



EDUCATION

# Children's Right to Education in Armed Conflict

MOOC Report

E-learning Department

# Foreword

As the largest network dedicated to human rights education, the Global Campus of Human Rights is committed to raising awareness and educating large and diversified audiences on the multifaceted challenges facing human rights, with particular emphasis on the empowerment of youth, children and women.

The MOOC on Children's Right to Education in Armed Conflict is part of these efforts.

Building on previous cooperation, the Global Campus of Human Rights and the Right to Education Initiative have partnered in this MOOC with the aim to introduce greater clarity on a rights-based approach to education in armed conflict, as well as concrete ways for putting it into practice. Both partners share a strong commitment to defend and protect education as a human right and to advocate for its effective implementation and monitoring in line with related international, regional and national standards.

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# Introduction

Afghanistan, Cameroon, Colombia, DRC, Myanmar, Palestine, Sudan, Syria, Ukraine, Yemen... around the whole world, schools and universities are occupied, bombed and destroyed. School boys and girls are being abducted or recruited at school or on the way to/from school or threatened with the use of force, including sexual violence. Attacks on education are a daily reality in too many countries affected by conflicts; they have far reaching devastating consequences for the physical and psychosocial development of children and undermine at its foundation any prospect of post-conflict reconstruction and sustainable peace.

Wars, armed conflicts, and displacement are not only attacks to spaces, places and people, but also violations of a fundamental human right recognised in numerous international, regional and national instruments. Education is a right in itself and a multiplier of other rights.

Legal frameworks, measures and tools already exist that provide a variety of solutions. Alas, proper knowledge of such instruments and possible avenues for action is still limited. This MOOC aimed to fill this knowledge gap, raising awareness and mobilising public support in the defence of the right to education when and where it is most needed.

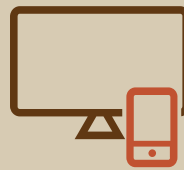
This report presents **data and analysis** on demographics, courseware, impact, highlights and recommendations.

# The MOOC in a nutshell

## Key information



19 Feb-08 Apr  
2024



Open EdX



5+ h/week



Webpage



Teaser and social  
media campaign



5 discussions,  
5 quizzes, 1 poll,  
1 word cloud,  
1 resource sharing  
exercise

# A snapshot

## Course contributors



- **Elin Martinez**, Human Rights Watch
  - **Hewad Alikhil**, GC Alumnus
  - Office of the UN SR on the Right to Education  
**Farida Shaheed**
  - **Bede Sheppard**, Human Rights Watch
  - **John Paul Pwa Abeng Amah**, GCHR
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  - **Hazem Mized**, GC Alumnus and GC Alumni Association Coordinator
  - **Delphine Dorsi**, Right to Education Initiative
  - **Barbara Strasser**, GCHR
  - **Yevgen Gerasymenko**, Taras Shevchenko National University of Kyiv
  - **Dean Brooks**, INEE
  - **Ariel Solari**, INEE
  - **Apolline Montoya**, GCPEA

## Lectures and webinars



# Interactive engagement

The course also included interactive exercises, which were meant to foster peer-to-peer learning and exchange of knowledge, and create a community of practice among participants. Scan the QR codes if you want to add your input on them.

Join at menti.com | use code 7514 0262

Global Campus of Human Rights

## What are the first three words that come to your mind when you think of education?

1297 responses

A word cloud visualization of responses to the question. The most prominent words include: knowledge, freedom, empowerment, development, learning, opportunity, school, children, power, peace, growth, human rights, equality, human rights, liberation, success, quality, future, right, skills, wisdom, culture, hope, necessary, teaching, ability, and independence. The words are arranged in a circular pattern with varying font sizes and colors.

A QR code is located on the left side of the slide, intended for participants to scan and access the interactive poll.

12 453

:Padlet

GC E-learning

## Shared resources about attacks on the right to

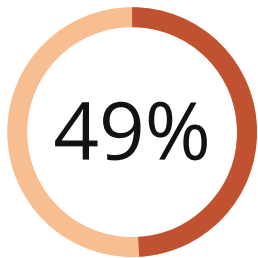
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# Highlights

- **Eye-opener**, addressing a topic often neglected in traditional university courses
- **Academically enriching**, offering a wealth of resources for further study and research
- **Compelling case studies** and presentations provided by **leading experts** in the field
- **Webinars with Q&A sessions** to interact with experts
- **Well organised** and easy to follow, with a **good mix** of different learning materials
- **Free of charge**, giving everyone the opportunity to access high quality education

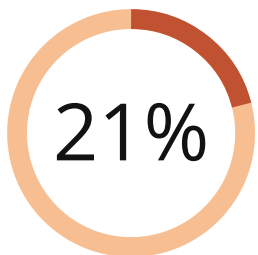


# Professional profiles



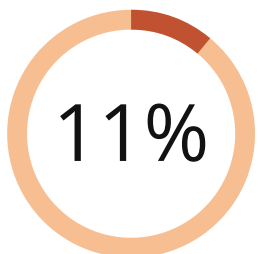
## Students, researchers & education professionals

Almost half of the participants was made up of students (25%), education professionals (14%) and researchers (10%)



## NGO Professionals & children's rights defenders

NGO professionals (14%) and children's rights defenders (7%) constitute the second biggest group



## Staff of governmental institutions

The course also caught the attention of staff of governmental (5%) and inter-governmental institutions (5%)

# Audience

## Lifelong learners willing to pursue continuous growth



For many participants the course was an opportunity to complement their knowledge and skills (40%). Others enrolled because they enjoy learning about topics that interest them (30%). From participants' comments, the course also represented a source of inspiration for further studies, research and career opportunities.

## Expectations

*As an educator, my aspiration is for the curriculum to enrich my understanding of inclusivity, particularly concerning refugee children. Looking ahead, I aim to harness this knowledge to serve beyond borders, aspiring to volunteer as an educator in areas afflicted by conflict. My fervent desire is to catalyze positive transformation in the lives of children whose fundamental rights have been overshadowed by the ravages of war and turmoil.*

*I already have existing knowledge and professional experience related to the rights of children in armed conflict. My knowledge is mostly legal so I want to expand my understanding of advocacy and policy making in this area, and learn about the work of civil societies. Perhaps there are even gaps in my legal knowledge that I am unaware of and that can be filled through this course.*

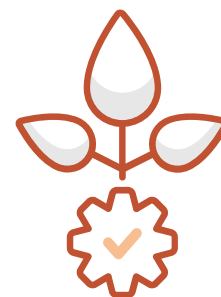
# Responsible citizens keen to contribute to a better world for children

Many participants, especially from conflict-affected and volatile societies, also highlighted the need to equip themselves with new knowledge and competences necessary to contribute to the betterment of children's right to education in their own communities.

## Expectations

*I am an educationist and a curriculum expert, dealing with development of curriculum. This course will really help me to infuse and mainstream children's right to education in armed conflict in the curriculum design in my country. It would also help me sensitise teachers, education officers, religious leaders, community leaders as well as students on children right to education in Armed conflict, since the area I come from are prone to inter community conflicts and terrorism activities that hinders the learners from progressing with their education or some get recruited in militia groups.*

*This course helps me to undertake my responsibilities toward my hometown women and girls who live under Taliban government and cannot go to school... Until I should be able to do something for them via this course.*



*As a military officer who has been deployed on peacekeeping missions, I have witnessed the effects of war and conflict on children and communities. I believe that education has the power to change lives and empower one to even change their future. This course will help in my professional development as well as my personal goals to become a goodwill ambassador.*

# Professionals seeking to enhance the quality of their work and inspire change

For others, especially humanitarian operators and professionals working in various capacities with children and youth, the course was seen as a chance to acquire knowledge and skills to better do their work and enhance their ability to support children in conflict-affected contexts. This shows that the course bridged a gap that practitioners often experience when trying to address children's rights in complex settings.

## Expectations

*I have been working in the humanitarian and development field for 4 years, 2 of which I've been focussing on refugee child protection, conducting integration activities for unaccompanied asylum seeking children. Education is one of the services that were very challenging for refugees. So this is why when I found this course I enrolled, because I want to know how to better support displaced children to continue with their education and how to advocate for it.*

*As an educator and English teacher operating within the humanitarian sector, I am currently stationed in Beirut, primarily working with Palestinian and Syrian refugees. I believe that participating in this program will enhance my capacity to engage with and support vulnerable individuals. By gaining insights into effective strategies and best practices, I aim to improve my approach and make a more meaningful impact in the lives of those I work with.*

*I'm a researcher at the Iranian Society for the protection of the rights of the child and this course will help my research about the rights of migrant and refugee children in Iran.*

# Impact



The course exposed participants to concepts and perspectives at the crossroad of different disciplines which are often overlooked in traditional university programmes, thus sparking interest in a relatively niche area and opening up participants' minds to new avenues for career, volunteering and research.



The course also brought together a community of like-minded professionals who share the commitment to protecting children and their well-being. This sense of community and shared purpose boosted participants' confidence to make lasting change for children in conflict-affected communities.

*The discussions and interactions with fellow participants have provided me with a sense of solidarity and shared purpose, reminding me that I am not alone in my efforts to promote educational equity and social justice in Myanmar. By leveraging the knowledge and networks gained through this course, I am inspired to take concrete actions to address the educational challenges facing my country, thereby contributing to building a more inclusive and resilient society for future generations.*

*Through the course's discussions and insights into humanitarian issues, I was inspired to seek out volunteering opportunities that align with my passion for contributing to positive change. As a result, this summer I will take part in a volunteering project focused on providing educational support to young refugees.*

*I was going to start a research on this subject. This course has provided a solid background and helped me understand the issues that needs to be focused on more. Thank you.*

Professionals working with children and youth particularly benefitted from the course, as it enabled them to:

- gain a more comprehensive understanding of the legal and political frameworks surrounding the right to education in situations of conflict
- apply these frameworks and the good practices shared by experts in their daily work
- be better equipped to engage in advocacy and monitoring efforts.

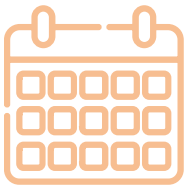
Through case studies and testimonies from the field, participants also had the opportunity to empathise with children living in conflict-affected areas, thus gaining awareness of their educational and psychosocial needs

*As a lawyer in Sierra Leone and an advocate for the right to Education, this course has added more value to me and it has expanded my knowledge on the legal instruments or channels one can use to prosecute people who commit violent acts that derail and thwart the right to getting a good education. With this immense and invaluable knowledge, I am well-capacitated to advocate for more state monitoring and protection of the right to Education during armed conflicts and even in peace and tranquility.*

*As a practicing lawyer who is presently experiencing violation of the rights to the education of children in my country Cameroon, I am very much happy with this course you have offered me, the knowledge I have gotten here will permit me to sensitise people in my community on the importance and ways to protect the rights to education of our kids in the arm conflicts zones of Cameroon.*

*As an educator, this course has helped me reach the goals I had set in the beginning of it, by giving me the knowledge and tools to be a) a better teacher, b) a better teacher to children from conflict-affected areas, c) become involved with groups that spread the word on advocacy for the right of education, c) feel prepared in the case that I find myself in such dire situations.*

# Recommendations from participants



Some participants pointed out that it would have been good to have **more time** to complete the course. This is no surprise, considering that half of them joined the course on the very last day for registration. Some also noted that the course should be **available on a more continuous basis** to allow more people to benefit from it.

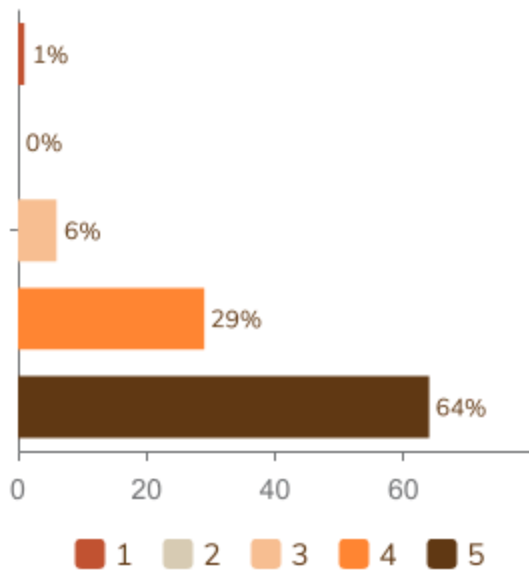
Other remarks had to do with course workload, and more specifically with the **amount of readings**. That being said, other participants greatly valued the **rich collection of resources** made available on the course platform.



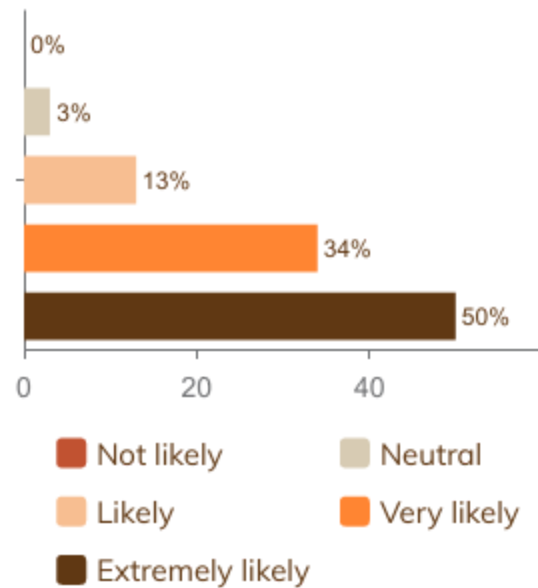
Participants greatly appreciated any opportunity to interact with each other and with experts, and found real-life case studies particularly engaging. Some of them would have liked the course to include more **occasions for student interaction** and more **first-hand testimonies** from affected children and young people.

# Evaluation

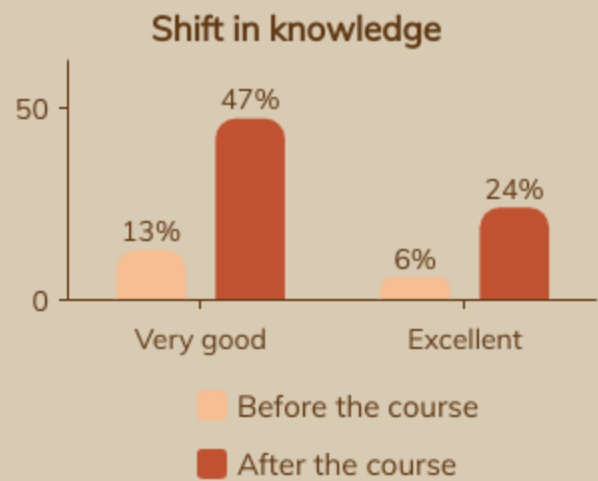
Course rating  
scale 1 (lowest) - 5 (highest)



Would you recommend the course?  
scale 1 (lowest) - 5 (highest)

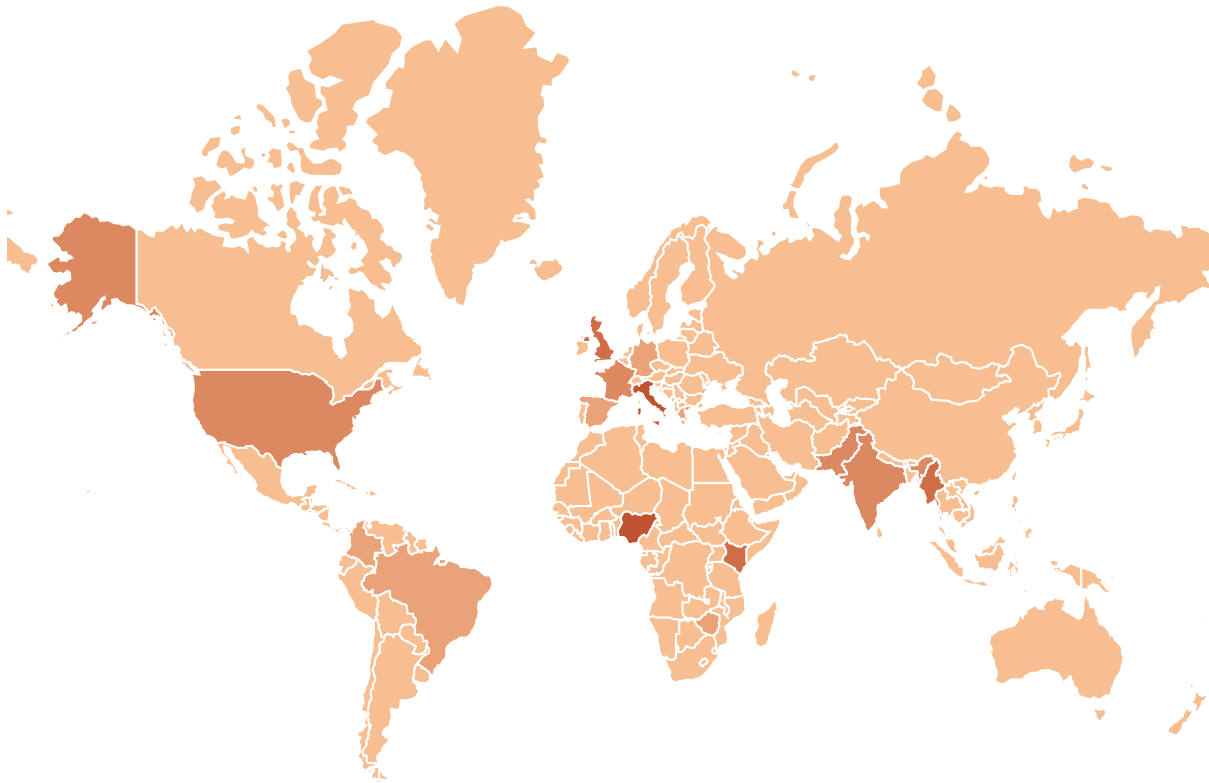


After the course, the general knowledge on the topic **increased** from the initial 6% (excellent) and 13% (very good) to 24% (excellent) and 47% very good.



# Certificates

Our certificates, awarded to those who completed all course requirements, reached **212 participants** in **70 countries** around the world.



**1708 Participants**

**12% Certificates**

The course had a high participation rate from Europe (36%) and Sub-Saharan Africa (25%). Another region that fared well was Asia/Pacific (12.5%). Participation from MENA (9%), Latin America (6%), North America (6%), Central Asia (3%) and Southeast Europe (0,5%) was in line with previous courses.

The country with the highest number of certificates was Italy (20), followed by Nigeria (13) and Myanmar (12), two countries usually under-represented in our courses but deeply affected by attacks on education.

*This course helped me to see something that I couldn't imagine in war scenario. We always think about saving our lives in conflict areas, but we don't think about studies. School environment helps children to stay safe and to protect them from psychological issues.*

*The course reinforced my belief in the fact that education is a fundamental human right and one can never go wrong protecting the right to education.*



**Right  
Livelihood**

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