Advancing SDG 4 in Post-Conflict and Low-Resource Settings:

Integrating SDG Target 4.7 Themes and SEL Skills into Textbooks and Other Education Materials

NISSEM Background Paper

Jisun Jeong
John Patrick Young
Aishwarya Khurana

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Background Paper for the Workshop on Advancing SDG 4 in Post-Conflict and Low-Resource Settings:
Integrating SDG 4.7 Themes and SEL Skills into Textbooks and Other Education Materials

Topic 1: Concept Mapping

Contents

i.   Executive Summary

This paper is for a workshop on Advancing SDG 4 in post-conflict and low-resource settings and integrating SDG 4.7 themes and SEL skills into textbooks and other education materials. The workshop focuses on under-resourced, fragile and post-conflict states. Focusing on SEL skills, life skills, and C21 skills, the workshop aims to generate discussion centered on the development of frameworks and the articulation of potential pathways for increasing the practice of using textbooks and related educational materials to advance education for sustainable development.

The topic 1 paper examines current schemas of skills, and content relevant to SDG Target 4.7. In understanding various relevant terminologies used in education, the paper reviews relevant themes in two categories: (i) Skills and (ii) Content. Within the "Skills" category, SEL skills, Life skills, C21 skills are identified as core behavior-related skills and competencies that support learning of SDG Target 4.7 themes. The paper aims to consolidate common skills or competencies across these three different skills categories and its initial draft of the consolidation table has been included in Appendix A.

After the "Skills" category with its three sub-sections, the "Content" category is introduced with the following six relevant domains according to the order outlined in SDG 4.7: Education for sustainable development (ESD) and lifestyles; Human rights education (HRE); Gender equality; Promotion of culture of peace and non-violence; Global citizenship education (GCED); and Cultural diversity and culture's contribution to sustainable development.

Each skills and content sub-section is structured in the following manner: the definition, the learning goals/objectives, the competencies/skills, and the applicability of the concept. First, the definition of the each skills or SDG 4.7 content is based on the key policy and academic publications. Then, the learning goals and objectives of the each domain is described. In the competencies and skills section, the first three "Skills" categories enlist detailed skills identified and valued from the key documents and initiatives, focusing on identifying commonly promoted skills within each thematic "skill". For the content section, skills and competencies emphasized in the respective thematic domain is discussed.

Then, key UN and UNESCO's statements on SDG 4.7 content are catalogued and included in Appendix B.

For the applicability of the concept section of the each of the nine thematic skills or content, the paper aims to address the following question: How does this concept work for curriculum and textbook revisions in low resource or post-conflict or fragile contexts?

The reader is challenged to examine the possibilities for contextualizing these concepts, especially for writers of textbooks and education materials in under-resourced or post-conflict or fragile states.

1. Introduction: "State of the field"

Sustainable Development Goal (SDG) Target 4.7 states, "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." UNESCO, an organization responsible for measuring the progress towards the Target 4.7, names this target as "Learning to live together sustainably," and plans to measure how different countries mainstream Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), including gender equality and human rights in national education policies, curricula, teacher education and, student assessments. Education policy-makers can help lay the foundations for a better future by adjusting the content and process of education to reflect skills and values pertinent to achieving the Target 4.7. However, the question remains what "knowledge and skills" can help achieve SDG Target 4.7, and how can they be best acquired in various contexts including low-resource, fragile or post-conflict countries.

Previous studies have identified challenges of developing a coherent framework for addressing these issues. There is considerable overlap of the definitions and learning objectives in the related terminologies in education including citizenship or civic education, human rights education, values and life skills education, peace education, education for conflict resolution and education supporting psychosocial dimensions (Sinclair, 2013; 2008; 2004). Different organizations and authors have used a few "umbrella" terms in an attempt to develop a coherent framework among SDG Target 4.7-related knowledge and skills, however relevant literature show that no single terminology is applicable to all contexts. For example, UNESCO MGIEP (2017c) uses "ESD" as an umbrella term in the document, putting emphasis on the concrete "sustainable development" aspiration found in the term towards 17 SDGs while acknowledging it would not be a single all-encompassing title (p.15). Moul (2017) uses "GCED" as an umbrella term covering peace education, human rights education, education for tolerance and appreciation of diversity, conflict resolution, and civic education in crisis situations (p.7). Sinclair (Sinclair and Bernard, 2016; Sinclair, 2013) uses "learning to live together" as an umbrella title for the holistic approach and range of themes related to SDG Target 4.7.

The title or terminology preferred by a society often reflected recent history of the particular context: in peaceful and stable societies, promoting constructive *citizenship* has been a focus; in post-conflict situations or where there are divisions within a

national population, emphasis has been made on *peace and social cohesion*; in countries where a previous government had committed human rights abuses, *human rights* was stressed; and in societies where there is a concern about adolescents and youth in reducing risky behaviors, emphasis has been made on *life skills* (Sinclair, 2008, p.19).

In addition, the most relevant and appropriate title/terminology of an education program may vary depending on the context where it is implemented, by whom such program is implemented and by whom it is funded. Therefore, the purpose of the concept mapping is not to propose a single universal terminology but to move beyond the terminology debates (Sinclair, M., November 22, 2017, personal communication). Rather, the concept mapping aims to describe what knowledge, skills, values and attitudes are commonly promoted in the education "titles" relevant to SDG Target 4.7, and to explore the way forward.

While researching the literature and education programs around the multiple SDG Target 4.7 topics, SEL skills, Life skills, and C21 skills have emerged as core behavior-related skills and competencies that support learning of SDG Target 4.7 themes. The three concepts are closely related to one another, and skills or competencies promoted under each concept largely overlap. The initial attempt to consolidate the skills across the three concepts is a work in progress and is attached as Appendix A of this document. This paper considers these themes, as exemplars of a wider group that cannot be listed here for reasons of space, such as 'character education', 'values education' and more.

Most of the concepts and frameworks related to SDG Target 4.7 are often developed and are widely researched in "western" countries. Adapting such frameworks to low-resource or post-conflict settings usually turns out to be problematic. Problems such as lack of resources, large class size, lack of teaching-learning materials, under-trained teachers, cultural expectations, and the backwash effect of high stakes examinations mean that it is difficult to use learner-centered approaches associated with this area of curriculum in the 'west' (see, for example, Schweisfurth, 2011). However, previous research indicates some promising evidences. Textbooks are respected even more in print-poor societies and therefore, textbooks which include respectful depictions of diverse ethnic groups are likely to contribute in mitigating social biases and conflicts (Burde et al., 2017, p.631). Implementation problems are even more acute in post-conflict, fragile and unstable situations (see, for example, Zacharia and Bartlett, 2014).

In the following section of the paper, the relevant key terms are reviewed and discussed. First, some current schemas are introduced under the two big categories of 2.1 Skills and 2.2. Content. Under the "Skills" category three sub-sections are elaborated: 2.1.1. SEL; 2.1.2. Life Skills; 2.1.3. C21 skills. Then the "Content" section follows with the following sub-sections: 2.2.1. Education for Sustainable development (ESD) and lifestyles; 2.2.2. Human rights education (HRE); 2.2.3. Gender equality; 2.2.4.Promotion of culture of peace and non-violence; 2.2.5. Global citizenship education (GCED); and 2.2.6. Cultural diversity and culture's contribution to sustainable development.

It is useful to keep in that these terms overlap considerably and serve mainly as a checklist for discussion at country level, before developing appropriate terminology that works best in the country concerned. Titles should be motivational to students and teachers and acceptable to key stakeholders (Sinclair, 2013, p.21).

2. Some current schemas

The paper proposes dividing "skills" and "content" that are relevant to SDG Target 4.7 topics. In the section below, SEL skills, life skills, and C21 skills are elaborated as core skills necessary in learning and becoming committed to the six domains or content areas of SDG Target 4.7 knowledge or content following thereafter.

2.1. Skills

Skills and competencies promoted and being taught with the title of SEL skills, life skills and C21 skills are somewhat closely related. We believe SEL skills, which is a commitment to responsible and good behaviors, is needed in responding to various challenges in achieving SDG Target 4.7 (Sinclair, M., January 24, 2018, personal communication). Life skills is a concept closely related to SEL skills and taken up in a number of developing challenges. "Life skills" programs often relate to specific skills needed by adolescents to face challenges and opportunities in their environment, including notably HIV/AIDs interventions. Skills often listed with 'SEL' and 'life skills' appear in the various suggestions for core 'C21' skills. More details of the individual skills are described below in each section. The definition, learning objectives/goals, competencies/skills and applicability of the concept are explained per skill type.

In each of the "skills" sub-section, detailed competencies and skills emphasized across key documents are compared. The appendix A is a consolidation of the total three "skills" table, which was drawn based on each of the SEL, life skills, C21 skills consolidations.

2.1.1. Social and Emotional learning (SEL) skills

2.1.1.1. Definition

SEL has been used as an umbrella term for many sub-fields of psychology and human development, both in high resource and low resource contexts, although the evidence gathered on SEL has been primarily in the U.S. context (Jones, S. et al, 2017; Durlak et al, 2011). The definition of SEL varies across literature, yet, in general, it emphasizes the "process" of acquiring different intrapersonal and interpersonal knowledge and skills. Elias et al. (1997) defines SEL as the "process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively" (as cited in Durlak et al,

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2011, p.406). Jones et al (2017) explains SEL as a process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships and citizenship (p.12). The Collaborative for Academic, Social, and Emotional Learning (CASEL) describes SEL as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2013).

In post-conflict or fragile contexts, SEL represents a specific programming that falls under the Psychosocial Support (PSS) umbrella with which its programming and approach is inevitably overlapped (INEE, 2016, p.15). Save the Children explains the relationship between SEL and Mental Health and Psychosocial Support (MHPSS) as being complementary, with MHPSS is primarily used in acute emergencies as a targeted intervention while SEL is a universal intervention in any stage of humanitarian assistance and development (Save the Children, 2017c). International Rescue Committee (IRC), Save the Children, and Creative Associates International are some of the key players in SEL programming in such contexts. In defining the SEL, all three organizations adopt the CASEL's definition of SEL although specific SEL skills and competencies promoted differ by organization (IRC, 2016; Save the Children, 2017c; Creative Associates International, 2017).

2.1.1.2. Learning Goals/Objectives

Learning goals and objectives of the SEL also vary depending on program and organization. Effects of various SEL skills have been documented on positive academic, interpersonal, and mental health outcomes (Jones et al, 2017, p.15), which are also learning goals and objectives of different SEL programs.

In high resource contexts, SEL programs' effects and learning goals focus on its association with academic outcomes in addition to behavioral and social outcomes. When children can effectively manage their thinking, attention, and behavior, they are also more likely to have better grades and higher standardized test scores (Blair & Razza, 2007; Bull et al., 2008; Epsy et al., 2004; Howse, Lange et al., 2003; McClelland et al., 2007; Ponitz et al., 2008 as cited in Jones et al, 2017, p.15). SEL skills can also support general wellbeing, such as job and financial security as well as physical and mental health, through adulthood (Mischel et al., 1989; Moffitt et al, 2011; Jones, Greenberg & Crowley, 2015 as cited in Jones et al, 2017, p.15).

In low resource or post-conflict contexts, the SEL and psychosocial programs primarily emphasize the physical, psychosocial and cognitive protection role on students and teachers and few examines the impact on academic outcomes (Burde et al., 2017, p.635-636).

In understanding different learning goals and objectives of the SEL programming, looking at some conceptual frameworks can be helpful. As noted above, the organizing frameworks of SEL are mostly developed in the high resource contexts, particularly in the U.S. First, Jones et al (2017) emphasizes four areas: skills, context, outcomes, and impact (see below *Figure 1*). The framework divides core SEL skills into three domains: cognitive regulation; emotional processes; and social/interpersonal skills (Jones et al., 2017, p.13). Jones et al (2017) explains that these three domains are related to both long-term and short-term developmental outcomes (p.13). The model also takes into consideration the importance of community-, family- and peer-level factors as well as school/classroom-level factors (Jones et al, 2017, p.13).
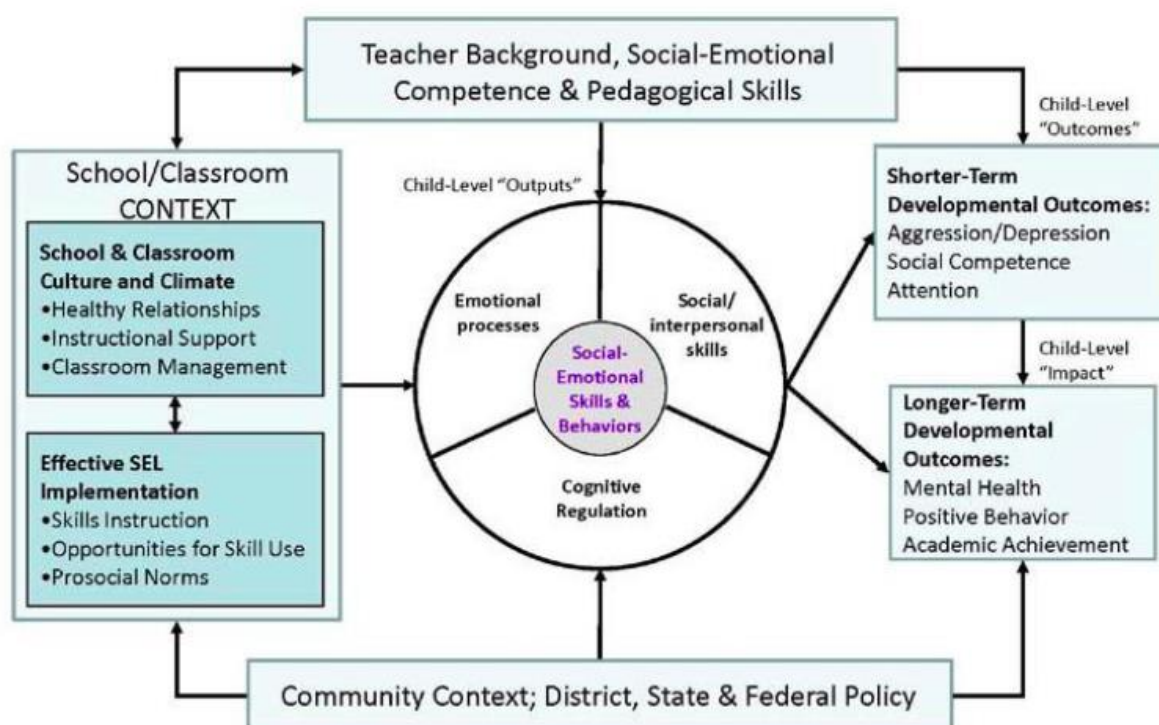

Figure 1. A Framework for SEL (Jones et al., 2017, p.13)

Taylor et al. (2017) present the below Figure 2 after the review of 82 school-based universal SEL interventions and its impact on Positive Youth Development (PYD). Through SEL interventions, two primary social and emotional assets, including social and emotional skills acquisition and improved attitudes about self, others and school are promoted (See *Figure 2* cited from Tayler et al, 2017, p.1159). In this framework, positive social behavior, academic success, fewer conduct problems, less emotional distress, and less drug use were found to be overarching learning goals of the multiple SEL programs. (Tayler et al, 2017, p.1159; CASEL, 2013, p.10).
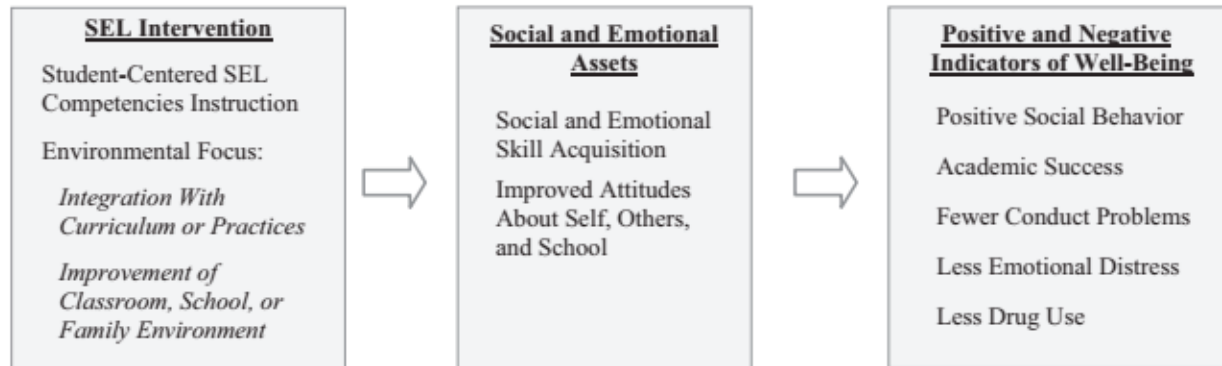
Figure 2.SEL Framework for positive youth development. (Tayler et al, 2017, p.1159).

The third framework reviewed is by CASEL. By taking "Explicit SEL skills instruction, teacher instructional practices, integration with academic curriculum areas, and organizational, culture, and climate strategies", CASEL envisions three short-term learning outcomes (i) SEL skill acquisition in five competence areas, (ii) improved attitudes about self, others, learning and schools, and (iii) enhanced learning environment. Through the program, CASEL also sets "positive social behavior, fewer conduct problems, less emotional distress, and improved academic performances" as behavioral/academic learning goals (see *Figure 3* below). CASEL's five competency clusters are: (i) self-awareness; (ii) self-management; (iii) social awareness; (iv) relationship skills; and (v) responsible decision-making (see *Figure 4* below in CASEL, 2013).
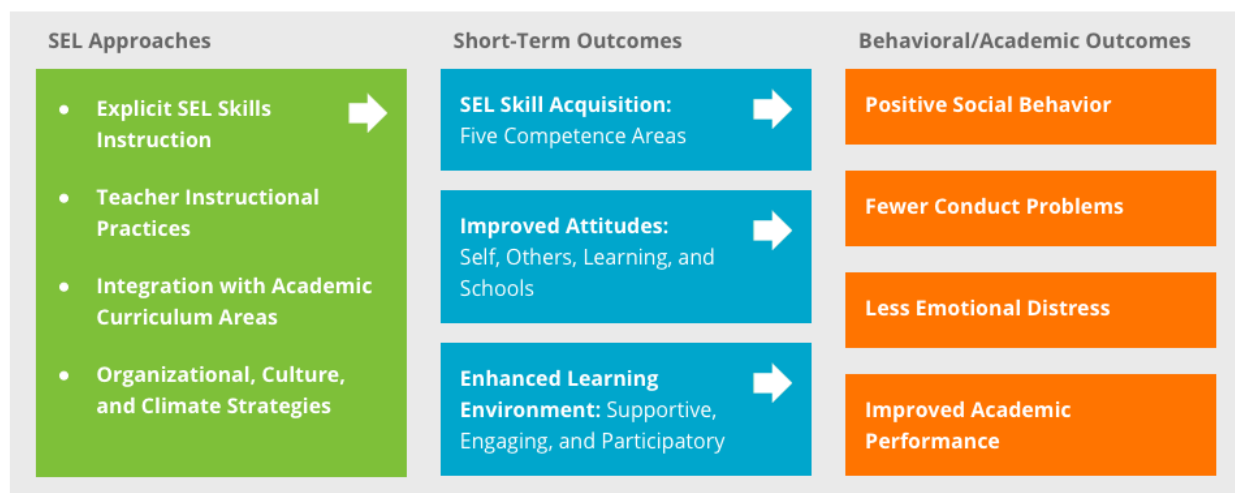

Figure 3. SEL approaches and learning outcomes. (CASEL, 2013, p.10)

Figure 4. CASEL's SEL Concept Map. (CASEL, 2013, p.9)

In low resource and fragile contexts, IRC's Safe Healing and Learning Space (SHLS) program focuses on SEL skills to mitigate the effects of adversity, and in the longer-term, to improve academic performance, pro-social skills, positive self-image, and decrease aggression, emotional distress and conduct problems for the children in countries affected by crises and conflicts (IRC, 2016, p.11) (See *Figure 5* below in Aber et al, 2017).

Save the Children has recently published its SEL assessment tools for two different age groups, IDELA for early childhood age group and ISELA for children between six to twelve. ISELA categories are comprised of self-awareness, self-management, empathy, and relationship skills (Save the Children, 2017b), while IDELA assesses earlier SEL skills as empathy, emotional awareness, self-awareness, solving conflict and peer relationships (Save the Children, 2017a). One of the well-established Save the Children's SEL program is HEART (Healing and education through the arts). The HEART program aims to support children developing the ability to express and regulate their emotions, improve self-control and self-esteem, recover and build resilience (Save the Children, n.d.).
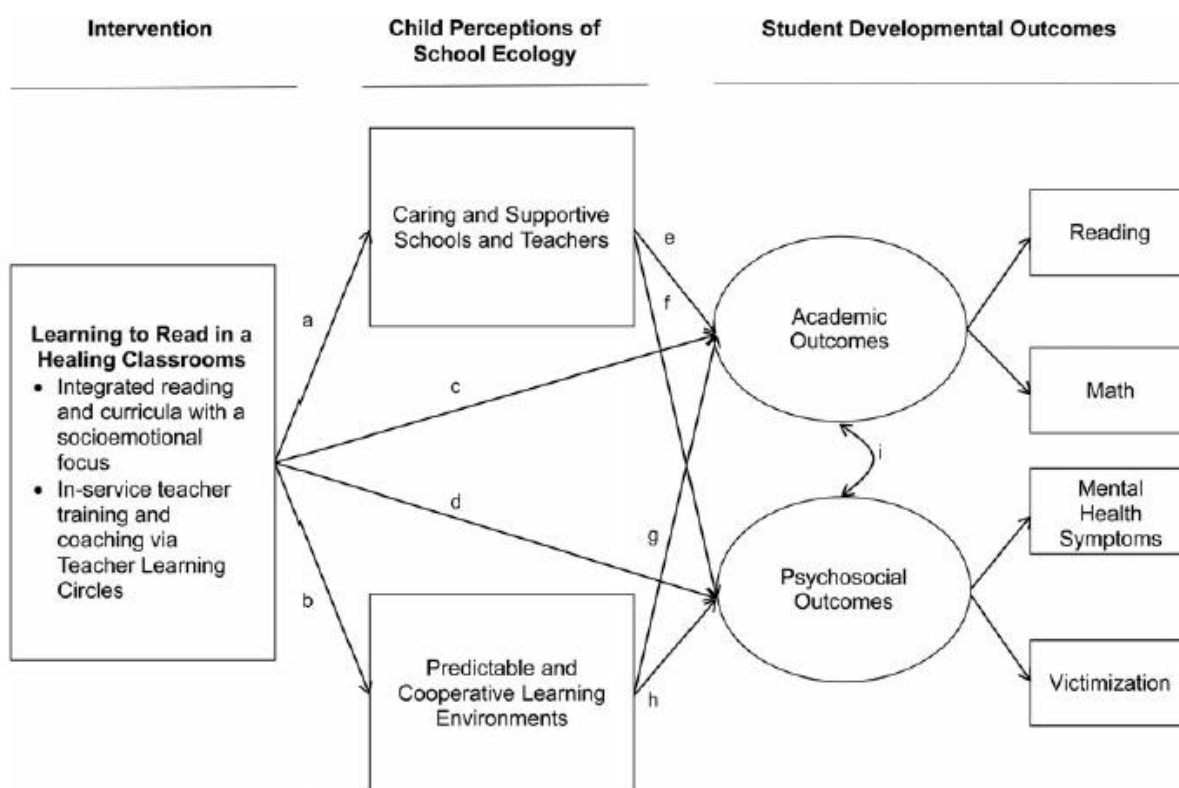
Figure 5. IRC's LRHC evaluation theory of change (Aber et al, 2017, p.54)

2.1.1.3. Competencies and Skills

To understand what competencies and skills are necessary to be embedded into textbooks, discovering common competencies and skills per each thematic education and across the thematic educations is important. Below are the key competencies and skills found in the key documents reviewed. Competencies closely relevant and related to one another are inserted in parallel to compare.

Across the four key documents, self-management, self-awareness (emotion regulations), collaboration/teamwork are the most commonly found skills or competencies. Social awareness, empathy, relationship skills, are also found in three out of four frameworks. Skills, such as perseverance or patience, stress management, sense of hope for the future stand out in IRC and Save the Children's frameworks, which are relevant in low resource or post-conflict contexts in comparison to the other two frameworks, which were developed for the U.S.

Jones et al (2017)	CASEL (2013)	IRC (2016)	Save the Children (2017b)
Cognitive Skills	Self-management	Brain Building	Self-management

Attention Control	Motivate oneself	Focus attention, listen actively, follow directions	
Inhibitory Control	Impulse Control	Control impulses and inhibit inappropriate behaviors	
Working Memory and Planning Skills	Setting and working toward achieving personal and academic goals	Cultivate working memory	
Cognitive Flexibility		Practice cognitive flexibility	
	Stress management		Stress management
Emotional Skills	**Self-awareness**	**Emotion Regulation**	**Self-awareness**
	Well-grounded sense of confidence and optimism	Develop positive self-concept, identity and confidence	Self-concept
Emotional Knowledge and Expression	Understand social and ethical norms for behavior	Identify concept and types of emotions, ones' own emotions	
Emotion and Behavior Regulation	Ability to regulate one's emotions, thoughts and behaviors	Identify actions for controlling emotions within local norms, Manage and control emotions	
		Perseverance (patience)	Perseverance (patience)
		Sense of hope for the future	
		Mindfulness	
Social awareness	**Social awareness**	**Positive Social Skills**	
Empathy and Perspective-Taking		Empathy	Empathy
	Appreciate diversity	Appreciate diversity	
Character			
	Social engagement		Social engagement
	Relationship skills	**Relationship skills**	**Relationship skills**

Prosocial Skills	Communicate clearly, listen actively, cooperate seek and offer help when needed	Cooperate and work effectively with others through teamwork	Collaboration/teamwork
	Communication	Communication	
Conflict Resolution		Conflict resolution	
	Problem solving		

Figure 6. Comparison of key competencies and skills: SEL

2.1.1.4. Applicability of the concept

As mentioned earlier, SEL knowledge, skills and values are found to be implied across the multiple education topics relevant to SDG Target 4.7. In low-resource, post-conflict or fragile contexts, where children are often exposed to multiple levels of risk and stress factors, the effectiveness of SEL skills on negative life events, chronic stressors, as well as overall children's well-being and mental health can be a considerable advantage.

Although international Non-Governmental Organizations (NGO)s have been active in implementing various SEL programs particularly in post-conflict or fragile contexts (IRC, 2016; Save the Children, n.d.; Creative Associates International, 2017), such organizations mainly have focused on teaching and learning SEL skills in formal and non-formal education settings, and not on embedding the skills into textbooks. An exception was found from IRC with its SHLS program. With the support from USAID, IRC developed a publicly available Teacher's Guide and a Teacher's Planning Workbook, which integrates the SEL component with reading and math lessons to train teachers (Torrente et al., 2015).

Other practical constraints also exist in applying the SEL skills in low resource or post-conflict contexts. In a mid-year evaluation of the IRC's LRHC in DRC after one year of implementation, the treatment school students perceived less encouragement from teachers to cooperate and share with classroom peers than control schools (Torrente et al., 2015, p.23). Torrete et al (2015) mentioned that the reasons to this could be the contextual challenges specific to low income and conflict-affected countries, including overcrowded classrooms, and teachers' potential lack of pedagogical strategies.

2.1.2. Life Skills

2.1.2.1. Definition

Skills can be divided into cognitive and non-cognitive realms. Pierre et al. (2014) define cognitive skills as those which enable an individual to "understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought" (p.7-8) Non-cognitive skills are those "patterns of thought, feeling and behaviors" (Borghans et al., 2008).

Under the umbrella term of non-cognitive skills, specific subsets of skills can be found, namely: Social and Emotional Learning (SEL), life skills, and 21st century skills among other subsets (CSF, 2015, p.4; Lippman et al., 2015, p.13). Despite confusion over the terms arising as a consequence of a "lack of clear definitions" and frequently being "used interchangeably" (UNICEF MENA Regional Office, 2017, p.2), each of these terms are "not interchangeable; they point to different aspects of the universe of these skills, and to different outcomes with which they are associated" (Lippman et al., 2015, p.13).

With "growing enthusiasm for education that helps children and young people develop psychosocial competencies," (UNICEF, 2003 April 21) the subset of skills described as life skills (UNFPA-UNICEF, 2018, p.3) or life-skills (UNICEF Bangladesh, 2018, p.2) has "gained currency in the fields of health, education and social policy, yet remains without a full and widely accepted definition" (EFC, 2012, p.12). The adoption of the term in such diverse fields lends itself to flexibility as the term is applied to varying contexts in different disciplines, which perhaps explains in part the plethora of often complementary and at times dissimilar definitions for life skills among the organizations which use the term. The initial findings identified numerous actors which utilize the term life skills including governments, private education firms, IGOs, INGOS, NGOs, and NPOs.

In order to highlight a select number of conceptualizations of the term "life skills," key definitions were selected based on preponderance within the literature and then on date of publication. Based on those parameters, a small number of multilateral organizations most actively shape the definition of life skills. The most frequently referenced definitions of life skills come from reports associated with the specialized agencies of the United Nations which are part of the United Nations system under Articles 57 and 63 or are otherwise affiliated with the UN, namely the WHO, UNICEF, World Bank Group, OECD, and UNESCO. An overview of the definitions sourced from reports associated with the aforementioned organizations are found in the Figure 7 below, which also includes the definitions of other organizations referenced in the key documents from the core five. A brief discussion follows.

Organization	Source	Definition
UNICEF	1. (UNICEF MENA Regional Office, 2017, p.6) 2. (UNICEF, 2003 April 21, p.1) 3. (UNICEF, 2003, June	1. "Cognitive and non-cognitive, higher-order, transversal and transferrable skills for learning, for employability, for personal empowerment, and for active citizenship." 2. A "group of cognitive, personal and inter-personal skills that enhance such abilities […] to manage challenges and risks, maximize opportunities, and solve problems in cooperative, non-violent ways." 3. "Psychosocial abilities for adaptive and positive

	13, p.1)	behaviour that enable individuals to deal effectively with the demands and challenges of everyday life … loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others."
WHO	1. (WHO, 2003, p.3)	1. "Abilities for adaptive and positive behavior that enable individuals to effectively deal with the demands and challenges of everyday life." 1. A "group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with and manage their lives in a healthy and productive manner."
UNESCO	1. (UNESCO, 2018, p.1)	1. "Expression used in one of the following ways, sometimes combining some of the categories: 1- often used to capture skills such as problem-solving, working in teams, networking, communicating, negotiating, etc. Their generic nature - their importance throughout life, in varying contexts - is held in common with literacy skills… These generic skills are seldom, if ever, acquired in isolation from other skills; 2- …also used to refer to skills needed in daily life that are strongly connected to a certain context. Examples are livelihood skills, health skills, skills related to gender and family life, and environmental skills. These can be termed 'contextual skills', while accepting that skills are in practice never purely contextual or purely generic…; 3- also used in the school context…to refer to any subject matter other than language or mathematics…; 4 there are other miscellaneous skills being referred to as life skills, such as cooking, making friends and crossing the street."
World Bank	1. (World Bank, 2013, p.1)	1. A "broad set of social and behavioral skills— also referred to as "soft" or "non-cognitive" skills— that enable individuals to deal effectively with the

		demands of everyday life"
OECD	1. (OECD, p.9)	1. "OECD assessments…aim at addressing the extent to which young people have acquired the wider knowledge and skills in these domains [of reading literacy, mathematical literacy, and scientific literacy] that they will need in adult life…the application of that knowledge in adult life depends crucially on the individual's acquisition of broader concepts and skills … These include communication, adaptability, flexibility, problem solving and the use of information technologies."
Jacobs Foundation	1. (Jacobs Foundation, 2011, p.9) 2. (Jacobs Foundation, 2011, p.11)	1. "Those abilities that help promote well-being, positive health outcomes, and productive development. They comprise a set of core skills that empower young people to take positive steps to promote health, positive social relationships, and positive contributions to society [which] presupposes an active, autonomous, and responsible stance towards the self in the social world." 2. "For young people, life skills are the abilities that enable them to deal with the challenges of their lives in a manner that is adequate for their age and experience. They facilitate healthy, positive and productive personal development and enable meaningful contributions to society. These intra- and interpersonal abilities are interrelated, and collectively they provide a basis for identifying core skills. These skills can be applied to the self or to others. Central to this life skills framework is the need for young people to demonstrate moral and cognitive maturity by thinking for themselves and taking responsibility for their actions and their social and emotional development; life skills transcend the knowledge and abilities taught by others."
International Youth Foundation	1. (IYF, 2004, p.3)	1. A "comprehensive set of universal cognitive and non-cognitive skills and abilities, connecting behavior, attitudes, and knowledge, which youth can develop and retain throughout their lives. Life skills increase young people's well-being and help them to develop into active and productive members of their communities."
Education	1. (EDC,	1. A "set of skills that include problem solving,

Development Center, Inc.	2005b, p.vii)	critical thinking, communication, decision making, creative thinking, relationship building, negotiation, self-awareness, empathy, and stress management."

Figure 7. Various definitions of "life skills"

From these definitions, the most frequently referenced definition is that of the WHO, which in 1993 organized a special unit on skills for life under their mental health division and were among the first large international organizations to attempt to provide common terminology and guidelines for the design of life skills programs and materials. Much of the WHO literature and that of implementing partners and others who adopt the definition include HIV/AIDS prevention as an area of particular focus despite not being an explicit part of the WHO definition for life skills. However, the UNICEF definition continues to grow in prominence, especially for publications which followed the creation of the Millennium Development Goals and Dakar Framework for Action on Education for All (EFA).

2.1.2.2. Learning goals/objectives

Learning goals and objectives for life skills vary depending on the learner population and the given program or organization. In particular, life skills education (LSE) approaches are driven by program content, implementation mechanisms, teacher training, and commitment to integrate life skills into school curriculum (Central Square Foundation, 2015, p.7). Properly designed and implemented LSE programs (see International Youth Foundation, 2014, p.2 for an example) "can lead to overall, sustained life-long behavior change" (FHI, 2007, p.7). Due to the large number of fields and contexts which make use of the term life skills, the number and type of learning goals and objectives are equally vast.

When equipped with life skills "in a supportive environment, [learners] can confidently manage their lives in a positive manner while serving as valuable resources to their friends, families and community" (FHI, 2007, p.7). LSE "address[es] real-life applications of essential knowledge, attitudes, and skills" (WHO, 2003, p.4) using a number of interactive teaching and learning methods and forms of experiential learning which can take place within a vocational training program, a traditional education system, within university-level education, or as stand-alone training for unemployed youth (International Youth Foundation, 2014, p.38).

Those real-life applications include addressing the needs of youth "as they develop into adulthood, actively participate in their communities, transition from school to work, and seek to enter the job market to build up sustainable and fulfilling livelihoods" (Global Partnership for Youth in Development, 2006, p.1). To wit, LSE initiatives seeks to address youth issues related to human rights, citizenship, social cohesion, and health (UNICEF, 2012, p.12-16). More specifically, a selection of learning goals and objectives are listed in the table below:

Learning goal/objective	Source
Improved academic achievement	(Central Square Foundation, 2015, p.5) (International Youth Foundation, 2014, p.5)
Employment outcomes	(Central Square Foundation, 2015, p.5) (Global Partnership for Youth in Development, 2016, p.1) (International Youth Foundation, 2014, p.5)
Workforce readiness	(Central Square Foundation, 2015, p.5) (Global Partnership for Youth in Development, 2016, p.1)
Better Adulthood outcomes (health, citizenship, peace)	(Central Square Foundation, 2015, p.6) (EDC, 2005a, p.1) (Global Partnership for Youth in Development, 2016, p.1) (UNICEF, 2012, p.18)
Return on investment (cognitive development, financial)	(Central Square Foundation, 2015, p.6)
Employer satisfaction with new hires	(International Youth Foundation, 2014, p.5)
Change personal behavior and social attitudes of youth	(International Youth Foundation, 2014, p.5)
Protect young people from risks (labor, employment, conflict, violence, health)	(UNICEF, 2012 p.12)

Figure 8. Various "learning goals/objectives" of life skills

When analyzing the different goals and objectives of life skills programming, it is also of import to consider some of the extant organizing frameworks. *In Skills for health: Skills-based health education including life skills* (2003), the WHO discusses the Focusing Resources on Effective School Health, or FRESH initiative, a collaboration between the WHO, UNICEF, UNESCO, and the World Bank Group. This development followed the World Education Forum in Dakar, Senegal in April 2000. The resulting Dakar Framework for Action (2000) mentions life skills as a component of "education content and practices leading to…self-esteem, good health, and personal safety" (UNESCO, p.26). A visualization of the framework can be found below.

EDUCATION FOR ALL (EFA)
Global initiative for Basic Education
Strategy 8 of Dakar Framework: "Create safe, healthy,
inclusive and equitably resourced educational environments…"

FOCUSING RESOURCES ON EFFECTIVE SCHOOL HEALTH (FRESH)
Basic components of school health programmes world-wide

| HEALTH-RELATED SCHOOL POLICIES | SAFE WATER AND SANITATION AND A HEALTHY ENVIRONMENT | SKILLS-BASED HEALTH EDUCATION | HEALTH AND NUTRITION SERVICES |

CHILD FRIENDLY SCHOOLS (CFS)
Inclusive of all children, protective and healthy for children

KNOWLEDGE   ATTITUDES   SKILLS, INCLUDING LIFE SKILLS

HEALTH-PROMOTING SCHOOLS (HPS)
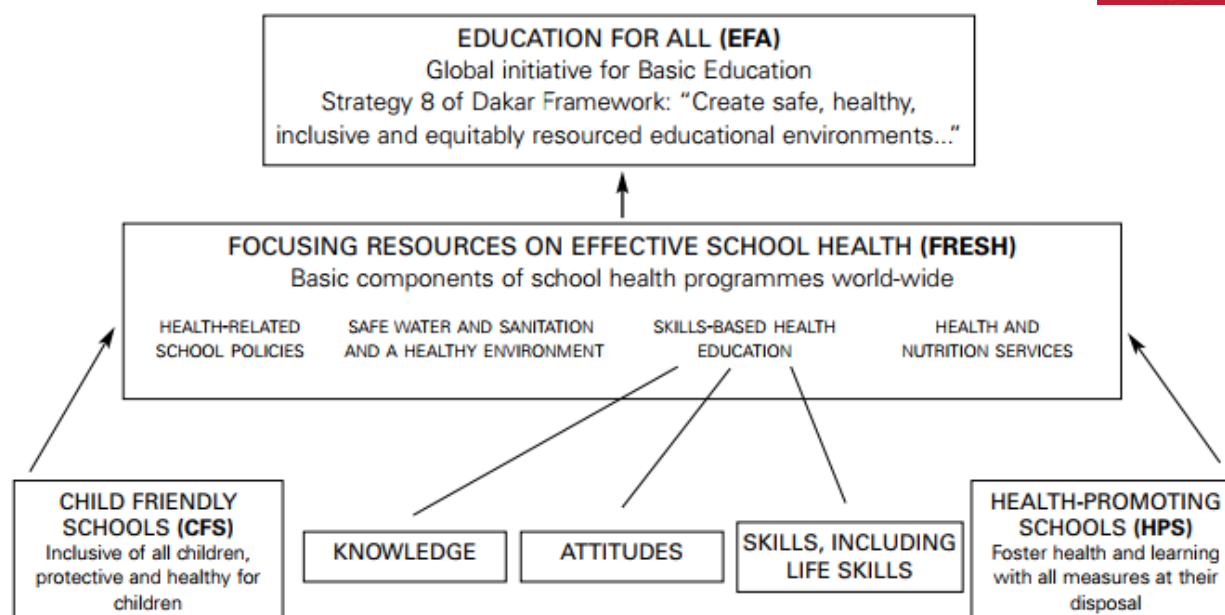Foster health and learning with all measures at their disposal

Figure 9. FRESH Initiative framework. (WHO, 2003, p.6)

The framework conceptualizes life skills as a component of skills-based health education, which is defined as an "approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods" (WHO, 2003, p.3). As such, this framework views life skills as one component of skills-based health education which also involves knowledge, attitudes, and other skills, which are defined as "practical health skills or techniques such as competencies in first aid…in hygiene…or sexual health" (WHO, 2003, p.8). The framework divides core life skills into 3 domains: Communication and interpersonal skills, decision-making and critical thinking skills, and coping and self-management skills which are applied to major health topics such as healthy nutrition and reducing helminth (worm) infections (WHO, 2003, p.10). The model also takes into account that LSE alone is insufficient to create the safe, healthy, inclusive and equitably resourced educational environments envisioned under EFA, policies, the greater environment, and adequate provision of services also play a key role. The WHO framework is used as-is or with limited modifications by a number of organizations such as FHI 360 (see FHI 360, 2007, p.5).

The Positive Youth Development framework outlined by the Jacobs Foundation is a framework for youth development which "aims to investigate and prevent risky behaviour (e.g., antisocial behaviour) by the enhancement of life skills, supportive relationships, and positive social conditions. Furthermore, it aims to promote thriving behavior (e.g., civic engagement)" (Jacobs Foundation, 2011, p.14). It is founded on the concept that "all young persons have the capacity for positive development" and "strengths are more important than weaknesses in development" (Jacobs Foundation, 2011, p.15). The developmental asset model is exemplary of this approach. Under this model, 40 developmental assets are divided into 20 external assets and 20 internal

ones, of which life skills are a component. Those internal assets are divided into 4 internal categories which "reflect comprehensive life skills" (Jacobs Foundation, 2011, p.16). They are learning, positive values, social competencies, and positive identity.

The Risk and Resiliency Development framework outlined by the Jacobs Foundation is a framework for youth development which highlights the "dynamic interplay between life skills, social context, and biological and neurological factors" as a "way to design successful social policies" (Jacobs Foundation, 2011, p.16). It is founded on the concept that the "associations of positive (i.e., resiliency) and negative (i.e., risk) outcomes and life skills are intertwined" and they "depend on differences in underlying developmental processes" (Jacobs Foundation, 2011, p.17). Risks are "conceptualized as developmental disorders" and acknowledges the "human ability to change and recover, as well as to develop resiliency" which "continually evolves as individuals interact with their social environment" (Jacobs Foundation, 2011, p.16-17). Per this approach, the "key to a successful prevention program for adolescents is to help create the environments and encourage the skills that facilitate their development and resiliency" (Jacobs Foundation, 2011, p.18).

When discussing life skills programs, the International Youth Foundation recommends that all life skills curriculum should include a set of core life skills which constitute the primary set of learning objectives and must be integrated into a basic curriculum, regardless if it is newly created or adapted. The set of core life skills should be supplemented with "at least one key additional component" such as life skills for job-seekers, life skills for employed youth, or life skills for potential entrepreneurs (International Youth Foundation, 2014, p.8). As such, life skills are partitioned thematically under this framework and tend to focus on employability.

4-H is a global network of youth organizations which "empowers young people with the skills to lead for a lifetime" (National 4-H Council, 2018, p.1). Hendricks (1998) used the 4-H framework which separates life skills into those associated with the head, heart, hands, and health, the 4 components of the 4-H pledge as a basis for the targeting life skills model. Learning goals under the head dimension relate to managing: "using resources to accomplish a purpose" and thinking: "using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider" (Norman & Jordan, 2016, p.2). Those under heart connect with relating: "establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both" and caring: "showing understanding, kindness, concern and affection for others" (Norman & Jordan, 2016, p.2). The hands dimension involves giving: "providing, supplying, or causing to happen (social responsibility)" and working "accomplishing something or earning pay to support oneself through physical or mental effort" (Norman & Jordan, 2016, p.2). The health dimension organizes goals according to living: "acting or behaving; the manner or style of daily life" and being: "living ones life; pursuing ones basic nature; involved in personal development" (Norman & Jordan, 2016, p.2). In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed

for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures. A visualization of this framework can be found below.
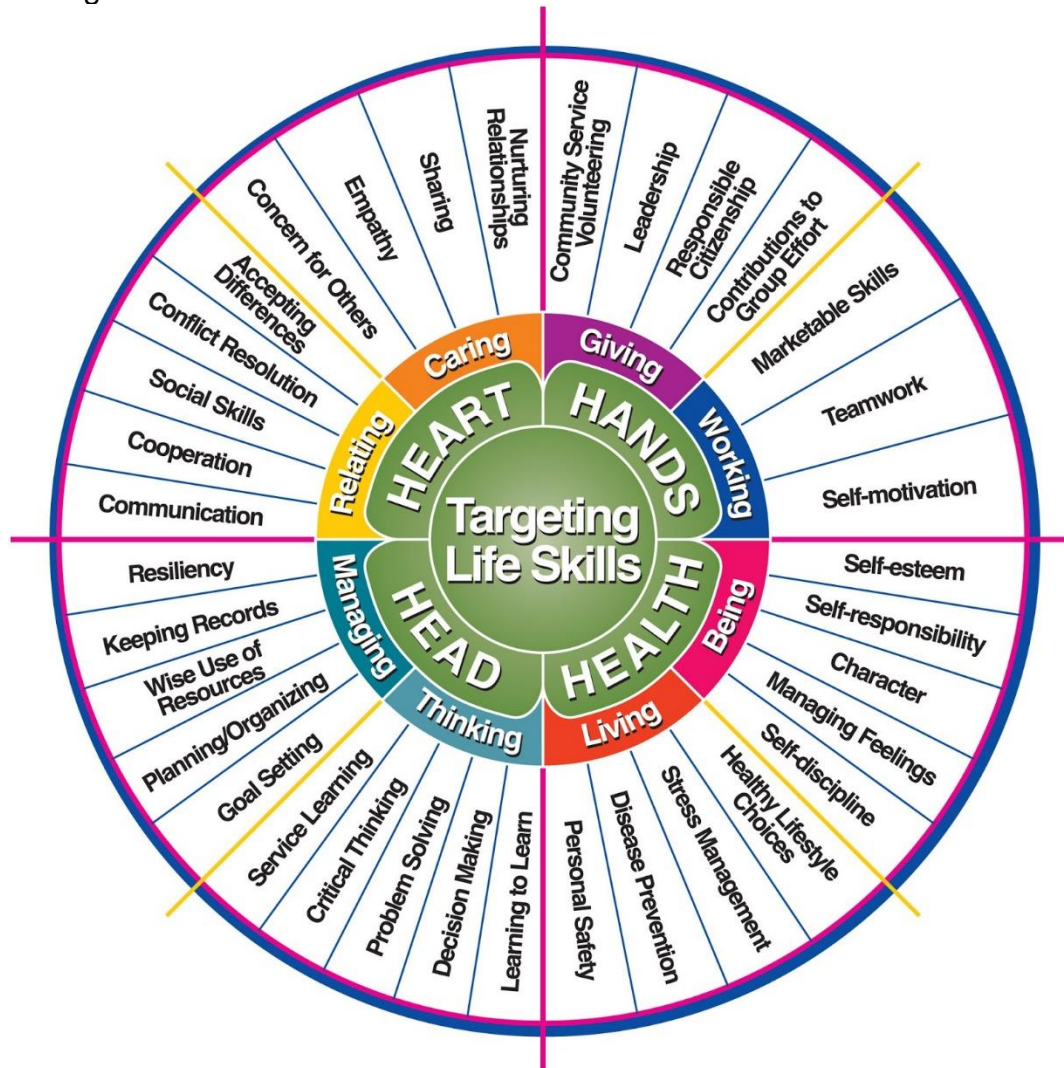

Figure 10. 4-H Framework. (Source: Hendricks, 1998, p.1)

2.1.2.3. Competencies/skills

Below are key competencies and skills found across the key documents reviewed for life skills. The relevant key competencies and skills are separated by organization in order to allow a comparison between them and to better relate to the previous discussion of learning goals and objectives. When core skills are identified, they have been marked in bold. Based on these results, the most common life skills relate to thinking, most particularly critical thinking. Positive and creative thinking are also

mentioned. The second most common life skills relate to communication, most commonly described as general communication skills. Mentions are made of interpersonal and effective communication. The skill is coupled with business writing, self-esteem, leadership, thoughts, emotions, motives, and values; assertiveness. It is divided into listening, verbal, and written or verbal/nonverbal forms. The third most common life skill is that of management and the management of stress in particular. Other common life skills related to management are that of managing time, finances, the self, feelings, emotions, conflict, anger, a program, employees, and suppliers in that order.

Organization	Source	Skills Framework
UNICEF	(UNICEF MENA Regional Office, 2017, p.6)	4 dimensions of learning which are comprised of 12 lifelong core skills: A: **Active citizenship** 1. Respect for diversity 2. Empathy 3. Participation B: **Learning** 4. Creativity 5. Critical thinking 6. Problem solving C: **Employability** 7. Cooperation 8. Negotiation 9. Decision-making D: **Personal empowerment** 10. Communication 11. Resilience 12. Self-management
WHO	(WHO, 2003, p.3)	A focus on life skills for skills-based health education (WHO, 2003, p.9) centered around 3 areas with a total of 10 skills: A: **Communication and Interpersonal Skills** 1. Interpersonal Communication Skills 2. Negotiation/Refusal Skills 3. Empathy Building 4. Cooperation and Teamwork 5. Advocacy Skills B: **Decision-making and Critical Thinking Skills** 1. Decision-making/Problem-solving Skills 2. Critical Thinking Skills C: **Coping and Self-Management Skills** 1. Skills for Increasing Personal Confidence and Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change 2. Skills for Managing Feelings 3. Skills for Managing Stress
World Bank	(World Bank, 2013, p.1)	For the Adolescent Girls Initiative (AGI), life skills "programs can build on any or all of the following skills" (World Bank, 2013, p.1). A. **Decision-making skills** 1. Critical thinking 2.Creative thinking

3. Problem solving
B. **Community living skills**
1. Effective communication
2. Resisting peer pressure
3. Building healthy relationships
4. Conflict resolution
C. **Personal Awareness and management skills**
1. Self-awareness
2. Self-esteem
3. Managing emotions
4. Assertiveness
5. Stress management
6. Sexual and reproductive behaviors and attitudes

An adapted list of life skills training content was developed for each of the AGI pilot programs in the following countries:
A. Haiti
1. Psychosocial education
2. Civic engagement and leadership
3. Sex, gender, and violence
4. Sexual and reproductive health
5. Preparing for work
6. Reducing risks related to natural disasters
7. Financial literacy
B. Jordan
1. Effective communication and business writing skills
2. Team-building and team work skills
3. Time management
4. Positive thinking
5. Customer service
6. CV and interview skills
C. Liberia
1. Preparing for the world of work
2. Sexual and reproductive health
3. Family skills
4. Healthy living
5. Preventing and responding to SGBV
6. Communication, self-esteem, and leadership
7. Know your rights
8. Community service
D. Nepal
1. Negotiation skills
2. Dealing with discrimination
3. Workers' rights education
4. Sexual and reproductive health
5. Business development skills and financial management
E. South Sudan
1. Skills of making effective decisions
2. Skills of knowing and living with others

		3. Skills of knowing and living with oneself 4. Sexual and reproductive health (menstruation, early pregnancy, STI/ HIV prevention, family planning, etc.) 5. Leadership 6. Gender and bride price 7. Rape (meaning, prevention strategies, responding and coping) F. Lao PDR 1. Team work skills 2. Negotiation skills 3. Problem solving 4. CV and interview skills
Jacobs Foundation	(Jacobs Foundation, 2011, p.12)	Separates life skills into the intra-personal and inter-personal, with 2 dimensions each comprising specific life skills. A. Intra-personal 1. **Critical thinking and cognitive skills**: Self-reflection; autonomous, flexible, and creative thinking; problem-solving; decision-making 2. **Coping and self-management**: Self-awareness and self-confidence; self-esteem; emotion regulation; stress management B. Inter-personal 1. **Social and moral skills**: Social responsibility and cooperativeness; empathy and caring for others; establishing and maintaining relationships; respecting and appreciating others 2. **Communication**: Adequate expression of thoughts, emotions, motives, and values; assertiveness
Central Square Foundation	(Central Square Foundation, 2015, p.5)	Based on the WHO guiding framework, centered around 3 areas with a total of 9 major life skills, which are subdivided into a number of subskills (see Central Square Foundation, 2015, p.5). A. **Communication and interpersonal skills** 1. Interpersonal Communication Skills: - Verbal/nonverbal communication - Active listening-Expressing feelings, giving feedback (without blaming) and receiving feedback - Negotiation - Negotiation and conflict management - Assertiveness skills - Refusal skills 2. Empathy Building: Ability to listen, understand another's needs and circumstances and express that understanding 3. Cooperation and Teamwork: Expressing respect for others' contributions and different styles - Assessing one's own abilities and contributing to the group 4. Advocacy Skills: Influencing skills and persuasion - Networking and motivation skills B. **Decision making and critical thinking skills** 1. Decision-making/ Problem-solving Skills: Information-gathering skills - Evaluating future consequences of present actions for self and others - Determining alternative solutions to

|		
		problems - Using analysis skills to determine the influence of values and attitudes about self and others 2. Critical Thinking Skills: Analyzing peer and media influences - Analyzing attitudes, values, social norms, beliefs and factors affecting them - Identifying relevant information and sources of information C. **Coping and self-management skills** 1. Skills for increasing personal confidence and ability to assume control, take responsibility, make a difference or bring about change: Building self-esteem/ confidence - Creating self-awareness skills, including awareness of rights, influences, values, attitudes, strengths and weaknesses - Setting goals - Self-evaluation/self-assessment self-monitoring skills 2. Skills for Managing Feelings: Managing anger - Dealing with grief and anxiety - Coping with loss, abuse and trauma 3. Skills for Managing Stress: Time management - Positive thinking - Relaxation techniques
International Youth Foundation	(IYF, 2004, p.8)	IYF outlines a set of 13 core life skills for any life skills program. For the additional components, 6 skills are listed life skills for job-seekers, 7 for life skills for employed youth, and 7 for life skills for potential entrepreneurs: A. Core Life Skills for Any Life Skills Program 1. **Self confidence** 2. **Respecting self and others** 3. **Interpersonal skills** (empathy, compassion) 4. **Managing emotions** 5. **Personal responsibility** (including dependability, integrity, and work ethics) 6. **Positive attitude and self-motivation** 7. **Conflict management** 8. **Teamwork** 9. **Communication** (listening, verbal, and written) 10. **Cooperation and teamwork** 11. **Creative thinking** 12. **Critical thinking and problem solving** 13. **Decision making** B1. Life Skills for Job-Seekers 1. Planning and organizational skills (including time and financial management) 2. Career assessment skills 3. Job-searching skills 4. CV and cover letter writing skills 5. Interview skills 6. Image/appearance B2. Life Skills for Employed Youth 1. Workplace behavior and protocols 2. Planning and organizational skills (including time and financial management)

		3. Customer-relations skills 4. Research skills 5. Financial literacy 6. Personal leadership 7. Workplace rights and responsibilities B3. Life Skills for Potential Entrepreneurs 1. Business plan development 2. Personal leadership 3. Management skills (including employee, supplier, and program management) 4. Risk-taking 5. Coping with failure 6. Market research skills 7. Financial management
Education Development Center, Inc.	(EDC, 2005a, p.1) (EDC, 2005b, p.vii) (EDC, 2005c, p.v)	The Living: Skills for Life, Botswana's Window of Hope project provides a set of "locally-based, gender-balanced, culturally-sensitive and differentiated" life skills for learners in Botswana in the "context of the challenges associated with HIV and AIDS (EDC, 2005a, p.1)." For Standards 1-7 and Junior and Senior Secondary School resources such as (EDC, 2005c, p.v) found in (EDC, 2005a, p.1). (Note: differences in language for secondary school learners in parentheses): 1. Examine yourself (Assess yourself) 2. Develop and uphold values 3. Set and achieve goals 4. Communicate better 5. Make decisions that are right for you (Make informed decisions) 6. Manage stress 7. Be aware of your sexuality 8. Show the difference between some facts and myths about HIV and AIDS (Distinguish between some facts and myths about HIV and AIDS) 9. Reduce your risk 10. Appreciate the benefits of relationships 11. Be socially responsible 12. Live a healthy life 13. (Cope with dilemmas, especially because of AIDS)
4-H (Hendricks' Targeted Life Skills Model)	(Hendricks, 1998, p.1)	A. Heart A1. Relating 1. Communication 2. Cooperation 3. Social skills 4. Conflict resolution 5. Accepting differences A2. Caring 1. Concern for others 2. Empathy 3. Sharing 4. Nurturing relationships B. Hands

		B1. Giving
		1. Community service volunteering
		2. Leadership
		3. Responsible citizenship
		4. Contributions to group effort
		B2. Working
		1. Marketable skills
		2. Teamwork
		3. Self-motivation
		C. Health
		C1. Living
		1. Personal safety
		2. Disease prevention
		3. Stress management
		4. Healthy lifestyle choices
		C2. Being
		1. Self-esteem
		2. Self-responsibility
		3. Character
		4. Managing feelings
		5. Self-discipline
		D. Head
		D1. Managing
		1. Resiliency
		2. Keeping records
		3. Wise use of resources
		4. Planning/Organizing
		5. Goal setting
		D2. Thinking
		1. Service learning
		2. Critical thinking
		3. Problem solving
		4. Decision making
		5. Learning to learn

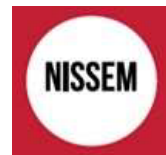*Figure 11. Life skills competencies and skills*

2.1.2.4. Applicability of the concept

The potential positive impacts of life skills education in low-resource, fragile and post-conflict contexts have been well-documented and recognized through the use of life skills education-based initiatives in countries which have are currently or were in recently history low-resource, fragile, and have a history of conflict or are currently involved in some regard in conflict. As an illustrative example, please refer to the following table which documents the applicable country of implementation along with its connection to post-conflict or low-resource contexts. Please note that the categorization of countries into the aforementioned categories is in and of itself a point of contention among scholars. As such, it is possible that a given scholars interpretation of the same documents might potentially yield different results. To wit, it is highly recommended for
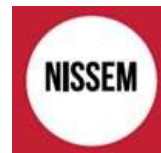
all readers of this section to consult the referenced documents in order to inform their own understanding and to compare it that which is presented in the table

The table also includes other pertinent information, such as the connected skills and whether the stated program included a textbook or lists textbook development as a priority. The point on textbook development is included as it is burdensome for teachers to teach something they themselves have never been taught as a student and is perhaps unrealistic for teachers to be able to be an effective model of socio-emotional competency when they perhaps have limited contact or experience with the ideas or concepts. Training can only go so far, especially when it is limited in terms of time, scope, or funding. Textbooks and teacher's guides form an effective measure of ensuring a baseline of instructional quality and leave room for other effective approaches to be developed in the future.

Document	Source	Organization	Org type	Age/grp	Country	Post-conflict?	Low-resource?	Skills mentioned	Scalable?	Resource intensive (requires internet, electricity)	Textbook
Life Skills: What are they, Why do they matter, and How are they taught?	(World Bank Group, 2013)	World Bank	IGO	Adolescents	Haiti, Jordan, Libria, Nepal, South Sudan, LAO PDR: 6 models	Yes	Yes	Effective communication and business writing, team-building and team work, CV and interview, family, negotiation, business development, making effective decisions, knowing and living with others, knowing and living with oneself	Yes	Optional	Yes, avail.
Building a better tomorrow: A life and employability skills training	(Global Partnership for Youth in Development, 2016)	WB Global Partnership for Youth in Development/	IGO	Youth 15-25	Lebanon	Yes	No	Soft-business, developing creativity, entrepreneurship, a knowledge of self, Conflict resolution, fostering inclusiveness in your community, knowledge of personal goals, learning and practicing how to present yourself to others (especially employers), knowledge of 21st century skills, creativity skills, effective communication and collaboration, ability to design, share with stakeholders, and receive feedback to improve a business plan, financial plan, and marketing plan.	Yes	Yes	Yes, avail.
Life skills education toolkit for orphans & vulnerable children in India.	(FHI 360, 2007)	FHI 360	INGO	Children	India	Yes	Yes	Soft-business, developing creativity, entrepreneurship, a knowledge of self, Conflict resolution, fostering inclusiveness in your community, knowledge of personal goals, learning and practicing how to present yourself to others (especially employers), knowledge of 21st century skills, creativity skills, effective communication and collaboration, ability to design, share with stakeholders, and receive feedback to improve a business plan, financial plan, and marketing plan.	Yes	No	Teacher guide
Life skills facilitator's guide	(UNICEF Nepal Country Office, unk.)	UNICEF	IGO	Teenagers	Nepal	Yes	Yes	Self-awareness, empathy, effective communication, interpersonal relationships, the ability to manage emotions and cope with stress, creative thinking, critical thinking, decision-making, and problem-solving	Yes	No	Yes, avail.
Life Skills in India	(Central Square Foundation, 2015)	CSF	INGO	School-age	India	Yes	Yes	Decision making, Problem-solving, Creative thinking, Critical thinking, Communication, Interpersonal skills, Self-awareness, Empathy, Coping with emotions, Coping with stress, Curiosity, Gratitude, Zest, Optimism, Social Intelligence, SelfControl, Grit, Flexibility, Initiative, Social Skills, Productivity, Leadership,	Yes	No	Yes, avail.
Life skills-based education in south asia	(UNICEF Regional Office for South Asia, 2005)	UNICEF	IGO	School-age	South Asia	Opt	Opt	Interpersonal Communication Skills, Negotiation/Refusal Skills, Empathy Building, Cooperation and Teamwork, Advocacy Skill, Decision-Making/Problem-Solving Skills, Critical Thinking Skills, Skills for Increasing Personal Confidence and Abilities to Assume Control, Take Responsibility, Make a Difference, or Bring About Change, Skills for Managing Feelings, Skills for Managing Stress	Yes	Optional	No
Global evaluation of life skills education programs	(UNICEF Evaluation Office, 2012)	UNICEF	IGO	School-age	Armenia, Barbados, Jordan, Kenya, Malawi, Mozambique, Myanmar	Some	Some	Cognitive – critical thinking and problemsolving skills for responsible decisionmaking; • Personal – skills for awareness and drive and for self management; and • Interpersonal – skills for communication, negotiation, cooperation and teamwork, and for inclusion, empathy and advocacy	Yes	Optional	Yes

Figure 12. Applicability of the 'life skills' concept

2.1.3. Twenty-first century (C21) skills

2.1.3.1. Definition

C21 skills reflect efforts of education to expand competencies and skills that would be relevant in social, economic, and political changes in the twenty-first century. Across scholars, organizations and governments, the focus has been on which of the skills and

competencies are to be included in C21 skills rather than defining the term. Binkley et al (2012) defines a set of knowledge, skills, attitudes, values and ethics required in the twenty-first century as a part of the ATC21S (Assessment and Teaching of 21st Century Skills) project in the following four broad categories: ways of thinking; ways of working; tools for working; and living in the world (Binkley et al., 2012 as cited in Griffin & Care, 2015). A World Economic Forum report (World Economic Forum, 2015, p.3) synthesizes C21 skills in the three categories: foundational literacies; competencies; and character qualities. In the meantime, in 2012, a National Research Council report explains that C21 skills are broad, transferable skills and knowledge valued by business and political leaders to achieve children's full potential as adults (Pellegrino & Hilton, 2012, p.Sum 1-1 & 1-1). The report adopts the definition of "competencies" from the Organization for Economic Cooperation and Development (OECD) as knowledge and skills that can be transferred or applied, including cognitive, intrapersonal and interpersonal competencies (Pellegrino & Hilton, 2012, p.2-2).

2.1.3.2. Learning Objectives/Learning Goals

In comparison to SEL skills and life skills, learning objectives and learning goals of C21 skills often target labor market needs. For example, a World Economic Forum report states that a set of C21 skills are necessary to thrive in a rapidly-changing labor marketplace (World Economic Forum, 2015, p.2). A National Research Council report also finds rationale of studying C21 skills in the increase of labor market demand (Pellegrino & Hilton, 2012, p.3-9). One of the well-known international-level projects on C21 skills, ATC21S project, on which Griffin & Care, 2015 book is based on, has its executive board members from the education ministers of five nations along with the vice presidents of Cisco, Intel, and Microsoft, which reflects its emphasis on skills valued by major corporations (Pellegrino & Hilton, 2012, p.1-2).

2.1.3.3. Competencies and skills

Many of the competencies and skills listed under SEL programs and life skills programs appear as C21 skills, but it is more strongly related to the skills valued in workplaces. Across the three key conceptual documents, which are mainly developed by high resource countries, collaboration, communication, problem-solving, critical thinking, creativity and ICT literacy are all found. The following key skills are found at least two of these documents: persistence/perseverance, social and cultural awareness, flexibility/adaptability, Initiative, leadership, decision-making, learning and innovation, and life and career.

Binkley et al. (2012)	National Research Council (2012)	World Economic Forum (2015)
Ways of Thinking	**Cognitive Competencies**	
Creativity and innovation	Cognitive processes and Strategies	Critical thinking, problem solving
Critical thinking, problem	Knowledge	Creativity

solving, decision making		
Learning to learn, metacognition	Creativity	Literacy
		Numeracy
		Scientific Literacy
Living in the World	**Intrapersonal Competencies**	ICT literacy
Citizenship – local and global	Intellectual Openness	Financial Literacy
Life and career	Work ethic/ Conscientiousness	Cultural and Civic Literacy
Personal and social responsibility- including cultural awareness and competence	Positive Core Self-Evaluation	Curiosity
		Social and cultural awareness
Ways of Working	**Interpersonal Competencies**	
Communication	Teamwork and Collaboration	Communication
Collaboration (teamwork)	Leadership	Collaboration
		Initiative
Tools for Working		Persistence
Information literacy (includes research on sources, evidences, biases, etc.)		Adaptability
ICT literacy		Leadership

Figure 13. Competencies and skills: 21st Century Skills

2.1.3.4. Applicability of the concept

The concept of C21 skills can be motivational for students and teachers because the terminology's future-inspiring connotation. A recent publication by the Brookings found a shift from education with focus on academic, vocational, and technical skills towards an "aspiration for education to inform both work and life more generally (Care et.al., 2017, p.3). Key initiatives and documents reviewed in section 2.1.3.3. are generally originated from high resource contexts, but there is some potential for application of the concept in low resource or post-conflict contexts as well. Similar skills and competencies are valued across the countries in both high resource and low resource settings, including communication, creativity, critical thinking and problem-solving skills (Care et al., 2017). Care et al. (2017) identified that at the policy levels, around 40 percent of countries said

that their vision or mission statements mention C21 skills while 55 percent said that they have the skills in their curriculum (p.5). Some promising country case studies in low-resource contexts are introduced in the report. For example, in Kenya, the term "C21 skills" is widely used and accepted by education stakeholders, and the Kenya Institute for Curriculum Development (KICD) is currently undertaking a curriculum reform with C21 skills in mind (Care et al., 2017, p.41). In the Philippines, C21 skills has been the core to the K to 12 curricula since 2013, however, some parents perceived current pedagogy and the teaching of these skills as inappropriate for a new generation (Care et al., 2017, p.54).

2.2. Content

2.2.1. Education for sustainable development (ESD) and lifestyles

2.2.1.1. Definition

Education for Sustainable Development (ESD) is education that empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability, and a just society, for present and future generations, while respecting cultural diversity (UNESCO, 2017d, p.7). Traditionally, ESD has been understood as learning about necessary social and/or political changes to reduce environmental impact (e.g. waste reduction, energy saving), namely "learning for sustainable development" (Vare & Scott, 2007, p.193). However, the current definition of ESD encompasses the broader process of the learning and capacity to think critically about the future, "learning as sustainable development" (Vare & Scott, 2007, p.193).

The development of the ESD concept is strongly influenced by cultural diversity in that all ESD must be locally relevant and culturally appropriate; culture influences what this generation chooses to teach the next generation, including what knowledge is valued, skills, ethics, languages and worldviews; ESD requires an intercultural understanding if people are to live together peacefully, tolerating and accepting differences among cultural and ethnic groups (UNESCO, 2017b).

2.2.1.2. Learning goals/objectives

Subsequent to the expanded definition of ESD by UNESCO and other relevant stakeholders, UNESCO states learning outcomes of ESD as stimulating learning and promoting core competencies, including critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations (UNESCO, 2017h). More specifically, learning objectives would include learning skills for 'green jobs'; encouraging people to practice sustainable lifestyles; and inspiring learners to act for sustainability (UNESCO, 2017h).

2.2.1.3. Competencies/skills

ESD is understood to develop key competencies that would be necessary as "sustainability citizens" that would enable them to engage constructively and responsibly with today's world (UNESCO, 2017d, p.10). Key cross-cutting competencies for sustainability that UNESCO understands as universal across contexts and across all ages include: systems thinking competency; anticipatory competency; normative competency; strategic competency; collaboration competency; critical thinking competency; self-awareness competency; and integrated problem-solving competency (UNESCO, 2017d, p.10).

2.2.1.4. Applicability of the concept

Because the content of ESD includes climate change, biodiversity, disaster risk reduction, and sustainable consumption and production (UNESCO, 2017h), ESD has been closely related to science education and social studies. UNESCO finds that around 40 percent of Member States have integrated ESD into formal curricula (UNESCO, 2017d, p.49), however, the applicability and familiarity of the concept in low recourse or post-conflict contexts has to be further explored.

Key pedagogical approaches that UNESCO introduces as useful in achieving ESD learning goals are action-oriented learning, a learner-centered approach, and transformative learning (UNESCO, 2017, p.55). Such pedagogical approaches are generally found as difficult to be implemented in low resource or fragile contexts where teachers are often less trained but are asked to teach overcrowded classrooms (Schweisfurth, M, 2011).

However, promising evidence on embedding ESD into textbooks has been documented. The proportion of textbooks that discuss environmental protection or damage since 2000 (50%) is more than double the level in the 1970-1979 period (20%) (Bromley et al., 2016, as cited in Global Education Monitoring Report (2016)). For example, a grade 9 English textbook in Ethiopia published in 2011 not only discusses environmental problems but also encourages students to come up with solutions for pollution and urban environment issues (Global Education Monitoring Report, 2016).

2.2.2. Human rights education (HRE)

2.2.2.1. Definition

Tibbitts (2017) finds the definition of HRE in the Declaration on Human Rights Education and Training (Article 2) by the United Nations General Assembly (p.4). Human rights education and training comprises all educational, training, information, awareness-raising and learning activities that are aimed at promoting universal respect for and observance of all human right and fundamental freedoms. HRE and training encompasses (a) education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; (b) Education through human rights, which

includes learning and teaching in a way that respects the rights of both educators and learners; and (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others (United Nations General Assembly, 2011 as cited in Tibbitts, 2017, p.4-5). Tibbitts explains that the definition, although it is from a UN policy, has been influenced by practitioners, including NGOs including Amnesty International (Tibbitts, 2017, p.4).

Another leading scholar in HRE, Bajaj (2011) compares the difference and similarities in definition of HRE used between the United Nations (UN) and NGOs. She finds that the UN emphasizes definition of HRE as knowledge about human rights and tolerance/acceptance of others based on such knowledge, while NGOs put greater responsibility on human rights learners becoming activists for human rights through the process of HRE (Bajaj, 2011, p.484).

2.2.2.2. Learning Objectives/Learning Goals

Learning objectives and goals of HRE also may vary depending on the definition, approach, and implementation strategy that of an organization. Tibbitts asserts prevention of human rights violation as a central goal to HRE (Tibbitts, 2017, p.5). Tibbitts updates her previously introduced three models of HRE: Values and Awareness, Accountability and Transformation while explaining HRE's goal as being both towards changes in the public domain and the private domain (Tibbitts, 2017, p.7).

Bajaj (2011) elaborates core components of HRE as: (i) HRE must include both content and process related to human rights; and (ii) HRE should include goals related to cognitive (content), attitudinal or emotive (values/skills), and action-oriented components. Then, she presents three different models of HRE, with varying degrees of learning goals and objectives including, HRE for global citizenship, HRE for coexistence, and HRE for transformative action (see below Figure 14).

Table 1.
Differentiated Ideological Orientations of HRE

Model	Content	Level of Affiliation	Underlying Ideology	Desired Outcome
HRE for Global Citizenship	* Information on International Covenants Norms/Standards * HR as diplomacy and international relations * Emphasis on Civil and Political Rights	* Nation-States * Inter-governmental Agencies * Learners may have relatively privileged social position	HR as new global political order	International Awareness + Interdependence ↓ Membership in International Community
HRE for Coexistence	* Information on Pluralism and Diversity * Conflict Resolution Techniques * HR as 'learning to live together' * Emphasizes Right to Equality and freedom from Discrimination	*Group * Multi-Ethnic Nation-State * Post-conflict settings * Learners may possess unequal social positions/ privilege	HRE as healing and reconciliation	Inter-group contact + Mutual Understanding ↓ Social Cohesion
HRE for Transformative Action	* Historic and ongoing violations discussed * People's movements as part of H.R. struggles * Emphasis on instances of social inequality & discrimination * Economic and Social Rights * HRE as a critique of power & unequal power relations (local, national, global)	* Learners may face exclusion/ rights abuses/ extreme poverty * Critical consciousness and agency for marginalized learners * For more privileged learners, solidarity with marginalized peoples across the globe	HRE as radical politics of inclusion and social justice	Activism + Participation ↓ Social Change

Figure 14. Differentiated Ideological Orientations of HRE (Bajaj, 2011, p.491)

2.2.2.3. Competencies and skills

In Bajaj (2011)'s models of HRE, skills and competencies that are valued through each type of HRE varies. In the first model, HRE for Global Citizenship, empathy and compassion are often emphasized (Bajaj, 2011, p.492). The second model, HRE for Coexistence, encourages values and skills, such as respect for differences, mutual understanding, dialogue, collaboration, cooperation, and empathy (Bajaj, 2011, p.492). The third model, HRE for Transformative Action, skills including solidarity, relationships, and advocacy are reiterated (Bajaj, 2011, p.494).

Although not explicitly stated by the authors, both of the authors ensured the importance of critical thinking is assumed as a skill to achieve the goal of HRE (Bajaj, 2011; Tibbitts, 2017).

2.2.2.4. Applicability of the concept

HRE is supported by international agreements and by Civil Society Organizations (CSOs). HRE is usually closely linked with legal frameworks accepted by government and the international community. However, at the same time, the focus can be narrow on human rights treaties and legal content rather than the real-life problems and issues.

Also, HRE can be accepted as a politically controversial term, challenging the status quo (Sinclair, 2013, p.22)

With the growth of HRE, human rights is mentioned often in secondary school social studies textbooks. A text to the discussion of human rights has been increased to 50% during 2000-2011 period from 28% in 1970-1979 period, particularly in sub-Saharan Africa (Global Education Monitoring Report, 2016). Education about the Holocaust has also been increased in the context of universal human rights frameworks rather than as an isolated European historical event (Global Education Monitoring Report, 2016).

2.2.3. Gender Equality

2.2.3.1. Definition

As one of the major goals to close the gender gaps, UNESCO derives the definition of gender equality based on the issues such as "poverty, geographical location, minority status, disability, early marriage and pregnancy, gender-based violence, and traditional attitudes about the status and role of women" (UNESCO, n.d.a) as a result of these societal factors, while defining gender equality, UNESCO "refers to the equal rights, responsibilities and opportunities of women and men, and girls and boys. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men and upholding their human rights" (IBE-UNESCO, 2017a).

Largely along the same lines, USAID has built its activities on evidence-based practices that consider gender equality and women empowerment as the core of development and state that "gender equality concerns women and men, and it involves working with men and boys, women and girls to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means more than parity in numbers or laws on the books; it means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females" (USAID, 2012). It further mentions "women empowerment is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment" (USAID, 2012).

To implement the policy of Gender Equality and Female Empowerment, USAID's work is guided by the principles of serving as a thought leader and a learning community that supports inclusion and addresses the unique challenges in crisis and conflict affected areas, builds partnership across wide range of stakeholders, harnesses science, technology and innovation, and holds itself accountable by setting up a bureau to share this responsibility by ensuring gender equality (USAID, 2012).

2.2.3.2. Learning Goals and Objectives

Through the Education 2030 Framework for Action, UNESCO's "SDG 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and SDG 5 to 'Achieve gender equality and empower all women and girls" (UNESCO, n.d.a).

USAID's goal is to "reduce gender disparities in access to, control over and benefit from resources, wealth, opportunities and services economic, social, political, and cultural; reduce gender-based violence and mitigate its harmful effects on individuals and communities; and increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in households, communities, and societies" (USAID, 2012).

2.2.3.3. Skills and Competencies

A Resource Pack for Gender-Responsive STEM Education prepared by International Bureau of Education [IBE] and UNESCO (2017a), focuses on inquiry-based and personal learning that is based on reflective teaching model. The focus is on STEM skills and values that "relate to the competencies or abilities to explore, investigate, solve problems, and design and produce products. STEM skills include science process skills, science manipulative skills, computational thinking skills, mathematical process skills, engineering design thinking skills, ICT skills and other specific technical skills. Technical skills include psychomotor skills, skills in managing and handling materials and equipment, and skills involved in ensuring safety" (IBE-UNESCO, 2017a) Alongside these skills, the focus is on development of values and ethics such as rational thinking, objectivity, precision, risk-taking, persistence, commitment and adherence to laboratory rules and safety measures (IBE-UNESCO, 2017a)."

2.2.3.4. Applicability of the concept

The scope of gender equality permeates every sphere of social, political, economic and cultural life. In every country of the world, the issue of gender exists in one form or the other. The resource pack prepared by IBE-UNESCO can be adopted to varied settings with a few context-based changes.

2.2.4. Promotion of culture of peace and non-violence (including peace education and conflict resolution)

2.2.4.1. Definition

Globally, education is seen as a powerful tool since it can be used both as a catalyst for a conflict and a means to build peace. Promoting the culture of peace and non-violence is, most commonly, known as peacebuilding, wherein, the role of education is defined along the lines of education in emergencies that include wars, conflicts and natural disasters (INEE, 2017; UNICEF, 2017).

UNESCO has been a pioneer in directing the work of various organizations by developing a framework for promoting the culture of peace and non-violence. According to UNESCO, "education is vital to achieving acceptance and respect for all people regardless of color, gender, or national, ethnic or religious identity, being especially important to reach out to children and young people during their formative years through their formal education" (UNESCO, 2016a; UNESCO, 2017g; UNESCO, n.d.b.).

Therefore, UNESCO's approach is multi-dimensional and defines the culture of peace and non-violence as "a commitment to peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, tolerance, acceptance, mutual respect, intercultural and interfaith dialogue and reconciliation" (UNESCO, n.d.c). UNESCO's approach also encompasses conflict resolution that include prevention of violent extremism, wars, refugee crisis, terrorism, radicalization, and poverty (UNESCO MGIEP, 2017d; UNESCO MGIEP, 2016).

To create this culture, UNESCO mentions that "education for non-violence and peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles. This education not only provides knowledge about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence" (UNESCO, 2008)

United States Institute of Peace (USIP) working to prevent and reduce violent conflicts defines peacebuilding as "the study and practice of nonmilitary approaches to resolving conflicts and war" and mentions that in the field of peace education, "peace educators in the United States and abroad have expanded the boundaries of their teaching and practice to move beyond the initial concentration on international issues, such as the prevention of war and nuclear proliferation, to embrace subjects with significant domestic dimensions, such as citizenship, human rights, and democracy education. As more community-based and school-based programs flourished in the United States, Europe, and across the globe, peace education came to encompass a range of activities from classroom teaching about peace and conflict dynamics to training of educators and developing hands-on skill-building in peacemaking, mediation, and conflict resolution" (USIP, 2011).

UNICEF follows a holistic approach and targets multiple factors that lead to conflict or emergency such as HIV, poverty, gender, famines and disabilities. It defines peace education as an "integrated education systems-based approach that works towards addressing the underlying causes and dynamics or 'factors' of violent conflict (UNICEF, 2016). The peacebuilding program under this approach can be implemented using diverse entry points that include both formal and informal education settings (p.43). UNICEF has identified an overarching peacebuilding theory of change to guide and describe relevant peacebuilding programming at the three 'levels': vertical social

cohesion, horizontal social cohesion, and individual capacities and contributions" (INEE, 2017; UNICEF, 2016) (See below)
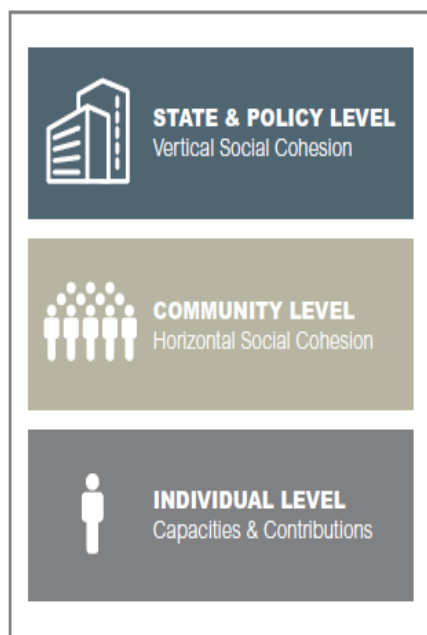

Figure 15. UNICEF's framework (Source: UNICEF, 2016)

2.2.4.2. Learning Goals and objectives

In the light of Goal 4 (inclusive and equitable education), Goal 5 (gender equality), Goal 8 (decent work and economic growth), Goal 10 (reduced inequalities) and Goal 16 (promoting peaceful and inclusive societies), UNESCO and USIP understand and establish the relation between positive human development and bringing an end to the incidents of violence and conflicts (INEE, 2017; USIP, 2015).

UNESCO aims to strengthen peace and non-violence through formal, informal and non-formal education, advocacy and media including ICTs and social networks (UNESCO MGIEP, 2016). UNESCO follows a multi-dimensional approach to peace education that addresses the root cause of violence and includes activities that range from human security to sustainable development, such as, building peace through dialogue, strengthening social cohesion, promoting scientific and cultural cooperation for management of natural resources, and empower and engage young people, women and men (UNESCO, 2013b). Under the theme of Preventing Violent Extremism, UNESCO's learning objectives fall under the domain of cognitive, socio-emotional and behavioral learning that further define the role of learner and the qualities or traits to be enhanced through discussions (UNESCO, 2016a). (See below)

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EXAMPLES OF LEARNING OBJECTIVES BY DOMAINS OF LEARNING

DOMAINS OF LEARNING	LEARNING OBJECTIVES OF THE DISCUSSION Learners should	LEARNER ATTRIBUTES, or traits and qualities, to be enhanced through the discussion
COGNITIVE	▶ Develop skills for critical thinking and analysis ▶ Acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations	▶ Recognizes forms of manipulation ▶ Aware of stereotypes, prejudices and preconceptions and their impact ▶ Able to distinguish between fact and opinion and question their sources ▶ Informed about the different facets of violent extremism and other global issues ▶ Understands that these issues are complex
SOCIO-EMOTIONAL	▶ Experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights ▶ Develop attitudes of empathy, solidarity and respect for differences and diversity ▶ Develop inter-cultural competencies	▶ Shares a core set of values based on human rights ▶ Is respectful of diversity ▶ Able to recognize emotions that are experienced by another person ▶ Is interested in understanding different people, lifestyles and cultures ▶ Has the ability to "effectively and appropriately interact with others who are linguistically and culturally different from oneself "[13]

Figure 16. UNESCO's framework. (UNESCO, 2016a).

Despite varied definition and implementation at different contexts, and objectives of education for peacebuilding, being multidimensional and comprehensive in nature, these are the goals agreed upon by everyone unanimously.

Under UNICEF's Conflict Sensitivity and Peacebuilding programs, peacebuilding is set as primary objective by promoting inclusive national dialogue and non-violence skills and approaches (UNICEF, 2016). "For peacebuilding work, the main impact is diminishing the negative direct and indirect effects of violent conflict on children and their caregivers and enabling their peacebuilding potential. This includes overall changes in knowledge, skill, behaviour, health or living conditions for children, adults, families or communities (p.8)."

2.2.4.3. Competencies and skills

The International Bureau of Education (IBE)-UNESCO argues that achieving this goal demands the reorientation of national curricula to competence-based approaches. It also requires the transformation of teaching, learning, and assessment to best support the implementation of competence-based curricula (UNESCO, 2017e).

To promote the culture of peace and non-violence, the common set of skills and competencies has been developed by UN agencies that is followed globally. The set of skills and competencies include: a) lateral and creative thinking skills; b) dialogic, listening and other communication skills; c) change agency and change advocacy skills; d) confidence, moral courage and self-esteem; e) an inclusive worldview and positive social norms/values set (gender, identity); f) coping skill under stressful conflict-affected conditions; and g) ability to be constructive, innovative and creative (UNICEF, 2016a; p.43).

The Preamble to the Constitution of UNESCO declares that **"since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"** (UNESCO, n.d.b)**.** Based on this premise the strategy of preventing as against countering violent extremism is adopted by UNESCO. To prevent the wars from happening in future, UNESCO is experimenting with a new integrative curriculum called 'LIBRE', associated with neurological perspective to develop four core competencies: critical inquiry, mindfulness, empathy and compassion (UNESCO MGIEP, 2017a; UNESCO MGIEP, 2017d).

2.2.4.4. Applicability of the concept

The terms 'peace education', 'peacebuilding' and 'conflict resolution' tend to have different meanings in different contexts. Besides terminology, this gap in understanding is further widened by the variance in assumptions and methods applied in different post-conflict phases (e.g. immediate aftermath, and longer-term peace consolidation). Bringing greater clarity and coherence to these areas in post-conflict situations can strengthen programme effectiveness for lasting results (United Nations Peacebuilding Support Office, 2012).

Despite the difference in terminology, the fact that the incidents of violence have increased manifold cannot be avoided. Moreover, since UNESCO's toolkit for teachers and policy makers, and the Youth-Led Guide on Prevention of Violent Extremism Through Education are preventive in nature, they can be applied in most of the low resource and conflict affected regions.

Furthermore, the recent UN resolution A/RES/70/262 and S/RES/2282 has introduced the term "sustaining peace". As against post-conflict peacebuilding, sustaining peace encompasses activities that are aimed at preventing the outbreak, escalation, continuation, and recurrence of conflict…it can be seen as an aspirational goal, aiming at fostering the ability and capacity to look beyond crisis management and the immediate resolution of conflicts. The resolutions offer an opportunity to increase the focus of the UN system to preventing conflicts, so that not only the symptoms, but also the root causes of conflicts are addressed" (UN Peacebuilding Support, 2017).

The new resolutions stress that sustaining peace is a shared task that should flow through all three pillars (Human Rights, Peace and Security, and Development) of the UN system's engagements at all stages of the conflict, and in all its dimensions.

2.2.5. Global Citizenship Education (GCED)

2.2.5.1 Definition

GCED is defined and operated differently by various organizations. Most recently, the Global Citizenship Education Working Group (GCED-WG) defines the GCED broadly as "any educational effort that aims to provide the skills, knowledge, and experiences and to encourage the behaviors, attitudes, and values that allow young persons to be agents of long-term, positive changes in their own lives and in the lives of people in their immediate and larger communities (with the community including the environment)." (GCED-WG consists of 90 organizations and experts co-convened by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Center for Universal Education (CUE) at the Brookings Institution, and the United Nations Secretary General's Global Education First Initiative's Youth Advocacy Group (GEFI-YAG). (CUE, UNESCO, and GEFI-YAG, 2017, page ix)

Among the multilateral organizations, UNESCO has been active in setting the agenda and framework of GCED. According to UNESCO, global citizenship is "a sense of belonging to a broader community and common humanity, which emphasizes political, economic, social, and cultural interdependency and interconnectedness between the local, the national, and the global (UNESCO, 2015, p.14)." At the civil society and NGO level, Oxfam has been active in setting definitions, curriculum and pedagogical guidance for the educator, which are originated and developed in the context of formal education in the United Kingdom (Oxfam GB, 2015, p.4). Oxfam (2015) defines a global citizen as someone who "is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works; is passionately committed to social justice; participates in the community at a range of levels, from the local to the global; works with others to make the world a more equitable and sustainable place; and takes responsibility for their actions."

At the regional level, Southeast Asia Primary Learning Metrics (SEA-PLM), commissioned by UNICEF, defines a global citizen as "someone who appreciates and understands the interconnectedness of all life on the planet. Global citizens act and relate to others with this understanding to make the world a more peaceful, just, safe and sustainable place." (SEAMEO and UNICEF, 2017, p.5)

2.2.5.2. Learning Goals/Objectives

Because GCED is defined and implemented differently across context and organizations, learning goals and objectives vary as well. UNESCO (2015) envisions GCED being an overarching theme encompassing most of the SDG 4.7 topics by
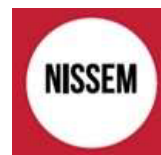
describing that "GCED takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development, and education for international understanding, and aims to advance their common objectives." Similarly, learning goals and objectives defined by UNESCO also tend to encompass a variety of learning objectives and goals from other thematic educations including human rights education and peace education. UNESCO provides a comprehensive conceptual framework (see below Figure 17) in understanding the GCED based on the three core conceptual dimensions of learning: *cognitive, socio-emotional and behavioral* (UNESCO, 2015). In each of the domain, UNESCO defines key learning outcomes, key learner attributes, and topics, then provides extensive list of pedagogical guidance per topic and per age group (see below Figure 17).

Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL

KEY LEARNING OUTCOMES

• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilitiess, based on human rights • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

KEY LEARNER ATTRIBUTES

Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
• Know about local, national and global issues, governance systems and structures • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	• Cultivate and manage identities, relationships and feeling of belongingness • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	• Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good

TOPICS

1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION

Pre-primary/ lower primary (5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Figure 17. Global Citizenship Education Framework (UNESCO, 2015, p.29)

At GCED-WG, members agreed that at least two of the three following components would need to be included as GCED: (i) the capacity to identify, understand, or evaluate global processes, problems, or challenges, and the effect of individual actions on global issues; (ii) a human rights, cultural sensitivity, and/or openness perspective; and (iii) individual or collective action or willingness to act or advance a common good (CUE, UNESCO and GEFI-YAG, 2017, p.4)

Oxfam emphasizes that GCED can support a wide range of school-improvement priorities and educational outcomes, because it involves a wealth of real-life contexts for learning, which inspires learners and raises their motivation and attainment (Oxfam, 2015). Oxfam (2015) chooses twenty-one key elements for developing active and responsible global citizenship (see Figure 18), categorized by three domains: knowledge and understanding; skills; and values and attitudes (p.7) for students aged between 3 to 19.

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identify and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change

Figure 18. Key elements for developing active and responsible global citizenship (Oxfam, 2015, p.8)

2.2.5.3. Competencies and skills

Below are the key competencies and skills emphasized across the key documents reviewed on GCED. Relevant and related competencies are listed in parallel as much as possible to effectively compare such competencies and skills. Across the three main conceptual documents reviewed, empathy, critical thinking and analysis, sense of identity and sense of belonging, shared universal values, respect for diversity, knowledge and understanding on global issues are commonly found skills and competencies. Meanwhile, Oxfam (2015) emphasizes additional competencies and

skills regarding *social justice and equity* throughout its key elements framework, which is not found in the other two documents (see below *Figure 19*).

GCED-WG (2017)	UNESCO (2015)	Oxfam (2015)
Empathy	Empathy	Empathy
Critical thinking/ problem-solving	Critical thinking and analysis	Critical and creative thinking
Ability to communicate and collaborate with others		Communication
Conflict resolution		Cooperation and conflict resolution
Sense and security of identity	A sense of belonging to a common humanity, solidarity	Sense of identity and self-esteem
Shared universal values (human rights, peace, justice, etc.)	Shared values and responsibilities based on human rights	Respect for people and human rights
Respect for diversity/intercultural understanding	Respect for difference and diversity	Value diversity
Recognition of global issues – interconnectedness (environmental, social and economic)	Knowledge and understanding on interconnectedness and interdependency of local, national and global issues	Knowledge and understanding on globalization and interdependence, sustainable development
		Informed and reflective action
		Knowledge and understanding of, commitment to social justice and equity

Figure 19. Key competencies and skills: GCED

2.2.5.4. Application of the concept

At the multilateral level, UNESCO is likely to play a vital role in conceptualizing and implementing GCED in promoting SDG Target 4.7, therefore being a strong advocate of the terminology. For national education authorities, because the implementation of GCED has already been regularly assessed and monitored by UNESCO (UNESCO, 2016b), it may be relatively easily accepted. Generally, GCED is often perceived politically neutral than carrying heavy ideological connotations (Sinclair, 2013, p.21), however, some school districts in U.S. still prefers to use alternative terms because of its strong connotation with UN (Chabbott, C. January 5, 2018, personal communication). Previous literature review has shown that a tolerant, inclusive concept of citizenship,

and the equal treatment of all students equally may decrease the likelihood of discrimination (Burde et al, 2016, p.14)

On the other hand, there are challenges and limitations in using GCED as an umbrella term and a coherent framework. First, because the terminology encompasses multiple themes, interpretations and implementation, GCED varies by country and region (UNESCO, 2014, p.17). For example, in post-conflict or conflict settings in Africa, GCED is often considered within the rubric of peace education (Butera, 2013 as cited in UNESCO, 2014). In the Middle East and Latin America regions where countries have experienced political transitions, more emphasis has been made on democratic participation and other universal values within GCED (UNESCO, 2014).

Secondly, challenges exist in conceptualizing and balancing tensions between global community outcomes and outcomes for individual learners. The global community outcomes highlight what GCED can contribute to the world (e.g. global solidarity), while the latter focuses on what GCED can do to equip individual learners with C21 skills to be globally competitive (UNESCO, 2013a).

Lastly, scholars criticize the rather neutral characteristics of GCED, and call for critical GCED using critical pedagogy and social justice frameworks. In critical GCED, whether and how to address the economic and cultural roots of the inequalities in power and wealth/labor distribution in a global complex and uncertain system is crucial rather than merely raising awareness of global issues (de Andreotti, 2014, p.48). In a post-conflict and divided Northern Ireland, Reilly & Niens (2013) found the teachers' use of critical pedagogy was limited, thus not advancing students' perspectives, thinking and behaviors regarding democratic behaviors and global citizenship effectively (p.26). Banks, J.(2008) criticizes "mainstream, assimilationist, liberal, and universal" conception of citizenship education and argues for an effective and "transformative citizenship education," which focuses on quality and social justice around the world.

When GCED is embedded into textbooks, most countries are found to mention it along with national citizenship issues as compatible terminologies (Global Education Monitoring Report, 2016). The same report finds still significantly marginalized groups in current textbooks: immigrants and refugees; people with disabilities; people who are lesbian, gay, bisexual, transgender or intersex (LGBTI); and other ethnic, cultural, religious and linguistic minorities (Global Education Monitoring Report, 2016). In addition, a very great weight is given to 'culture and heritage' in civics and citizenship, history curricula in the context of post-war reconstruction (Afghanistan) or post-soviet transition (Kazakhstan, Kyrgyzstan and Uzbekistan), or of strengthening national identity to overcome ethnoreligious conflicts (Indonesia, the Philippines, Pakistan) in the Asia Pacific region. However, concepts such as 'global-local thinking' and 'transnational interconnectedness and interdependence' were emphasized weakly in these countries (UNESCO-MGIEP, 2017c).

2.2.6. Cultural diversity and culture's contribution to sustainable development

2.2.6.1. Definition

The term culture is one which is notoriously difficult to define. The challenges which arise due to the lack of a singular definition can be experienced within the field of anthropology. For example, AnthroSource, a collection of journals published by the American Anthropological Association (AAA) yields over 12 thousand articles which deal with defining culture in various contexts. For much of anthropology's history, there has been a profound lack of agreement as to what culture is (Blumenthal, 1940; White, 1959; Weiss, 1973; Borofsky et. al., 2001). Clearly, the term culture is contentious. As expounding upon every extant definition or conceptualization of the terms culture and cultural diversity are outside the scope of this work, it is beneficial to hone in on one particular authoritative source while remembering that culture is not a monolithic term, but rather one subject to context and temporality.

Among the various UN agencies, the UNESCO is of great significance when forming definitions of culture and cultural diversity as the UNESCO is the principal arm of the UN responsible for cultural affairs and was the first to adopt the Universal Declaration on Cultural Diversity following the events of September 11, 2001.

UNESCO defines culture as "that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society" (UNESCO, 2017a). In the Universal Declaration on Cultural Diversity, is defined as an "adaptive process and…capacity for expression, creation[,] innovation…exchange, [and] creativity" forming a living, "renewable treasure" central to the survival of humanity (UNESCO, 2001, p.11-12).

The International institute for Sustainable Development (IISD) notes similar issues of differing interpretations and definitions of the term sustainable development (IISD, n.d., p.1). However, they note that the "most frequently quoted definition is from Our Common Future, also known as the Brundtland Report" (IISD, n.d, p.1). In the report, sustainable development is defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987, p.41).

2.2.6.2. Learning goals/objectives

Following the UNESCO conceptualization of cultural diversity, the term is central to "identity, social cohesion, and the development of a knowledge-based economy" (UNESCO, 2001, p.12). The recent 2030 Agenda for Sustainable Development's Sustainable Development Goals (SDGs) Goals seeks to "envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity" (United Nations, 2015, p.7). Culture plays a role in a number of the Sustainable Development Goals (SDGs), including those which focus on "quality education, sustainable cities, the environment,

economic growth, sustainable consumption and production patterns, peaceful and inclusive societies, gender equality and food security" (UNESCO, 2017c, p.1).

SDG Target 4.7 outlines the objective which is most closely related to the topic at hand, as it states that by 2030, it seeks to "ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including…appreciation of cultural diversity and of culture's contribution to sustainable development" (United Nations, 2015, p.21).

2.2.6.3. Competencies/skills

Critical to that vision of cultural diversity is the competency common to all cultures and civilizations of being able to contribute to and enable sustainable development (United Nations, 2015, p.13).

One method by which this task is accomplished is through the effects that culture can have on sustainable development by mediating globalization or the global inequality with and among countries on a number of environmental, society, and economic factors as addressed in SDG Goal 10 (Reduce inequality with and among countries) and as a component of all other goals as well. Per Zollinger et. al. (2007), globalization affects sustainability through its effects on global economic growth, efforts to address poverty an income inequality, and the environment in a way which is not amenable to achieving the SGDs by 2030 (Zollinger, 2007, p.2-3). In the Universal Declaration on Cultural Diversity, globalization, "facilitated by the rapid development of new information and communication technologies, though representing a challenge for cultural diversity, creates the conditions for renewed dialogue among cultures and civilizations" (UNESCO, 2001, p.12). Under the framework advanced in the Universal Declaration on Cultural Diversity, culture takes the place of both "enabler" and "driver of the economic, social and environmental dimensions of sustainable development" (UNESCO, 2017c, p.1).

When relating culture and the role of cultural diversity to sustainable development a series of competencies arise both at the individual and organizational level. Hence, it is important to reiterate that cultural values can be acquired through membership of society. As discussed by Bourdieu, the school can function as an institution which can initiate a "whole set of instituting acts designed simultaneously to form and inform those who undergo them" (Bourdieu, 1986, p.241-258). In other words, the "school system contributes to reproducing the structure of the distribution of cultural capital and, through it, the social structure" (Bourdieu & Patterson, 1990, p.vii). Therefore, in order for notions of sustainable development to become integrated into a learner's cultural attitudes, sustainability must be embedded in the operating culture of education and the school culture as a whole. Consequently, one area of key competence is ensuring that "people working in education share the values that promote awareness and understanding of the need for sustainable development and a sustainable lifestyle" (IBE-UNESCO, 2017b, p.19). To wit, "adults' behaviour is transmitted to students, who adopt values, attitudes and customs prevalent in their school community" (IBE-

UNESCO, 2017b, p.21). School must lead by example, with concrete skills at an organizational level including "using materials more effectively and recycling, using energy in a sensible way, decreasing the amount of waste and moving to digital teaching materials" (IBE-UNESCO, 2017b, p.21). For adults, developing appropriate "models of interaction and language use" form one component of core competencies (IBE-UNESCO, 2017b, p.21).

A school culture which "guides pupils to value their own language and culture as well as cultural diversity" through its valuation of diversity in all aspects of curriculum (such as language, music, visual arts, etc.) makes it possible for schools to make use of a set of 7 transversal competencies. They were originally developed for basic education in Finland in order to inculcate notions of sustainable development and sustainable lifestyles. The central aim is development as a human being and as a citizen. The framework is divided into 7 specific competency areas: taking care of oneself and managing daily life, cultural competence and interaction and expression, ICT-competence, working life competence and entrepreneurship, participation and involvement and building a sustainable future, and thinking and learning to learn. A visualization of the competencies follows.

Figure 20. Transversal competencies in the basic education in Finland. (IBE-UNESCO, 2017b, p.27)

The school operating culture "laid the foundation for developing the transversal competencies" (IBE-UNESCO, 2017b, p.27). When implementing this concept, it is essential to "encourage students to recognize their uniqueness, their personal strengths and their potential for development, and to appreciate themselves" which are all

informed by the student's cultural origin and the different cultures into which they are embedded (IBE-UNESCO, 2017b, p.27).

2.2.6.4. Applicability of the concept

Cultural diversity and culture's contribution to sustainable development as outlined in this section are quite applicable to the concept of use in textbooks including low-resource or fragile or post-conflict contexts. For example, the transversal competencies model recommends schools "utilize the potential of all subjects in developing competencies for a sustainable lifestyle and in promoting students' all-around development; notice, in particular, the value of subjects like music, visual arts, crafts, physical and health education, and home economics" (IBE-UNESCO, 2017b, p.35). Thus, the notion of embedding the concept into lesson materials is clearly supported.

Among competencies, that of ICT- competence might be the most difficult to realize within the context of interest, as environments with low-resources or fragile or post-conflict contexts tend to have less developed or reliable supporting infrastructure (electricity, internet, supply lines, etc.) which facilitates developing this competency effectively. Additionally, competencies are limited through their relation to normalized behavior within dominant society. As such, achieving competencies might be affected by larger social dynamics. For example, the taking care of oneself and managing daily life competency encourages students to take care of themselves and others. This concept of generalized autonomy might be at odds with traditional gender roles or realities on the ground such as gender imbalances in educational attainment and participation in school and in economic participation as youths and adults. Among competencies, the most resilient appears to be that of thinking and learning to think as this is arguably a quality inherent to all human beings. However, in the correct school culture which promotes cultural diversity in all aspects, each competency can lead to achieving the goal of fostering values of sustainability and notions of sustainable development in students.

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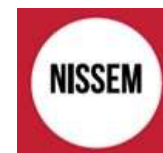
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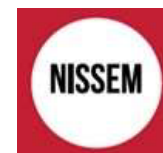
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Appendix. A. Consolidation of "Skills"

Social and Emotional Learning (SEL) skills					Life skills				21st century (C21) skills			
	CASEL (2017)	Harvard (2017)	IRC (2016)	SC (2017)		WHO (2003)	World Bank (2013)	UNICEF MENA (2017)		Binkley et al. (2012)	NRC (2012)	WEF 2015)
Self-management	x	x	x	x	Self-management	x		x	Executive function		x	
Brain building (including attention control, listening, follow directions)		x	x						Listening		x	
Cognitive flexibility		x	x						Adaptive learning		x	
Cultivate working memory		x	x									
Stress management	x			x	Resilience/ coping with stress	x	x	x				
Self-awareness/ emotion regulation	x	x	x	x (self-concept)	Coping with emotion	x	x		Positive core self-evaluation		x	
Self-confidence	x		x		Self-esteem		x					
Perseverance (patience)			x	x					Persistence/ perseverance		x	x
									Work ethic/ conscientiousness		x	
Sense of hope for the future			x									
Mindfulness			x									
Social awareness	x	x	x						Social and cultural awareness		x	x
Empathy		x	x	x	Empathy	x		x	Empathy		x	

Social and Emotional Learning (SEL) skills					Life skills				21st century (C21) skills			
	CASEL (2017)	Harvard (2017)	IRC (2016)	SC (2017)		WHO (2003)	World Bank (2013)	UNICEF MENA (2017)		Binkley et al. (2012)	NRC (2012)	WEF 2015)
Appreciate diversity	x		x		Respect for diversity			x	Appreciation for diversity		x	
									Flexibility/ Adaptability		x	x
									Initiative		x	x
Character (respect, justice, citizenship, responsibility for self and others, work ethics)		x			Participation			x	Personal and social responsibility	x	x	
Social engagement	x			x					Citizenship (civic literacy)	x		x
Relationship skills	x		x	x								
Collaboration/ Teamwork	x	x	x	x	Cooperation/ teamwork	x		x	Collaboration	x	x	X
Communication	x		x		Communication		x	x	Communication	x	x	X
Conflict-resolution		x	x		Conflict resolution		x		Conflict resolution			
					Negotiation/ refusal skills	x	x (resisting peer pressure)	x	Negotiation		x	
					Advocacy skills /Assertiveness	x	x		Self-presentation		x	
									Leadership		x	x

| Responsible decision-making | x | x | | | Decision-making | x | x | x | Decision-making | x | x | |

Social and Emotional Learning (SEL) skills					Life skills				21st century (C21) skills			
	CASEL (2017)	Harvard (2017)	IRC (2016)	SC (2017)		WHO (2003)	World Bank (2013)	UNICEF MENA (2017)		Binkley et al. (2012)	NRC (2012)	WEF 2015)
Problem-solving	x				Problem-solving				Problem-solving	x	x	x
					Critical thinking skills	x	x	x	Critical thinking	x	x	x
					Creativity		x	x	Creativity	x	x	x
									Learning and Innovation	x	x	
									Life and career/ Career orientation	x	x	
					Sexual and reproductive behaviors and attitudes		x		Information and communications Technology (ICT) and information literacy	x	x	x
									Foundational literacies (literacy, numeracy, scientific literacy, financial literacy)			x

*IRC: International Rescue Committee
**SC: Save the Children
***WHO: World Health Organization
****UNICEF MENA: UNICEF Middle East and North Africa
*****NRC: National Research Council
******WEF: World Economic Forum

Appendix B. United Nations (UN) and United Nations Educational, Scientific and Cultural Organization (UNESCO)'s statements on some of the SDG 4.7 content

B.1 **Culture of peace (UN, 1999) (A/RES/53/243)**
(note similarity of themes to SDG Target 4.7)

'A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on:

> (a) Respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation;
> (b) Full respect for the principles of sovereignty, territorial integrity and political independence of States and non-intervention in matters which are essentially within the domestic jurisdiction of any State, in accordance with the Charter of the United Nations and international law;
> (c) Full respect for and promotion of all human rights and fundamental freedoms;
> (d) Commitment to peaceful settlement of conflicts;
> (e) Efforts to meet the developmental and environmental needs of present and future generations;
> (f) Respect for and promotion of the right to development;
> (g) Respect for and promotion of equal rights and opportunities for women and men;
> (h) Respect for and promotion of the right of everyone to freedom of expression, opinion and information;
> (i) Adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding at all levels of society and among nations; and fostered by an enabling national and international environment conducive to peace.

B.2 **Education for Sustainable Development (ESD)**
(UNESCO: https://en.unesco.org/themes/education-sustainable-development/what-is-esd)

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.

- **Learning content**: Integrating critical issues, such as climate change, biodiversity, disaster risk reduction (DRR), and sustainable consumption and production (SCP), into the curriculum.

- **Pedagogy and learning environments**: Designing teaching and learning in an interactive, learner-centred way that enables exploratory, action oriented and transformative learning…

- **Societal transformation**: Empowering learners of any age, in any education setting, to transform themselves and the society they live in.

• **Enabling a transition to greener economies and societies.**
   – Equipping learners with skills for 'green jobs'.
   – Motivating people to adopt sustainable lifestyles.

• Empowering people to be 'global citizens' who engage and assume active roles, both locally and globally, to face and to resolve global challenges and ultimately to become proactive contributors to creating a more just, peaceful, tolerant, inclusive, secure and sustainable world.

Learning outcomes: Stimulating learning and promoting core competencies, such as critical and systemic thinking, collaborative decision-making, and taking responsibility for present and future generations.

B.3 **Cultural Diversity and Education for Sustainable Development (ESD)**
 (UNESCO: http://en.unesco.org/themes/education-sustainable-development/cultural-diversity**)**

'Cultural diversity exerts strong influence on ESD in that:
- All ESD must be locally relevant and culturally appropriate;

- Culture influences what this generation chooses to teach the next generation including what knowledge is valued, skills, ethics, languages and worldviews;

- ESD requires intercultural understanding if people are to live together peacefully, tolerating and accepting differences amongst cultural and ethnic groups.'

B.4 **Human rights education and training** (UN/RES/66/137; 2012)

'Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments, with a view to:

(a) Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
(b) Developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society;
(c) Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and equality;
(d) Ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination;
(e) Contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.'