

24-28 March 2019

Documentation of the Work of the United Nations Educational,
Scientific and Cultural Organization



Conference A

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Committee Staff

Director	Analeigh Willet
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Chair	Oliver Parker
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Agenda

- I. Education as a Tool to Prevent Extremism
- II. Protecting Cultural Heritage in Conflict Zones
- III. Ensuring Freedom of Information For All

Resolutions adopted by the Committee

Code	Topic	Vote
UNESCO/1/1	Education as a Tool to Prevent Extremism	40 votes in favor, 2 votes against, no absentions
UNESCO/1/2	Education as a Tool to Prevent Extremism	Adopted without a vote
UNESCO/1/3	Education as a Tool to Prevent Extremism	Adopted without a vote

Summary Report

The United Nations Educational, Scientific and Cultural Organization held its annual session to consider the following agenda items:

- I. Protecting Cultural Heritage in Conflict Zones
- II. Education as a Tool to Prevent Extremism
- III. Ensuring Freedom of Information for All

The session was attended by representatives of 46 Member States. On Sunday, the committee adopted the agenda of II, I, III, beginning discussion on the topic of “Education as a Tool to Prevent Extremism.”

On Monday, there was great collaboration and teamwork by all working groups. By Tuesday, the Dais received a total of nine proposals covering a wide range of sub-topics such as using the internet to expand access to education, engage regional educational solutions to extremism, and raise awareness on how to identify best practices for youth empowerment including using social media as a platform for specific educational outreach programs. By the end of session on Tuesday evening, nine working papers were merged into three strong and innovative working papers.

On Wednesday, three draft resolutions were approved by the Dais, none of which had amendments. The committee adopted three resolutions following voting procedure, two of which received unanimous support by the body. The resolutions represented a wide range of issues, including a call for an international conference to discuss educational policies that schools could use to identify and prevent extremism. Collaboration, dedication, and precision guided the discussions of the body and were shown through their passion for utilizing education as a tool to prevent extremism.



Code: UNESCO/1/1

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education as a Tool to Prevent Extremism

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Expressing* the power of education as a tool to prevent extremism and to offer a valid alternative to it for
4 global citizens, as directed by the Plan of Action to Prevent Violent Extremism (2016) issued by the
5 United Nations Secretary-General, António Guterres,
6
7 *Recognizing* the importance of resolving extremism through formal and informal education and prevention
8 methods, ranging from classroom education to civic youth involvement,
9
10 *Remembering* Security Council resolution 2178 (2014) on “Threats to International Peace and Security
11 Caused by Terrorist Acts” that brings to light the expanding influence of terrorist and extremist groups in
12 recent decades,
13
14 *Affirming* that education is a basic right and a basic need for all youth and adults, including people with
15 disabilities, respecting the *Universal Declaration of Human Rights* (1948), and recognizing other
16 instrumental frameworks such as the 2000 Dakar Framework for Action: Education for All,
17
18 *Considering* the importance of the Sustainable Development Goals (SDGs) for the safety and education
19 of all Member States, particularly SDG 4: inclusive and quality education for all, and SDG 16: peace,
20 justice, and strong institutions, which both work to protect people from extremism in the digital age,
21
22 *Having adopted* the *Convention on the Protection and Promotion on the Diversity of Cultural Expression*
23 (2005) that recognizes the vital role of communities in people’s sense of identity and their education,
24 which can help them be more resilient to violent extremism,
25
26 *Understanding* that strengthening community and family values can aid in the prevention of violent
27 extremism, especially in vulnerable youth, according to 2017 United Nations Entity for Gender Equality
28 and the Empowerment of Women (UN-Women) report, *Empowered Women, Peaceful Communities*
29 (2017),
30
31 *Keeping in mind* the outreach of United Nations Children’s Fund (UNICEF) School-in-a-Box program,
32 which ensures the continuation of education of children in emergency situations that make people more
33 vulnerable to extremist ideologies,
34
35 *Praising* the success of non-governmental organizations (NGOs), such as Uganda U Report, in their
36 efforts in bringing awareness to extremist activity in African States and provide accessible ways to report
37 acts of extremism via call lines and databases,
38
39 *Acknowledging* the efforts of the World Terrorism Database to record every act of extremism across the
40 globe to help with global understanding of extremism,
41
42 *Concerned* that youth and adolescents are most vulnerable to recruitment into extremism groups due to
43 various social factors, such as exposure to media, as well as a need for a defined identity, according to
44 United Nations Development Programme report *Young People’s Participation in Peacebuilding* (2016),
45
46 *Recognizing* UNESCO *Convention against Discrimination in Education* (1960) stating that the prohibition
47 of any exclusion or restriction of access to education based on socially-ascribed or perceived differences,
48 such as incarceration,
49

50 *Bearing in mind* the importance of the inclusion of incarcerated individuals, individuals with limited
51 economic opportunities, women and other groups vulnerable to radicalization sets in the societies which
52 is similar to the work of UNESCO's Institute for Lifelong Learning,
53

54 *Emphasizing* the collective commitment of the Member States to Prevent Violent Extremism through
55 Education (PVE-E) and re-confirming the need to evaluate performance of further approaches towards
56 efficient PVE-E based on the UN Plan of Action to Prevent Violent Extremism (2016),
57

58 *Observing* UNESCO's Medium-Term Strategy 2014-2021, which states that Member States should
59 prioritize the development of lifelong educational programs, with a special focus on Africa and women,
60

61 *Recalling* the *African Charter on Human and People's Rights* (2005) and its essential objectives for the
62 achievement of legitimate aspirations of African peoples, such as freedom, equality, justice and dignity,
63

64 *Agreeing with* the Economic Community of West Africa Conflict Prevention Framework of 2018, which
65 focuses on youth empowerment and peace education,
66

67 *Acknowledging* the work of UNESCO's International Institute for Capacity-Building in Africa to strengthen
68 teacher development and increase access to qualified and motivated teachers to Member States
69

70 *Appreciating* the important work of the Global Partnership in Education (GPE) in 68 Member States to
71 build stronger education systems and bridge the education gap in the international community,
72

73 1. *Strongly encourages* partnership between UNESCO Regional Offices with NGOs that are committed
74 to recognizing extremist patterns and behaviors in domestic situations to develop a global curriculum
75 by December 2020 which:
76

77 a. Will include descriptions of factors surrounding radicalization and how people commonly
78 respond to these factors, including but not limited to:
79

- 80 i. How youth and adults alike respond to a lack of positive social group identification,
81 access to basic resources, economic mobility, and government accountability;
- 82 ii. How peers can address extremist behaviors among themselves before those
83 behaviors lead to violence;

84 b. Will also include information on resources that can help mitigate the factors that lead people
85 into extremist groups, including:
86

- 87 i. Local and regional resources available to individuals related to education, extremism
88 prevention, and career development, such as the International Association For
89 Exchange Of Students For Technical Experience;
- 90 ii. Civic education, including global citizenship and critical thinking;
- 91 iii. Continual education at home on extremism between parents and children;

92 c. Will be accessible to Member States through UNESCO Regional Offices;
93

94 d. Will be provided to educators through a partnership with UNICEF's School-in-a-Box Program,
95 which supplies extra-scholar materials for children in emergency situations;
96

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98
99 2. *Encourages* partnership with United Nations Counter-Terrorism Centre, Uganda U Report, and the
100 Global Terrorism Database, to develop reporting and recording mechanisms implemented through
101 UNESCO Regional Offices, which will include:
102

103 a. Utilize information and communications technologies (ICTs) under the direction of Uganda U
104 Report, by which individuals can contact support networks who have available information,
105 such as indicators of extremism and how people can become involved in their community,

- 106 with updated resources mailed to UNESCO Regional Offices in a monthly newsletter and
107 dispersed to community leaders;
108
- 109 b. Each UNESCO Regional Office will report information from each of its Member States to the
110 Global Terrorism Database to retain information on extremism in each region;
111
- 112 c. With this partnership, the Global Terrorism Database can assist in developing computer
113 algorithms that would flag sensitive material relating to extremist behavior and promotion or
114 recruitment on social media;
115
- 116 d. In partnership with the Global Terrorism Database, UNESCO Member States should alert
117 civilians about cases of extremism in their countries by developing a website wherein citizens
118 can post peaceful messages and denunciate cases of extremism they see;
119
- 120 3. *Emphasizes* the public of the critical role the media has in spreading knowledge, raising awareness
121 for all generations, and encouraging debate, resulting in resilience enhancement and conflict
122 prevention by implementing:
123
- 124 a. Radio programs to host volunteering experts identified and guided by UNESCO that would
125 deal with both local and global issues, aiming at spreading more tolerance among people
126 with otherwise little or no access to information, and would be published online as podcasts
127 to keep them permanently available for users for educational purposes;
128
- 129 b. Social media campaigns and movements to reach vulnerable youth to discourage them from
130 becoming involved in extremism and encourage them to provide benefits in their
131 communities;
132
- 133 4. *Suggests* the use of community outreach programs related to artistic expression to prevent the
134 emergence of extremist ideologies in vulnerable communities whilst incorporating individual countries'
135 culture and heritage thereby building those values in the community by:
136
- 137 a. Using contests like International Organization for Migration (IOM) PLURAL+ contest to have
138 artistic messages like paintings, plays, writing, music, sculptures, or short films created by
139 and for the vulnerable population like youth or the incarcerated of a country, ensuring that
140 messages are not insensitive to cultures of the country that receives the message;
141
- 142 b. Spreading awareness on violent extremism in rural areas as well as urban and beginning
143 conversations regarding violent extremism through those messages;
144
- 145 c. Proposing partnerships with domestic organizations such as the National Fund for Culture
146 and the Arts (FONCA) to contribute to the promotion and dissemination of culture developing
147 values against extremist ideologies;
148
- 149 5. *Supports* the establishment of national advisory committees in UNESCO Member States with the
150 purpose of having a proposal body and for monitoring public policies in managing prisoners, who are
151 especially vulnerable to extremist ideologies, during the duration of their sentences by providing
152 further technical assistance in the fields of education by:
153
- 154 a. Increasing their educational socio-professional reintegration in their respective regions, as a
155 measure towards preventing extremism by:
156
- 157 i. Including technical and vocational education training (TVET) in order to promote
158 economic opportunities for incarcerated individuals and other vulnerable group
159 without economically disadvantaged;

- 160 ii. Partnering with the local industries and companies in the process of designing and
161 providing TVET, as industry leaders and experts are aware of changing labor market
162 needs;
163
- 164 b. Providing best practice sharing such as artistic activities including theater plays distributed to
165 the inmates and collectively performed by them during their sentence in order to spread
166 awareness on extremism;
167
- 168 c. Providing best practice sharing such as artistic activities including theater plays distributed to
169 the inmates and collectively performed by them during their sentence in order to spread
170 awareness on extremism;
171
- 172 d. Suggesting the promotion of domestic volunteer-based educational rehabilitation programs to
173 assist former prisoners who may have had contact with extremist groups or ideologies before
174 and during their sentence;
175
- 176 6. *Suggests* preparing a report on the planning of a series of annual regional conferences, following
177 structure and implementation of the Regional Conference on Quality Assurance of Higher Education
178 in 2018, focusing on:
179
- 180 a. The achievements of capacity-building workshops for stakeholders on PVE-E;
181
- 182 b. The correct investment of provided funds and reports of the improvements achieved;
183
- 184 c. Setting and improving standards on measuring the performance of the workshops to be
185 submitted to Economic and Social Council until 2020-2021;
186
- 187 7. *Further recommends* the expansion of programs related to involving youth in civic and cultural
188 organizations such as:
189
- 190 a. Network Youth Programs, like the Networks of Mediterranean Youth Program, within other
191 regions which will be divided along geographic, cultural, and economic factors similar to how
192 Mediterranean Youth was divided and focus on the social organization of youth with special
193 regard to peacemaking and relationship-building;
194
- 195 b. The program Ending Terrorism through Youth Service Action Locally Initiative, similar to
196 Tunisia's program established in 2017, which connects families with counselors to provide
197 support to youth who are at risk for radicalization by involving them in their local community
198 and with their peers;
199
- 200 c. The Education for all Program, which contributes to the learning needs of all children, youth,
201 and adults;
202
- 203 d. Global Partnerships in Education (GPE), which has successfully worked to provide education
204 in sixty-eight Member States to build stronger education systems and bridge the education
205 gap in the international community;
206
- 207 e. Association of African Distance Learning Centers as an example of regional distant learning
208 centers (DLC), which hold events to connect people and students across hardly or
209 inaccessible regions for learning and dialogue on development and extremism prevention
210 issues;
211
- 212 f. Youth Peacemaker Network which uses GCED principles to educate youth on conflict
213 management and mitigation skills, as well as provides information and ICT training to aid
214 youth in developing peacebuilding projects in their local community in order to prevent violent
215 extremism;

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- g. Differentiated education plans for different age groups by creating informative programs about extremism, including workshops, on the working place and organizing education courses for illiterate workers and adults in general;
- 8. *Proposes* Member States work with the UNESCO Regional Offices with a special focus on the East Africa Office and Central Africa Office to establish fundraising races as a measure to improve the financial opportunities for UNESCO's work at the local level which will raise awareness among the citizens, wearing red flag as a symbol for the SDG 4, quality and inclusive education, and raise money for various counter extremism regional funds to provide monetary support to counter-terrorism initiatives in at risk regions such as:
 - a. Educational programs based on a global model in order to foster a sense of belonging and of community by supporting the Plan of Action to Prevent Violent Extremism already implemented by UNESCO in "Setting Regional Plans of Actions to Prevent Violent Extremism" and taking action by "Engaging Communities;"
 - b. Supporting the funding of counter extremism curriculum developed through the UNESCO Regional Offices;
 - c. Annual advanced training sessions for teachers in order to keep them updated;
 - d. Dedicate a portion of the budget specifically to the African Union, for each community to create adapted solutions.



Code: UNESCO/1/2

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education as a Tool to Prevent Extremism

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Fully aware* of the standards of United Nations Educational, Scientific and Cultural Organization
4 (UNESCO), and even broader, the UN in working towards finding effective tools to prevent extremism,
5
6 *Recalling* the constitution of UNESCO which states that “the wide diffusion of culture, and the education
7 of humanity for justice and liberty and peace are indispensable to the dignity of man”,
8
9 *Recognizing* the General Assembly resolution 60/288 (2016) “The United Nations Global Counter-
10 Terrorism Strategy”, General Assembly resolution 72/284 (2018), which reviewed the Global Counter-
11 Terrorism Strategy,
12
13 *Keeping in mind* General Assembly Resolution 70/674 (2015) “Plan of Action to Prevent Violent
14 Extremism, Report of the Secretary-General”, which calls for a comprehensive approach to tackle the
15 framework conditions for radicalization,
16
17 *Adhering* to the solutions reached in the World Education Forum that took place in Incheon, Republic of
18 Korea in 2015,
19
20 *Reaffirming* its belief to the goals and spirit of the 2000 Dakar Framework for Action: Education for All,
21 *and* the World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs,
22 that was held in Jomtien, Thailand,
23
24 *Acknowledging* the importance of Sustainable Development Goals (SDGs) 4 and 16, and the United
25 Nations’ commitment as it pertains to establishing quality education and peace and justice across the
26 globe,
27
28 *Applauding* the established International Day of Education on the 24th of January in 2019, and
29 encouraging its continuation in the international community,
30
31 *Observing* the role of psychology and mental illness in the recruitment tactics of extremist groups,
32
33 *Emphasizing* the importance of the education of being a global citizen to eliminate racial and religious
34 prejudices, promote basic human rights, social diversity, equal gender opportunity, and a sustainable
35 environment, will grow closer as a global community,
36
37 *Considering that* daily education is not accessible to all populations and that not every state has the
38 infrastructure to provide education, and therefore, trying to find a way to make education accessible to
39 less developed states,
40
41 *Deeply disturbed* that there are more than 72 million children that currently do not have access to
42 education due to poverty and marginalization,
43
44 *Cognizant* that 33 Member States will still not have enough teachers by 2030 to provide every child with a
45 primary education according to the UNESCO Institute for Statistics published data on Teacher Shortage
46 Threatens Education by 2030 (2015),
47

48 *Bearing in mind* the risk factors among youth populations and adapting strategies for resilience,

49

50 *Recognizing* the link between socio-economic difficulty, poverty and extremism, and understanding the
51 impact that it has on the population of every Member State,

52

53 *Guided by* aspects of educational programs such as System Approach for Better Education Results by
54 Member States, funded by the World Bank, and UNESCO's "A Teacher's Guide on the Prevention of
55 Violent Extremism" (2016) to analyze and improve educational systems,

56

57 *Seeking the guidance* of the Organization of Eastern Caribbean States Strategic Initiative VII which
58 highlights the importance of accessibility of primary education and the administration of specific education
59 initiatives (SEI's) to pursue this goal,

60

61 *Recognizing* the potential benefits and drawbacks that can be bypassed by potential information-sharing
62 and cooperation network to connect the education departments of various Member States similar in
63 design to Article 16 of UNESCO Operational Guidelines,

64

65 *Further recalling* the success of past initiatives by regional, national and international bodies, such as
66 Caribbean Community's Education for All program and United States Agency for International
67 Development's (USAID) Teacher Education Project, in regard to their assistance to developing states
68 hoping to bolster specific components of their education system,

69

70 *Emphasizing* the need for cross-cultural dialogue and collaboration in all levels of society to prevent
71 increases in extremist ideals and recruitment,

72

73 1. *Encourages* the establishment of the 24th of February 2021 as the annual International Day for
74 Education Against Extremism to raise global awareness on the matter of education as a tool to
75 prevent extremism;

76

77 2. *Invites* the international community to allocate resources toward a research initiative partnered with
78 the International Association for Applied Psychology, the International Council of Psychologists, and
79 the International Union of Psychological Science regarding the psychology of extremism:

80

81 a. The purpose of this research initiative would be to understand the causes, effects, trends,
82 and complexities behind extremism and the researcher would ask questions such as the
83 appeal of extremism, vulnerable persons, pertaining to mental health, the impact of
84 extremism on the human psyche;

85

86 b. Understanding this information would affect the way the International Conference for
87 Education Against Extremism would approach and present countermeasures taken to fight
88 extremism, through the creation of tools and educational material that may be used to target
89 vulnerable populations and minimize the number of extremist groups through teacher
90 intervention:

91

92 i. Creative tools and educational material to promote awareness of online recruitment,
93 which may be created as a result of this research and can lead to the improvement of
94 the education system of targeted populations;

95 ii. These approaches would minimize the number of extremist groups and individuals,
96 therefore using education and research as a way to prevent extremism;

97

98 3. *Welcomes* intercultural communication and collaboration among diverse professionals, researchers,
99 fieldworkers, students, victims, humanitarians, and others who have experience or knowledge
100 regarding extremism will be invited from all Member States to contribute valuable perspectives to the
101 research project:

102

- 103 a. By including the voices of professional researchers and experts, Member States of UNESCO
104 can ensure the accuracy and relevance of the material presented, and after the completion of
105 this research, a biennial report will be released containing updated findings, new trends, and
106 advancements made regarding extremism;
107
- 108 b. Funds would be directed towards this research initiative in the subject and in the
109 dissemination of the research findings through reports, pamphlets, and more;
110
- 111 4. *Encourages* Member States to participate in the International Conference for Education Against
112 Extremism, and proposes the establishment of annual regional conferences taking place annually on
113 the 24th of March, at the UNESCO regional offices in order to promote the intercultural exchange
114 between students from neighboring countries:
115
- 116 a. The first International Conference is to be held in Muscat, Oman the first year and then
117 annually on a different continent:
118
- 119 i. Starting on the 24th February 2021, one month after the Day for Education previously
120 established by UNESCO;
121
- 122 ii. Lasting for 3 days;
123
- 124 iii. Inviting specialists on education, pedagogy, security, and gender equality, including
125 student representatives chosen by National United Nations Institutions that will share,
126 compare, and discuss their national educational strategies focused on the prevention
127 of extremism of all kinds;
128
- 129 iv. Suggests Member States to submit their national educational teaching strategies
130 focused on the prevention of extremism two months before the conference starts in
131 order to leave enough time for preparation;
132
- 133 v. Students selected through holistically merit-based system established by UNESCO
134 regional offices, parents will come from different socioeconomic backgrounds; Calls
135 for the assistance of public and private institutions through funding;
- 136 b. Reports will be shared at the regional conferences held the 24th of March 2021, two months
137 after the Day of Education, and one month after the Muscat conference:
138
- 139 i. Conferences will be organized by the regional UNESCO office alongside the
140 Ministers of Education of the participating Member states, with all Member States
141 who operate out of the UNESCO office being the participants in addition with
142 selected students from public and private schools of Member States;
143
- 144 ii. Youth delegates to these conferences will present their ideas for making their
145 member state's educational system more inclusive to the UNESCO regional office,
146 the UNESCO regional office will then select the most inclusive reform to be funded
147 through the UNESCO Fund for Preventing Extremism as detailed in clause 6;
148
- 149 iii. The reports of the individual Member States will be stored in the UNESCO database
150 and accessible to all;
- 151 c. This conference will also promote the UNESCO's Global Education 2030 Agenda, which will
152 follow the structure of the Educational Experts Receiving Training from UNESCO on how to
153 Combat Extremism for Vulnerable Persons;
- 154 5. *Invites* Member States to nominate individuals to receive training through the structure of the
155 Educational Experts Receiving Training from UNESCO on how to combat Extremism for Vulnerable
156 Persons method to form an impartial and pedagogical group that visits countries in need and provides
157 training for educators and communities with training materials that include, but are not limited to:
158
- 159 a. Extreme Dialogue content coupled with the structure of UNESCO's "A Teacher's Guide on
160 the Prevention of Violent Extremism" that will:

- 159 i. Help in the training of local teachers, especially in remote areas to prevent
160 extremism; knowledge sharing to enhance the understanding of religious, ethnic,
161 moral, and cultural aspects;
- 162 ii. Allow teachers to develop a “global” state of mind to raise awareness on the diversity
163 that exists in the world and improve global citizenship education;
- 164 iii. Note that this exchange is entirely voluntary, encouraging a balanced amount of
165 volunteers from both developed and developing countries;
- 166
- 167 b. The application process will be created by UNESCO and would be online or at UNESCO
168 regional offices or through their home nations ministry or department of education, applicants
169 will be selected based on need of their respective Member States, as well as ability to teach
170 and work with new or different cultures;
- 171
- 172 c. Member State governments have the option to give scholarships to teachers to help them
173 travel to their host countries, and these allowances would be supervised by UNESCO
174 experts, and if they home nation is unable to provide a scholarship, UNESCO, if necessary,
175 will provide additional funding through the UNESCO Fund for Preventing Extremism;
- 176
- 177 d. Understanding that traveling can be an issue for teachers, this program would include an
178 online platform based on the model of the Massive Open Online Courses (MOOC):
- 179
- 180 i. The purpose of this platform would be to share knowledge from a teacher to another,
181 with forum discussions and online courses based on the MOOC;
- 182 ii. Such resources would appear as a distance training for teachers;
- 183 iii. And by reminding Member States that this program is consensual and they have the
184 option to withdraw that consent at any time;
- 185

186 6. *Recommends* the establishment of a 12-week student exchange program amongst Member States
187 that incorporate all levels of education to:

188

- 189 a. Become imbued with other cultures and beliefs as well as give students the opportunity to
190 participate in an international experience to widen the perspective of the teenagers on their
191 views of the world, fostering cross-cultural dialogue in order to make them less vulnerable to
192 extremist ideologies;
- 193
- 194 b. Give students the opportunity to develop in international settings to enhance a critical thinking
195 and break down cultural barriers and foster an international community that fights extremism:
- 196
- 197 i. Applicants will be selected through holistic merit-based system set by individual
198 participating Member States who will then submit the selected applicants to the
199 UNESCO Regional Office;
- 200 ii. UNESCO will determine the host Member States for the program annually;
- 201 iii. The student exchange program will be funded through the UNESCO Fund for
202 Preventing Extremism as detailed in clause 6;
- 203

204 7. *Endorses* an educational framework through the well-established European program, Extreme
205 Dialogue, that can and will be expanded in order to adapt to individual situations and cultures:

206

- 207 a. The Extreme Dialogue will include content such as educational resources, testimonial stories,
208 and a facilitator guide, within those resources its aims are to humanize individuals affected by
209 extremism and include youth in efforts to fight against extremism;
- 210
- 211 b. Member States can also invite their own facilitators to deliver messages and train faculty,
212 parents, and peers, in order to create a never-ending cycle of this educational program;
- 213

- 214 8. *Encourages* all Member States to implement global citizenship education (GCED) in their national
215 curricula while being aware of the difficulties Member States could face:
216
217 a. Raising awareness of GCED by using the traditional and informal avenues of educators,
218 childcare workers, youth outreach programs, and social workers, as well as, parents,
219 community member meetings, and cultural facilities;
220
221 b. Promoting UNESCO’s “A Teacher’s Guide on the Prevention of Violent Extremism” (2016),
222 “Preventing Violent Extremism through Education: A Guide for Policy-Makers” (2017) and
223 “The ABCs of Global Citizenship Education” (2015);
224
- 225 9. *Encourages* the establishment of the Programme for the Promotion of Specific Educational Initiatives
226 (PPSI) to address the aforementioned goals of UNESCO, which will:
227
228 a. Build a global workshop for Member States to propose SEI’s they wish to begin within their
229 own borders and seek out feedback;
230
231 b. Recommend the creation of a network for cooperation between Member States who create or
232 have established similar SEIs themselves and those who wish to begin their own with the
233 goals of:
234
235 i. Helping developing states avoid logistical barriers that befell the more experienced
236 Member State;
237 ii. Maximize efficiency of these SEIs in order to reduce the cost burden for developing
238 states Increase the SEI’s output in order to expand their potential outcomes;
239
240 c. Facilitate the continued communication, either electronic or personal, between Member
241 States to facilitate further information sharing and logistical assistance;
242
- 243 10. *Recommends* the partnership with large monetary funds, the allocation of these funds will be
244 distributed through:
245
246 a. The creation of a Fund for the Promotion of Specific Educational Initiatives (FPSI) through the
247 Director-General of UNESCO that will assist in funding startup-costs for Member States
248 wishing to start SEI’s within their own country with the stipulations from two primary sources:
249
250 i. Voluntary contributions from Member States with an emphasis on aid packages
251 similar to those distributed by USAID and Department for International Development
252 (DFID);
253 ii. Outreach programs through social media and others platforms in order to maximize
254 the contributions of the global populace;
255
256 b. Supports the System Approach for Better Education Results (SABER) by Member States,
257 funded by the World Bank, in order to produce comparative data and knowledge on
258 education policies and institutions to:
259
260 i. Help Member States governments strengthen their frameworks for effective teaching;
261 ii. Empower Member States with information they can use to establish teacher
262 effectiveness;
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264 c. The exchange program will be based on the principle of voluntarism which will be funded by a
265 body called UNESCO Fund for Preventing Extremism, which is allocated by UNESCO and
266 funded through public and private sector donors to finance programs established by the
267 conference:
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- i. Funds would be directed based on the donor's wishes but administered by UNESCO, and regular reports, based on program length, would be published to evaluate the effectiveness of programs funded;
 - ii. Present the reports at the International Conference every year, detailing the successes and failure of different ventures and expenses, and set a goal to raise 350 million American Dollars by the year 2022;
 - iii. Decides to contribute a part of the annual grant from the World Heritage Fund to the research program detailed in clause 7;
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11. *Suggests* the creation a large-scale social media outreach program with the intention of highlighting the SEIs and International Conference's outcomes and broadcasting the exchange programs being conducted within various Member States and mobilizing the populations of developed states to help contribute to FPSI by way of:
- 283 a. The creation of a slogan or hashtag that is easily associated with the FPSI fund; The use of
284 Facebook and Twitter outreach to funnel users towards a donation website with features:
285 catalog of varieties of SEIs that their donations may go towards funding;
 - 286
287 b. Tracking of each SEIs funding, its goal fundraising amount, and the total amount of money
288 raised by the site.



Code: UNESCO/1/3

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Education as a Tool to Prevent Extremism

1 *The United Nations Educational, Scientific and Cultural Organization,*
2
3 *Recognizing* that extremists are present across the world, manifesting recruitment organizations across
4 all major social media platforms, making violent extremism a transnational threat,
5
6 *Emphasizing* the importance of the youth engaging in community based, prosocial initiatives by working
7 with the Global Citizenship Education (GCED) in developing countries to deter the youth from the
8 allurement of extremist groups and terrorist activities,
9
10 *Convinced* that extremism knows no borders and affects the security, well-being and dignity of all
11 7 societies, as mentioned in General Assembly resolution 70/674 “Plan of Action to Prevent Violent
12 Extremism” (2015),
13
14 *Deeply concerned* by the reports from the Center on Global Counterterrorism Cooperation, the Roles of
15 Women in Terrorism, Conflict, and Violent Extremism, and the United Nations Development Program
16 (UNDP)’s Journey to Extremism in Africa which recognizes regional and social differences in extremism
17 including national recognition, financial gain, power and glory, protection, community, and others which
18 require different national actions respecting individual national sovereignty,
19
20 *Stressing* the United Nations Educational, Scientific and Cultural Organization (UNESCO)’s Medium-Term
21 Strategy for 2014-2021, which emphasizes the need to empower learners to be responsible global
22 citizens and through strengthening resilience against extremism,
23
24 *Recalling* Security Council resolution 2178 (2014) describing the spread of terrorist and extremist groups
25 universally in the past few decades and Security Council resolution 2250 (2015) focusing on the
26 importance of youth to actively participate in political and civic structures to support peaceful societies,
27
28 *Taking note* of independent international organizations promoting harmonious and intercultural education
29 such as the Youth Lab Co. created by UNDP as well as the Chababe social media launch created by the
30 Mohammadia League of Islamic Scholars (MLIS), CISV International (formerly known as Children’s
31 International Summer Villages), Association internationale des étudiants en sciences économiques et
32 commerciales (AIESEC), and others,
33
34 *Reaffirming* the Improving Training for Quality Advancement in National Education (ITQANE) project from
35 the International Youth Foundation, which gave education to students and jobs to counselors and
36 teachers to prevent greater misunderstanding between youth and extremist groups,
37
38 *Appreciating* the efforts put by UNESCO in the elaboration of A Teacher’s Guide of the Prevention of
39 Violent Extremism which was published in 2016,
40
41 *Highlighting* the importance of the #YouthWagingPeace Guidebook (2017) on the prevention of
42 extremism, which promotes Sustainable Development Goals (SDG) 4 and 17 of the 2030 Agenda for
43 Sustainable Development by providing quality education and favoring partnership for the goals between
44 the writers,
45
46 *Understanding* that refugee children are five times more likely to be out of schools compared to the global
47 citizens average rate according to the UNESCO Global Education Monitoring (GEM) report published by
48 UNESCO and United Nations Higher Commission for Refugees (UNHCR) in 2016,
49

50 *Contemplating* on UNESCO's 2009 *Global Report on Adult Learning and Education* which considers
51 measurement instruments and related indicators for adult learning and education,
52

53 *Appreciating* the work of the UNESCO Institute for Lifelong Learning (UIL) has set itself the task of
54 improving adult education worldwide within the framework its Recommendation on Adult Learning and
55 Education in 2016;
56

57 1. *Supports* the launch of a global awareness campaign called #Unite4Tolerance for a one-year period
58 which will:

- 59 a. Be funded through UNESCO's annual budget as appropriate as well as voluntary
60 contributions from Member States and individuals;
- 61
- 62 b. Utilize both modern technology such as social media platforms and regional offers further
63 defined in operative clause 2 and 3;
- 64
- 65 c. Be established by a multicultural team respecting the diversity of each region of the world;
- 66

67

68 2. *Urges* the establishment of an online platform hosted and monitored by UNESCO in the frame of
69 #Unite4Tolerance for worldwide peace education by:

- 70
- 71 a. Providing a forum to victims and former extremists in order for them to share their
72 experiences and educate students about the risks of recruitment, its motives, and its dangers
73 as well as giving students a comfortable environment to ask their questions to former-
74 extremist and victims;
- 75
- 76 b. Utilizing videos, chat rooms and news feeds to inform populations about existing national aid
77 structures, such as emergency hotlines and shelters for marginalized groups at-risk for
78 extremism, and publishing comprehensive reports on the recruitment strategies in social
79 media and educating communities about the demographics and areas of extremist
80 recruitment;
- 81

82 3. *Further strengthens* intercultural partnerships between different UN bodies and Member States and
83 relationships between specific regions and schools within a Member State and understanding on the
84 high school level by developing a theatre play which will be:

- 85
- 86 a. Translated in all country's official languages;
- 87
- 88 b. Provided to schools to be played by students;
- 89
- 90 c. Conveying stories from the #YouthWagingPeace guidebook;
- 91
- 92 d. Developed in cooperation with the International Theatre Institute (ITI) and voluntary artist
93 groups;
- 94

95 4. *Suggests* the modification and expansion of A Teacher's Guide of the Prevention of Violent
96 Extremism published in 2016 to:

- 97
- 98 a. Put an emphasis on the importance for students to be critical of the sources of information
99 they find online and to include specific teaching on basic rules of behavior online, such as
100 being respectful of others online, regardless of their beliefs and reporting any violent or
101 inappropriate content on the Internet to both virtual and regional authorities or someone
102 trusted;
- 103
- 104 b. Suggest that each Member State or region adapts it to the cultural and social background
105 held by the country;

- 106 5. *Recommends* the expansion of the focus of UNESCO's Category 1 Research Institute, the Mahatma
107 Gandhi Institute of Education of Peace and Sustainable Development (MGIEP), to include the study
108 of gender-specific social and psychological pulls of extremism for young men;
109
- 110 6. *Draws attention* on multiple campaigns of United Nations Children's Fund (UNICEF) as a tool to
111 promote protecting children from becoming extremist by:
112
- 113 a. Having a partnership with UNICEF by re-launching and expanding their "Children not
114 soldiers" campaign by including a segment that discusses extremism prevention by creating
115 together supplies, such as a guidebook, as well as a report on the work already done and
116 participating in funding;
 - 117 b. Having UNICEF include an independent online database showing progress on the campaign
118 accessible on their website;
- 119
- 120
- 121 7. *Welcomes* awareness of extremist groups in early childhood education:
122
- 123 a. Providing policy guidance for parents and teachers to promote critical thinking at a young age
124 (freedom, equality, justice) cooperating with each Member States and local governments;
 - 125 b. Implanting effective prevention programmes in schools to prevent violence and build a safe
126 environment for children and encouraging teachers to identify possible situations of
127 radicalization of students;
- 128
- 129
- 130 8. *Encourages* Member States to enroll refugee children in a national education system, in order to give
131 a place to belong and knowledge to reduce the risk of being recruited by extremist groups, by raising
132 awareness of government officials to recognize the importance of educating refugee children;
133
- 134 9. *Further encourages* Member States to collaborate with technological companies and UNESCO to use
135 their collective knowledge in the development of counter-terror efforts to prevent the dissemination of
136 extremist ideologies in the internet by:
137
- 138 a. Supporting the passing of national law and policy frameworks that work to prevent extremism
139 online, understanding that it must comply with States' obligations under international law;
 - 140 b. Stressing the importance of government investment in research and analytic tools that help
141 maintain an understanding of the ever-evolving nature of information and communications
142 technologies (ICTs);
 - 143 c. Working with the ICT industry, civil society organizations, and academic institutions to
144 develop indicators that are realistic and feasible to measure the success of a certain policy or
145 program aimed at extremism;
 - 146 d. Sharing the results of such research with the UN through the International Criminal Police
147 Organization (INTERPOL) I-24/7 communication system that aids in capacity building for
148 digital evidence to enhance investigations into potential terror threats;
- 149
- 150
- 151
- 152
- 153 10. *Stresses* the importance of teaching the history and traditions of different cultures in order to bring
154 students with different heritages together in a peaceful and safe environment, and fostering tolerance
155 through the celebration of diversity:
156
- 157 a. Establishing regional partnerships to ensure the campaign is presented appropriately in
158 celebration of cultural heritage;
- 159

- 160 b. Suggesting the development of specific training plans and new forms of educational work, for
161 example, the integration of new technical learning tools, – in order to improve the situation of
162 adults in their communities and thus support the development process of their children;
163
- 164 c. Integrating local curricula with new technological platforms to present diverse and unique
165 perspectives for primary and higher levels of education;
166
- 167 11. *Encourages* the UIL to set up a subgroup, the Adult Education in Crisis Regions Working Group
168 (AECRWG) particularly focusing on adult education to prevent extremism, headed by the UIL itself;
169
- 170 12. *Advises* the UIL to supervise the AECRWG, consisting of at least 50 specialists from the education
171 sector, whereby each UNESCO Member State can send a maximum of one expert;
172
- 173 13. *Encourages* the AECRWG to:
174
- 175 a. Develop in a first working period proposals for specific training plans and new forms of
176 educational work, for example the integration of new technical learning tools, – in order to
177 improve the situation of adults in their communities and thus support the development
178 process of their children;
179
- 180 b. Submit the educational plans and reports of the work to UIL by April 2021;
181
- 182 c. Invite in a second transition period from April 2021 to November 2021 a national
183 representative of the education ministry of each participating country of the AECRWG;
184
- 185 d. Develop country by country specific transition plans, elaborated by each education expert
186 and education ministry representative of a country;
187
- 188 e. To hand in the different transition plans by the International Day of Education on 24 January
189 2022 to the UIL;
190
- 191 f. Elaborate an account system to control the transition progress in the AECRWG countries, by
192 cooperating with non-governmental organizations in the respective countries, requesting an
193 interim result of the progress by the International Day of Education on 24 January 2024.