

15th Session

Agenda item: D: Education for Reconciliation and Peacebuilding

The United Nations Educational, Scientific and Cultural Organization,

Recalling the principles of the Charter of the United Nations, Article 26 of the Universal Declaration of Human Rights (UDHR), and the *Convention on the Rights of the Child* (CRC) (1989), all of which recognize the inalienable right to education,

Expressing deep concern about UNESCO 2023 data provided by the UNESCO Institute for Statistics (UIS) which shows that the global number of out-of-school children has risen by 6 million since 2021 and now totals 250 million, having 1 out of 10 children worldwide not in school at primary school age, which indicates that there are large differences in educational outcomes in low-income Member States, with most children not being able to read by the end of primary school, exacerbating poverty and existing inequalities in global incomes,

Recalling the Global education monitoring report 2016 published by UNESCO, which mentioned conflicts were less likely to occur when education inequality is lower and that conversely, a lack of education or unequal educational opportunities can make societies more prone to conflicts,

Emphasising the viability of regional approaches to reconciliatory education, exemplified in the United Nations Regional Centers for Peace, Disarmament, and Development and UNESCO initiatives such as the *Transcultural Programme*,

Alarmed by conflict caused by differences in religion and ideologies of racial difference that teachers could have and the lack of new implementation of emerging needs in the curriculum, can affect the integration of students of different backgrounds the future of their formation, and the education the teachers can provide to them,

Recognizing the necessity of the international community in financial and technical support in rebuilding the economy from the experience of reconciliation in the conflicts between regions,

Deeply concerned with the lack of truth-telling of authoritarian Member States and well-translated guidelines in education provided by Amnesty International, which is required for all teachers to teach an unbiased peace education, and without which Member States run the risk of prolonging conflict, misleading, and misunderstanding the conflicts which have occurred in countries who have indoctrinated children to send them to the battlefield,

Reaffirming Security Council Resolution 2250 (S/RES/2250), Resolution 2419 (S/RES/2419), and the Resolution adopted by the General Assembly "Education for democracy" (A/RES/77/268) which highlights the importance of involving young people in peacebuilding through education and training,

1. *Requests* UNESCO to strengthen collaboration with UNICEF and with relevant NGOs, including the Centre for the Resolution of Conflicts (CRC) and Local Peace Committee (LPC), for sustained attention at regional and global levels;
2. *Requests* UNESCO to support Member States in the search for a solution to conflicts and in their efforts to put Member States back on the path of Global Coalition to Protect Education from Attack (GCPEA) by giving the mandate to working partners to develop new indicators, statistical approaches, and monitoring tools to better assess progress across the targets related to UNESCO's mandate, working in coordination with the Education 2030 Steering Committee;
3. *Requests* UNESCO to make reports like the Global education monitoring report 2016 published by UNESCO, monitoring the education, conflicts, and crime rates of Member States with high educational inequalities to investigate the correlation between education and conflicts until 2030 to ask Member States if they have a positive correlation with conflicts or crime, to take action creating programs for communities to decrease the criminality and conflicts and collaborate with NGOs;
4. *Calls for* the establishment of annual UNESCO Regional Reconciliatory Summits for Peace (henceforth, "the Summits") which will serve as forums for knowledge-sharing and will provide training for educators in the field of post-conflict reconciliation by:
 - a. Maintaining a regional focus to better account for varying cultural and regional contexts, such as linguistic, religious, or otherwise ethnic histories;
 - b. Working in collaboration with the United Nations Regional Centre for Peace, Disarmament and Development in Latin America and the Caribbean (UNLIREC) and the UN Office for Disarmament Affairs (UNODA) Regional Offices for Disarmament and Peace, all of which promote programs that aim to progress education for young people on disarmament;
 - c. Promoting the Disarmament, Demobilization, Reintegration (DDR) Peacebuilding principles, providing educators with the tools to help children and adolescents who have been the victims of or participants in conflict;
 - d. Establishing a Global Reconciliatory Summit for Peace which shall be hosted triannually as a forum where knowledge can be disseminated between domestic, regional, and international actors, noting that:
 - i. The venue shall rotate between the aforementioned regions within which the Summits are held;
 - ii. Cities within each region may nominate themselves as the host for the Global Summit;
 - e. Allocating budgetary responsibilities to the Summits by the Division of Conferences, Languages, and Documents (CLD), in accordance with Line 11501 of the UNESCO Draft Programme and Budget 2024-2025;

5. *Calls on* Member States to integrate conflict principles into national curricula, enhance mechanisms for schools in former conflict zones, and develop inclusive education programs for conflict-affected students by having:
 - a. Students receiving education in:
 - i. Non-Violence systems;
 - ii. Reconciliation, in places that have been war zones;
 - iii. Peace negotiation in areas where war is being waged;
 - b. An established five-fold strategy that will be implemented which includes:
 - i. Workshops and Seminars: Regular training sessions on peace education;
 - ii. Certification Programs: Recognized courses in peace education;
 - iii. Online Courses: Flexible online modules and seminars for teachers;
 - iv. Resource Development: Create and share teaching materials;
 - v. Peer Networks: Platforms for teachers to exchange best practices;
 - c. An operational strategy will be composed of:
 - i. Identifying Partners: collaborating NGOs, universities, etc.;
 - ii. Resource Sharing: exchanging educational materials;
 - iii. Expert Exchanges: hosting experts for training sessions;
 - iv. Joint Projects: initiating peace-themed projects and exchanges;
6. *Requests* the cooperation between the Association of Psychology Scientists (APS) and all Member States to create a psychological examination for all prospective educators who must take the exam every 6 months for junior high and high school students and every 3 months for primary school students to determine the educator are not influenced by radical ideology around the world to eradicate long-standing grievances by 2030;
7. *Recommends* that all Member States incorporate comprehensive curricula at all educational levels focusing on sustainable development, human rights and conflict resolution, civil liberties, conflict analysis, mediation skills, and peacebuilding strategies, to foster a culture of peace, respect for diversity, and sustainable global citizenship in support of SDG 4.7 and SDG 16 by:
 - a. Educating on fundamental human rights principles using the collaboration method of teaching using videos and technology and conflict resolution techniques to promote equality and non-discrimination;
 - b. Equipping learners with the skills needed to analyse and resolve conflicts peacefully, through such proven methods as:

- i. Interactive learning through role-playing and workshops;
 - ii. Expert guest speakers on conflict resolution;
 - iii. Creative expression mediums, such as, art, drama, and writing;
 - c. Promoting global citizenship values and encouraging active participation in achieving global goals for a better world;
8. *Requests* UNESCO to establish an ad hoc committee to research Peacekeeping Operations, special political missions, and the Peacebuilding Commission, which will:
- a. Consolidate conflict data, to further work in facilitating dialogue and creating conditions that contribute to reconciliation;
 - b. Disseminate data to educators through Summits, to better aid in the construction of a conciliatory curriculum;
 - c. Make data publicly available in a bespoke archive so that it is wholly accessible to the public;
9. *Requests* financial and technical support within UNESCO to aid in the rebuilding of educational infrastructure and the development of peace-oriented educational programs in post-conflict regions, wherein:
- a. Curricula will be focused on conflict resolution, dialogue, and reconciliation;
 - b. Teacher training programs on peacebuilding and non-violence principles will be emphasised;
 - c. Educational materials that promote unity and understanding will be developed;
 - d. Budgetary limits will be determined in accordance with Line 01006 of the UNESCO Draft Programme and Budget 2024-2025;
10. *Emphasises* all Member States cooperate with UNESCO by establishing new teaching guidelines and teaching materials that focus on history, through such methods as:
- a. Aiming to make historical education curricula that includes all Member State's background, by;
 - i. Making a regional guideline like *Teaching to prevent atrocity crimes: a guide for teachers in Africa* and related teaching materials and translating them into all languages in the region by 2030;
 - ii. Making a worldwide guideline which is based on regional guidelines and is aimed at educating children in primary education by 2035;
 - b. Promoting Global Citizenship Education (GCED) to provide education for sustainable peacebuilding by collaborating with UNESCO and the United States Holocaust Memorial Museum (USHMM) that are conducting the International Program on Holocaust and Genocide Education (IPHGE);

- c. Training prospective educators around the world engaged in teaching about the Holocaust and Genocide with the support of the International Holocaust Remembrance Alliance (IHRA) through such methods as:
 - i. Interacting with guest speakers who experienced the Holocaust and Genocide;
 - ii. Holding workshops and seminars with the support of IHRA annually;
11. *Recommends* UNESCO to hold teacher reflection workshops by 2030 to gain critical thinking against historical inaccuracies and also cooperate with UNICEF to promote the IRIE Classroom Toolbox which is a school-based, violence prevention program for teachers.