups are mixed in equal numbers of different ethnicities <p>Women for Development:</p> <ul style="list-style-type: none"> ● School children (13-15 yrs) ● Parents ● Teachers <p>Youth Peace Ambassadors Network:</p> <ul style="list-style-type: none"> ● Youth (18-35 yrs) ● Aiming for gender equality ● Focus on historically underrepresented communities ● Notable percentage of LGBTQ+ community
Type of education	<ul style="list-style-type: none"> ● Non-formal (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development, Youth Peace Ambassadors Network) ● Formal (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development)
Topics of the programs	<ul style="list-style-type: none"> ● Civic education ● Non-violent communication ● Psychosocial skills to improve communication and dealing with violence ● Conflict resolution skills ● Dialogue ● Human Rights ● Causes of conflict ● Conflict transformation ● Reconciliation ● Cultural diversity
Format of the programs	<ul style="list-style-type: none"> ● In person (Civic Education at Primary and Secondary School, Youth Peace Ambassadors) ● Hybrid (Youth Peace Ambassadors)
Teaching methodologies	<ul style="list-style-type: none"> ● Civic Education at Primary and Secondary School: Interactive, Skill-building techniques ● Nansen Dialogue Network: Interactive, Dialogue

	<ul style="list-style-type: none"> ● Women for Development: Participatory, Peer-to-peer, Interactive ● Youth Peace Ambassadors Network: Holistic learning, Open-ended learning, Reflexivity, Active learning, Cooperative learning, Contextual learning, Experiential learning, Teaching about, for and through concepts of peace and human rights
Duration	<p>Civic Education at Primary and Secondary School: 1994 - 2003</p> <p>Nansen Dialogue Network: 1995 - ongoing</p> <ul style="list-style-type: none"> ● Duration of one cycle: 10 weeks <p>Women for Development: Not specified</p> <p>Youth Peace Ambassadors Network: 2012 - ongoing</p> <ul style="list-style-type: none"> ● Duration of one cycle: 1-7 days ● Contact hours: depending on training type, between 3-150 hours
Number of participants	<p>Civic Education at Primary and Secondary School:</p> <ul style="list-style-type: none"> ● Not specified <p>Nansen Dialogue Network: Not specified</p> <p>Women for Development:</p> <ul style="list-style-type: none"> ● During the pilot program: 2225 pupils of 15 schools <p>Youth Peace Ambassadors Network:</p> <ul style="list-style-type: none"> ● 1133 in total in all programs (international training programs: 694, webinars: 150, local workshops: 262, long term programs: 27)
Facilitators	<ul style="list-style-type: none"> ● Teachers of the Ministry of Education (Civic Education at Primary and Secondary School) ● Members of the YPA Network (Youth Peace Ambassadors Network)
Level of impact	<ul style="list-style-type: none"> ● Personal (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development, Youth Peace Ambassadors Network) ● Family (Women for Development) ● Community (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development, Youth Peace Ambassadors Network)
Type of impacts	<ul style="list-style-type: none"> ● Knowledge (Civic Education at Primary and Secondary School, Women for Development, Youth Peace Ambassadors Network)

	<ul style="list-style-type: none"> ● Skills (Women for Development, Youth Peace Ambassadors Network) ● Values and attitudes (Nansen Dialogue Network, Youth Peace Ambassadors Network, Women for Development) ● Behaviour (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Youth Peace Ambassadors Network).
Implementing partners	<ul style="list-style-type: none"> ● Government (Civic Education at Primary and Secondary School, Nansen Dialogue Network, Women for Development) ● European institutions (Youth Peace Ambassadors) ● International organizations (Civic Education at Primary and Secondary School, Women for Development) ● Local organizations (Civic Education at Primary and Secondary School, Youth Peace Ambassadors)
Positive elements identified	<ul style="list-style-type: none"> ● Collaboration with and impact on direct surrounding of target groups (such as parents of children) ● Multiplier effect (participants in their own communities)
Limitations identified	<ul style="list-style-type: none"> ● Human rights materials perceived as “legal and serious” by teachers who as a result fell back to traditional methods ● Lack of determined evaluation measures and indicators ● Measures have to be culturally appropriate and sensitive ● Dependency on funding ● “Danger of becoming too well-known or overstepping boundary” in the local context ● Fear of emerging conflicts ● Local mentality regarding teachers’ superior knowledge (always knows “the” answer) ● Bureaucracy ● No funding or training to measure impact ● Limited space for youth in public sphere
External factors that affected the HRET identified	<ul style="list-style-type: none"> ● Funding ● Change of regime ● Reputation of the implementing NGO ● Collaborations

Middle East and Northern Africa

Table 5. Regional trends in the Middle East and Northern Africa.

Number of programs in this sample	Three
Name of the organizations and geographic distribution	<ul style="list-style-type: none"> ● Givat Haviva - Israel ● Search for Common Ground - Yemen ● Seeds for Peace - Israel, Palestine, other Middle East locations, South East, US
Source of data collected	<ul style="list-style-type: none"> ● Academic journals (all) ● Websites (all) ● Annual report (Seeds for Peace) ● HRET implementer interviews (all)
Human rights framing of the programs	<ul style="list-style-type: none"> ● Non-explicit HRET: Givat Haviva, Search for Common Ground, Seeds for Peace (all refer to peace education)
Objectives	<p>Givat Haviva</p> <ul style="list-style-type: none"> ● Recognize complex relationships. ● Enable cooperation and perseverance. ● Support legitimacy for self-expression. ● Legitimize hesitations, change and development in adolescents. ● Support leaders working across lines. ● Deal with racism by getting to know the other. ● Gain skills to mediate conflict. ● Create shared spaces among communities. <p>SFCG</p> <ul style="list-style-type: none"> ● Reduce violence in schools and among students. ● Provide skills to deal with conflict through collaboration. <p>Seeds for Peace</p> <ul style="list-style-type: none"> ● Leadership development for peace (including communication, critical thinking and other skills) ● Build more just and inclusive societies
Design	<p>Givat Haviva</p> <ul style="list-style-type: none"> ● Community involvement: Not specified ● Needs assessment: Not specified <p>SFCG</p> <ul style="list-style-type: none"> ● Community involvement: Not directly, but through local council and education offices. ● Needs assessment: Yes <p>Seeds for Peace</p>

	<ul style="list-style-type: none"> ● Community involvement: Yes, very active. ● Needs assessment: Yes, with the community.
Target groups	<p>Givat Haviva:</p> <ul style="list-style-type: none"> ● Children, school principals, municipal leaders <p>SFCG:</p> <ul style="list-style-type: none"> ● Children and high school students <p>Seeds for Peace:</p> <ul style="list-style-type: none"> ● Children
Type of education	<ul style="list-style-type: none"> ● Formal: Seeds for Peace ● Non formal: Givat Haviva, Search for Common Ground (although both conducted their activities at schools)
Topics of the programs	<ul style="list-style-type: none"> ● Promotion of dialogue and understanding of the other (Givat Haviva) ● Reduction of violence in schools (SFCG) ● More inclusive society (Seeds for Peace)
Format of the programs	<ul style="list-style-type: none"> ● In person: Givat Haviva, SFCG, Seeds for Peace ● Hybrid: Seeds for Peace (after the Covid-19 pandemic began)
Teaching methodologies	<p>Givat Haviva</p> <ul style="list-style-type: none"> ● Art ● Dialogue ● Drama ● Games ● Music <p>SFCG</p> <ul style="list-style-type: none"> ● Case-based scenarios ● Games <p>Seeds for Peace</p> <ul style="list-style-type: none"> ● Dialogue ● Case-based scenarios ● Collective action taking ● Discussions ● Experiential education ● Group challenge
Duration	<p>Givat Haviva: 2 years per cycle (about 30 years in total)</p> <p>SFCG: around 50 hours per cycle (2.5-3.5 weeks each cycle)</p> <p>Seeds for Peace: 3 years per cycle</p>

<p>Number of participants</p>	<p>Givat Haviva:</p> <ul style="list-style-type: none"> ● 70 Jews and 80 Arabs who were either 8th or 9th graders (in the impact assessment, but more in the program). <p>SFCG:</p> <ul style="list-style-type: none"> ● Younger children: 19 schools, 500 students approx. (25,000 in total). High school: 6 schools, 200 students approx. <p>Seeds for Peace:</p> <ul style="list-style-type: none"> ● 7,300 people in total in all programs (around 74% from MENA programs)
<p>Facilitators</p>	<p>Givat Haviva: in Jewish schools, teachers who are trained by the organization.</p> <p>SFCG: local staff, teachers working on the schools, Ministry of Education employees.</p> <p>Seeds for Peace: full-time staff; seasonal staff; external trainers and/or peer leaders.</p>
<p>Level of impact</p>	<ul style="list-style-type: none"> ● Personal (Givat Haviva, SFCG, Seeds for Peace) ● Family (SFCG) ● Community (SFCG, Seeds for Peace)
<p>Type of impacts</p>	<ul style="list-style-type: none"> ● Knowledge (SFCG) ● Skills (Givat Haviva, SFCG) ● Values and attitudes (all) ● Behaviour (Seeds for Peace, SFCG)
<p>Implementing partners</p>	<ul style="list-style-type: none"> ● Government ● Local schools ● NGOs
<p>Positive elements identified</p>	<ul style="list-style-type: none"> ● Linkage between training and reality ● Hope for social change
<p>Limitations identified</p>	<p>Givat Haviva</p> <ul style="list-style-type: none"> ● Unsuccessful if surrounding not ready to receive education <p>SFCG</p> <ul style="list-style-type: none"> ● Limited access (lack of infrastructure) ● Limited local capacities ● Political sensitivity ● Preexisting attitudes to the role of teachers ● Political sensitivity around the topics

	<p>Seeds for Peace</p> <ul style="list-style-type: none"> ● Financial constraints ● Lack of support from government ● Lack of support from the public
External factors that affected the HRET identified	<p>Givat Haviva</p> <ul style="list-style-type: none"> ● Not specified, but factors that would potentially influence are: training programs for all teachers, and a national program on peace education run by the government. <p>SFCG</p> <p>Seeds for Peace</p> <ul style="list-style-type: none"> ● Conflict fatigue ● Changes in funding streams ● Political environment

Multiple Regions

Table 6. Trends in multiple regions programs.

Number of programs in this sample	One
Name of the organizations and geographic distribution	Center for Civic Education - Civiced (based in the US, but works in over 80 countries) ¹⁸⁸
Source of data collected	HRET Implementer Interview
Human rights framing of the programs	Non-explicit HRET (civic education)
Objectives	<ul style="list-style-type: none"> ● Make youth more socially and politically active (overall) ● Teach about human rights and civic duties and civic engagement (overall) ● Raise understanding of equality and equal rights ● Create responsibility for protection of rights
Design	<p>Community involvement: Not directly, but rely on local partners</p> <p>Needs assessment: Not directly</p>
Target groups	Upper elementary to college level students
Type of education	Formal

¹⁸⁸ Irion-Groth, Alissa. HRET Implementer interview with the research team (Center for Civic Education), 2021.

Topics of the programs	Civic education Community participation Human rights and equality
Format of the programs	In person
Teaching methodologies	Didactic (Readings) Participatory (Discussion) Interactive (Research and interviewing; Role-playing)
Duration	1-2 years per cycle (in some regions, the program has been ongoing for about 20 years; in others it has been implemented only once)
Number of participants	More than 30 million in the United States and 10 million internationally (in total)
Facilitators	Teachers in formal education
Level of impact	Personal Family Community
Type of impacts	Knowledge Skills Values and attitudes Behaviour
Implementing partners	Government Local NGOs Academic institutions
Positive elements identified	Involvement of all stakeholders required, especially government
Limitations identified	Funding constraints Scalability and sustainability (continued effort at national level) Uncooperative political context
External factors that affected the HRET identified	Motivation (everyone shares the same vision) Educational leadership Everyone sharing the same goal is very important (empowered youth, respected rights)

Appendix H. List of Organizations with insufficient information

The following table shows all the organizations and programs identified during our desk research and/or interviews, but whose data about HRET with respect to conflict prevention and sustaining peace was not comprehensive enough at the time of writing this report for it to be included in [Appendix G](#). Nonetheless, they are referenced here for future consultation.

Organization	Name of the Program	OHCHR Region	Country
African Human Rights Education	Name of program not specified	Africa	Sierra Leone
Centre for Conflict Resolution	Name of program not specified	Africa	South Africa
Curriculum Corporation	PBEA - Development of a peace education kit for Sierra Leone	Africa	Sierra Leone
Equal Education	Name of program not specified	Africa	South Africa
Rights and Rice Foundation	Name of program not specified	Africa	Liberia
Tostan International	Name of program not specified	Africa	Guinea, Mali, Senegal, The Gambia
UNICEF	Name of program not specified (UNICEF's HRE program)	Africa	Southern Sudan
Cantera	Gender Course among Women from the perspective of Popular Education ('Curso de Género entre Mujeres desde la Perspectiva de la Educación Popular')	Americas	Nicaragua
CEAAL - Consejo de educación popular de América Latina y el Caribe	Group of Peace Education, Human Rights, and Peaceful Coexistence ('Grupo de Educación para la Paz, los Derechos Humanos y la Convivencia Democrática')	Americas	Colombia
Flacso	Regional Program for the Study and Practice of the Non-Violent Strategic Action in the Americas	Americas	Ecuador
Fundación Paz y Bien / Asociación Semilla de Mostaza	Training Manual for women Family Counselors	Americas	Colombia

Instituto de Capacitación Popular	Rights Without Stigma School: tolerance and human rights in Bajo Cauca	Americas	Colombia
Instituto de Defensa Legal	Community Defenders ('Defensorías Comunitarias')	Americas	Peru
Instituto Interamericano de Derechos Humanos	Aula Virtual Interamericana	Americas	Costa Rica, Colombia, Uruguay
ITESO Universidad Jesuita de Guadalajara	Masters in Human Rights and Peace ('Maestría en Derechos Humanos y Paz')	Americas	Mexico
Liga de Mujeres Desplazadas	Various programs within their gender justice agenda	Americas	Colombia
Melel Xojobal	Project Melel	Americas	Mexico
Museo de la Memoria y los Derechos Humanos	Mediated visits ('Visitas mediadas')	Americas	Chile
Organización Femenina Popular	Training School for Women Leaders ('Escuela de formación para mujeres líderes'); Training School for Children ('Escuela de formación para niños')	Americas	Colombia
Organization not specified working with a public school in the community of Buenos Aires de Herrera in Santo Domingo	Course in human rights based on critical inquiry	Americas	Dominican Republic
Procuraduría General de la Nación	Cumbre de diálogo social (Procuraduría Delegada Entidades Territoriales y Diálogo Social)	Americas	Colombia
Redepaz	Pedagogy and Training Strategy ('Estrategia de Pedagogía y Formación', in Spanish) & Week for Peace ('Semana por la paz')	Americas	Colombia
Red Universitaria de Derechos Humanos en América Latina	Several formal education programs	Americas	Argentina
The Children's Environments Research Group, The Isaacs	Child Friendly Communities - East Harlem	Americas	United States

Center, and Corner the Market Media			
Villa Grimaldi Peace Park Corporation	HRE in a place of memory	Americas	Chile
Association of Political Prisoners	Human rights, human rights documentation and transitional justice training program	Asia Pacific	Myanmar
Australian Government	Name of program not specified	Asia Pacific	Myanmar
Azad Foundation	Men for Gender Justice	Asia Pacific	India
Azad Foundation	Women with Wheels	Asia Pacific	India
BRAC Bangladesh	Gender equality - Human rights	Asia Pacific	Bangladesh
Centre for Peace and Conflict Studies	Multiple: Applied Conflict Transformation Studies, Peace Practitioners' Research Conference, Training and Workshops, Peace Leadership Programme	Asia Pacific	Cambodia, Myanmar, Philippines, Nepal, India, Sri Lanka, Timor Leste, Korean Peninsula, Thailand
Childreach International and Shaishav	Children in Charge of Change (CCC)	Asia Pacific	India
EarthRights International	Name of program not specified	Asia Pacific	Not specified
Help the Afghan Children	Name of program not specified	Asia Pacific	Afghanistan
J-Pal	The Institute of Human Rights Education	Asia Pacific	India
Karen Human Rights Group	Multiple: Village Agency Workshops, International Humanitarian Law workshops	Asia Pacific	Myanmar
Mote Oo	Name of program not specified	Asia Pacific	Myanmar
Oak Gu Primary School in Chonbuk, and No-won High School	Various activities in primary and secondary schools	Asia Pacific	South Korea
People's Watch	The Institute of Human Rights Education	Asia Pacific	India

Rural Women Development	Name of program not specified	Asia Pacific	Not specified
South Asian Forum on Human Rights	Name of program not specified	Asia Pacific	Nepal
The Arakan Project	The Arakan Project	Asia Pacific	Myanmar
The Center for Autonomy, Reconciliation and Peace	Name of program not specified	Asia Pacific	Indonesia
UNESCO-APCEIU	Name of program not specified	Asia Pacific	South Korea
Women's Peace Network	Name of program not specified	Asia Pacific	Myanmar
Yayasan Rumah Kita Bersama (Rumah KitaB) BERDAYA (Empowered)	Name of program not specified	Asia Pacific	Indonesia
Armenian Progressive Youth	It's Hard to be a Good Neighbor in a Bad Neighborhood	Europe and Central Asia	Armenia
Education for Peace	Name of program not specified	Europe and Central Asia	Not specified
Erasmus+ Programme of the European Union: Youth Initiatives for Human Rights (YIHR)	Education in the Fight Against Hate Speech	Europe and Central Asia	Bosnia and Herzegovina
Highfield Junior School	Name of program not specified	Europe and Central Asia	Northern Ireland (UK)
Institute of Social Medicine, Medical School Belgrade University	Continuing Medical Education (CME)	Europe and Central Asia	Serbia
More Mosaic	Multiple: Conflict Resolution in Practice, Peace & Love Vector	Europe and Central Asia	Sweden
New Tactics Project of the Center for Victims of Torture	Human Rights Education Program for Women	Europe and Central Asia	Turkey
Police in Northern Ireland	Various programs	Europe and Central Asia	Northern Ireland (UK)

Arab Association for Human Rights	Human Rights Education and Community Outreach	MENA	Israel, Palestine
Breaking the Silence	Various Tours in the West Bank	MENA	Israel, Palestine
Combatants for Peace	Various programs	MENA	Israel, Palestine
Hand in Hand	Hand in Hand	MENA	Israel, Palestine
IPCRI	Peace education program	MENA	Israel, Palestine
McGill Middle East Program in Civil Society and Peace Building	Community based human rights advocacy practice	MENA	Palestine, Israel, Jordan
Neve Shalom	The School for Peace and the education system for the village	MENA	Israel
Tahir Foundation	Name of program not specified	MENA	Palestine
The Jewish-Arab Center for Peace	Name or program not specified	MENA	Israel, Palestine
Amnesty International	Multiple: Education Empowerment Justice Program & Human Rights Friendly Schools	Multiple	24 countries and 22 countries, respectively
Equitas	Name of program not specified	Multiple	Canada, Haiti, Tanzania, Kenya, Burkina Faso, Senegal, East and West Africa, Middle East
International Peace Bureau	Name of program not specified	Multiple	Not specified
Peace Education Working Group at UNICEF	Name of program not specified	Multiple	Various countries
UNICEF	Peacebuilding, Education and Advocacy Program	Multiple	14 countries