



ANNUAL REPORT 2016 - 2017

TOWARDS A  
**KNOWLEDGE HUB**  
ON ETHICS EDUCATION FOR CHILDREN

[www.ethicseducationforchildren.org](http://www.ethicseducationforchildren.org)



**ARIGATOU**  
INTERNATIONAL  
*All for Children*

Ethics  
Education





Pictures by: STACY HUGHES.

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# FOREWORD

All children are artists.  
The problem is how to remain an artist once they grow up.  
(Pablo Picasso)

The creative capacity of children is a reminder that each generation needs to reckon with children as real contributors and resources in building a more peaceful society. There is consensus today that the wellbeing of children is a collective priority. This prioritization of the rights of children gives us the frame for our attention and work for and with children. Through experience and evidence the valuable return is obvious. Integrating the potential and the needs of children therefore has become a focal point in the sustainable development dialogue worldwide.

The status of children has significantly improved in the past decade. All the nations of the world except one have ratified the Convention on the Rights of the Child (CRC). Governments and child rights organizations are at the forefront to improve the lives of children and youth. Parents and educators provide the foundation and the fertile soil for the child's potential. And yet, much remains to be done to ensure young people and children enjoy their right to a dignified life and a world where they can flourish. Space also needs to be crafted where children themselves can contribute to our communities and nations. Pablo Picasso saw children as creative artists. Others have witnessed to children being in themselves mystics, activists, sages and path breakers.

Arigatou International's programme on ethics education for children set as an objective in 2004 the commitment to provide space for nurturing the innate potential of each child and young person. This commitment has evolved both into conceptual and programmatic contributions. We have achieved much in these 13 years. The question that always needs to accompany the way this vision and program is pursued is whether religious communities and inter-religious efforts provide spaces for encouraging children and young people to continue a spiritual journey, which is germane to them. The challenge for secular and religious communities and their teachings is to reckon with plurality, as an intrinsic reality of today's times. We are continually challenged to redefine the meaning of respect of the other and to explore "the other" as a significant other. We continuously need to revisit our teachings and attitudes, also as they are reflected in the ethics education programme.

The lives of children today are threatened in many ways. Violence in our societies affects nearly 1 billion children across the world. The resultant challenges can only be addressed properly if nations, religious traditions and communities work together in unprecedented ways. The ethics education initiative has an important role to play in

fostering means to counter violent extremism and shaping future global citizens.

At the recent 5th Forum of the Global Network of Religions for Children (GNRC) held at Panama, where people from over 60 countries attended to address "violence against children" the message was clear: "We will strengthen our mechanisms for continuous self-evaluation and accountability to ensure our communities are never complicit in perpetuating violence against children, build child-safe institutions, and build evidence for the effectiveness of faith-based approaches to end violence against children".

The Interfaith Council on Ethics Education for Children met in Cape Town, South Africa, in August 2016 to review achievements and develop directions for the work and strategic priorities for the ethics education programme. We thank Ms. Maria Lucia Uribe, our Director, and her dedicated team for the important work they are doing worldwide and with many partners. The children whose lives they have touched stand testimony to the vision and purpose of this programme.

With this annual report we account for this year's activities and events. We thank all who have been shouldering 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 become an even better inspiration in building a better world for children. On behalf of the Interfaith Council on Ethics Education for Children,

Vino Aram and Agneta Ucko





## WORDS FROM THE DIRECTOR

As the Ethics Education Initiative grows, this year we have taken the time to consolidate our expertise, strengthen relations with partners, develop new collaborations, and assess our impact in order to further develop as an International Knowledge Hub on Ethics Education for Children.

The Arigatou International Knowledge Hub on Ethics Education for Children is conceived to serve as a nexus for dialogue, partnership and action, with the aim to further strengthen knowledge sharing, collaboration and action on Ethics Education for Children and related topics among a wide range of experts, practitioners and partners of Arigatou International.

During this year the impact on children and youth has grown exponentially, reaching 7,984 children and youth, 30% more than the previous year, thanks to our many partners in 14 countries who are implementing our flagship programme, on Learning to Live Together. Implemented by 94 institutions in formal and non-formal educational settings, the Learning to Live Together Programme has become a benchmark for the best ways to foster values-based education and create collaborative and participatory spaces for learning to live together across cultural, religious, gender and socio-economic divides. We have seen implementation programs grow during the last two years from one-off activities to becoming part of the strategic direction and plans of organizations, standard curricular activities, and on-going institutional programs, contributing to sustainability and sustained impact.

With 1547 new facilitators and 27 new international trainers in 18 countries, we are expecting to continue growing not only in reach but also in depth to help responding to the many challenges the world and education face today.

Our focus this year to advance the knowledge base, engage in dialogue with partners, and further promote the critical need for ethics education for children, has resulted in collaborations with faith-based organizations, UN agencies, ministries of education and social affairs, as well as civil society organizations and schools. These collaborations have brought our ethics education framework and its pedagogical approach to the intersections with pluralism, violence prevention, character development, peace building, interfaith learning, and global citizenship to help developing new models and context-sensitive programs.

Our efforts also doubled this year to advocate through different platforms, particularly in Geneva, to end violence against children and foster education to prevent all kinds of violence in schools, family settings, religious communities, and in society at large; reminding us and our stakeholders that children and youth should be at the centre of our decisions, programs and actions, and their full and meaningful participation in society, safety, empowerment and capacity to learn to live with others, should ultimately be what we strive for on the daily basis of our work.

I am grateful to the Interfaith Council members, the many partners, donors, GNRC members, colleagues in the different Arigatou International offices, and to my staff for the continuous and unwavering support, commitment and passion for the vision and mission of Arigatou International.

We invite you to read the report and to continue joining hands in action with us to work ALL FOR CHILDREN.

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





# A YEAR OF ACHIEVEMENTS

Trained together with partners and GNRC member organizations **1,547 new facilitators** of the Learning to Live Together Programme.

Developed **seven** new collaborations for the **sustainable implementation** of the Learning to Live Together Programme.

Trained **27 new international trainers** of the Learning to Live Together Programme from 18 different countries.

**Validated** the findings of our Monitoring and Evaluation process, confirming the **impact** of Learning to Live Together programs on children and facilitators.



**Reached 7,984 children and youth** through the Learning to Live Together programs implemented by partners in 14 countries.

Initiated **four new collaborations** to provide technical expertise on the topic of values-based education, as well to advance children's participation and promote education for the prevention of violence in different settings.

Increased recognition of the Arigatou International ethics education framework as **a tool to prevent violence through education**.

Strengthened **children's equal and meaningful participation** in preparation for the GNRC Fifth Forum.



# ADVANCING KNOWLEDGE OF ETHICS EDUCATION FOR CHILDREN



- INCREASING OUR REACH

- EXPANDING OUR GLOBAL NETWORK OF TRAINERS

- MEASURING OUR IMPACT

## INCREASING OUR REACH

### FACILITATOR TRAINING WORKSHOPS

Since its launch in 2008, almost five thousand facilitators have been trained in the use of the Learning to Live Together Programme. It has been implemented systematically in formal and non-formal education settings in more than 30 countries.

This year, in collaboration with the Global Network of Religions for Children (GNRC), Ministries of Education, faith-based organizations, religious communities, Ministries of Social Development, UNESCO offices, UNESCO National Commissions, NGOs and other implementing partners, Arigatou International Geneva conducted several training workshops for facilitators on the use of the Learning to Live Together Programme.

### SEVEN

Facilitator Training workshops were conducted: Chile, El Salvador, India, Indonesia, Lebanon, Panama and Tanzania.

### ONE

Advanced Training workshop was organized in Panama.

### ONE

Facilitator Training workshop was organized by GNRC Colombia, reaching 67 facilitators.

### 48

facilitator training workshops were organized by Solmentis Foundation in Romania, reaching 1220 facilitators.

### ONE

Facilitator Training workshop was organized by the Indonesian National Commission for UNESCO, reaching 39 new facilitators.

### 1,547

new facilitators in total were trained during this period with the support of partners and GNRC members.

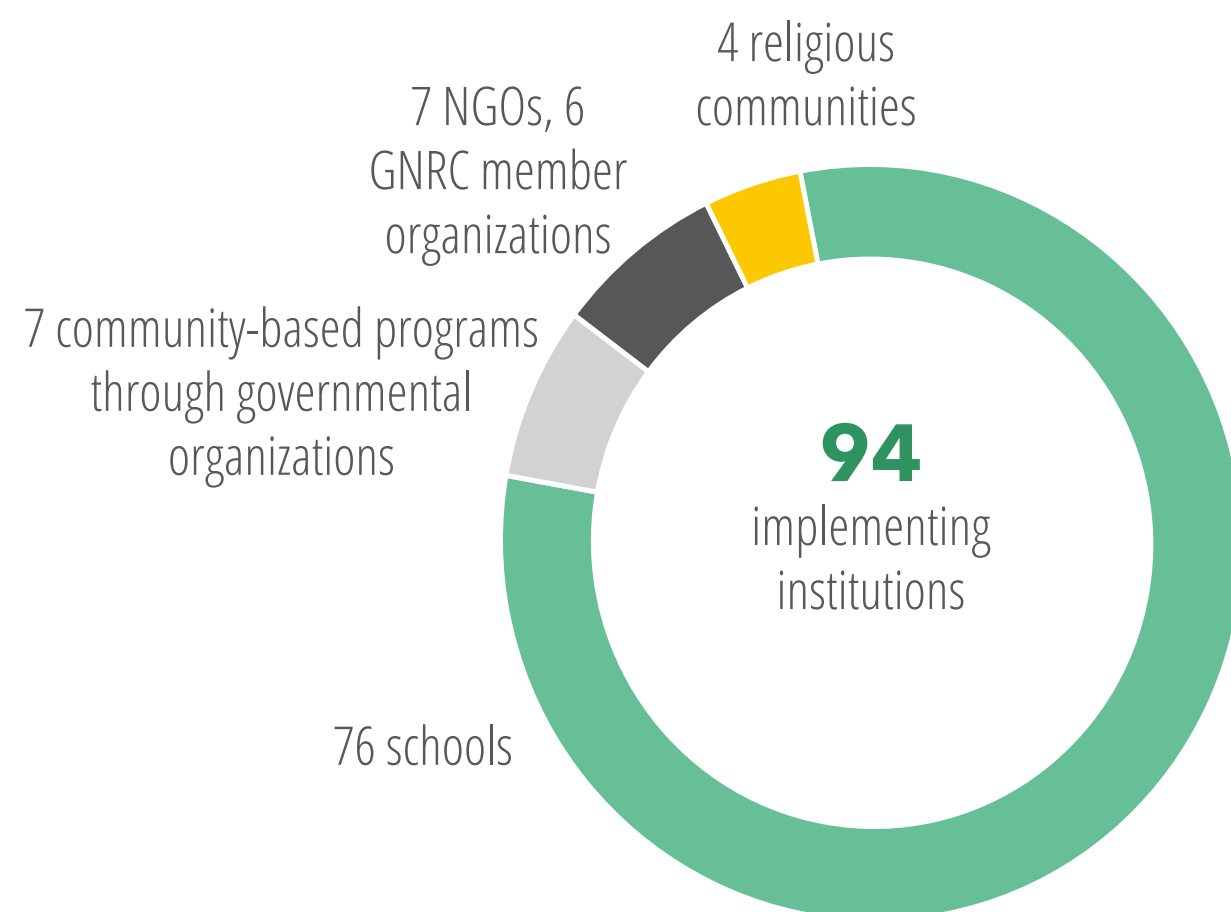
### 7,984

children and youth benefited from programs based on the Learning to Live Together manual, according to our implementing partners in Bhutan, Bosnia & Herzegovina, Colombia, Dominican Republic, Ecuador, El Salvador, India, Indonesia, Montenegro, Nicaragua, Panama, Romania, South Africa and Tanzania.

### 66,463

children were reached by Shanti Ashram in India through summer camps, campaigns and educational programs for youth that integrated the ethics education approach of Learning to Live Together.





## ADVANCED FACILITATION ONLINE COURSE

A total of 17 facilitators of the Learning to Live Together Programme successfully completed an online course on Monitoring and Evaluation: Improving the Way We Impact Children. This is the last course in our Advanced Facilitation series.

Participants acquired skills on participatory evaluation, learned how to monitor interfaith programs and explored several tools to monitor and evaluate ethics education activities carried out with children and youth.

During this five-week course, participants had the chance to interact with experts through videos, webinars, case studies and live discussions. Mrs. Claire O'Kane, expert on child rights, social work, research and advocacy with particular expertise on mentoring participatory research, evaluation, strategic planning and advocacy processes, facilitated a module on participatory evaluation. Additionally, a webinar on evaluation of interfaith learning programs was organized with Dr. Mohammed Abu-Nimer, Director of the Peacebuilding and Development Institute of the American University in Washington, DC.

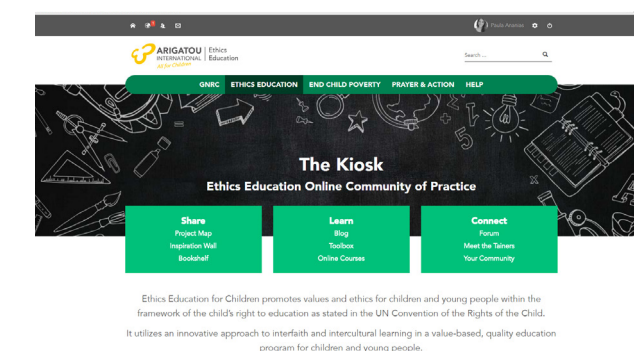
"This was a very good course. I learned a lot from my colleagues and experts. Also, I had the chance to exchange ideas and experiences, and what is most important, I learned some very practical M&E tools that I will start using in my work".

## STRENGTHENING THE ETHICS EDUCATION COMMUNITIES OF PRACTICE

Five communities of practice were created in Chile, Colombia, El Salvador, Panama and Tanzania as a follow up of a Facilitator Training Workshop. Arigatou International Geneva provides technical support to these communities of practice to ensure continuity after the workshop and sustainability during the implementation.

The existing platform of the Online Community of Practice was redesigned in order to improve the interactions among facilitators, trainers and the Geneva office. The new platform, called The Kiosk, is more user-friendly, and takes advantage of new technologies and structures used by social media. It will host interactive forums, blogs, videos, webinars, spaces to provide technical support to the facilitators, online courses, resources, a map of implementation and a library, among others. While it still has a space dedicated to facilitators to share, learn and connect with one another, it will also offer an enhanced public space to support the sharing of resources, knowledge creation and advocacy of the Ethics Education Initiative as part of the Knowledge Hub.

The Kiosk is currently being integrated into the Arigatou International "All for Children" online community.





# EXPANDING OUR GLOBAL NETWORK OF TRAINERS

## SECOND INTERNATIONAL TRAIN THE TRAINERS WORKSHOP

A total of 27 new trainers from 18 countries were successfully trained during the Second International Train the Trainers workshop that took place in Menthon-Saint-Bernard, France from 9 to 13 April 2017. Participants were facilitators previously trained in the use of the Learning to Live Together (LTLT) Programme, endorsed by the institutions they work with and possessing experience implementing the Programme with children and youth.

During the five days of training participants learned how to organize, conduct, monitor and evaluate quality LTLT training workshops. They shared their own experiences implementing the Programme in their communities and reflected about the key conceptual areas and how to apply them in their interactions with different people and in different contexts.

“These five days have been like a whole month of learning”, said Mrs. Hom-Nang Loung, a participant coming from Myanmar.



As part of the follow up, Arigatou International Geneva initiated collaborations with the organizations where the trainers came from to conduct training workshops and explore ways to promote interfaith and intercultural learning through ethics education in a variety of settings.

“Now that I’ve become a trainer I feel that this allows me to bring more facilitators to work with me and to reach many more children and adults”, said Miss Kaviya Balaguruswamy, from India.

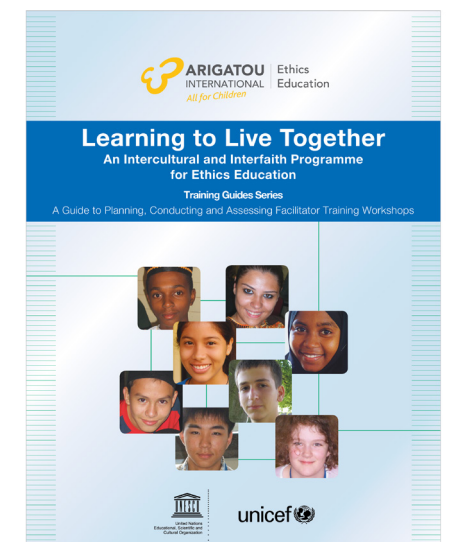
The trainers came from Bhutan, Bosnia & Herzegovina, Myanmar/Sri Lanka, Colombia, Comoros, Croatia, El Salvador, India, Indonesia, Italy/Switzerland, Kenya, Lebanon, Mauritius, Nigeria, Romania, South Africa, Tanzania and Uganda. A Community of Practice is being developed after the workshop and the new trainers will support its development through an online platform.

The external evaluation report showed that participants rated very positively the learning environment. Participants' average rating of their expectations being met, relevance of the content, and appropriateness was 4.3 out of 5. 15 out of a total of 16 sessions received a rating above 4 for their quality. Overall participants perceived they had improved the competencies the workshop focused on. They rated their strengths in these competencies before and after the workshop though a numeric indication (1 to 5) and through qualitative comments.

## LAUNCH OF LEARNING TO LIVE TOGETHER TRAINING GUIDE

To support the work of our trainers worldwide, we developed and launched a training guide detailing how to train facilitators in planning, conducting and assessing workshops on the Learning to Live Together Programme.

In March 2014, some of the LTLT trainers gathered in Porto, Portugal to strengthen their knowledge and skills in the Learning to Live Together Programme, to exchange ideas on the development of the Ethics Education Approach, and to discuss, reflect and provide recommendations to the development of the training area. As a result, the trainers recommended the development of a guide to equip trainers to deliver Facilitator and Advanced LTLT trainings. This guide has been prepared to support trainers in the process of creating and carrying out a workshop to train facilitators for the LTLT Programme. It provides a series of suggestions, sample activities and guidelines. Trainers are encouraged to adapt it to fit the specific needs of the trainees.





# MEASURING OUR IMPACT

During this period, we continued to improve the measurement and monitoring of our impact by commissioning an external assessment of the Internal Monitoring and Evaluation on the Learning to Live Together Programme, which was carried out in 2014/2015. The study was commissioned to two consultants under the supervision of the directorship of the Joan B. Kroc Institute for Peace & Justice, University of San Diego, USA.

The external assessment was concluded in January 2017. It examined all aspects of the internal evaluation process (motivation, design, preparation, implementation and analysis of information gathered) and attempted to answer the following two key questions: What can be learned from the evaluation experience? And what can be concluded from the evidence gathered?

The assessment concluded that valid evidence was gathered in all locations with a high degree of reliability. It emphasized that valuable data was collected in terms of demographics and type and content of implementation, in addition to the stories and testimonies of children and teachers/facilitators, which provided support to the evidence gathered through observation.

In relation to the impact on children, the report concluded that where the triangulation of methods was more complete, findings were much more robust. It also highlighted that, although the design of the internal monitoring and evaluation process was sound to meet different data needs, it was quite complex in terms of implementation given the limited human resources to implement it, and further simplification would have helped collecting the information more systematically.

It has increased their capacity to **manage their emotions** and respond positively to issues that affect them and their communities.

“I am trying to be a good person and even if I cannot, I try to make my mistakes right by not continuing in the same path. Before the lessons I would not mind if we fought for the rest of our lives. I enjoyed beating people up; I don’t anymore, because it is wrong. It is important because I want to be a nice person when I grow up; someone people respect.”  
Child from Kenya.

It has increased their **knowledge and appreciation** of their differences and similarities.

“Going into a mosque and learning about Islam, from a Hindu perspective, was one of the most incredible and life-changing experiences. It is impossible for me to explain the feeling, but so many of my stereotypes were broken down and so many of my questions were answered.”  
Child from India.

It has helped develop **critical thinking** and reflection about their relations with others and causes of conflicts and injustices.

“Through the activities I have learnt that it is not good to talk [about others behind their backs.] This is something I do not do anymore. Now I think twice before doing things [and try] to know whether and how it will affect others.”  
Child from Romania.

## HOW HAS LEARNING TO LIVE TOGETHER BENEFITED CHILDREN AND YOUTH?

It has enhanced their capacity to **work collaboratively** with others across ethnic, gender and religious divides and propose solutions to issues that affect them .

“We had been together for three years, but there were different groups. The workshops helped us become more united. As an example, when we had group presentations, everybody was supportive. Conversely, it was not the case before when we would fight and argue. Now we discuss and agree, and I think that we even have better results than before.”  
Child from El Salvador.

It showed a perceived decrease in violent behaviours and increased **capacity to deal with conflicts**.

“I could see the conflicts during breaks reduced; I could see the conflicts during my physical education classes reduced; and then, after the conflicts were reduced, I could see children being more eager to cooperate with children that they didn’t like at the beginning for different reasons.”  
Teacher from Greece.

It has increased their **empathy** and improved **respectful relations** among those belonging to different ethnic religious or socio-economic groups.

“I used to not like my Christian classmates. Before the lessons I would not want to sit with them. Now I do not have a problem with them. Before, I never gave it much thought. I don’t even know why I did not like them. None of them had done anything to me. I just did it because everyone else did. But now, I have friends among them in my class and in other classes.”  
Child from Kenya.



# ENHANCING THE KNOWLEDGE BASE ON THE ROLE OF INTERCULTURAL AND INTERFAITH LEARNING



## - PREVENTION OF VIOLENCE THROUGH EDUCATION

## PREVENTION OF VIOLENCE THROUGH EDUCATION

Education is one of the most powerful tools to foster mutual understanding and respect, and to prevent the spread of extreme and violent ideologies and fear of the other, but it can also be a powerful tool to incite hatred, violence and fear of the other. Against this backdrop, and as a contribution to the global citizenship education approach set up by UNESCO, Arigatou International Geneva organized a series of activities focusing on building knowledge in this area and finding synergies with other stakeholders.

These events aimed to discuss the interlinkages between interfaith and intercultural education and the prevention of hatred, violence, extremism and xenophobia, while fostering global citizenship.

### XENOPHOBIA AND EXCLUSION IN SOUTH AFRICA: THE ROLE OF EDUCATION IN THE DEVELOPMENT OF INCLUSIVE IDENTITIES IN CHILDREN AND YOUTH

In a country that struggled with violent structures that forced divisions, exclusion, and segregation, the current issue of xenophobia strongly calls for individuals and communities to act together. It requires finding new ways to embrace the other, to facilitate spaces for interaction and dialogue, and propose new approaches in the family, schools and

community to nurture in children and youth the capacity to learn to live together.

The panel aimed to discuss how xenophobia and exclusion in the South African society has an impact on the identity formation of children and youth and its implications in formal and non-formal educational systems. The panel discussion, which was held during the annual meeting of the Interfaith Council on Ethics Education for Children, brought together teachers from different schools in the Cape Town area, curriculum developers from the Ministry of Education, activists, practitioners and children from the Children's Movement.

The discussion highlighted the main challenges that children and youth attending formal and informal education in South Africa experience. These challenges, for example, include the absence of formal education in informal settlements and the need for children living in informal settlements to commute to formal residential areas. South African schools experience a great diversity of learners not only in terms of socio-economic backgrounds, but also in terms of ethnicity, language and religion. In this setting, learning to know each other and to live together in harmony and respect becomes a priority. However, because schools represent only artificial places of integration, as the children then go back to live separately, the challenge becomes how to build inclusive communities beyond the schools.

The different speakers highlighted the need to address the perception of otherness and to include children as actors and agents of change—co-constructors of the world.



“We need to find a glue that keeps us together, so that we are not only like vessels maybe passing each other in the night but otherwise living in parallel worlds.”

Rev. Dr. Hans Ucko

## LEARNING TO LIVE TOGETHER: THE ROLE OF EDUCATION IN PREVENTING VIOLENT EXTREMISM

This event was held at the margins of the 33rd Human Rights Council and aimed to discuss the role of education in preventing violent extremism, as well as to share good practices and policy recommendations to support the work of governments, civil society and the United Nations in the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism.

Convened by the Permanent Mission of the Kingdom of Morocco to the United Nations in Geneva, the UNESCO Geneva Liaison office and Arigatou International Geneva, the side event brought together over 60 participants, including delegates from 15 Member States. The discussion raised awareness of the need for quality education that equips learners to develop critical thinking, empathy, and respect for diversity; education that provides a positive sense of identity and belonging fostering mutual understanding and respect, as well as to engage in interfaith and intercultural dialogue. This kind of education needs to take place not only at school, but also in the family, religious institutions, schools, media, social media, and the neighbourhoods where children grow up. An emphasis was put on the important role that religious leaders and communities can play.

The event highlighted a strong commitment and a sense of urgency for Member States, UN agencies and civil society organizations to join forces and work together on this topic. The conveners expressed their full commitment to continue working on it and exploring concrete partnerships and actions.

## ROUNDTABLE DISCUSSION: EDUCATION TO PREVENT VIOLENT EXTREMISM

Arigatou International Geneva organized a roundtable discussion on the topic of education to prevent violent extremism. The meeting brought together representatives from 15 different civil society organizations, religious leaders and UN agencies working on the topic from Austria, France, Norway, Switzerland and the United Kingdom.

The round table aimed to discuss some of the major challenges that civil society organizations, religious communities, academia and international organizations face in seeking to prevent violent extremism through education, as well as to identify synergies and spaces for cooperation and action.

A list of general recommendations to guide future partnerships and joint efforts was developed by the participants. The recommendations include the need to build awareness and consensus around the mainstreaming of ethical values, spirituality and critical thinking at the school and family

level; to work together to design and create spaces for working with religious leaders and religious communities; to share knowledge and exchange technical materials and furthermore, to advocate on this topic to keep governments accountable to their commitments and in particular to the UN Secretary-General's Plan of Action to Prevent Violent Extremism and Agenda 2030.

The recognition that there is a need to rethink how to shape society to genuinely recognize plurality as a given reality prompts us to consider that, "that which we can do together, we should not do separately". Arigatou International Geneva stands by these words and looks forward to collaborating or initiating joint work with several of the participant organizations.





# STRENGTHENING PARTICIPATION BY CHILDREN & YOUTH



- GEARING UP FOR THE GNRC FIFTH FORUM

- INTERNATIONAL YOUTH DAY

## GEARING UP FOR THE GNRC FIFTH FORUM

The Arigatou International Geneva coordinated the children's participation in the GNRC Fifth Forum which took place in Panama City from 9 to 11 May 2017. As part of the commitment to ensure children's equal and meaningful participation during the Forum, a three-day preparatory meeting for children was held from 6 to 8 May.

Several preparatory documents including child protection guidelines were developed in collaboration with the GNRC Fifth Forum Organizing Committee sub-group. Consultations were also launched during this period for the local GNRC groups to work with children on the sub-themes of the forum, namely: "Protecting Children from Violent Extremism, Gang Violence and Organized Crime"; "Nurturing Spirituality and Ending Violence in Child Upbringing", and "Ending Sexual Exploitation and Abuse of Children."

A webpage in English and Spanish was developed to promote some of the findings of the consultations, testimonies of children, and provide further information about the children's pre-meeting. It is expected that after the Fifth Forum, children will continue to be engaged in dialogue and promoting the commitments and declaration of the

Forum with their peers. They will also continue to be involved in the GNRC action plans that emerged from the Forum.

## INTERNATIONAL YOUTH DAY

International Youth Day is a unique opportunity to celebrate young people's views and initiatives, recognizing their efforts to create a better world for everyone. This year the topic proposed by the United Nations was "The Road to 2030: Eradicating Poverty and Achieving Sustainable Production and Consumption."

On this occasion, Arigatou International Geneva invited youth from different countries to reflect on their role in eradicating poverty and share their views by creating their own video-blogs answering the question: What is the role of youth in promoting behaviors and actions that can contribute to sustainable consumption and help alleviating poverty? What concrete actions can youth take?

Twelve boys and girls from Africa and Latin America participated by sending their reflections. The videos were featured in a special issue of the Ethics Education for Children Newsletter and uploaded to the Youth in Action section of the Ethics Education for Children webpage.



"Willingness, perseverance and attitude are needed from youth to eradicate poverty," said Anthony (16) through the video he shared from Ecuador.



# STRENGTHENING PARTNERSHIPS & COLLABORATIONS



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- PARTNERSHIPS AND COLLABORATIONS  
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- PARTICIPATION IN INTERNATIONAL CONFERENCES  
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## PARTNERSHIPS AND COLLABORATIONS

Arigatou International is “All for Children,” and it is nothing without the people who support it. Pursuing and prioritizing partnerships is central to Arigatou International’s mandate. For the Ethics Education Initiative to achieve a wider impact, collaboration and partnership to advance ethics education and children’s rights are pivotal to the success of all our programs.

This is also in line with the Sustainable Development Goals (SDGs) and in particular with goal 17 about revitalizing global partnerships for sustainable development, bringing together grassroots, national and global voices for people, planet and prosperity.

As we move towards further strengthening partnerships to scale up the current programs, including to progress on the creation of the Knowledge Hub for Ethics Education for Children, partnerships engagement and resource mobilization constitute key strategic priorities to leverage on more resources and to achieve our vision and mission.

During this period we collaborated and partnered with various strategic stakeholders to develop and implement joint programs. Here are just a few examples of our successful collaborations.

### A LASTING PARTNERSHIP IN KENYA

Arigatou International Geneva is currently involved, together with other partners of the Ministry of Education in Kenya and the Kenya Institute for Curriculum Development, in providing technical expertise to the

new values-based education curriculum as part of a curriculum reform process. Arigatou International Geneva provides expertise on ethics education to foster learning to live together between people of different cultures, ethnic and religious groups, particularly through the education system.

### TOGETHER WE CAN ACHIEVE THE EXTRAORDINARY

This is why Arigatou International Geneva has joined forces with several like-minded organizations in order to foster pluralism, values and spirituality in children and youth. We started a collaboration with the Aga Khan Foundation to share our ethics education approach with their country offices and engage in reflection on the importance of values-based education to address the challenges and uncertainties of the world today. An initial collaboration was also initiated with World Vision Kenya to integrate the Learning to Live Together Programme in schools in two counties.

Arigatou International Geneva, in collaboration with the GNRC member, Centro Bartolome de las Casas, El Salvador, is implementing the program “Bridging the Gap”. This two-year project funded by CORDAID aims to strengthen the local and social fabric and youth leadership in at-risk areas which are highly affected by gang violence. Ethics education is at the core of Bridging the Gap, by providing training to facilitators implementing programs with families, schools, sports groups and churches reaching more than 500 people.



## STRENGTHENING YOUTH PARTICIPATION

We strengthened the engagement and empowerment of children and youth in Tanzania by joining forces with the GNRC and its Peace Clubs. A training workshop on the Learning to Live Together Programme conducted at the end of 2015 together with the launch of the manual in Swahili, led to a systematic implementation in more than 20 peace clubs in Dar es Salaam and Zanzibar, enhancing the quality of content addressed by youth in their peace club activities to foster dialogue for social cohesion.

## THE GRASSROOTS CONNECTION WITH RELIGIOUS COMMUNITIES AND FAITH-BASED ORGANIZATIONS

Arigatou International Geneva continued to work in close collaboration with faith based-grassroots organizations and religious communities in the implementation of the Learning to Live Together Programme.

We continued to implement the ethics education program working closely with five faith-based organizations, members



of the GNRC in Dominican Republic; with GNRC Chile in the areas of Concepción and Santiago in formal and non-formal educational settings, and with GNRC Colombia with the support of the Catholic Dioceses in Choco, in the Pacific region of Colombia.

As part of the follow up of the Second International Train the Trainers workshop we also initiated discussions for collaboration with the International Young Catholic Students Secretariat, the Interreligious Council in Uganda, Religions for Peace in South Africa, the United Religions Initiative in Europe and the Walpola Rahula Institute in Sri Lanka.

## CELEBRATING NEW COLLABORATIONS

In 2016, Arigatou International Geneva and the Ministry of Social Development in Panama through its office of Safe Social Development initiated a collaboration to integrate the Learning to Live Together ethics education approach in a project related to Sport Disciplines for Character Development and Personal Autonomy for Children and Adolescents, as well as in their work with families in areas affected by violence. Additionally, together with the Ministry of Education of Lebanon, the Center for Education, Research and Development and the UNESCO Office for the Arab States, we initiated a collaboration



to implement the Learning to Live Together in Lebanon, particularly with schools dealing with the Syrian refugee crisis.

## STRENGTHENING RELATIONS WITH UNESCO

During this period Arigatou International Geneva worked in close collaboration with UNESCO, in particular with the UNESCO office in Geneva, the UNESCO office for Eastern Africa, the UNESCO office for the Arab States, the Indonesian National Commission for UNESCO and the UNESCO Headquarters in Paris. The collaboration with UNESCO aims to promote Learning to Live Together as a contribution to global citizenship education and the prevention of extremism and violence in all its forms.

Arigatou International Geneva has also been collaborating with the Indonesia



National Commission for UNESCO to implement the programme widely in Indonesia in pre-primary, primary and secondary schools. Currently there are around 30 schools implementing the program with more than 1,000 students benefiting from pre-primary to secondary level. The Learning to Live Together manual is currently being translated into Bahasa. New adaptations of the manual are being developed for early childhood education.





# PARTICIPATION IN INTERNATIONAL CONFERENCES

During this period Arigatou International Geneva was invited to a number of international conferences to contribute to shaping the global agenda on education, as well as to identify connections and contributions to mainstream values-based education in society. We list some of them here.

## Pan-African Symposium on Education, Resilience and Social Cohesion

**Addis Ababba, 1 to 3 June 2016**

The high-level Symposium, attended by Ministers of Education from 16 African countries, assessed how inclusive, equitable and innovative education policy and programs can contribute to sustainable peace and development across the continent.

The event was co-organized by the Federal Democratic Republic of Ethiopia's Ministry of Education, UNICEF, the Association for the Development of Education in Africa (ADEA), and the Inter-Country Quality Node (ICQN) on Peace Education. Arigatou International Geneva shared the lessons learned and outcomes of the Learning to Live Together Programme implemented in Tana River County, Kenya.

## International Conference on Prevention of Violent Extremism through Education

**New Delhi, 19 to 20 September 2016**

Policy-makers, experts, youth advocates, members of intergovernmental organizations and civil society from almost 70 different

countries gathered with the purpose of raising awareness on the importance of education in the prevention of violent extremism (PVE) as well as identifying actions for the effective implementation of PVE activities. During the event, co-organized by UNESCO with the support of the Organisation Internationale de la Francophonie and the Kingdom of Saudi Arabia, Arigatou International Geneva had the opportunity to join the dialogue and informally share some experiences about the Learning to Live Together Programme.

## Learning to Live Together Through History and Government Education

**Nairobi, 27 to 30 September 2016**

Arigatou International Geneva was invited as speaker and technical expert to this four-day conference organized by Kenya Institute of Curriculum Development with the support of Act Change Transform (Act!), a Kenyan not-for-profit, non-governmental organization involved in diverse development initiatives in Kenya and neighboring countries. The meeting aimed to help improve the current state of History and Government teaching in Kenya and explore ways in which these subjects can be used to promote peace and reconciliation.

## World Forum on Democracy

**Strasbourg, 7 to 9 November 2016**

Arigatou International Geneva participated in this two-day event focused on the relationship between education and democracy. The forum aimed to explore how education can help bridge the social divide and become a real asset for diverse democracies.

## Reinventing Peace

**Paris, 15 November 2016**

Organized by the Focolare Movement to commemorate Ms. Chiara Lubich's achievements, the event brought together several speakers to share their views on the different meanings of peace.

## Consultative meetings in Kenya

**Nairobi, 26 January and 6 to 10 February 2017**

As part of its ongoing commitment to supporting the Curriculum Reform Processes in Kenya, Arigatou International Geneva was invited to participate in a five-day process led by the Kenyan Institute of Curriculum Development (KICD) to develop a values-based curriculum framework and to support the implementation process as part of the national curriculum reforms in Kenya.

## Workshop on "Pluralism in and through Education"

**Mombasa, 31 January to 3 February 2017**

Convened by the Aga Khan Foundation, the workshop discussed in-depth different approaches and resources to mainstream pluralism in education programming. Arigatou International was invited to present through workshops the Learning to Live Together Programme as a key resource to foster pluralism, which received enthusiastic feedback from the attendees.

## International Expert Group Meeting

**Vienna, 8 to 10 February 2017**

Convened by the United Nations Office on Drugs and Crime (UNODC), the meeting aimed at identifying challenges, sharing

experiences and compiling good practices in designing educational materials that promote basic values based on the rule of law.

During the meeting, held as part of the "Education for Justice" initiative (E4J), Arigatou International Geneva presented the outcomes of the Monitoring and Evaluation report of the implementation of the Learning to Live Together as a relevant program for nurturing values and critical thinking in children and youth, and also shared its model for monitoring and evaluation of values-based education.

## It Takes Faith to End Violence Against Children

**Geneva, 15 to 16 February 2017**

Arigatou International participated in a two-day meeting organized by World Vision International to discuss, connect, and generate exchange on the role of faith in ending violence against children. The Geneva office presented its work and provided recommendations to leverage religious communities, resources, expertise and capacities to help end violence against children.

## UNESCO Week for Peace and Sustainable Development

**Ottawa, 6 to 10 March 2017**

Arigatou International Geneva was invited by UNESCO Headquarters to contribute to this event by conducting a workshop on the Learning to Live Together Programme showcasing practical activities that can be replicated in formal and non-formal education settings. The conference was a unique platform for discussion on two key programs of the Education Sector, namely Education for Sustainable Development and Global Citizenship Education, and



## STRENGTHENING PARTNERSHIPS & COLLABORATIONS

their practical contribution in achieving Target 4.7 of the Sustainable Development Goal 4 on Education. The week focused on the issue of teachers and teacher training, and highlighted best practices.

### **Association for Development of Education in Africa (ADEA)'s Triennale 2017**

**Dakar, 14 to 17 March 2017**

Under the theme “Revitalizing education towards the 2030 Global Agenda and Africa’s Agenda 2063”, the ADEA Triennale provided a platform for knowledge and experience sharing towards the achievement of sustainable development in Africa.

The occasion brought together Education Ministers from 54 African countries and key education stakeholders in Africa to reflect upon and operationalize global and continental educational frameworks, as well as to showcase best practices on how to introduce global citizenship education in national education programs.

In particular, Arigatou International Geneva contributed to the panel discussion on “Building Peace and Global Citizenship through Education” presenting the Learning to Live Together Programme and the outcomes of its implementation in Kenya, Tanzania and South Africa, and also shared briefly how it has been used in non-formal educational settings in Uganda, Nigeria, Mauritius and Comoros.



# AMPLIFYING THE MESSAGE: ADVOCACY & COMMUNICATION



.....  
- **ADVOCACY AT THE UNITED NATIONS**  
.....

- **COMMUNICATION AND DISSEMINATION**  
.....

## ADVOCACY AT THE UNITED NATIONS

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

Our advocacy work continued during this period through participation in meetings and through the convenorships of two Working Groups under the umbrella of Child Rights Connect, a global child rights network that aims to connect the daily lives of children to the United Nations.

These are the Working Group on Children and Violence and the one on Children Affected by Armed Conflict.

### WORKING GROUP ON CHILDREN AND VIOLENCE

This Working Group has been convened by Arigatou International Geneva since 2014. During this period, the Working Group's main achievements were:

- **Strengthened relationships** with the office of the Special Representative to the Secretary General on Violence against Children (SRSG/VAC), the Committee on the Rights of the Child (CRC), UNICEF and the Global Partnership to End Violence Against Children (GP/EVaC).

- **Organization of a closed meeting with the Committee on the Rights of the Child** to discuss issues related to the SDGs and accountability measures.

- **Organization of a commemorative event on the 10th anniversary of the "World Report on Violence Against Children"** together with the GP/EVaC, the office of the SRSG/VAC and the Office of the High Commissioner for Human Rights.

More than 70 participants, including more than 15 Ambassadors and representatives of Permanent Missions to the United Nations in Geneva attended the event. Key panel speakers included Ms. Marta Santos Pais, SRSG/VAC; Dr. Etienne Krug, World Health Organization and GP/EVaC, and Professor Paulo Pinheiro, Independent Expert for the UN Study on Violence Against Children (2006), who delivered a video message.

- **Advocacy on the protection of the Rights of the Child** in the implementation of the 2030 Agenda through a side event aiming to discuss the concrete implications for Ending Violence against Children at national and local level on the margins of the 34th Session of the United Nations Human Rights Council.

The event, organized by the Working Group and co-convened by the SRSG/VAC and the GP/EVaC, and co-sponsored by the Permanent Missions of Uruguay and the European Union Delegation to the United Nations in Geneva, brought together more than 70 people among representatives from Permanent Missions, civil society and non-profit organizations.





## WORKING GROUP ON CHILDREN AFFECTED BY ARMED CONFLICT

War Child Holland and Arigatou International Geneva have convened this Working Group since 2016. The Working Group's main achievements during the last period were:

- **Strengthened relationships** with the Office of the Special Representative to the Secretary General on Children Affected by Armed Conflict (SRSG/CAAC).
- **Continuing the collaboration with the Geneva Group of Friends on Children Affected by Armed Conflict** convened by the Permanent Missions of Belgium and Uruguay to the United Nations in Geneva.

- **Advocacy for increased awareness of the impact of conflict in children**, including the psychological impact on children and their families, and the necessity of supporting resilience.

- **Organization of an event to mark 20 years of the mandate of the Office of the SRSG/CAAC**, held in Geneva on 9 December. The event aimed to contribute to increase the awareness on the psychological impact of conflict in children and on the support needed to recover. Among the panellists were Mrs. Leila Zerrougui, SRSG/CAAC; H.E. Mr. Ricardo González Arenas, Permanent Representative of Uruguay to the UN at Geneva; Mr. Tjipke Bergsma, War Child Holland; Ms. Louise Aubin, United Nations High Commissioner for Refugee, and H.E. Mr. Geert Muylle, Permanent Representative of Belgium to the UN in Geneva.

## COMMUNICATION AND DISSEMINATION

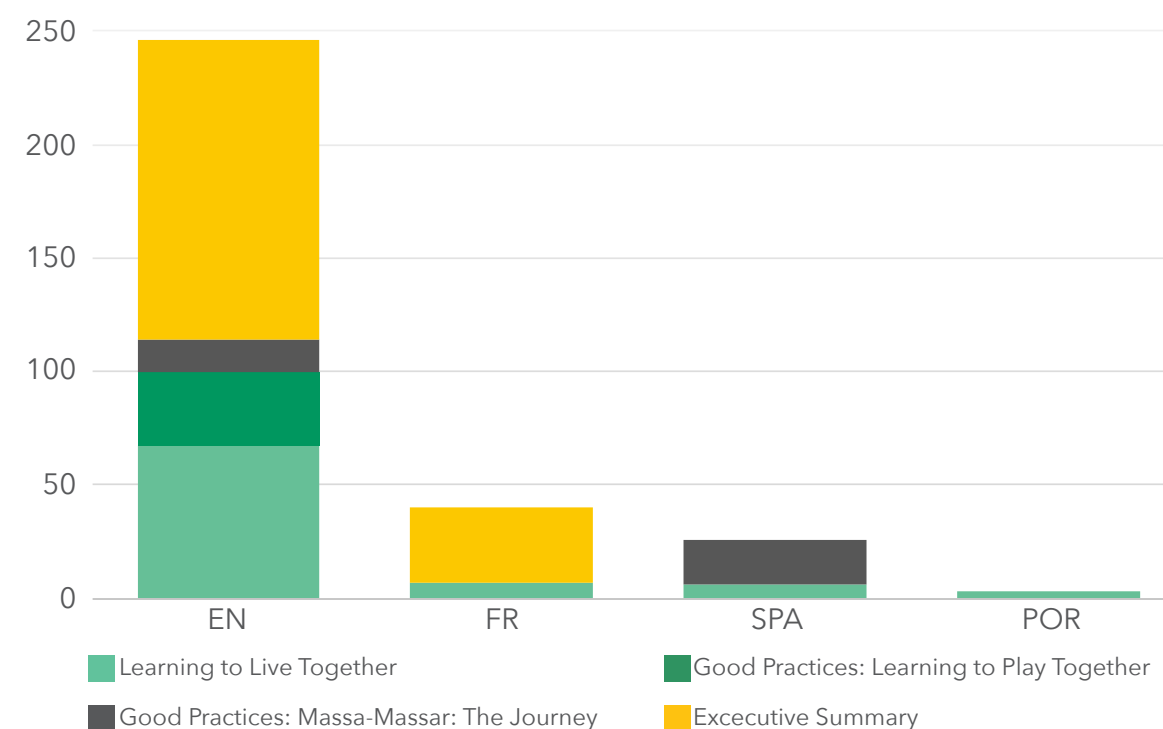
This period was highly productive for Arigatou International Geneva in virtual platforms and social media. One of the objectives of its communications strategy is to connect the Geneva office with facilitators and trainers of the Learning to Live Together Programme, civil society organizations, educators, partners and other stakeholders. Its involvement in social media also aims to reach new audiences and inspire people to get involved in quality value-education for children and youth.

During this period, visits to the Ethics Education for Children website increased by 15,75% compared with the same period

of last year, which correspond to 12,120 users. The Ethics Education for Children Newsletter was issued in July and November, both in English and Spanish, featuring the latest news of the Ethics Education initiative and its implementing partners, as well as relevant opinion pieces and stories of success, reaching almost 1,200 subscribers.

Arigatou International Geneva's presence on Facebook and Twitter continued to grow. The Facebook Page reached 1,436 followers with an average of 208 people interacting every day. The @ArigatouGeneva Twitter account reached 189 followers.

## DISSEMINATION OF PRINTED MATERIALS



## IN MEMORIAM



Mr. Shozo  
Fujita  
(1969 - 2017)

Mr. Shozo Fujita, who was the Secretary General of Arigatou International since 2001, passed away on 13 April 2017.

Mr. Fujita was instrumental in the work of the Arigatou Foundation, now Arigatou International. He served with all of his heart as one of the most reliable and capable staff at Tokyo headquarters for Rev. Takeyasu Miyamoto, Rev. Keishi Miyamoto and other leaders, as well as for the Arigatou family around the world. His quiet but sincere character won the heart of everyone who knew him.

Previously to his engagement as Secretary General, he was the Vice-Chairperson of the Myochikai Youth Division, and seconded to Religions for Peace Japan. He was actively involved in the launch and implementation of the Ethics Education for Children initiative, the World Day of Prayer and Action for Children, and the Interfaith Initiative to End Child Poverty.

Arigatou International Geneva extends its most sincere condolences to Mr. Fujita's wife, two children and his family and friends.



Dr. Parichart  
Suwanbubbha  
(1958 - 2016)

Prof. Dr. Parichart Suwanbubbha passed away on 6 December 2016 in Bangkok, Thailand after a long battle with illness.

Dr. Suwanbubbha was a Member of the Interfaith Council on Ethics Education for Children of Arigatou International since 2013. She was an expert in peace building and conflict resolution. She taught Buddhism, Christianity, interreligious dialogue and ethics for the last twenty years.

Dr. Suwanbubbha was also a Board member of the Globethics.net Foundation since 2009 and Vice Director at the Mahidol Research Center for Peace Building.

Dr. Suwanbubbha's commitment to peacebuilding and interfaith dialogue, as well as her reflective involvement in education to foster social cohesion, will be sorely missed. She not only taught but mentored hundreds of students with her personal commitment and loving kindness.

Arigatou International Geneva shares its sympathies with Dr. Suwanbubbha's family and her many close friends.

## ACKNOWLEDGEMENTS

Arigatou International Geneva would like to thank all individuals and organizations that contributed during this year to the implementation of its programs and who have supported its work in one way or another.

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We are grateful to our Interfaith Council members for their unwavering support and continuous advice provided to the Secretariat: Kezevino Aram, Ilham Nasser, Rashied Omar, Parichart Suwanbubbha, Agneta Ucko, Hans Ucko and Angelos Vallianatos.

Special thanks goes to all our international trainers and facilitators who have helped us improve the development and delivery of our training programs around the world: Angeliki Aroni, Monica Bernal de Newton, Andrea Flores Melara, Pauline Haiba Mandisa, Nageeba Hassan Tegulwa, Mary Kangethe Larry Madrigal, Laura Molnar, Charles Mwaniki, Marcelo Neira, Monica Pacheco, Rivy Plapler, Vijay Ragavan, Pavithra Rajagopalan, Mercedes Román, José Raúl Vargas and Anne Wambere.

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We are fortunate to count on very talented and passionate interns who have supported our work with creativity, motivation, and commitment. Thanks go to Sandra Yepez Rios. We say goodbye and are grateful to staff members who left in 2016: Fabiana Gugliotta and Nathan Kinnear.

Last but not least we thank our colleagues at the Arigatou International offices in Tokyo, Nairobi, and New York for their collaboration, and in particular we thank all the members of Myochikai in Japan for their wholehearted support of our work.



# PROMOTING VALUES AND ETHICS FOR CHILDREN WORLDWIDE.

## ABOUT US

From our office in Geneva, we promote Arigatou International's Ethics Education for Children initiative, which fosters 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.

The initiative 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.

Arigatou International Geneva works in close collaboration with the Arigatou International offices in Nairobi and New York.

## 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 on the profound issues that affect children and youth today. The Ethics Education initiative promotes intercultural and interreligious dialogue, understanding and respect that empower children and youth to play a major role in creating a world of greater justice, peace and dignity.







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