The United Nations Educational, Scientific and Cultural Organization

Committee Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Salima Mahamoudou</td>
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<td>Assistant Director</td>
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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

<table>
<thead>
<tr>
<th>Code</th>
<th>Topic</th>
<th>Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO/1/1</td>
<td>Education as a Tool to Prevent Extremism</td>
<td>Adopted without a vote</td>
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<tr>
<td>UNESCO/1/2</td>
<td>Education as a Tool to Prevent Extremism</td>
<td>35 votes in favor, 5 votes against, 0 abstentions</td>
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<tr>
<td>UNESCO/1/3</td>
<td>Education as a Tool to Prevent Extremism</td>
<td>30 votes in favor, 8 votes against, 2 abstentions</td>
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<tr>
<td>UNESCO/1/4</td>
<td>Education as a Tool to Prevent Extremism</td>
<td>32 votes in favor, 6 votes against, 2 abstentions</td>
</tr>
</tbody>
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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.
The United Nations Educational, Scientific and Cultural Organization,

Noting with interest Article 26 of the (1948) Universal Declaration of Human Rights, which establishes the right of education for all,

Desiring to expand upon and secure education at all levels of social and economic class, especially among vulnerable populations as encouraged in the Incheon Declaration,

Guided by the 2030 Agenda for Sustainable Development and its Sustainable Development Goals (SDGs) particularly SDG 4, which calls for the implementation of education for youth and individuals to foster social and economic skills for their active participation in society, and SDG 17 that seeks to strengthen global partnerships in achieving the goals set by the United Nations (UN),

Cognizant of the efforts of non-governmental organizations (NGOs) such as the International Committee of the Red Cross, International Organizations such as the World Trade Organization, civil society, and other UN bodies in their continued humanitarian and educational assistance to refugees and internally displaced persons,

Fully believing in the UN Human Rights Council resolution 30/15 which elaborates on the importance of global harmony between cultures to eradicate hatred and subsequently extremism,

Recognizing General Assembly resolution 73/154 (2019), on “Protecting Children from Bullying”, which emphasizes the standard in the promotion and protection of children’s rights globally, encouraging youth to be more open-minded and gain tolerant views to combat acts of hatred towards minorities, marginalizing groups which leads to extremism,

Acknowledging General Assembly resolution 70/674 (2015), on the “Plan of Action to Prevent Violent Extremism”, which highlights the necessity to establish mechanisms promoting youth leadership with an emphasis on interfaith and cultural understanding,

Considering the success and capabilities of private sectors organizations in technological areas and education initiatives exemplified by CISCO, Microsoft, and IBM,

Underscoring the UN Security Council resolution 2354 (2017) on “Countering Terrorist Narratives” which highlights a growing threat of extremist attacks in all parts of the globe,

Emphasizing General Assembly resolution 71/177 (2017) on “Rights of the child” which suggests ensuring the rights of children including their education and safety in a conflict and post conflict zone,

Reaffirming both General Assembly resolution 70/291 (2016) on “The United Nations Global Counter-Terrorism Strategy Review” and United Nations Educational, Scientific and Cultural Organization (UNESCO) decisions 197/EX/46 (2015) on the “Decisions Adopted by the Executive Board at its 197th Session” which mention the action at a global scale and reinforces the international cooperation for countering terrorism and that also regards the crucial role and function of UNESCO for combating and preventing extremism through education respectively,
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. Advises 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.
The United Nations Educational, Scientific, and Cultural Organization,

Acknowledging the importance of Sustainable Development Goal (SDG) 4 to achieve inclusive and equitable education and to promote lifelong learning opportunities for all,

Recognizing the role of education in fostering a culture of peace, non-violence, and social cohesion, as outlined in Security Council resolution 2250 (2015) on “Youth and Religious Actors Engaging for Peace” promoting a civically educated youth,

Aware of the Global Citizenship Education Workshop for the Rule of Law and its efforts to provide educators and policymakers with adequate resources to combat extremism,

Noting General Assembly resolution 66/137 titled the “United Nations Declaration on Human Rights Education and Training” which stresses the right of education for all, in order to develop human personality and dignity aiming to guarantee a free society, and to promote tolerance and friendship among individuals from different cultures and backgrounds,

Taking into consideration the success of initiatives operated by United Nations Children’s Fund (UNICEF) such as the World’s Largest Lessons and the organization’s experience concerning the education of young children,

Recalling the importance of digital instruments and social media campaigns in order to prevent radicalization of young people by extremist groups as stated in the Plan of Action to Prevent Violent Extremism in the framework of the United Nations Global Counter-Terrorism Strategy,

Stressing the importance of advocating for constructive political engagement as noted in the Security Council resolution 2419 (2018) on “Increasing Role of Youth in Negotiating, Implementing Peace Agreements,”

1. Calls upon all Member States to develop a country-specific curriculum similar to the Plan of Action to provide community-focused and academically-researched instruction on practices to counter violent extremism, focusing on:

   a. Creating safeguards against biased and unbalanced teaching;

   b. Ensuring the implementation of local strategies that address school curriculum as well as extracurricular programs to safeguard and promote the well-being of children;

   c. Preventing those with the intent to radicalize youth from taking positions of power in education by ensuring diversity of teaching personnel and thorough vetting of potential employees;

   d. Raising awareness within private and public schools to further inform them on their role in preventing extremism;
2. Encourages all Member States to consider utilizing effective methods of teaching as seen in the Kiva Koulu program to draw on the similarities of exclusion as seen with both bullying and radicalization and provoke students' sensitivity to violence, to teach students methods of conflict resolution which are non-violent through more interactive techniques that better connect with students on a personal level such as:

   a. Peer-to-Peer learning to develop a support network and increase inclusivity;
   b. Testimonials from former victims or those experienced with violent extremism to make aware the reality of turning to violent extremism and to offer guidance for those struggling with extremism;
   c. Role playing of situations regarding how individuals are radicalized to practice communication skills and coping mechanisms;
   d. Watching and discussing videos that will increase the resilience of the youth against violence and radicalization;

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

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

   a. Being tolerant and cooperative of all cultures and backgrounds in the spirit of a healthy sports environment;
   b. Respecting rules and regulations to guarantee a well-functioning system;
   c. Fostering self-confidence and resilience to resist external pressure;

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

   a. Hosting training courses for youth practitioners like the course Preventing Extremism in Bulgaria (2016) that gave youth practitioners working with people vulnerable to radicalization, for instance people with low self-esteem or those who feel excluded from society, the chance to exchange ideas on how to prevent violent extremism;
   b. Making use of programs such as the World’s Largest Lesson, that produces free resources like films or games for educators to teach lessons or run projects in support of the SDGs;

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

   a. Introducing a series of online courses for secondary and tertiary level students utilizing the format of Massive Open Online Courses similarly to how it was used by UNESCO’s Institute of IT in Education with the University of London in the creation of information and communications technology (ICT) in Primary Education, to teach students cultural and religious diversity, tolerance, conflict management and critical thinking;
b. Encouraging an expansion and adoption of the #YouthWagingPeace campaign promoted by the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, in partnership with UNESCO, that will help young students understand their identities, being conscious of themselves, in order to create connections and to prevent extremism in the online environment;

7. Encourages all Member States to educate the youth on political participation by working alongside organizations such as the National Democratic Institute, and to utilize their youth political participation guide that provides lessons for creating an enabling environment for students to feel supported and encouraged to participate in politics, in an effort to achieve further inclusivity and community engagement.
The United Nations Educational, Scientific, and Cultural Organization,

Recalling the principles of cooperation and respect for sovereignty with a focus on regionally based solutions as expressed within the preamble of the Sustainable Development Goals,

Reaffirming commitment to Sustainable Development Goal 4 of the 2030 Agenda for Sustainable Development, especially highlighting SDG 4 target 4.7, which encourages the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development,

Recognizing that the shortage of quality education and meaningful employment exacerbates the spread of violent extremism, which can affect all Member States and their peoples,

Noting with dismay that according to the World’s Employment and Social Outlook (2018), almost 36% of the world’s unemployed are young people,

Commending the work of the international community in recognizing the importance of education in preventing violent extremism through the adoption of the UN Security Council resolution 2354 (2017) on the “Countering Terrorists Narratives”,

Highlighting the need for a universal curricular framework in combating the spread of violent extremist values,

Reaffirming that the act of learning should not only be through formal educational setting but should extend into all aspects of each individual’s life and the need to increase participation in educational institutions by those of primary and secondary school age across Member States,

Affirming the UN Security Council resolution 2178 (2014) on “Threats to International Peace and Security caused by Terrorist Acts”, which discusses the role that education plays in curbing violent extremism by reducing recruitment of the youth,

Acknowledging the UN Security Council’s support of quality education for peace that equips youth with the ability to engage constructively in civic structures and inclusive political processes, as described within the UN Security Council resolution 2250 (2015) on “Comprehensive International Framework to Counter Terrorist Narratives”,

Reaffirming the Global Citizenship Education (GCED) framework as an empowering resource to promote tolerant and peaceful societies free from all forms of extremism,

Noting with satisfaction the joint project implemented by UNESCO and United Nations Development Programme titled Preventing and Responding to Violent Extremism in Africa: A Development Approach, which specifically addresses the importance of tailoring preventative measures to the region,

Recognizing the importance of education accessibility throughout Member States, especially rural areas, to keep a certain level of quality is preserved,

Considering the Radicalization Awareness Network founded by the European Commission in 2011 with the aim of preventing violent radicalization and recruitment,

Affirming UNESCO’s Sports4Peace and International Day of Sport for Development and Peace initiatives that aid in the promotion of peace and sense of community among youth,

Recognizing IBM’s Digital Nation - Africa initiative which aims to provide free educational courses to African students and strive to develop practical skills that can be directly used by individuals in the workplace,

Bearing in mind UNESCO’s International Centre for Technical and Vocational Education and Training that highlights and promotes skill development among individuals,

Deeply concerned about the challenge of ensuring the right to education to all recognized in Article 26 of the Universal Declaration of Human Rights in times in which it is threatened by violent extremists and their activities,

1. Suggests the enhancing of UNESCO’s localized cooperation with regional and local educational offices and groups by facilitating the inclusion of the Efficient Development Goals for Education (EDGE) system into educational curricula;

2. Recommends Member States to consider integrating the EDGE system into their domestic educational frameworks and policy, which would urge them to increase access to education as well as its efficiency within a diverse range of societies and regional groups:

   a. To foster public-private partnerships to improve funds for educating youth in digital topics and digitalization;

   b. To create partnerships with other Member States in order to leverage lacking resources within the country and to create information exchange;

   c. To integrate all demographic groups into the education process and tailor education to their needs and generation;

   d. To encourage teachers to better investigate and understand the cultural, ethnic and religious background of students in order to understand individual behavioral patterns;

   e. To incorporate classes on various religions and philosophical world views, focusing on tolerance and critical thinking, in order to foster a more reasonable and tolerant climate;

   f. To focus on the integration of young women in the school and work environment;

   g. To help young mothers to return to school and to get customized education according to their needs;
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;
8. Encourages Member States to improve and strengthen their background check law on current and future educators to ensure that children are not exposed to violent extremist ideology;

9. Advocates using the UNESCO’s Teacher’s Guide on the Prevention of Violent Extremism as a framework to assess teachers with UNESCO granting the translation of the manuals to facilitate the work in local facilities;

10. Encourages Member States, agencies, stakeholders and non-governmental organizations (NGOs) to collaborate closely with partners at the grassroots level to enhance the carrying out of relief efforts, ensuring the safe continuation of education of refugees and displaced persons that are vulnerable to recruitment by violent extremist groups;

11. Calls upon Member States, regional organizations, intergovernmental organizations, NGOs, and civil society organizations to collaborate in supporting international youth events, in the form of Model United Nations conferences, sports competitions, music, and art showcases, to encourage the exchange of ideas, deepening of mutual understanding, and appreciation of diverse cultures;

12. Encourages that, whenever possible, the aforesaid events incorporate or take place in or around cultural heritage sites, drawing more attention to them, furthering their international esteem, and fostering deeper shared love and commitment to their preservation;

13. Further suggests the expansion of vocational education and training in communities vulnerable to terrorist recruitment and low-employment including courses in agriculture, biometrics, and mechanical technology;

14. Calls upon States to provide educational assistance, physical and mental health services, and career development designed for people that dissociated themselves from violent extremist groups to avoid the rejoining of individuals;

15. Recommends that Member States continue collaborating with the World Food Programme, UN Children’s Fund, and United Nations Population Fund to provide free school meals to children being affected by poverty, violence and to thus keep more students in school engaged as buffers against violent extremism; the school feeding programs would be linked to local farm production, combining nutritional and educational benefits with a positive impact on local economies;

16. Further recommends the expansion of the GCED curricular framework to include interdisciplinary education by:

   a. Highlighting the importance of global history, which considers the encouragement of scientific approaches on this topic to provide people – especially youth the opportunity to have global history added to their regional and national history curricula;

   b. Adding an extracurricular requirement in the educational programs worldwide to promote the students’ inclusion in activities that build their social skills;

   c. Promoting a student-exchange program such as Erasmus, Erasmus+ and Overseas to ensure that youth can have an opportunity to travel to a different country, experience its culture and broaden their horizons safely;

17. Encourages religious institutions, schools, and owners of other public properties, that are not being fully utilized to consider providing to meet the educational needs of their community by:

   a. Being easily accessible to the majority of the surrounding population;
b. Supporting vocational training programs for senior citizens;

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

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

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

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

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

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

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

19. Requests UNESCO’s Director-General to further the implementation of the aforementioned counseling program through the use of available regular budget and any extra budgetary resources as previously set by Decision 46 in the Decisions Adopted by the Executive Board at its 197th Session (2015).
The United Nations Educational, Scientific, and Cultural Organization,

Urging the implementation of accessible counseling, rehabilitation, and cultural orientations for refugees in accordance with Article 22 of the Convention Relating to the Status of Refugees (1951),

Recognizing UN Security Council resolution 1624 (2005) on the “Threats to international peace and security (Security Council Summit 2005)”, which stresses the importance of educational institutions in promoting tolerance, coexistence, engaging education leaders in the development of strategies to combat terrorism, and developing non-violent alternative avenues such as educational systems to prevent terrorists from recruiting the youth,

Recalling UN Security Council resolution 2178 (2014) on the “Addressing the growing issue of foreign terrorist fighters” and General Assembly resolution 70/826 (2016) on the “Activities of the United Nations system in implementing the United Nations Global Counter-Terrorism Strategy,” seeking global education to prevent extremism through implementing the UN Global Counter-Terrorism Strategy,

Noting further United Nations Educational, Scientific, and Cultural Organization (UNESCO)’s Operational Term Strategy (2014-2021), which seeks to prioritize youth as global solutions and giving them an equal opportunity in education to curb extremist push factors,

Noting also General Assembly resolution 70/674 (2015) on the “Plan of Action to Prevent Violent Extremism”, which welcomed the initiative of the Secretary-General and took note of his Plan of Action to Prevent Violent Extremism through training vulnerable populations,

Also bearing in mind Sustainable Development Goal 4, highlighting the significance of achieving inclusive and equitable education for all, specifically 4.4 emphasizing vocational skills and 4.A improving educational facilities,

Guided by General Assembly resolution 70/1 (2015) on “Transforming our world: the 2030 Agenda for Sustainable Development”, which aims to foster a peaceful society through sustainable development and education, specifically, Target 9.1 which emphasizes the importance of infrastructure development in the advancement of sustainable innovation,

Determined to better the overall quality of education in each Member State, it is imperative to improve infrastructure, economic conditions, and overall qualities of living, to ensure inclusive environments to expand the realization that education can also be achieved through workshops,

Acknowledging the different stages of educational facilities and infrastructures among Member States,

Affirming the positive impact that entrepreneurship poses on the economy and promoting a sense of community, especially among women and children in rural areas,
Recognizing the document *Economic and Social Inclusion to Prevent Violent Extremism* (2016), which directs attention to the likelihood for younger generations to be coerced into extremism by increasing political instability and lack of economic opportunities,

*Bearing in mind* that although the Technical Vocational Education and Training (TVET) (2015) adopted under UNESCO has had successes, lack of coordination and policy coherence, along with low levels of capacity in foresight, have hindered progress,

1. **Urges** the use of guidelines provided by *Education 2030* which outlines the implementation of basic education and addresses the mental health of the global youth by creating education that reflects the current status of Member States development of education taking into consideration the capacity and financial status of Member States;

2. **Strongly recommends** partnerships between non-governmental organizations (NGO), private entities, and pre-existing UN & external programs to encourage collaboration and knowledge sharing among these stakeholders, around tools such as the *Joint Education Needs Assessment Toolkit* and other similar toolkits;

3. **Calls for** further involvement of pre-existing programs in order to further develop equality of educational opportunities in Member States including UNESCO in *Action: Preventing Violent Extremism Worldwide*:
   a. Specifically, E-learning services under *Policy Advice and Capacity Development* provided under UNIDO;
   b. Introduce *A Teacher’s Guide on the Prevention of Extremism* (2016) produced by UNESCO to provide technical guidance for teachers to discuss the concerns of extremism with learners in an inclusive and safe environment;

4. **Recommends** the creation of an educational program created by each individual state which teaches refugees arriving in their nation about the culture where they now live, specifically with counseling and orientations in collaboration with United Nations High Commissioner for Refugees through:
   a. Working in conjunction with cultural organizations within the country, like the *Turkish Cultural Foundation and Educate a Child*, for successful integration of all family members to societal life;
   b. Offering courses for refugees that help them integrate into societal life in their new country, including an introduction to the host nation, but are not limited to cultural norms, working, and finding a home in order to properly assimilate into societal life in the host nation;
   c. Further expanding this program to all legal immigrants and other marginalized groups;

5. **Encourages** the utilization of the *Joint Education Needs Assessment Toolkit* by Member States to implement rehabilitation and counseling programs to be used following difficult periods of life, like the release of criminals who were previously associated with extremism by:
   a. Creating or expanding upon accessible counseling and rehabilitation programs for victims of terror or other serious incidents including providing orientation counseling to reach reintegration in society among vulnerable individuals;
   b. Expanding the *Joint Education Needs Assessment Toolkit* to include, not only education in a crisis but to provide preventative education to reduce the knowledge gap and deliver both formal and informal methods to provide education in times of emergency;
6. **Encourages** Member States to include cultural awareness-oriented courses in the educational system, if not already in existence, that focuses on global citizenship;

7. **Encourages** Member States to work to advance infrastructure development through improving transportation, networks, electrical, and physical mechanisms in order to facilitate education by:
   a. Improving network availability in rural areas and making internet connectivity more efficient in order to increase the potential uses of this service such as educational research through already existing online databases such as edX;
   b. Advancing physical and electrical services related to education by:
      i. Modernizing schools and other educational establishments through the addition of technology and the continued restoration of buildings to make them more accessible for all students and to make room to include more people;
      ii. Requesting the assistance and guidance of the United Nations Development Programme for the construction and implementation of these programs;

8. **Recommends** the collaboration between existing NGO’s and Member States in order to promote civic engagement among the youth through vocational training programs implemented in Member States, which will be tailored to each country’s employment demands through regional training from the Civic Engagement Fund;

9. **Invites** Member States to work with the NGO CARE Education on their project of gender in emergencies to apply and determine the specific needs of women within conflict zones to better address their challenges of receiving adequate education;

10. **Advocates** for the collaboration of Member States with NGOs Pratham and Global Fund for Children, implementing the use of tablets pre-programmed with educational material and videos to facilitate the continuation of education regardless of accessibility to physical structures and access to the internet;

11. **Further recommends** building on UN Security Council resolution 2419 (2018) on “Increasing Role of Youth in Negotiating, Implementing Peace Agreements” to promote education and prevent violence among young generations by:
   a. Emphasizing the creation of vocational training programs through TVET and coordinating a partnership with Education International to improve the effectiveness of the framework, structure, and implementation of policies, and the allocation of TVET resources proportionally to each Member State’s needs based on statistics assembled by The International Standard Classification of Education on human or financial resources invested on education;
   b. Noting sanctions placed on nations that limit collective economic power, thus hindering efforts to the improvement of education;
   c. Reaffirming that extremism cannot be associated with any specific Member State as a whole;
   d. Advancing economic development for women and men which would allow them to become more involved in community affairs and stimulate global economies by creating new industries of employment, thus ameliorating economic conditions;

12. **Suggests** that Member States utilize UNESCO’s partnership with the Civic Engagement Fund which works towards accelerating grassroots movements with the Civil Society Education Fund allowing for:
   a. Fostering exchange of knowledge, international scientific cooperation, capacity building, technical assistance to its Member States through a dialogue of mutual respect;
b. A global program funded by the *Global Partnership for Education* to support civil society engagement in an education sector policy, planning, budgeting, and monitoring;

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

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

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

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