NMUN•NY 2019

14-18 April 2019

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

BUILDING
A CLIMATE FOR
PEACE

Conference B

The United Nations Educational, Scientific and Cultural Organization

Committee Staff

Director	Salima Mahamoudou
Assistant Director	Youssef Sabek
Chair	Jacob Sarasin
Rapporteur	Payton Gresczyk

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	Adopted without a vote
UNESCO/1/2	Education as a Tool to Prevent Extremism	35 votes in favor, 5 votes against, 0 abstentions
UNESCO/1/3	Education as a Tool to Prevent Extremism	30 votes in favor, 8 votes against, 2 abstentions
UNESCO/1/4	Education as a Tool to Prevent Extremism	32 votes in favor, 6 votes against, 2 abstentions

Summary Report

The United Nations Educational, Scientific and Cultural Organization (UNESCO) 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 41 Member States and 0 Observers.

On Sunday, the committee adopted the agenda of II, I, III, beginning discussion on the topic of "Education as a Tool to Prevent Extremism." By Monday, the Dais received a total of 6 proposals covering a wide range of sub-topics including education tailored to the regions, youth involvement, partnerships with non-governmental organizations (NGOs) and inter-governmental organizations (IGOs), and teacher exchange programs. The overall tone was positive and respectful, and delegates were eager to work together and open to the idea of merging their work. By Tuesday, 2 of the proposals merged and there was a total of 4 proposals on the floor providing solution to prevent extremism through education. The tone remained positive and delegates practiced diplomacy.

On Wednesday, 4 draft resolutions had been approved by the Dais, 1 of which had amendments. The committee adopted 4 resolutions following voting procedure, 1 of which received unanimous support by the body. The resolutions represented a wide range of solutions, including infrastructure development for education, technical and vocational education approaches, improved civic engagement, teacher exchange programs, and tailored curricula for Member States. Overall, the body operated smoothly and efficiently over the course of the conference, with an overall theme of inclusivity. Delegates displayed good levels of diplomacy and the working group environment was positive, friendly, and inspiring.

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   *Noting* with interest Article 26 of the (1948) *Universal Declaration of Human Rights*, which establishes the
4   right of education for all,
5
6   *Desiring* to expand upon and secure education at all levels of social and economic class, especially
7   among vulnerable populations as encouraged in the *Incheon Declaration*,
8
9   *Guided* by the *2030 Agenda for Sustainable Development* and its Sustainable Development Goals
10 (SDGs) particularly SDG 4, which calls for the implementation of education for youth and individuals to
11 foster social and economic skills for their active participation in society, and SDG 17 that seeks to
12 strengthen global partnerships in achieving the goals set by the United Nations (UN),
13
14 *Cognizant* of the efforts of non-governmental organizations (NGOs) such as the International Committee
15 of the Red Cross, International Organizations such as the World Trade Organization, civil society, and
16 other UN bodies in their continued humanitarian and educational assistance to refugees and internally
17 displaced persons,
18
19 *Fully believing* in the UN Human Rights Council resolution 30/15 which elaborates on the importance of
20 global harmony between cultures to eradicate hatred and subsequently extremism,
21
22 *Recognizing* General Assembly resolution 73/154 (2019), on "Protecting Children from Bullying", which
23 emphasizes the standard in the promotion and protection of children's rights globally, encouraging youth
24 to be more open-minded and gain tolerant views to combat acts of hatred towards minorities,
25 marginalizing groups which leads to extremism,
26
27 *Acknowledging* General Assembly resolution 70/674 (2015), on the "Plan of Action to Prevent Violent
28 Extremism", which highlights the necessity to establish mechanisms promoting youth leadership with an
29 emphasis on interfaith and cultural understanding*,*
30
31 *Considering* the success and capabilities of private sectors organizations in technological areas and
32 education initiatives exemplified by CISCO, Microsoft, and IBM,
33
34 *Underscoring* the UN Security Council resolution 2354 (2017) on "Countering Terrorist Narratives" which
35 highlights a growing threat of extremist attacks in all parts of the globe,
36
37 *Emphasizing* General Assembly resolution 71/177 (2017) on "Rights of the child" which suggests
38 ensuring the rights of children including their education and safety in a conflict and post conflict zone,
39
40 *Reaffirming* both General Assembly resolution 70/291 (2016) on "The United Nations Global Counter-
41 Terrorism Strategy Review" and United Nations Educational, Scientific and Cultural Organization
42 (UNESCO) decisions 197/EX/46 (2015) on the "Decisions Adopted by the Executive Board at its 197th
43 Session" which mention the action at a global scale and reinforces the international cooperation for
44 countering terrorism and that also regards the crucial role and function of UNESCO for combating and
45 preventing extremism through education respectively,

46

Having devoted attention to General Assembly resolution 73/285 (2019) on the "Combating terrorism and other acts of violence based on religion or belief" which focuses on combating terrorism and other acts of violence based on religious or belief to create a more inclusive global society,

Noting with approval the 2016 International Conference on the Prevention of Violent Extremism through Education, a UNESCO event working towards promoting peace and sustainable development and considering the various needs and issues faced by the different regions of the world,

Conscious of the economic barriers and differences facing Member States in the creation of educational infrastructure,

1. *Affirms* the importance of all youth having access to quality education worldwide through access to programs such as the UNESCO Educate a Child partnership in order to foster a new generation of global citizens;

2. *Emphasizes* the need of Member States to collaborate with UNESCO IIEP, UNHRC, and NGOs including the International Committee of the Red Cross and Médecins Sans Frontieres, in providing basic education as well as scholarly opportunities and encourage engagement in leadership programs, in addition to humanitarian aid to refugees and internally displaced persons who are vulnerable to extremist recruitment by:

    a. Further encouraging all Member States to execute the *Education 2030 Framework for Action* in implementing Sustainable Development Goal 4;

    b. Calling upon Member States to establish a financial scheme for equal and educational opportunity regardless of individual conditions, especially for higher education;

3. *Proposes* Member States to embolden tolerance, open-mindedness and diversity awareness among youths by:

    a. Supporting and engaging in international and regional partnerships, through high school and university exchanges as well as dual degrees, internships and externships and satellite campus openings;

    b. Coordinating through UNESCO regional offices, the organization and negotiation processes to help Member States set specific goals as well as to track and assess the efficiency of the implemented programs;

    c. Facilitating the flow of funds to acquire educational resources for students and teachers such as: books, writing tools, and information and communications technology (ICTs);

    d. Mobilizing a teacher exchange with the intention to foster the creation of an inclusive and multicultural society that promotes acceptance and tolerance among communities; mirroring systems such as the *IREX Teaching Excellence* and the *Achievement Program*;

4. *Advices* the development of inter and intra capacity building for youth of high-tensions areas by:

    a. Establishing youth camp trainings to facilitate trust building among participating youth of diverse regions and faiths;

    b. Providing educational seminars on conflict mitigation, project monitoring and media for peacebuilding to enhance the development of local leaders in their communities;

c. Promoting the establishment of community-based events in communal center and in schools to promote youth to youth participation by developing action meetings and field trip visitations to places of worship and diversity;

5. *Recommends* the expansion of the International Conference on the Prevention of Violent Extremism through Education, operating under the patronage of the UNESCO International Institute for Planning by:

    a. Annually holding conferences in multiple regions of the world;

    b. Encouraging participatory international, regional and local groups to provide monetary aid to facilitate the execution of those conferences; and inviting public and private actors such as; experts, representatives of all invited organizations, policy makers, members of civil society, and regional youth;

    c. Fostering knowledge sharing and good practices, while identifying, analyzing and reviewing the resources available to tackle issues taking place within the region;

6. *Calls upon* Member States to engage in knowledge sharing of technological programs by forming a network of members including the private sector with tech companies and civil society to:

    a. Advises Member States on knowledge sharing by forming a network of members from the private sector such as: Google, Ourplace and the Smithsonian and to foster UNESCO's partnerships with NGOs established during the International Conference on NGOs and the Digital Revolution 2016;

    b. Collaborating with existing massive open online course (MOOC) platforms such as UNESCO's newly launched MOOC platform expanding courses for non-English speakers around the world and raising awareness about the existence of UNESCO's MOOC platforms among marginalized communities with internet access so that every child, boy or girl, has access to quality education as a fundamental human right;

    c. Expanding online universities such as the University of the People (UoPeople), run by refugees for refugees as a solution for internally displaced people and asylum seekers to provide them with a qualified university degree;

    d. Promoting the use of ICTs to mitigate extremist propaganda online through the *Creative Cyber Movement* through localized workshops encouraging positive content through social media and to increase youth overall knowledge of ICTs to further combat radicalization and extremism;

7. *Invites* Member States to collaborate with the Alliance for Affordable Internet and Computer Aid (A4AI), to promote universal internet access throughout schools by:

    a. Sharing expertise and good practices regarding technological advances and use of technology in the classroom;

    b. Supplying schools with the necessary materials, and training needed in order for teachers to work with technology and use it for instruction with the financial support of both NGOs and UNESCO's allocated education funds;

    c. Upgrading outdated technologies with support from Member States, and other entities such as A4AI;

8. *Encourages* Member States to support innovative school-based program such as the Kiusaamista Vastaan program (KiVa) which aiming at preventing bullying and tackle acts of violence originating from hatred, which could lead to violent extremism, through the use of pedagogical tools such as:

   a. Training manuals for teachers in order to enhance empathy, self-efficacy, and efforts to support the victimized peers among the students, making sure of the efficiency of the program;

   b. Videos and guides for both the parents and the students as a way to introduce them to bullying and acts of violence;

   c. Powerful learning medias such as online games such as KiVa game 1 and 2 targeting the students to create interest and motivation to learn more about violence, intolerance and hatred towards any groups;

   d. Monitoring of the participating schools by KiVa in order to get annual feedback and surveys for both the parents and the students regarding the efficacy of the program;

9. *Endorses* the importance of organizations and Member States to provide educational opportunities for youth economic growth through national and local initiatives similar to the Empower Youth for Work Program to promote UNESCO mandate on facilitating education for the development of youth worldwide by:

   a. Providing educational workshops on employment training and entrepreneurship development in local communities to target underdeveloped regions and combat youth poverty;

   b. Establishing youth hubs to deliver soft skills and ICT trainings at the local level to encourage the development skills and knowledge of young individuals;

   c. Establishing youth hubs to deliver soft skills and ICT trainings at the local level to encourage the development skills and knowledge of young individuals;

10. *Further recommends* Member States to draw on already existing UN organisms in order to eliminate extremism by:

    a. Seeking advice from the UN Commission on Science and Technology for Development which will provide quality expertise to Members States;

    b. Adopting the Secretary-General's internal Strategy on Using New Technologies by educating youth about new technology opportunities;

    c. Requesting the participation of Member States contributing technological capabilities (TechCCs) to provide technologies, expertise, and training like peacekeeping operations to encourage troops and police in contributing countries;

    d. Expanding on UNESCO's annually held Mobile Learning Week to support cost-effective and inclusive learning technologies;

11. *Calls* for cooperation with local educational systems and local authorities in conflict zones to ensure safe access to education for children and young people, in order to guarantee an effective and methodical level of integral education that promotes values of union, tolerance, and respect.

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 *Acknowledging* the importance of Sustainable Development Goal (SDG) 4 to achieve inclusive and
4 equitable education and to promote lifelong learning opportunities for all,
5
6 *Recognizing* the role of education in fostering a culture of peace, non-violence, and social cohesion, as
7 outlined in Security Council resolution 2250 (2015) on "Youth and Religious Actors Engaging for Peace"
8 promoting a civically educated youth,
9
10 *Aware* of the Global Citizenship Education Workshop for the Rule of Law and its efforts to provide
11 educators and policymakers with adequate resources to combat extremism,
12
13 *Noting* General Assembly resolution 66/137 titled the "United Nations Declaration on Human Rights
14 Education and Training" which stresses the right of education for all, in order to develop human
15 personality and dignity aiming to guarantee a free society, and to promote tolerance and friendship
16 among individuals from different cultures and backgrounds,
17
18 *Taking into consideration* the success of initiatives operated by United Nations Children's Fund (UNICEF)
19 such as the World's Largest Lessons and the organization's experience concerning the education of
20 young children,
21
22 *Recalling* the importance of digital instruments and social media campaigns in order to prevent
23 radicalization of young people by extremist groups as stated in the Plan of Action to Prevent Violent
24 Extremism in the framework of the United Nations Global Counter-Terrorism Strategy,
25
26 *Stressing* the importance of advocating for constructive political engagement as noted in the Security
27 Council resolution 2419 (2018) on "Increasing Role of Youth in Negotiating, Implementing Peace
28 Agreements,"
29
30 1. *Calls upon* all Member States to develop a country-specific curriculum similar to the *Plan of Action* to
31   provide community-focused and academically-researched instruction on practices to counter violent
32   extremism, focusing on:
33
34   a. Creating safeguards against biased and unbalanced teaching;
35
36   b. Ensuring the implementation of local strategies that address school curriculum as well as
37   extracurricular programs to safeguard and promote the well-being of children;
38
39   c. Preventing those with the intent to radicalize youth from taking positions of power in
40   education by ensuring diversity of teaching personnel and thorough vetting of potential
41   employees;
42
43   d. Raising awareness within private and public schools to further inform them on their role in
44   preventing extremism;
45

46   2. *Encourages* all Member States to consider utilizing effective methods of teaching as seen in the Kiva
47   Koulu program to draw on the similarities of exclusion as seen with both bullying and radicalization
48   and provoke students' sensitivity to violence, to teach students methods of conflict resolution which
49   are non-violent through more interactive techniques that better connect with students on a personal
50   level such as:

52   a. Peer-to-Peer learning to develop a support network and increase inclusivity;

54   b. Testimonials from former victims or those experienced with violent extremism to make aware
55   the reality of turning to violent extremism and to offer guidance for those struggling with
56   extremism;

58   c. Role playing of situations regarding how individuals are radicalized to practice communication
59   skills and coping mechanisms;

61   d. Watching and discussing videos that will increase the resilience of the youth against violence
62   and radicalization;

64   3. *Recommends* that the international community implements existing guidelines and instructive
65   materials as produced by the *Rule of Law* workshop created by United Nations Educational,
66   Scientific, and Cultural Organization (UNESCO) in partnership with United Nations Office of Drugs
67   and Crime, and further utilize the program's trainings to equip teachers and policymakers with toolkits
68   and guidance materials to instill resilience and belonging among their students and citizens;

70   4. *Invites* all Member States to institute extracurricular programs that seek to build positive personality
71   traits and collaboration among the youth, as seen through the International Olympic Committee
72   created in Paris that acts beyond the classroom to protect vulnerable youth from radicalization such
73   as:

75   a. Being tolerant and cooperative of all cultures and backgrounds in the spirit of a healthy sports
76   environment;

78   b. Respecting rules and regulations to guarantee a well-functioning system;

80   c. Fostering self-confidence and resilience to resist external pressure;

82   5. *Suggests* that Member States further enhance partnerships with organizations like UNICEF to provide
83   guidance for teachers to encourage critical thinking in regards to violent extremism at an early age by:

85   a. Hosting training courses for youth practitioners like the course Preventing Extremism in
86   Bulgaria (2016) that gave youth practitioners working with people vulnerable to radicalization,
87   for instance people with low self-esteem or those who feel excluded from society, the chance
88   to exchange ideas on how to prevent violent extremism;

90   b. Making use of programs such as the World's Largest Lesson, that produces free resources
91   like films or games for educators to teach lessons or run projects in support of the SDGs;

93   6. *Invites* all Member States to increase the use of digital tools to access educational programs and
94   awareness campaigns to allow students to better understand the severity of preventing violent
95   extremism by:

97   a. Introducing a series of online courses for secondary and tertiary level students utilizing the
98   format of Massive Open Online Courses similarly to how it was used by UNESCO's Institute
99   of IT in Education with the University of London in the creation of information and
100   communications technology (*ICT) in Primary Education*, to teach students cultural and
101   religious diversity, tolerance, conflict management and critical thinking;

102
103   b.   Encouraging an expansion and adoption of the *#YouthWagingPeace* campaign promoted by
104   the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, in
105   partnership with UNESCO, that will help young students understand their identities, being
106   conscious of themselves, in order to create connections and to prevent extremism in the
107   online environment;
108
109 7. *Encourages* all Member States to educate the youth on political participation by working alongside
110   organizations such as the National Democratic Institute, and to utilize their youth political participation
111   guide that provides lessons for creating an enabling environment for students to feel supported and
112   encouraged to participate in politics, in an effort to achieve further inclusivity and community
113   engagement.

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   *Recalling* the principles of cooperation and respect for sovereignty with a focus on regionally based
4   solutions as expressed within the preamble of the Sustainable Development Goals,
5
6   *Reaffirming* commitment to Sustainable Development Goal 4 of the *2030 Agenda for Sustainable*
7   *Development*, especially highlighting SDG 4 target 4.7, which encourages the promotion of a culture of
8   peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's
9   contribution to sustainable development,
10
11 *Recognizing* that the shortage of quality education and meaningful employment exacerbates the spread
12 of violent extremism, which can affect all Member States and their peoples,
13
14 *Noting with dismay* that according to the *World's Employment and Social Outlook* (2018), almost 36% of
15 the world's unemployed are young people,
16
17 *Commending* the work of the international community in recognizing the importance of education in
18 preventing violent extremism through the adoption of the UN Security Council resolution 2354 (2017) on
19 the "Countering Terrorists Narratives",
20
21 *Highlighting* the need for a universal curricular framework in combating the spread of violent extremist
22 values,
23
24 *Reaffirming* that the act of learning should not only be through formal educational setting but should
25 extend into all aspects of each individual's life and the need to increase participation in educational
26 institutions by those of primary and secondary school age across Member States,
27
28 *Affirming* the UN Security Council resolution 2178 (2014) on "Threats to International Peace and Security
29 caused by Terrorist Acts*"*, which discusses the role that education plays in curbing violent extremism by
30 reducing recruitment of the youth,
31
32 *Acknowledging* the UN Security Council's support of quality education for peace that equips youth with
33 the ability to engage constructively in civic structures and inclusive political processes, as described
34 within the UN Security Council resolution 2250 (2015) on "Comprehensive International Framework to
35 Counter Terrorist Narratives*"*,
36
37 *Reaffirming* the Global Citizenship Education (GCED) framework as an empowering resource to promote
38 tolerant and peaceful societies free from all forms of extremism,
39
40 *Reaffirming* United Nations Educational, Scientific, and Cultural Organization's (UNESCO) guides titled *A*
41 *Teacher's Guide on the Prevention of Violent Extremism and Preventing Violent Extremism through*
42 *Education: A guide for policymakers,*
43

44　*Noting with satisfaction* the joint project implemented by UNESCO and United Nations Development
45　Programme titled Preventing and Responding to Violent Extremism in Africa: A Development Approach,
46　which specifically addresses the importance of tailoring preventative measures to the region,
47
48　*Recognizing* the importance of education accessibility throughout Member States, especially rural areas,
49　to keep a certain level of quality is preserved,
50
51　*Considering* the *Radicalization Awareness Network* founded by the European Commission in 2011 with
52　the aim of preventing violent radicalization and recruitment,
53
54　*Affirming* UNESCO's *Sports4Peace* and International Day of Sport for Development and Peace initiatives
55　that aid in the promotion of peace and sense of community among youth,
56
57　*Recognizing* IBM's *Digital Nation - Africa* initiative which aims to provide free educational courses to
58　African students and strive to develop practical skills that can be directly used by individuals in the
59　workplace,
60
61　*Bearing in mind* UNESCO's International Centre for Technical and Vocational Education and Training that
62　highlights and promotes skill development among individuals,
63
64　*Deeply concerned* about the challenge of ensuring the right to education to all recognized in Article 26 of
65　the *Universal Declaration of Human Rights* in times in which it is threatened by violent extremists and
66　their activities,
67
68　1.　*Suggests* the enhancing of UNESCO's localized cooperation with regional and local educational
69　　　offices and groups by facilitating the inclusion of the Efficient Development Goals for Education
70　　　(EDGE) system into educational curricula;
71
72　2.　*Recommends* Member States to consider integrating the EDGE system into their domestic
73　　　educational frameworks and policy, which would urge them to increase access to education as well
74　　　as its efficiency within a diverse range of societies and regional groups:
75
76　　　　a.　To foster public-private partnerships to improve funds for educating youth in digital topics and
77　　　　　digitalization;
78
79　　　　b.　To create partnerships with other Member States in order to leverage lacking resources
80　　　　　within the country and to create information exchange;
81
82　　　　c.　To integrate all demographic groups into the education process and tailor education to their
83　　　　　needs and generation;
84
85　　　　d.　To encourage teachers to better investigate and understand the cultural, ethnic and religious
86　　　　　background of students in order to understand individual behavioral patterns;
87
88　　　　e.　To incorporate classes on various religions and philosophical world views, focusing on
89　　　　　tolerance and critical thinking, in order to foster a more reasonable and tolerant climate;
90
91　　　　f.　To focus on the integration of young women in the school and work environment;
92
93　　　　g.　To help young mothers to return to school and to get customized education according to their
94　　　　　needs;
95

3. *Recommends* the continued implementation of a multilateral curricular framework, created through cooperation between UNESCO and Member States, that addresses the prevention of violent extremism through building upon cultural integration and acceptance with the goal of creating a culture of peace and tolerance by:

    a. Addressing regional issues through tailoring an educational curriculum to the needs of regions and individual Member States through continued collaboration with UNESCO regional offices;

    b. Advising Member States on effective approaches to the elimination of violent extremist ideology by taking into consideration the reports produced by UNESCO;

4. *Suggests* the expansion of information and communications technology infrastructures, especially in rural areas, to allow individuals to have easier access to educational resources and decrease the digital divide more prevalent in less developed communities, and the establishment by UNESCO, in collaboration with the Office of Information and Communications Technology, of an online course, teaching basic and advanced subjects by:

    a. By raising awareness among women and youth on educational opportunities online;

    b. By building communal spaces where individuals can access free internet;

    c. By building a platform that has the capacity to share information about the said courses between countries;

    d. By making sure that the courses' authors and teachers should be qualified by UNESCO's criteria:

        i. By having a degree linked with either teaching or the area of study;
        ii. By passing a newly-set standard examination that evaluates the ethics and the integrity of the candidates;
        iii. By making the content of the information provided by the teachers reviewed by collaborating with universities and the International Institute for Educational Plan along with the courses' authors;

5. *Urges* Member States to facilitate GCED capacity building projects, in which educators, policymakers, and other key stakeholders are trained in the creation of curricula or policy to instill the values, outlooks, and behaviors that support responsible global citizenship;

6. *Suggests* Member States supplement their educational systems with extracurricular activities:

    a. By adopting a universal approach to the admission of students to the aforementioned activities to avoid any type of bullying;

    b. By promoting the creation of a system which properly evaluates students through participation: presence and engagement;

    c. By inviting Member States to increase the number of activities that incorporate cooperation and teamwork;

7. *Recommends* Member States to emulate programs similar to *Smart Indonesia Program* to increase enrollment of youth in public, private, and vocational institutions that are dedicated to providing skills and resources that foster socio-economic development which further decreases extreme poverty;

149
150   8. *Encourages* Member States to improve and strengthen their background check law on current and
151   future educators to ensure that children are not exposed to violent extremist ideology;
152
153   9. *Advocates* using the UNESCO's Teacher's Guide on the Prevention of Violent Extremism as a
154   framework to assess teachers with UNESCO granting the translation of the manuals to facilitate the
155   work in local facilities;
156
157 10. *Encourages* Member States, agencies, stakeholders and non-governmental organizations (NGOs) to
158   collaborate closely with partners at the grassroots level to enhance the carrying out of relief efforts,
159   ensuring the safe continuation of education of refugees and displaced persons that are vulnerable to
160   recruitment by violent extremist groups;
161
162 11. *Calls upon* Member States, regional organizations, intergovernmental organizations, NGOs, and civil
163   society organizations to collaborate in supporting international youth events, in the form of Model
164   United Nations conferences, sports competitions, music, and art showcases, to encourage the
165   exchange of ideas, deepening of mutual understanding, and appreciation of diverse cultures;
166
167 12. *Encourages* that, whenever possible, the aforesaid events incorporate or take place in or around
168   cultural heritage sites, drawing more attention to them, furthering their international esteem, and
169   fostering deeper shared love and commitment to their preservation;
170
171 13. *Further suggests* the expansion of vocational education and training in communities vulnerable to
172   terrorist recruitment and low-employment including courses in agriculture, biometrics, and mechanical
173   technology;
174
175 14. *Calls upon* States to provide educational assistance, physical and mental health services, and career
176   development designed for people that dissociated themselves from violent extremist groups to avoid
177   the rejoining of individuals;
178
179 15. *Recommends* that Member States continue collaborating with the World Food Programme, UN
180   Children's Fund, and United Nations Population Fund to provide free school meals to children being
181   affected by poverty, violence and to thus keep more students in school engaged as buffers against
182   violent extremism; the school feeding programs would be linked to local farm production, combining
183   nutritional and educational benefits with a positive impact on local economies;
184
185 16. *Further recommends* the expansion of the GCED curricular framework to include interdisciplinary
186   education by:
187
188   a. Highlighting the importance of global history, which considers the encouragement of scientific
189   approaches on this topic to provide people – especially youth the opportunity to have global
190   history added to their regional and national history curricula;
191
192   b. Adding an extracurricular requirement in the educational programs worldwide to promote the
193   students' inclusion in activities that build their social skills;
194
195   c. Promoting a student-exchange program such as Erasmus, Erasmus+ and Overseas to
196   ensure that youth can have an opportunity to travel to a different country, experience its
197   culture and broaden their horizons safely;
198
199 17. *Encourages* religious institutions, schools, and owners of other public properties, that are not being
200   fully utilized to consider providing to meet the educational needs of their community by:
201
202   a. Being easily accessible to the majority of the surrounding population;

204   b. Supporting vocational training programs for senior citizens;

205

206   c. Offering volunteer positions or internships to community members so they can actively
207   contribute to the operation of these community centers;

208

209   d. Providing space for studying and access to learning materials;

210

211   e. Providing indoor areas for physical activities (like athletics and dancing); Hosting educational
212   seminars, trainings, workshops, in line with the expanded Education for Global Citizenship
213   framework, as direct efforts to curtail the spread of violent extremism;

214

215 18. *Suggests* the continued establishment and development of psychological counseling centers in
216   collaboration with UN High Commissioner for Refugees that support reintegration of individuals back
217   into their communities and help avoid any relapses of people that have been previously recruited by
218   violent extremist groups:

219

220   a. Guided by UNESCO's regional offices especially post conflict and conflict zones to integrated
221   into national and local action plans;

222

223   b. Suggested to incorporate the World Health Organization (WHO)'s Quality Rights Tool kit that
224   provides a framework for the counselors on how to structure their sessions;

225

226   c. Funding may be provided in coordination with regional banks and state-sponsored micro
227   financers that focus on mental health;

228

229 19. *Requests* UNESCO's Director-General to further the implementation of the aforementioned
230   counseling program through the use of available regular budget and any extra budgetary resources
231   as previously set by Decision 46 in the *Decisions Adopted* by the Executive Board at its 197th
232   Session (2015).

Code: UNESCO/1/4
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 *Urging* the implementation of accessible counseling, rehabilitation, and cultural orientations for refugees
4 in accordance with Article 22 of the *Convention Relating to the Status of Refugees* (1951),
5
6 *Recognizing* UN Security Council resolution 1624 (2005) on the "Threats to international peace and
7 security (Security Council Summit 2005)", which stresses the importance of educational institutions in
8 promoting tolerance, coexistence, engaging education leaders in the development of strategies to combat
9 terrorism, and developing non-violent alternative avenues such as educational systems to prevent
10 terrorists from recruiting the youth,
11
12 *Recalling* UN Security Council resolution 2178 (2014) on the "Addressing the growing issue of foreign
13 terrorist fighters" and General Assembly resolution 70/826 (2016) on the "Activities of the United Nations
14 system in implementing the United Nations Global Counter-Terrorism Strategy," seeking global education
15 to prevent extremism through implementing the *UN Global Counter-Terrorism Strategy*,
16
17 *Noting further* United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s *Operational*
18 *Term Strategy* (2014-2021), which seeks to prioritize youth as global solutions and giving them an equal
19 opportunity in education to curb extremist push factors,
20
21 *Noting also* General Assembly resolution 70/674 (2015) on the "Plan of Action to Prevent Violent
22 Extremism", which welcomed the initiative of the Secretary-General and took note of his Plan of Action to
23 Prevent Violent Extremism through training vulnerable populations,
24
25 *Also bearing in mind* Sustainable Development Goal 4, highlighting the significance of achieving inclusive
26 and equitable education for all, specifically 4.4 emphasizing vocational skills and 4.A improving
27 educational facilities,
28
29 *Guided by* General Assembly resolution 70/1 (2015) on "Transforming our world: the 2030 Agenda for
30 Sustainable Development", which aims to foster a peaceful society through sustainable development and
31 education, specifically, Target 9.1 which emphasizes the importance of infrastructure development in the
32 advancement of sustainable innovation,
33
34 *Determined* to better the overall quality of education in each Member State, it is imperative to improve
35 infrastructure, economic conditions, and overall qualities of living, to ensure inclusive environments to
36 expand the realization that education can also be achieved through workshops,
37
38 *Acknowledging* the different stages of educational facilities and infrastructures among Member States,
39
40 *Affirming* the positive impact that entrepreneurship poses on the economy and promoting a sense of
41 community, especially among women and children in rural areas,
42

43   *Recognizing* the document *Economic and Social Inclusion to Prevent Violent Extremism* (2016), which
44   directs attention to the likelihood for younger generations to be coerced into extremism by increasing
45   political instability and lack of economic opportunities,
46
47   *Bearing in mind* that although the Technical Vocational Education and Training (TVET) (2015) adopted
48   under UNESCO has had successes, lack of coordination and policy coherence, along with low levels of
49   capacity in foresight, have hindered progress,
50
51   1.   *Urges* the use of guidelines provided by *Education 2030* which outlines the implementation of basic
52   education and addresses the mental health of the global youth by creating education that reflects the
53   current status of Member States development of education taking into consideration the capacity and
54   financial status of Member States;
55
56   2.   *Strongly recommends* partnerships between non-governmental organizations (NGO), private entities,
57   and pre-existing UN & external programs to encourage collaboration and knowledge sharing among
58   these stakeholders, around tools such as the *Joint Education Needs Assessment Toolkit* and other
59   similar toolkits;
60
61   3.   *Calls for* further involvement of pre-existing programs in order to further develop equality of
62   educational opportunities in Member States including UNESCO in *Action: Preventing Violent
63   Extremism Worldwide*:
64
65   a.   Specifically, E-learning services under *Policy Advice and Capacity Development* provided
66   under UNIDO;
67
68   b.   Introduce *A Teacher's Guide on the Prevention of Extremism* (2016) produced by UNESCO
69   to provide technical guidance for teachers to discuss the concerns of extremism with learners
70   in an inclusive and safe environment;
71
72   4.   *Recommends* the creation of an educational program created by each individual state which teaches
73   refugees arriving in their nation about the culture where they now live, specifically with counseling and
74   orientations in collaboration with United Nations High Commissioner for Refugees through:
75
76   a.   Working in conjunction with cultural organizations within the country, like the *Turkish Cultural
77   Foundation and Educate a Child*, for successful integration of all family members to societal
78   life;
79
80   b.   Offering courses for refugees that help them integrate into societal life in their new country,
81   including an introduction to the host nation, but are not limited to cultural norms, working, and
82   finding a home in order to properly assimilate into societal life in the host nation;
83
84   c.   Further expanding this program to all legal immigrants and other marginalized groups;
85
86   5.   *Encourages* the utilization of the *Joint Education Needs Assessment Toolkit* by Member States to
87   implement rehabilitation and counseling programs to be used following difficult periods of life, like the
88   release of criminals who were previously associated with extremism by:
89
90   a.   Creating or expanding upon accessible counseling and rehabilitation programs for victims of
91   terror or other serious incidents including providing orientation counseling to reach
92   reintegration in society among vulnerable individuals;
93
94   b.   Expanding the *Joint Education Needs Assessment Toolkit* to include, not only education in a
95   crisis but to provide preventative education to reduce the knowledge gap and deliver both
96   formal and informal methods to provide education in times of emergency;
97

98   6. *Encourages* Member States to include cultural awareness-oriented courses in the educational
99   system, if not already in existence, that focuses on global citizenship;
100
101   7. *Encourages* Member States to work to advance infrastructure development through improving
102   transportation, networks, electrical, and physical mechanisms in order to facilitate education by:
103
104   a. Improving network availability in rural areas and making internet connectivity more efficient in
105   order to increase the potential uses of this service such as educational research through
106   already existing online databases such as *edX*;
107
108   b. Advancing physical and electrical services related to education by:
109
110   i.   Modernizing schools and other educational establishments through the addition of
111   technology and the continued restoration of buildings to make them more accessible
112   for all students and to make room to include more people;
113   ii. Requesting the assistance and guidance of the United Nations Development
114   Programme for the construction and implementation of these programs;
115
116   8. *Recommends* the collaboration between existing NGO's and Member States in order to promote civic
117   engagement among the youth through vocational training programs implemented in Member States,
118   which will be tailored to each country's employment demands through regional training from the *Civic*
119   *Engagement Fund*;
120
121   9. *Invites* Member States to work with the NGO CARE Education on their project of gender in
122   emergencies to apply and determine the specific needs of women within conflict zones to better
123   address their challenges of receiving adequate education;
124
125   10. *Advocates* for the collaboration of Member States with NGOs Pratham and Global Fund for Children,
126   implementing the use of tablets pre-programmed with educational material and videos to facilitate the
127   continuation of education regardless of accessibility to physical structures and access to the internet;
128
129   11. *Further recommends* building on UN Security Council resolution 2419 (2018) on "Increasing Role of
130   Youth in Negotiating, Implementing Peace Agreements" to promote education and prevent violence
131   among young generations by:
132
133   a. Emphasizing the creation of vocational training programs through TVET and coordinating a
134   partnership with Education International to improve the effectiveness of the framework,
135   structure, and implementation of policies, and the allocation of TVET resources proportionally
136   to each Member State's needs based on statistics assembled by *The International Standard*
137   *Classification of Education* on human or financial resources invested on education;
138
139   b. Noting sanctions placed on nations that limit collective economic power, thus hindering efforts
140   to the improvement of education;
141
142   c. Reaffirming that extremism cannot be associated with any specific Member State as a whole;
143
144   d. Advancing economic development for women and men which would allow them to become
145   more involved in community affairs and stimulate global economies by creating new
146   industries of employment, thus ameliorating economic conditions;
147
148   12. *Suggests* that Member States utilize UNESCO's partnership with the Civic Engagement Fund which
149   works towards accelerating grassroots movements with the Civil Society Education Fund allowing for:
150
151   a. Fostering exchange of knowledge, international scientific cooperation, capacity building,
152   technical assistance to its Member States through a dialogue of mutual respect;
153

154   b. A global program funded by the *Global Partnership for Education* to support civil society
155   engagement in an education sector policy, planning, budgeting, and monitoring;

156

157   c. The deterrence of political instability, encouraging proper national involvement, thus
158   preventing further instability and impeding extremism;

159

160 13. *Recommends* the creation of workshops in collaboration with local NGOs, such as *Spark Microgrants*
161   based in Kampala, Uganda that teaches individuals, especially women, how to start their own micro-
162   businesses as a way of providing them with an opportunity to contribute to the community where:

163

164   a. At the end of the workshop, individuals will be assessed to ensure that they have reached a
165   sufficient level of understanding to start their business, so that individuals who complete the
166   training and pass the assessment can present their business ideas to the NGOs that will
167   provide the funding for the proposals;

168

169   b. Micro-businesses will then be assessed on a yearly basis for three years to provide the
170   entrepreneurs with feedback and ensure that their businesses are reaching preset goals by
171   the financing entity.