



ARIGATOU
INTERNATIONAL
All for Children

Ethics
Education

Annual Report
2015- 2016



The office of Arigatou International Geneva represents the Ethics Education for Children initiative, which promotes values and ethics for children and young people within the framework of the child's right to education as stated in the UN Convention of the Rights of the Child. It utilizes an innovative approach to interfaith and intercultural learning in a value-based, quality education program for children and young people.

Arigatou International Geneva also serves as a United Nations liaison office, representing the organization in international affairs and working with other Child Rights organizations in Geneva.

Promoting values and ethics for children worldwide.

OUR MISSION

We bring together people from different religions, cultural backgrounds and regions, as well as organizations working with children and young people in the field of education to foster cooperation to the profound issues that affect children and youth today.

The Ethics Education initiative promotes intercultural and interreligious dialogue, understanding and respect that empowers children and youth to play a major role in creating a world of greater justice, peace and dignity.

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FOREWORD

‘Learning to live together’ is both an aspiration and a felt need across the globe today. Even as the news of increasing violence and terror arrive into our living rooms and within our neighborhoods, our commitment to understand the root causes of violence must continue. In tandem, our faith and resolve must not falter in capacitating our children with values and experiences that connect them to the mystery of life and the gifts of peaceful co-existence.

Arigatou International’s ethics education initiative continues to make valuable contributions to improving the lives for children worldwide. In nurturing children’s ethical values and by providing space for their innate potential for spirituality, the programme contributes to giving children and youth means, instruments, critical thinking and an openness to be part of constructive change and resilient communities.

14 years since its establishment, the vision and mission of the ethics education initiative operates with the larger perspective and understanding that *Learning to Live Together* is possible for all of our children. Together with the other four creative initiatives of Arigatou International it advances inter-religious cooperation and the wellbeing of children. The LTLT resource however holds a place of honour as a first important undertaking giving tangible direction and an educational approach to realizing the full potential and influence of ethics education. Work is also currently on to see the expansion of its scope to include reaching out to families, institutions and communities.

The ‘Interfaith Council on Ethics Education for Children’ met in at the Arigatou International headquarters in Tokyo in August 2015. Two strategic directions were agreed upon, one to strengthen families in their responsibilities to bring up, support and protect their children. The other strategy on how ethics education could serve as an important dimension of the Global Citizenship Education. Thus our work continues to cross-link also with the current focus of the United Nations and the international community.

The lives of children today are threatened in many new ways. Increase of violence in our societies and the resultant challenges can only be addressed properly if nations, religious traditions and communities work together in unprecedented ways. It is in this way that we recognize that the ethics education initiative has an important role to play in fostering means to counter violent extremism and shape future global citizens.

The work of the Secretariat in Geneva has this year focused on quality improvements in the areas of training, e-learning and online resources, communication and promotion of Arigatou International's involvement to influence positive change for the wellbeing of children. The monitoring and evaluation process was completed this year and it shows valuable lessons learned for the future work. We congratulate Ms. Maria Lucia Uribe, our Director, and her dedicated team for this important work. We thank Mr. Andrés Guerrero, who served as Interim Director during the period November 2015 to March 2016.

With this annual report we account for this year's activities and events. We thank all who have been engaged and taken responsibilities throughout the year, in promoting and furthering the ethics education initiative; educators, teachers, parents, youth leaders and children, religious leaders, UN agencies, Interfaith Council members, staff, interns and volunteers. We count on your continued support to further explore how ethics education can even better influence and build a world for children.

On behalf of the Interfaith Council on Ethics Education for Children,

Vino Aram and Agneta Ucko
Chair and Vice-chair of the
Interfaith Council on Ethics Education for Children

MESSAGE FROM THE DIRECTOR

2015 has been a very challenging year for children and youth around the world. The refugee crisis in Europe, exacerbated armed conflicts, the development of violent extremism, rampant violence against children, and increasing xenophobia, racism, discrimination and exclusion, have been part of this year's challenging agenda for those working with children and youth.

Arigatou International Geneva focused during this year in strengthening the technical support provided to teachers and facilitators in implementing ethics education programs that are relevant and sensitive to the different challenging realities they work with. 1062 new facilitators were trained on the Learning to Live Together to implement programs that respond to issues of discrimination and bullying in schools, conflicts that are fuelled by religious, tribal and cultural differences, and youth violence. We also worked with partners to implement programs that support the prevention of violence and promote a culture of peace.

With the support and full commitment of our partners in the field, we tripled this year the number of trained facilitators in comparison to 2014, and significantly increased the number of children and youth who benefited from the programs, reaching almost 4,000 in eight countries. The demonstrated growth of the Ethics Education Initiative has been possible thanks to the committed implementing partners who worked during this year with 91 institutions and organizations in formal and non-formal educational settings.

The learning gained during 2015 from our internal monitoring and evaluation reports have also provided many insights to continue strengthening our work. The information collected from the work of implementing partners working in 24 locations in five countries show that across all locations children and youth are benefiting from the ethics education programs. Children are strongly developing their capacity to deal with conflicts in peaceful ways, developing critical thinking in relation to conflicts and injustices around them, and to their relations with others. Most Significant Change stories demonstrate increased empathy and respectful relations among

those belonging to different groups, and there is reported evidence of children's increased capacity to manage their emotions to respond non-violently when their rights and identities have been affected. We have seen children and youth in all these locations taking initiatives to work collaboratively with people of different religions and cultures to promote respect and tackle some of the problems that affect them either in their schools, families or communities.

The Ethics Education Initiative is creating positive impacts on our children and youth around the world, and we now see momentum to continue strengthening our work to contribute better, more strategically and in synergy with partners towards the many challenges that affect our societies and that negatively affect the development of children.

In 2016, with the advise and support of our Interfaith Council on Ethics Education for Children, our focus will turn to strategize our work with families and caregivers, further our efforts to tackle issues of radicalization and violent extremism, promote global citizenship education, and ensure that our ethics education programs contribute to interfaith learning and peace building. In working towards these areas, we will be focusing on the development of a Knowledge Hub on Ethics Education for Children that will serve as an international resource center and nexus for dialogue, partnership and action on the theory and practice of the topic.

I invite you to read the report to learn more about our work and to join us as partners in our efforts to make a better world for children.

Maria Lucia Uribe Torres
Director Arigatou International Geneva
Secretary General Interfaith Council on Ethics Education for Children

PROGRAM REACH

During this period, 10 Training Workshops on the LTLT were held by Arigatou International in collaboration with partners in Brazil, Colombia, Dominican Republic, Indonesia, Kenya, Panama and South Africa. As a result, **307 facilitators** from 91 different schools or institutions were trained. Also, partners in Ecuador and Romania trained **755 new facilitators**.

Implementing partners reported that programs based on the LTLT manual benefited about **3,740 children and youth** in Bhutan, Colombia, Cuba, Chile, Dominican Republic, Ecuador, Greece, India, Kenya, Panama, Romania and South Africa.

1,062 NEW FACILITATORS
3,740 CHILDREN AND YOUTH REACHED

MONITORING AND EVALUATION

The Monitoring and Evaluation process of the systematic implementation of the LTLT programme was concluded in December 2015, providing relevant findings.

During the process, **49 teachers were trained** as facilitators, four Communities of Practice were created and **1,420 children were benefitted** in 24 locations in El Salvador, Greece, India, Kenya and Romania.

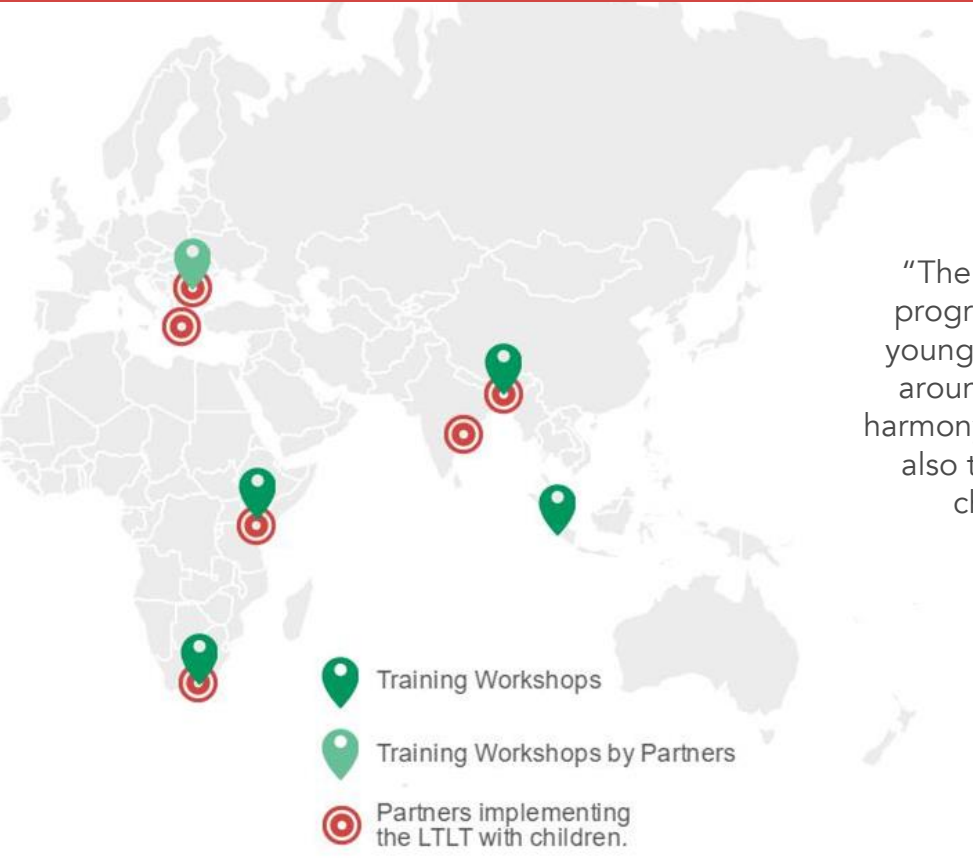
STRENGTHENING FAMILY SYSTEMS

Arigatou International Geneva, in collaboration with partners, conducted several pilot projects on strengthening family systems through ethics education.

The experience proved that the introduction of ethics education in the family context is applicable, needed but also relevant for parents and caregivers.



SUMMARY



“The implementation of the program has impacted many young people and the people around them. It has brought harmony to the communities and also to people working with children and youth.”

Ms. Roma Pradhan,
Program Coordinator,
Bhutan

ONLINE COMMUNITY OF PRACTICE

The Ethics Education Online Community of Practice continues to grow, **reaching 230 participants in 2015.**

Two online courses were held to complete the Advance Training Accreditation program for facilitators of the Learning to Live Together. Each course lasted six weeks, engaging a total of 45 participants from various countries.

We also launched **two interactive modules** to help facilitators in the process of internalizing the Ethics Education Framework and developing customized and sustainable ethics education programs.

CHILD RIGHTS REPRESENTATION

In its capacity as United Nations liaison office for Arigatou International, the Geneva office works with other child rights organizations represented in Geneva to **advocate and promote relevant child rights and education topics.**

Arigatou International co-convenes the Working Group on Children and Violence and the Working Group of Children and Armed Conflict of Child Rights Connect.

Within this context, the Geneva office organized two side events and co-signed four joint statements during the regular sessions of the Human Rights Council.

MAIN ACHIEVEMENTS

- 1 Trained and supported partners in the training of 307 new facilitators** on the Learning to Live Together Programme in Kenya, Dominican Republic, South Africa, Panama, Colombia, Indonesia and Brazil.
- 2 Provided technical support** to the continuation of ethics education activities in Bhutan, Brazil, Chile, Indonesia, Colombia, Kenya, El Salvador, Greece, South Africa and Dominican Republic.
- 3 Completed the Pilot Program to implement the Learning to Live Together Programme in 13 schools in Tana River County, Kenya** together with the Ministry of Education, Science and Technology of Kenya (MoEST) and the UNESCO Regional Office for Eastern Africa.
- 4 Completed the process of Monitoring and Evaluation** of the implementation of the Learning to Live Together Programme in 24 locations in El Salvador, India, Kenya and Romania and Greece.
- 5 Launched two online courses for facilitators of the Learning to Live Together manual** as part of the Advanced Training Accreditation.
- 6 Launched two newly developed online modules** designed to support the work of facilitators implementing and developing ethics education programs based on the Learning to Live Together Programme.



TRAINING PROGRAM

In our constant effort to support facilitators to develop skills and acquire new knowledge to ensure quality and sustainable implementation of the LTLT Programme, Arigatou International Geneva has been working on the improvement of the training area. To this end, we provided strategic assistance to, offered online courses and developed new interactive tools to train facilitators and help them strengthen their capacities.

TRAINING WORKSHOPS

In collaboration with the Global Network of Religions for Children (GNRC) and other implementing partners, Arigatou International Geneva conducted several training workshops for facilitators on the use of the Learning to Live Together Programme:

- Eight basic training workshops were conducted in Brazil, Colombia, Dominican Republic, Indonesia, Kenya, Panama and South Africa.
- More than 10 training workshops were organized by partners in Romania and Ecuador.
- One introductory workshop for Curriculum Development Officers was held in Kenya.

- During these workshops, 307 teachers, volunteers, school advisors, Curriculum Development Officers and community leaders from 91 different institutions, were trained as facilitators of the LTLT Programme.
- Following the basic workshops, five Communities of Practice (CoP) were created in Colombia, Dominican Republic, Romania and South Africa, in order to ensure follow up and sustainability of the training workshops

307 NEW FACILITATORS FROM
91 SCHOOLS OR INSTITUTIONS IN
10 DIFFERENT COUNTRIES

ONLINE COMMUNITY OF PRACTICE

The Ethics Education Online Community of Practice is a platform for connection, communication, collaboration and learning for facilitators and trainers implementing ethics education programs. Facilitators and trainers can use the platform to share information about their projects and resources, engage in discussions and ask for support and feedback from colleagues around the world. The platform also provides tools and online courses to equip participants to become better facilitators of ethics education.

ONLINE COURSES

Arigatou International Geneva launched two online courses to complete the Advance Training Accreditation program for facilitators of the Learning to Live Together Programme. These six-week collaborative courses allowed participants from to interact with each other, to work together and to share their views and experiences. It also gave them the opportunity to discuss certain topics with experts on each field.

Ethics Education Approach: This online course reached 25 facilitators from 12 different countries. Participants rated the experience with an average of 9.5 out of 10. The course provided the opportunity for participants to internalize the Ethics

Education Approach and identify how to use it to strengthen ethics education programs.

Collaborative Games: 20 facilitators participated showing an average satisfaction of 9.07. The course created opportunities to reflect on how cooperative games can enhance children’s participation and learning during the implementation of an ethics education program.

45 PARTICIPANTS
FROM
20 DIFFERENT
COUNTRIES

FACILITATORS TOOLKIT

Two new online modules were launched to support facilitators in the process of developing a customized and sustainable ethics education program.

Ethics Education Framework: This interactive presentation includes the key conceptual elements that provide the rationale and foundation of the manual, the values that support that foundation and the educational approach behind it.

Design a Program Plan: This online module is a step by step guide to help facilitators design and customize ethics education programs based on the LTLT manual.

MAKING INROADS IN FORMAL EDUCATION IN KENYA

The Pilot initiative to implement the Learning to Live Together (LTLT) Programme in the Tana River County came to an end in November 2015, delivering positive outcomes, particularly in relation to its impact on children, teachers and their community.

The initiative, which took off in September 2014, was developed by Arigatou International Geneva, in partnership with the Ministry of Education, Science and Technology of Kenya (MoEST) and UNESCO Regional Office for Eastern Africa, reaching 657 children between 9 and 17 years old.

657 PUPILS
FROM
13 SCHOOLS

The communities of Tana River are heavily disturbed by inter-ethnic violence and tribal issues. The resulting violence and disruption has particularly affected the lives of school children.

The pilot program aimed to equip children to make ethical decisions, to nurture their spirituality and to transform their communities together, based on values that promote respect for their own and others' culture and beliefs.

15 TRAINERS
23 TEACHERS
AND
60 CURRICULUM
DEVELOPERS
TRAINED ON
THE USE OF
THE MANUAL



IMPACT

The training allowed teachers to discover personal skills, to improve their interaction with children to create safe learning environments and to develop abilities to handle conflict.

The program succeeded in developing children’s critical thinking and contributed to increase children’s knowledge and understanding about the

violence and injustice that affect their schools and communities. All schools reported that an increase of respectful relations between the children.

By nurturing children’s spirituality, children’s are now more able to handle their emotions and approach problems with an attitude of reconciliation.

Activity Timeline

2014

Sept
Oct
Nov
Dec

Training of Teachers
Workshop #1

Training of Trainers Workshop

Development of
Teacher Activity Book (TAB)

2015

Jan
Feb
Mar
Apr
May
Jun
Jul
Aug
Sept
Oct
Nov

Training of Teachers
Workshop #2

Lesson Implementation in School

Training of Teachers
Workshop #3

Lesson Implementation in School
Child-led Projects in Schools

Training of
Curriculum Developers Officers
Workshop #1

Celebration Event
Sept 21: International day of Peace

Training of
Curriculum Developers Officers
Workshop #2

Reflection Workshop for Teachers

MONITORING AND EVALUATION

In 2013, implementing partners from 24 different locations in El Salvador, Greece, India, Kenya and Romania, initiated a systematic implementation of the LTLT programme with children and young people. A Monitoring and Evaluation (M&E) process was carried out in these locations in order to learn more about the changes in knowledge, attitudes, perceptions and skills gained by children and teachers.

The process was completed in December 2015, providing relevant findings:

BENEFITS FOR CHILDREN

1. Increased capacity to manage their emotions and respond positively to issues that affect them and their communities;

2. Stronger critical thinking and reflection about their relations with others and causes of conflicts and injustices;

3. Increased knowledge and appreciation of their differences and similarities;

4. Increased empathy and respectful relations among those belonging to different ethnic religious or socio-economic groups;

5. Enhanced capacity to work collaboratively with others across ethnic, gender and religious divides and propose solutions to issues that affect them;

6. Perceived decrease in violent behaviors and increased capacity to deal with conflicts.





5 strategic partners



24 implementing organizations



14 organizations supporting child-lead initiatives

BENEFITS FOR FACILITATORS

- 1. Increased knowledge and skills for delivering ethics education programs and actively engaging children using participatory and interactive methodologies;
- 2. Better internalization of concepts and values and how to translate them into their teaching practices;
- 3. Increased understanding of their context and reality and how they affect schools and children;
- 4. Better equipped to create safe learning environments for children and promote dialogue that allows them to interact, open up, share their ideas and collaborate.



1.420 children from 9 to 17 years old



From 16 different nationalities



And 4 different religions



Children from 13 different ethnic groups participated in Kenya.

ETHNIC DIVERSITY

MINORITY GROUPS



Romani children participated in Romania

Refugee children participated in Greece



REFUGEES

STRENGTHENING FAMILY SYSTEMS THROUGH ETHICS EDUCATION

FINDINGS FROM THE PILOT PROJECTS HELD IN INDIA, PORTUGAL AND THE UNITED STATES

Arigatou International Geneva conducted from July 2014 to August 2015 several pilot projects on strengthening family systems through ethics education. The projects were implemented by Shanti Ashram in India, Global Network of Religions for Children (GNRC) in Portugal and Catholic Charities of Idaho in the United States.

The primary aim of the pilot-projects was to assess the need and possibilities to strengthen family systems through ethics

education, by: (1) collecting information and learning how the areas of the Ethics Education Framework and the content of the Learning to Live Together Programme are applicable to work with families; (2) examining other areas (theories, content and methodologies) that are relevant when working with caregivers; and (3) learning about working with families and caregivers in several contexts.

**167 CAREGIVERS
FROM WHICH
156 WERE FEMALE AND
11 WERE MALE.**

**COMING FROM
NUCLEAR,
MONO-PARENTAL,
GRANDPARENTS,
AND STEPFAMILIES.**

**FROM CHRISTIAN,
HINDU AND
MUSLIM COMMUNITIES
OR WITH NO RELIGIOUS
AFFILIATION.**



Workshop with families in India

RESULTS

1. The Learning to Live Together manual was proved to be a relevant and flexible tool for using in family contexts. The Learning Process was effective in fostering self-directed learning and raising awareness of the importance of creating safe spaces for children. Discussion-base and experience-based methodologies were more often used in all locations.

2. Facilitators and caregivers identified 10 areas to be included in the future work with caregivers: anger management, how to deal with children’s

tantrums, emotional awareness, family identity, communication, child development, positive parenting techniques, how to build children’s self-esteem, conflict management and knowledge about the impact of violence on the family.

3. The pilot-projects indicated having created a **unique opportunity for caregivers to have a safe environment** to openly express their feelings, exchange opinions and challenges. It also proved essential for challenging accepted violent practices.



PARTICIPANTS' LEARNING:

- Increased awareness of their responsibility to transmit and nurture values within the family context, and their influence on themselves and their children.
- Stronger awareness of children as right holders, and of the importance of creating opportunities for each child to reach their full potential.
- Better understanding of how to create safe learning environments, for children to openly share their feelings, and thoughts.
- Increased caregivers' knowledge on how to listen and communicate with their children.
- Perceived decrease in violence against children and less use of corporal punishment.



Workshop in Portugal

Difficulties addressing the topic of spirituality and interfaith learning were found in most locations due to the sensitivity of the topic and lack of facilitators' knowledge or confidence to address it. When done, it helped challenging caregivers' stereotypes of the other and increasing appreciation of differences. Special time for caregivers to meet and participate systematically in sessions proved often challenging due to personal and professional constraints.

The experience working with the Learning to Live Together manual and the use of the ethics education framework have proved relevant for working with families. The introduction of ethics education in the family context is not only necessary today but requires experienced facilitators, a sound framework and methodology, clear customization and adaptation to the context and needs of the families, and sensitivity to create safe environments for the families to come together, share, and learn from one another.

Arigatou International Geneva will take these findings and learnings to its discussions with the Interfaith Council on Ethics Education, and will provide recommendations to further the work with families.

REPRESENTATION

CORE GROUP OF EXPERTS FOR CHILD-FRIENDLY CHURCHES

Arigatou International was invited by the World Council of Churches (WCC) and UNICEF to join the Core Group of Experts called to contribute to the process of developing a set of Principles and Tools for Child-friendly Churches.

The Principles, which aim to guide and support WCC member churches in their efforts to promote the wellbeing of all children, are being developed in consultation with advisors and experts from WCC, UNICEF and key partners. Ms. Agneta Ucko, Vice chair of our Interfaith Council is representing Arigatou International as part of the Group of Experts.



Ms. Ucko at the "A Stronger Voice for Children's Rights" seminar presenting the Learning to Live Together programme.

Within this context, Ms. Ucko was invited to the seminar "A Stronger Voice for Children's Rights" held on 19 November in Geneva, Switzerland where she presented the Learning to Live Together as an interfaith and intercultural programme for Ethics Education, and moderated a working group session on promoting meaningful child participation.

PARLIAMENT OF WORLD'S RELIGIONS

From 15 to 19 October 2015, Arigatou International Geneva took part in the Parliament of World's Religions, the oldest, largest and most inclusive interfaith event for the global interfaith movement.

Members of our Interfaith Council also participated in the event. Dr. Rashied Omar as presenter at the "Building Bridges and Transformative Interfaith Understanding" workshop, and Ms. Jane Rechtman as facilitator of the Arigatou International's Ethics Education workshop.

During the Parliament, Arigatou International organized a workshop that aimed for attendants to identify ways to encourage young people to build bridges of trust and work together across religious and cultural divides.

ETHICS EDUCATION INTERFAITH COUNCIL



Dr. Kezevino Aram
Director, Shanti Ashram,
CHAIR



Ms. Agneta Ucko
Former Director
Vice-CHAIR



Dr. Heidi Hadsell PhD,
Hartford Seminary,
President and Professor of
Social Ethics



Rev. Dr. Hans Ucko
DTh, Former Director of
the Office on Inter-
religious Relations and
Dialogue, Co-chair of the
DPAC Council



Dr. Angelos Vallianatos
School Advisor for Religion
Lesson, Ministry of Education



Dr. Ilham Nasser
PhD, University of
Maryland, Associate
Professor



**Dr. Patrichart
Suwanbubbha**
Professor for Buddhist
Ethics and Vice Director
of the Mahidol University
Research Center for
Peace Studies in Bangkok



Dr. Rashid Omar
Research Scholar of
Islamic Studies &
Peacebuilding at the Kroc
Institute for International
Peace Studies, University
of Notre Dame



**Ms. Maria Lucia
Uribe Torres**
Director Arigatou
International Geneva,
Secretary General
Interfaith Council

IN MEMORIAM
JANE RECHTMAN



Our dear friend and member of the Interfaith Council on Ethics Education, Jane Rechtman passed away with her family by her side on 3 March 2016.

Jane held the Henry Sloane Coffin Chair in Religion at The Masters School in New York, where she taught world religions and bioethics, developed curricula, and was a class dean. She was also trained to become a hospital chaplain. She is the author and editor of a number of published articles and books, including *The Word Book* and *Readings from the World's Religious Traditions*. She was on the board of The Center for Spiritual and Ethical Education, and was a co-founder of The Ossining Interfaith Youth Core.

As a member of our Interfaith Council on Ethics Education, Jane was a tremendous advocate of our work. She actively participated in our meetings and in the Working Group on Strengthening Families. In October 2015, Jane joined the Arigatou International delegation at the Parliament of World's Religions.

We will remember Jane for her positive spirit, joyful personality and thoughtful conversations, as well as for her passion for life, determination, inner strength and empathy.

We extend our most heartfelt condolences and sympathy to her family on behalf of all of us here at Arigatou International Geneva. Jane will be profoundly missed, nevertheless, let us remember her with a smile upon our faces.

UNITED NATIONS AND CHILD RIGHTS REPRESENTATION

The Geneva office serves as United Nations liaison office of Arigatou International and works with other child rights organizations represented in Geneva.

Arigatou International has joined a number of working groups of NGOs, in order to advocate and promote relevant child rights and education topics.

WORKING GROUP ON CHILDREN AND VIOLENCE

This Working Group operates under the umbrella of Child Rights Connect and it has been convened by Arigatou International Geneva since 2014.

During this period, the Working Group was focused on advocating for the inclusion and prioritization of children and violence related issues in the Post 2015 Sustainable Development Agenda and on raising awareness about monitoring its related goals and targets.

The Working Group gained more visibility among international actors in Geneva, and strengthened relationships with the office of the Special Representative of the Secretary General on Violence Against Children and the Committee on the Rights of the Child.

Two side events were organized in the run-up of the adoption of the SDGs, involving numerous stakeholders such as the Office of the Special Representative on Violence against Children, permanent mission to the United Nations in Geneva and several United Nations and civil society partners. These events engaged a total of 100 participants, among them, representatives of 34 permanent missions to the United Nations in Geneva.

FOCUS GROUP ON CHILDREN IN ARMED CONFLICT

The Focus Group, which is part of the Working Group on Children and Violence, acts as a facilitator of information exchange, establishing a unique advocacy group to the United Nations international and regional organizations engaged in human rights, humanitarian affairs and development.

The conveners, Arigatou International and War Child Holland, lead the Focus Group to establish a connection with the Office of the Special Representative of the Secretary General on Children and Armed Conflict and organized a side event on Safe Schools in collaboration with the Special Representative and relevant Permanent Missions to the United Nations in Geneva.

HUMAN RIGHTS COUNCIL

Arigatou International co-signed four joint statements delivered during the Human Rights Council regular meetings, together with other child rights focused NGOs.

The Geneva office also attended several meetings to follow up on relevant discussions on issues related to children, youth, education and religion. These were also an opportunity to engage with permanent missions to the United Nations in Geneva, NGOs and other child-related organizations.

“As a coordination body for Geneva based members working around children affected by violence, the Working Group on violence Against Children of Child Rights Connect made it concretely possible to push forward the SDG agenda, particularly as much of the buzz was in NYC.

With consistent lobbying activities towards member states and advocacy efforts within the UN - both in the run-up and now the follow-up – of this new international agenda, our channeled efforts are proving to have a clear impact.”

Anna Tomasi
Defence for Children International



Side event ‘Accountability and Monitoring of Violence against Children related Goals and Targets in the Post Sustainable Development Agenda.’

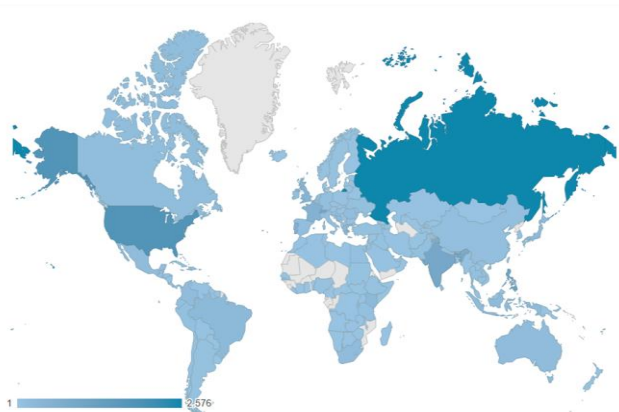
COMMUNICATIONS

It is our constant effort that our message spreads to every corner of the world, to ultimately reach as many children and young people as possible. To achieve this we have created many communicational materials and virtual platforms that reach connect people around the world with us, and with each other.

WEBPAGE

The Ethics Education Webpage is in constant growth, in order to adapt to the changing needs of our programs and partners.

Between April 2015 and March 2016, our webpage received 17.903 visits from 10.471 users in 163 countries.



Visitors by country between April 2015 and March 2016.

NEWSLETTER

The Ethics Education for Children Newsletter was issued five times in English and Spanish, including a special edition for the International Day of Peace on September 21. It featured the latest news of the Ethics Education initiative and its implementing partners, and different opinion pieces on relevant international topics related to ethics, reaching 1.138 subscribers.

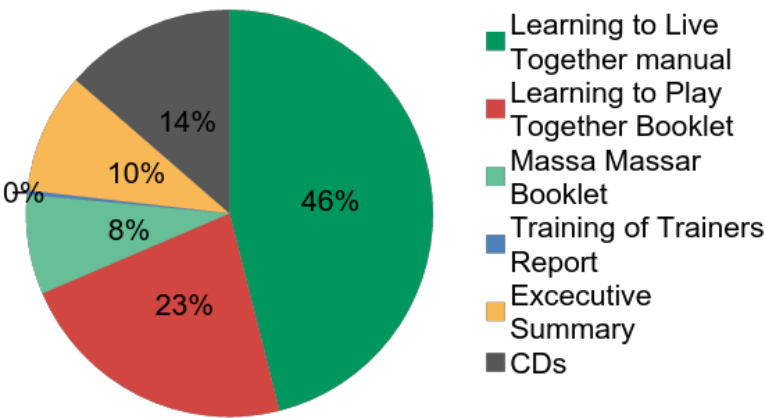
SOCIAL MEDIA

Our Facebook Page is constantly being updated with articles, pictures and links related to the Ethics Education initiative, stories of successful implementation of the Learning to Live Together programme, new partnerships, the launch of new tools for facilitators or publications, news from our implementing partners and greetings on special religious commemorations. This year, the Page reached 1.228 followers.

The @ArigatouGeneva Twitter account is used as a tool to promote and advocate on child rights issues, mainly during the Human Rights Council regular sessions and other relevant initiatives.

DISSEMINATION

Distribution of Materials



Material	N° of Copies	Countries
Learning to Live Together manual	274 copies in English, Spanish, French and Portuguese.	Brazil, Colombia, Cyprus, Dominican Republic, France, Japan, Kenya, Panama, South Africa and Switzerland.
Learning to Play Together Booklet	134 copies in English, Greek and Spanish.	Austria, Bhutan, Bosnia And Herzegovina, Brazil, Croatia, Cyprus, Ethiopia, France, Greece, India, Japan, Kenya, Mauritius, Montenegro, Panama, Romania, South Africa, Switzerland and USA.
Massa Massar Booklet	47 copies in English, French and Spanish.	Cyprus, India, Japan, Kenya, Panama, South Africa and Switzerland and USA.
Excecutive Summary	57 copies in English, Spanish and French.	Cyprus, Ethiopia, France, India, Japan, Kenya, Panama, South Africa and Switzerland.
CDs	81 copies in Arabic, English, Spanish, French Portuguese and Romanian.	Ethiopia, India, Jordan, Kenya, Panama, South Africa, Switzerland and USA.