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Executive Board

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197 EX/46

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Item 46 of the provisional agenda

UNESCO'S ROLE IN PROMOTING EDUCATION AS A TOOL TO PREVENT VIOLENT EXTREMISM

SUMMARY

This item has been included in the provisional agenda of the 197th session of the Executive Board at the request of the United States of America and co-sponsored by Bosnia and Herzegovina, Bulgaria, Costa Rica, Côte d'Ivoire, Djibouti, Finland, France, Germany, Jordan, Kenya, Latvia, Nigeria, Norway, Pakistan, Philippines, Republic of Korea, Rwanda, Senegal, Slovenia, Suriname, Switzerland and Turkey

The corresponding explanatory note is included in the document.

Action expected of the Executive Board: Proposed decision in paragraph 5.

EXPLANATORY NOTE

1. Education is a key tool for addressing the worldwide challenge of increased recruitment and radicalization to violent extremism of youth on social media, in communities, and in schools to violent extremism. The importance of creating a culture of peace through education should be underscored, and, in this connection the United Nations Global Counter-Terrorism Strategy, the United Nations General Assembly Resolution 53/25, and the Constitution of UNESCO should be recalled.

2. UNESCO has and will continue to be the primary United Nations' entity to contribute to peace and security by promoting collaboration among States through education. UNESCO is thus uniquely placed to lead activities designed to assist Member States in promoting and implementing education as an essential tool to help prevent violent extremism, promote peace and human rights education, and education for sustainable development. At UNESCO, this work is carried out within the overall framework of Global Citizenship Education – a 2030 Agenda for Sustainable Development target and a priority of UNESCO and the United Nations' Global Education First Initiative. It should be recalled that UNESCO has recently addressed world leaders regarding UNESCO's leadership role on education to prevent violent extremism in New York on 29 September and in Rome on 29 July 2015. UNESCO will also host the first-ever worldwide Preventing Violent Extremism through Education Ministers' meeting at UNESCO to discuss implementing global citizenship education to prevent violent extremism on 6 November 2015.

3. Utilizing its extensive experience working with and for youth at the national, regional, and international levels, UNESCO is already engaged in the development of relevant inter-sectoral (SHS, CI, ED, CLT) initiatives to counter youth radicalization to violent extremism. UNESCO recently organized an international conference to raise awareness on strategies to prevent the use of the internet as a tool for youth radicalization to violent extremism. The conference launched UNESCO's New Integrated Framework for Action: Empowering Youth to Build Peace, and, an integrated follow-up proposal "Youth 2.0 - Building Skills, Bolstering Peace," which adopts an all-inclusive approach that connects UNESCO's areas of competences in youth, sport, education, culture, and communication and information, and aims at supporting youth with the resilience, online competencies, and confidence to resist and counter radicalization to violent extremism through the internet.

4. The draft decision invites UNESCO to enhance its capacity to assist Member States in implementing education to prevent violent extremism by expanding UNESCO's 37 C/4 area of work under strategic objective 2: "empowering learners to be creative and responsible global citizens" – and by naming a focal point to carry out these activities within UNESCO's Education Sector.

5. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 197 EX/46,
2. Expressing concern about the rise in violent extremism and the worldwide challenge of recruitment and radicalization to violent extremism of youth on social media, in communities, and in schools;
3. Recalling the Charter of the United Nations, the Universal Declaration of Human Rights, and relevant human rights instruments;
4. Recalling the United Nations Global Counter-Terrorism Strategy adopted in 2006 by General Assembly resolution [60/288](#) and its Section I on measures to address the conditions conducive to the spread of terrorism in which Member States resolved "to

promote a culture of peace, justice and human development, ethnic, national and religious tolerance and respect for all religions, religious values, beliefs or cultures by establishing and encouraging, as appropriate, education and public awareness programs involving all sectors of society” and “encourag[ing] the United Nations Educational, Scientific and Cultural Organization to play a key role”,

5. Further recalling the United Nations Declaration on Human Rights Education and Training and the United Nations General Assembly resolution 53/25 entitled “International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010)”; and United Nations General Assembly resolution 53/243 entitled “Declaration and Program of Action on a Culture of Peace”,
6. Also recalling the purposes of UNESCO to “contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world”,
7. Reaffirming UNESCO’s commitment to promoting global citizenship education as: (a) one of the key areas of work of UNESCO’s 37 C/4 Medium-Term Strategy (2014-2021) in accordance with Strategic Objective 2 – “empowering learners to be creative and responsible global citizens”; (b) one of the three priorities of the United Nation’s Global Education First Initiative; and, (c) as target 4.7 of the sustainable development goal for education as adopted in the Outcome Document of the United Nations Summit “Transforming our world: the 2030 Agenda for Sustainable Development”,
8. Reiterating 196 EX/Decision 32 regarding “UNESCO’s role and responsibilities in implementing global citizenship education and promoting peace and human rights education and education for sustainable development”; and 196 EX/Decision 8, which calls upon Member States and the Director–General to support and promote the role of human rights education and training in the framework of the post-2015 development agenda and of the World Programme for Human Rights Education, as well as recognizing the establishment of the Platform for Human Rights Education and Training;
9. Affirming the importance of education as a tool to help prevent violent extremism, racial and religious intolerance, and mass atrocities, including genocide worldwide, and recognizing the catalytic role of education in helping to ensure stability and sustainable peace, human rights, social justice, diversity, gender equality and environmental sustainability, as well as empowers learners to be responsible citizens within their communities, countries and globally,
10. Noting the growth in interest in the role of education in countering violent extremism in other multilateral settings, such as the Global Counterterrorism Forum (GCTF), and the operationalization of this interest in documents such as the GCTF’s “Abu Dhabi Memorandum on Good Practices for Education and Countering Violent Extremism”,
11. Expresses its appreciation to the Director-General for leading UNESCO activities to foster peace and global citizenship as well as prevent mass atrocities and violent extremism through the promotion of global citizenship education and its related activities and programmes, including human rights education and training;
12. Noting the report on the Second UNESCO Forum on Global Citizenship Education, held in Paris from 28 - 30 January 2015 and noting the UNESCO “Youth Online At Risk: Fighting Radicalization and Extremism on the Internet” Conference, held in Paris on 16 and 17 June;

13. Welcomes the Director-General's participation in the "Leaders' Summit on Countering ISIL and Violent Extremism" hosted by the United States on the margins of the seventieth United Nations General Assembly (New York, 29 September 2015);
14. Looks forward to the 38th session of UNESCO's General Conference and the Education to Prevent Violent Extremism High-Level Side-Event for Education Ministers on 6 November 2015 to discuss opportunities and challenges in preventing violent extremism through education;
15. Invites Member States and other stakeholders to help ensure that all learners acquire the knowledge and skills to promote a culture of peace and non-violence, and respect for human rights and fundamental freedoms;
16. Encourages Member States and relevant stakeholders to support global citizenship education, including human rights education and training, to help prevent violent extremism and mobilize additional resources;
17. Encourages the Director-General, in accordance with UNESCO's purposes and functions, within its available regular budget and any extrabudgetary resources:
 - (a) to enhance UNESCO's leading role to promote and implement education as an essential tool to help prevent violent extremism and promote human-rights-based global citizenship education, as an important area of work of UNESCO's 37 C/4 under strategic objective 2 "empowering learners to be creative and responsible global citizens" and to enhance coordination across sectors at UNESCO on initiatives to prevent violent extremism, as well as to identify opportunities for collaboration within the broader United Nations system, as well as with other potential non-governmental organization partners;
 - (b) to enhance UNESCO's capacity to provide assistance to States as they work to strengthen education, including human-rights-based global citizenship education programs, keeping in mind national contexts, and which is designed to contribute to the prevention of violent extremism, and genocide and other atrocities, by naming a focal point on education to prevent violent extremism within the Education Sector that is responsible for coordinating activities related to preventing violent extremism education within UNESCO;
 - (c) to develop new educational resources, including digital materials, to facilitate the prevention of violent extremism through education in formal and informal settings;
 - (d) to continue to assist Member States in implementing global citizenship education for learners by involving all educational stakeholders, including youth, teachers, families, and parents' associations at the policy and programme implementation levels and to assist Member States in improving teaching methods that may include active, participatory and exploratory activities;
 - (e) to continue efforts in assisting Member States' understandings of, and approaches to, educational strategies to help prevent violent extremism and to implement global citizenship education;
 - (f) to establish strategic partnerships in view of creating a global network of policy-makers, experts, practitioners, research institutes, media, and other stakeholders for education to prevent violent extremism;
 - (g) to help facilitate various efforts for the training and capacity-building of key stakeholders, including educators, policy-makers, parents, and youth, in the area

of education to prevent violent extremism through global citizenship education and human rights education and training; and,

- (h) to take appropriate steps to enhance cooperation among UNESCO Member States and other institutions to promote education to prevent violent extremism; and,

18. Requests the Director-General to report at the 200th session of the Executive Board on UNESCO's work to prevent violent extremism through education.



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Corr.

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CORRIGENDUM

On the cover page, the Summary table should read as follows:

This item has been included in the provisional agenda of the 197th session of the Executive Board at the request of the United States of America and Albania, Andorra, Angola, Armenia, Austria, Bosnia and Herzegovina, Belgium, Bulgaria, Cambodia, Canada, Columbia, Costa Rica, Côte d'Ivoire, Denmark, Djibouti, Dominican Republic, Ethiopia, Finland, France, Germany, Greece, Guinea, Hungary, Italy, Ireland, Jordan, Kenya, Latvia, Lithuania, Monaco, Morocco, Norway, Nigeria, Philippines, Peru, Poland, Qatar, Republic of Korea, Rwanda, Saint Kitts and Nevis, Saudi Arabia, Senegal, Slovenia, Spain, Suriname, Sweden, Switzerland, The Gambia, The Netherlands, Turkey, Uganda, United Kingdom, United Arab Emirates, Yemen.

On page 2, paragraph 9 should read as follows:

Affirming the importance of education as a tool to help prevent all forms of violent extremism, including racial and religious intolerance, genocide, war crimes, and crimes against humanity worldwide, and recognizing the catalytic role of education in helping to ensure stability and sustainable peace, human rights, social justice, diversity, gender equality and environmental sustainability, as well as empowers learners to be responsible citizens within their communities, countries and globally;

On page 3, paragraph 17 (b) should read as follows:

To enhance UNESCO's capacity to provide assistance to States as they work to strengthen education, including human-rights-based global citizenship education programs, keeping in mind national contexts, and which is designed to contribute to the prevention of violent extremism, genocide, war crimes, and crimes against humanity by naming a focal point on education to prevent violent extremism within the Education Sector that is responsible for coordinating activities related to preventing violent extremism education within UNESCO;