



Physical education and arts programme approaches in conflict settings

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Question

What approaches to physical education and arts in formal and non-formal settings have worked to help children cope with stress and trauma during conflict?

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1. Overview

This helpdesk report is the concluding report in the query addressing psycho-social interventions in protracted crises with reference to Syria and its neighbouring countries as well as from other fragile and conflict affected states (FACS). This report specifically addresses sports/physical education programmes in and around Syria and its impact.

Until recently, arts and sport/physical education particularly, remained on the periphery of mainstream humanitarian and development programming, and given less importance in comparison to other development objectives. Now, however, there is an increasing understanding that sport does not have to contend with other development or humanitarian priorities but can be a means for addressing them. This was affirmed multilaterally through the creation of the United Nations Office on Sport Development and Peace (UNOSDP) in 2001 and the subsequent United Nations Task Force on Sport for Development and Peace which concluded in its 2003 report that “sport offers a cost-effective tool to meet many development and peace challenges, and help achieve the MDGs [the UN’s Millennium Development Goals].” (USAID, n.d., p. 4). With regards to arts programmes, though there is generally support from some UN agencies as well as international and national level organisations, there is currently no system level mechanisms, regional or national level coordination nor any global agencies dedicated to this area of programming.

Despite the acknowledgement of the need for psycho-social interventions through physical education and the arts and the numerous examples of physical education and arts programmes in conflict and post-conflict settings globally, the literature supporting the effectiveness and robustness of such programmes is limited. Where there are studies regarding the impact of such programmes, studies tend to be programme evaluation reports and centred on anecdotal evidence and testimonials with few robust meta-analysis or empirical studies. Despite this, the results of the studies available are largely positive and further emphasise the need for more research into this area.

A range of programmes are operating and addressing the needs of Syrian children from larger global organisations such as UEFA Foundation for Children to smaller organisations such as Rise Foundation. Whilst some of the larger programmes conduct evaluation reports, many of the unregulated smaller psycho-social programmes particularly in the non-formal education sector are reported to achieve considerable successes, but are not well documented. As such, this report found that there are no universal frameworks or approaches that are being implemented for sports and arts programmes. However, some commonalities can be drawn from the reviewed literature however which include:

- embedded community participation,
- sourcing support staff from local communities,
- contextualisation of programme design in terms of age, gender, language, culture and local practices
- a focus on equitable and inclusionary practices addressing marginalised groups.

This report begins with an overview of physical education and sports programmes, followed by an overview of arts interventions in emergency and conflict settings. The impact and effectiveness of these programmes are discussed followed by principles of effective psycho-social programmes for sports and arts.

2. An overview of physical education and sports programmes in emergency and conflict settings

The United Nations, bilateral and multilateral agencies, governments, the International Olympic and Paralympic Committees, non-governmental organisations (NGOs), international non-governmental organisations (INGOs) and corporate bodies have and continue to collaborate on strategically addressing development and peace through sport and have signed up to a number of international commitments e.g. passing resolution 58/5 and the United Nations General Assembly proclaiming 6 April as the International Day of Sport for Development and Peace in 2013 (USAID, n.d.; UNOSDP, 2015). At the country level, numerous programmes have been harnessing the power of sport for physical education, humanitarian response, reconciliation and peace building, rehabilitation and inclusion of marginalised groups including persons with disabilities, advocacy and social/policy change, awareness raising and education, and economic development (USAID, n.d.).

There are numerous psychosocial sports and play programs being established throughout the world, including in response to earthquakes (Iran), to tsunamis (Thailand and Sri Lanka), in refugee camps established for populations fleeing civil wars (Sub-Saharan Africa), in post-war settings (Rwanda), for peace building and cultural integration (South Africa), and as a way to address pandemic illness outbreaks (Zambia, in response to the AIDS catastrophe) amongst many others.

Aside the well documented health benefits of physical activity USAID (and other proponents of sport/physical activity) purport that physical activity is crucial for psychological, emotional balance, wellbeing, healthy social development and interaction, discipline and leadership skills (USAID, n.d.). As a humanitarian response, physical education and sports programmes in the wake of war, disaster, or humanitarian crisis, are said to play an important role in relieving stress, healing emotional wounds, restoring a sense of normalcy, and creating an opportunity for healthy social interaction. As in other settings, sports activities have the added benefit of gathering people together and can be used as an opportunity to conduct public education activities (USAID, n.d.; SDP IWG, 2007; IFRC and Danish Red Cross Youth, 2014; Save the Children, 2014).

However, successful programmes are often limited by scale and resources. Therefore, despite their effectiveness, smaller unregulated psycho-social programmes and interventions in the non-formal education sector, particularly in the arts or sport are often absorbed by larger INGOs that have greater access to funding and, importantly, because donors require a programme delivery infrastructure, which smaller education-oriented NGOs often lack (Deane, 2016). Some prominent examples from the Syria and the wider region include¹:

Football in the Za'atari Refugee Camp² – UEFA Foundation for Children and its partners – the Asian Football Development Project (AFDP) and the United Nations High Commissioner for Refugees (UNHCR) have been implementing this project since 2013 which has cost approximately 1 million Euros. The project has three main objectives:

¹ A more comprehensive list can be found in SDP IWG (2007)

² <https://uefafoundation.org/action/football-in-the-zaatari-refugee-camp/>

- To give some 3,000 young Syrians (both girls and boys) a productive activity to engage in by organising football and other sports activities in an appropriate, safe environment where they can remain children and have some fun.
- To train Syrian football coaches living in the camp and Jordanian football coaches who come to work at the camp during the day, teaching them how to run football coaching sessions but also how to best use the values of sport to encourage the children's personal development and raise their awareness of certain social issues such as early marriages, birth control, the importance of school, health, hygiene and well-being.
- To set up a football league inside the Za'atari refugee camp.

Generations for Peace (GFP) – GFP's approach is centred on sustainable conflict transformation at the grassroots level. It aims to empower youth volunteer leaders to promote active tolerance and responsible citizenship in communities undergoing different forms of conflict and violence. This involves carefully-facilitated sport-based games, art, advocacy, dialogue and empowerment activities which aim to provide an access point to engage children, youth and adults, and a vehicle for integrated education and sustained behavioural change. GFP established its research arm in 2010 which is dedicated to field research and programme monitoring and evaluation.

Capoeira 4 Refugees (C4R) – C4R aims to increase the overall psycho-social wellbeing of young people impacted by conflict, to strengthen these communities by supporting local talented youth to become Capoeira Community Changemakers. The programme's main activities include delivering capoeira classes which consist of movement, music, play, and sports.

Peace Players International (PPI) – Peace Players International is based on five programmatic strands:

- a peace education curriculum named 'The Anatomy of Peace', which blends interactive sport activities and guided discussion to give young people a language to discuss conflict
- basketball plus
- frequent long-term integration through sport – through bi-communal "twinning" events and having participants from different communities play on one fully integrated team
- a three tiered leadership programme with coaching for children aged 6 through to adulthood
- local management through community ownership and leadership.

Sport for Change – Sport for Change is implemented by Mercy Corps, a global humanitarian aid agency, in over 25 countries reaching over 50,000 youth (Mercy Corps, 2012). The Sport for Change programme promotes health awareness, social inclusion of traditionally marginalised groups, social cohesion and psychological recovery in places affected by conflict and disaster. The programme uses sport, local games and dance to help alleviate the stress children suffer in the event of conflict or disaster. Beneficiaries of the programme spend time on high-energy physical activities, followed by games and mentor-led discussions designed to improve self-esteem and resilience and build trust and teamwork.

Children's Resilience Programme (CRP) – CRP is implemented by Save the Children in 16 countries worldwide (Terlonge et. al, 2012). Whilst the programme does not have a specific sports focused component, physical activity is featured heavily and embedded throughout programme activities.

3. An overview of arts programmes in emergency and conflict settings

Arts therapy, sometimes referred to as creative art therapy is increasingly being employed in psychosocial interventions aimed at children affected by conflict and crisis (Jordans et al., 2009; Tyrer & Fazel, 2014). According to Malchiodi (2006) and Ager et al. (2011), therapeutic art enables participants to express their emotions and thoughts in a personalised manner. Art materials and creative processes allow children in particular to reconcile emotional conflicts, increase self-awareness, social skills, foster coping mechanisms, increase self-esteem, reduce anxiety and enable them to think creatively, improving their problem-solving skills. Fitzpatrick (2002) supported this and states that art therapy enables refugee children to feel a sense of control and structure and helps them re-assert their identities and counterbalance their losses³. Though there is generally support from some UN agencies e.g. UNICEF as well as international and national level organisations, there is currently no system level mechanisms, regional or national level coordination nor any global agencies dedicated to this area of programming as there is for physical education and sports.

Creative arts and play therapies can include music therapy, creative play therapy, dance, drama, painting and drawing to enable the processing of traumatic experiences through imagery, symbolic behaviour and embodied expression, strategies that are increasingly endorsed by neuroscientists (Harris, 2009 cited in Burde et al, 2015). Evidence from a US-based meta-analysis specifically links play therapy programmes in schools to improved learning outcomes (Ray, Armstrong, Balkin, & Jayne, 2015).

In both conflict and crisis-affected contexts, creative arts and play therapies are reported to have positive effects for participants. One systematic review of 21 studies (14 in high-income countries, 7 in refugee camps) on interventions targeting approximately 1800 refugee children, ages 2–17) found that cognitive behavioural therapy (CBT) and creative arts-based programmes were the most commonly employed techniques (Tyrer & Fazel, 2014). Significant improvements in mental health were reported from both types of interventions as well as interventions that employed multifaceted approaches. Interventions employing CBT had the largest effect sizes, and methods were generally more robust than those employing creative arts techniques (Burde et al, 2015). A quasi-experimental study focused on creative arts activities in northern Uganda used randomised quota sampling to analyse the effects of a psychosocial structured activities (PSSA) programme on child wellbeing in 21 schools for children ages 7–12 (n=203 intervention, n=200 in comparison group) (Ager et al., 2011). Results indicated statistically greater improvements in the wellbeing of intervention participants.

Lastly, Mohlen, Parzer, Resch, and Brunner (2005) conducted a study with Kosovar refugees and found that the degree of overall psychosocial functioning increased substantially in 9 of 10 participants. Furthermore, post-traumatic, anxiety and depressive symptoms were reduced significantly. The rate of post-traumatic stress disorder (PTSD) diagnoses fell from 60% to 30%. The number of patients with PTSD and a high rate of depression and anxiety symptoms as well as a history of severe traumatisation remained at 30%. They also conclude that whilst the

³ Though both studies reported positive results, it should be noted that the contexts they reported on were in high income host countries as opposed to in-country/field programmes within conflict settings.

intervention was highly successful, such an intervention would not be appropriate for a subgroup of severely traumatised patients with more complex psychiatric issues.

Some examples of art therapy interventions in Syria and its neighbouring countries include the following though information about project activities are largely found on news sites and blogs:

Save the Children's Healing and Education Through the Arts (HEART) programme – This programme adopts a culturally relevant curriculum targeting children between 3-14 years to meet their unique needs as well as the needs of the wider community. This involves the training of local teachers and other caregivers. HEART's programme approach includes: guiding children in expressive arts activities; engaging the arts as a means for self-expression and critical skill development; recognising and supporting children who need special help and involving children's parents and communities in the process. HEART employs a variety of expressive arts forms including drawing, painting, singing, sculpting, acting, dance, storytelling, poetry writing, music and so on. In addition to this, HEART incorporates local arts traditions, uses local arts resources and collaborates with local partners and local governments for improved arts education. In the last 5 years, the global HEART program has supported more than 150,000 children in 15 countries in Asia, Africa, the Middle East, Eastern Europe, and Latin America (Save the Children, n.d.).

The Za'atari Project (Jordan)⁴ – Located in the Zaatari Refugee Camp in Jordan, the second largest refugee camp worldwide, the Za'atari Project which partners with UNICEF, Mercy Corps amongst others in facilitating workshops with young children where they learn about water conservation, hygiene issues, artistic techniques and conflict resolution. Through discussions and artmaking, children explore social issues, their desire to return to Syria, their dreams for the future, and their plight as refugees. Many of the children have had the opportunity to participate and create murals throughout the camp.

Exile Voices (Iraqi Kurdistan)⁵ – this initiative initially began in Afghanistan but was extended to multiple sites throughout Europe and the Middle East including in Syrian refugee camps located in Iraqi Kurdistan in 2013. Exile Voices established a photography workshop for the children aged between 11-15 living in the camp.

Castle Art (Iraqi Kurdistan)⁶ - is implemented by the Rise Foundation in Iraq. Rise Foundation is a small NGO established in response to the Syrian conflict and the resulting influx of refugees to the Kurdistan Region of Iraq. The Castle Art Project began in April 2014 and employs street art concepts and techniques in Akre, in the Dohuk province. The programme organises weekly workshops on Fridays where children come to socialise and learn more about artistic techniques whilst redesigning their camp and other buildings such as prisons from the Saddam Hussein era.

Paint Outside the Lines⁷ – is implemented by ACTED (a French humanitarian NGO formerly known as Agency for Technical Cooperation and Development) and partners with European Commission Humanitarian Aid, UNICEF and Apt Art in Iraqi Kurdistan. This initiative has developed a series of activities aimed at supporting Syrian refugee children through art workshops such as mural painting in host communities and the painting of tents inside refugee

⁴ <https://joelartista.com/syrian-refugees-the-zaatari-project-jordan/>

⁵ <https://maptia.com/reza/stories/exile-voices>

⁶ <http://rise-foundation.org/> / <http://www.telegraph.co.uk/women/womens-life/11771591/Iraq-refugee-camp-Painting-has-changed-the-lives-of-Syrian-girls.html>

⁷ <http://www.acted.org/en/paint-outside-lines>

camps. Alongside international artists, children are repainting their environment (camp infrastructure, tents, giant murals, objects from their everyday lives), contributing to better living conditions and using art as a platform for awareness raising on key issues that they face. In 2014, two exhibitions were held in Brussels and Paris to raise awareness regarding the plight of refugee children and this initiative.

4. Evidence of the impact and effectiveness of physical education and arts programmes in reducing stress and trauma in conflict settings

Physical education and sports programmes and interventions

Some formal studies and a wealth of anecdotal evidence have demonstrated that participation in physical education and sport has many benefits for individuals though there is distinct lack of empirical evidence to support these claims. One observational evaluation of “Right to Play” programmes in refugee camps in Tanzania and Pakistan found that participation in sports programmes supported wellbeing through peer relationships, student and teacher relationships, and the inclusion of young girls (Lange & Haugsja, 2006). Another challenge is that it has not been clarified if psychosocial sports and arts interventions programmes might be useful in preventing future mental health problems in traumatised children which tend to manifest in the longer-term (Henley, 2005; Bücklein, 2007). As such, psychosocial research to date has been limited and lacking a systematic approach. Additionally, considering psycho-social work in the international field is implemented in unstable conditions, there are multiple and ongoing practical challenges that affect the empirical research of these programs. To improve the robustness of programme evaluations, some authors suggest that though there are a “wide variety of potentially helpful interventions, it is important to conduct more action research (usually smaller-scale pilot studies in which an impact evaluation is planned ahead of time and circumstances make it feasible)” (Duncan & Arntson, 2004, p. 51; Bücklein, 2007).

Arts programmes and interventions

In addition to the studies highlighted in Section 3, for arts programmes, there are some studies which have corroborated that arts interventions may be effective in reducing PTSD symptoms in refugee children though much of the evidence come from programme and impact evaluation reports. One empirical study on art therapy interventions for symptoms of post-traumatic stress, depression and anxiety among 64 Syrian refugee children found that trauma, depression and trait anxiety symptoms of children were significantly reduced at the post-assessment of arts therapy programmes though the intervention had little effect on anxiety scores (Urgulu et. al, 2016). A quasi-experimental impact evaluation of both full year and 3-month Healing and Education Through the Arts (HEART) programming in Tuzla Canton, Bosnia and Herzegovina in 2016 found that from a sample of 420 children those who attended the 3-month HEART programme had significantly stronger social emotional skills than those who did not though there was no statistical effect on learning outcomes for the treatment group who attended the HEART programme (Pisani et al, 2016). In other contexts, such as Nepal, HEART was reported to have achieved a marked improvement in verbal and artistic expression and emotional regulation indicators (28% to 87%, 26% to 89% and 22% to 87% respectively) (Save the Children, n.d.).

Other studies have also shown limited evidence of the effectiveness of these programmes and present more mixed analysis. In their 2014 regional mapping study of their mental health and psychosocial support programmes for Syrian refugees and data from other key informants, Save the Children noted that “Monitoring, Evaluation, Accountability and Learning (MEAL) is patchy across the programmes with a lack of baseline measurements, inconsistencies and a lack of rigour in monitoring and insufficient documentation and evidence relating to programme outcomes. The lack of Save the Children (SC) generic tools was widely noted i.e. tools that are not related to specific programming interventions” (Save the Children, 2014, p. 16). Furthermore, the same study highlights that the lack of disaggregated data on children and Mental Health and Psychosocial Support (MHPSS) i.e. how many children are referred for/ receiving which level of MHPSS support is a significant gap. Improved availability of this data is crucial in determining what the real needs are and whether programme responses are meeting these needs.

This report found that there are no universal frameworks or approaches that are being implemented for sports and arts programmes. Some commonalities which can be drawn from the reviewed literature however are: embedded community participation, contextualisation of programme design – age, gender, culture and local practices as well as a focus on equitable and inclusionary practices addressing marginalised groups.

As indicated earlier, many of the unregulated smaller psycho-social programmes particularly in the non-formal education sector are reported to achieve considerable successes, but are not well documented (Deane, 2016).

5. Principles of Physical Education and Arts programmes for psycho-social support

Henley (2005) raises the issue of psychosocial projects being designed and implemented in a state of urgency which therefore substitute for well planned, designed and implemented programmes. Other authors raise the issue of poor evaluation mechanisms of projects thus impairing the reaction of actors to conflict and slows and unsystematic support (PWG, 2003; Bücklein, 2007). Experts on the development of psychosocial community interventions assert that the implementation of psychosocial programs should be based on eight principles⁸:

- Contingency planning before the acute emergency
- Assessment before intervention
- Use of a long-term development perspective
- Collaboration with other agencies
- Provision of treatment in primary health care settings
- Access to services for all
- Ongoing staff training and supervision
- Ongoing monitoring and assessment of program effectiveness (Van Ommeren, et al. 2005, p. 72)

⁸ PWG (2003) also provide a framework for this.

Physical Education and Sports

Henley (2005) amongst others (see Bücklein, 2007; Save the Children, 2008; IFRC & Danish Red Cross Youth, 2014; Deane 2016) comment that in the consideration of the implementation and research of any psychosocial sports intervention program in an emergency context, there are several common and key variables that might impact the success of a program: namely that the differences in responses between age, gender and culture are significant, and thus must be factored into any design. This is particularly important: if a team sport is implemented incorrectly, “it can actually worsen existing conflicts and divisions, and thus create (or recreate) more problems than it solves. It is therefore crucial that care and awareness are present by making sure teams are composed of members of different groups, with effective facilitation of communication, and awareness of each member and culture” (Guest, 2005, p. 12).

Guest also asserts that sports programmes have potential to make a positive contribution to a child’s development but only under particular conditions. “While popular representations of sport often implicitly assume it has some intrinsic nature (either good or bad), sport itself is actually a neutral, or empty practice that is filled in with meanings, values, and ideas by the culture in which it takes place and the individuals who take part.” (Guest, 2005, p.2).

IFRC and Danish Red Cross Youth (2014) and others (also see Bücklein, 2007) offer some general guidelines in designing effective physical education and sports programmes. They assert that sport and physical activities should be defined and implemented in the broadest possible way, including fitness, traditional and international games, martial arts, gymnastics, dancing and the omission of elite games/sports. Programmes should be adapted to the local context and promote equitable outcomes through inclusionary practices i.e. the type of activities offered should enable everyone to participate regardless of abilities, talent, age, gender, ethnicity, socioeconomic status and sexual orientation. This requires programming staff and volunteers to plan and implement the activities thoughtfully, based on a playful, holistic and inclusive approach.

For example, in some instances a game of football is appropriate and is requested by a local group of young people. In other circumstances, other sports and physical activities are more appropriate. The report also states that activities that come from within the community itself whether traditional or modern are particularly well-suited to meeting psycho-social aims. However, caution is advised with regard to traditional games, as some indigenous practices may derive from male-dominated hunting or war scenarios. In response to this, IFRC and Danish Red Cross Youth suggest that it can also be an advantage to choose a new game or sport in order to try a new approach and challenge the traditional roles associated with a well-known game. These broad characteristics centring around the holistic, contextual and participatory nature of sports interventions feature in a range of programmes across the region as well as elsewhere (SDP IWG, 2007).

According to Henley (2005), a key actor in the successful implementation of sports programmes is the coach. Heiniger & Meuwly (2005) state that sport coaches often experience the same disaster as the children they will coach, and therefore experience many of the same traumatic effects, including significant losses, deep grief and post-traumatic stress disorder (PTSD). They advocate therefore that any kind of psychosocial post-disaster training of coaches should take into serious consideration the personal emotional needs of coaches, who must recover at the same time they are being asked to help the children to cope with their difficulties. Equipping coaches with the skills to understand how to face their own reality is also seen as an important opportunity to give them clear guidance on developing basic psychosocial skills, which will also

make a significant difference for the children. Furthermore, Henley (2005) asserts that the sports worker must be able to establish a strong and positive relationship with the child, while re-teaching them how to play, and assist them in learning how to problem-solve in order to resolve behavioural issues, support re-socialisation and help the child recreate a community of peers. He also suggests that the qualities and lessons learned about resiliency by children in the programmes will reflect the quality of the relationships with the significant people, volunteers and adults implementing them.

Evidence from the Sports and Play for Traumatized Children and Youth programme in Bam, Iran supported Henley's assertions (SDP IWG, 2007). Coaches emerged as trusted confidantes and positive role models for many of the programme's participants and played an important role in supporting their psychosocial rehabilitation, particularly for girls. The Swiss Agency for Development and Cooperation (a programme partner) as part of its monitoring and evaluation activities surveyed 50 young participants in October 2005 and 49 of these children fully agreed with the statement "My coach is like a friend to me." In the same survey, 37 of the 50 fully agreed with the statement "I usually share my private problems with my coach." (SDP IWG, 2007, p. 6). Other programmes such as Play Soccer (Implemented in Ghana, Malawi, Senegal, Cameroon, Zambia and South Africa by Play Soccer), Sportworks Pakistan (implemented by Right to Play focusing on Afghan refugees and the local Peshawar and Quetta communities) and the Sharek Youth Forum programme (implemented in Gaza and the West Bank) report similar results in terms of testimonials from beneficiaries regarding the pivotal role of the coach and their impact. In the above programmes, coaches all receive related to child rights, gender equality and peace-building and they are taught how to run sporting activities that promote these concepts (SDP IWG, 2007).

Arts Programmes

In terms of arts, there is less cohesion in terms of a high level globalised systematic approach as compared to physical education and sports programmes and their respective coordination at the UN level and beyond. Aside more prominent interventions such as Save the Children's HEART programme and initiatives by UNHCR, most arts therapy interventions are either uncoordinated, occur on a small scale at the country level or occur as a sub-section of a wider psycho-social programme. Nonetheless, one study highlighted that participatory arts-based methods such as photovoice, drama, and drawing are being increasingly relied upon and these are common to the projects found by this report (Akesson et al, 2014).

In 2016, UNICEF launched Art in a Box, officially called the Adolescent Kit for Expression and Innovation. This is said to be the first global kit to provide guided activities, tools and supplies to promote psychological healing through art, creative expression, cultural traditions, problem solving, experimentation and innovation. Some of its core aims are to reach children ages 10–18 who are hardest to reach, and encourages their development in acquiring life skills and positively engaging with each other and their communities. The kit consists of:

- Three foundational booklets - Core Guidance, Facilitating Adolescent Circles and The Four Cycles
- A Facilitator's Tools booklet complete with activity guides and tools for planning sessions.
- A series of In Session tools to enhance adolescents' session experiences
- Supplies including a Supply booklet, an innovative multifunctional supply kit and materials to support adolescents' drawing, writing and collaborative project work

- Digital resources - including video instructions on how to assemble the kit - available on a USB key.

The kit also uses 'design thinking' and 'human centred design' (HCD) methods in its creation based on research through its country offices regarding the needs, desires and behaviours of the youth in conflict and post-conflict settings. It is currently being implemented in Haiti, South Sudan and Turkey and can be purchased on the UNICEF website⁹. In Haiti, UNICEF and its partners have used Art in a Box in more than 500 child-friendly spaces throughout the country following the severe earthquake. The programme provided thousands of children living in temporary camps with the materials and activities to explore artistic expression in safe spaces. Art in a Box was launched in Doro Refugee Camp in Maban Province in South Sudan in 2015. In 2016, the programme launched in Turkey to help Syrian refugee children living in Turkey as part of the "No Lost Generation" initiative, which aims to reach out-of-school children with education, as well as provide a protective environment, psychosocial support and opportunities for expression and the building of life skills. As yet, there are no available impact evaluations¹⁰.

Overall, in terms of approaches, as advocated by Bücklein (2007) in her analysis of international approaches in FCAS and post-conflict states, a holistic and sector wide approach is encouraged (See also UNHCR, 2013). As highlighted in her report, the "large-scale use of individualized therapies is not practicable" (Crisp et al., 2001, p. 21). A holistic developmental engagement must hence concentrate on structural, macro-level support (Crisp et al., 2001; Paffenholz, 2006 cited in Bücklein, 2007). Save the Children (2014) also advocate for a systems approach and the improved national and regional capacity to provide quality child psychiatric services (involving multidisciplinary teams of psychiatrists, psychologists, social workers and psychiatric nurses) for all Syrian refugee children (and national children) across the region. No Lost Generation (2016) builds upon this and makes a series of recommendations including the strengthening on national education systems and effective data tracking through EMIS, the creation of linkages between education, child protection and health systems, e.g. through the establishment of effective referral systems. There is emerging promising practice from Syria and its neighbouring countries. In Turkey, their Provincial Action Plans are proving effective in harnessing government leadership and sector coordination. The Reaching All Children with Education (RACE) Programme Management Unit (PMU) in Lebanon is also said to be providing a coordinated and effective framework for education interventions and quality assurance both in the formal and non-formal education sector. The Jordanian Ministry of Education has established a task force to address strategic planning for the improvement of quality education for Syrian children. Whilst in the Kurdistan Region of Iraq, the education cluster led by the Ministry of Education is providing strategic direction and ensuring consistency in planning for both internally displaced persons and refugee. The Whole of Syria (WoS) approach is improving strategic and operational coherence in the delivery of education within Syria and through cross-line and cross-border interventions (See OCHA, 2015). These efforts have been accompanied by continual capacity development programmes for Ministry of Education staff and civil servants in the above-mentioned countries (No Lost Generation, 2016).

⁹ <https://inspiredgifts.unicefusa.org/gifts/art-box>

¹⁰ <http://adolescentkit.org/#home-section>

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