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Promoting the ASEAN Culture of Prevention for a Collaborative and innovative Justice for All

UNESCO's approach to prevent violent extremism through education



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Definition

There is no agreed-upon definition of Violent Extremism globally.

Violent Extremism as beliefs and actions of people who support or use violence to achieve ideological, religious or political goals.

Resilience: ability to resist/not adhere to views and opinions portraying the world in exclusive truths (which legitimize hatred and the use of violence)

Examples of drivers of Violent Extremism

Pull factors (individual motivations)	Push factors (conditions that are conducive)
Individual backgrounds (search for identity, adolescent crisis, attraction of violence)	Lack of socioeconomic opportunities
Identification with collective grievances and narratives of victimization	Marginalization, injustice and discrimination
Distortion of beliefs, political ideologies and ethnic and cultural differences	Poor governance, violations of human rights and the rule of law
Attraction of charismatic leadership and social communities and networks	Prolonged and unresolved conflicts
	Radicalization processes in prisons leading to the legitimatization of violence

SDG 4 - Target 4.7 – provides framework for engagement in Global Citizenship Education (GCED), framework for PVE

VALUES

ATTITUDES



Global Citizenship Education - aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. GCED is part and a parcel of SDG 4 (Target 4.7)



KNOWLEDGE

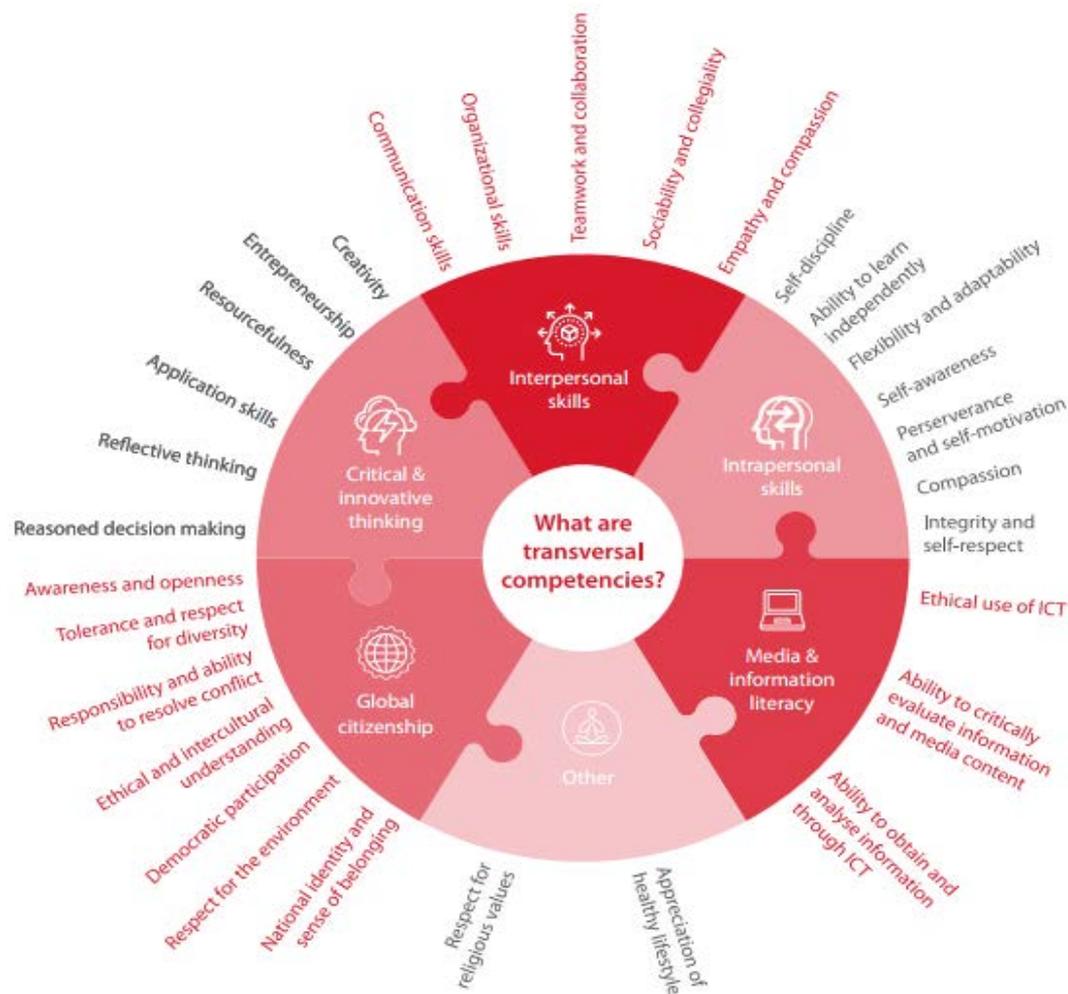
BEHAVIOURS

Video: <https://www.youtube.com/watch?v=KuKzq9EDt-0>

Transversal Competencies for meaningful, motivating and empowering learning

Core competencies for resilience...

- Critical Thinking
- Media and Information Literacy
- Empathy and Compassion
- Respect for diversity
- Conflict Management
- Assertiveness and Refusal skills
- Cooperation and Teamwork
- Problem-Solving
- Self-Awareness
- Emotional Regulation
- Sense of active citizenship
- Appreciation of healthy lifestyle



1 3 spheres of influence on the learner



UNESCO's guidance based on good practices and lessons learnt

- No single set of solutions exists: educational responses will vary according to **context**, each country's **capacities**, **needs** and **requirements**.
- UNESCO identifies **five key action areas**, either individually or as part of an integrated prevention-plan:

1. Policies for Inclusion & Diversity	2. Pedagogies strengthenin g Resilience	3. Support and Safety in Schools	4. Target Measures for Learners at Risk	5. Stakeholder Cooperation
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Source: [*Prevention of Violent Extremism through Education: A guide for Policy-Makers*](#)

1. Policies for inclusion and diversity

- **Key tasks:** the principles of respect of diversity should be reflected in curriculum and textbooks, and other reference materials, school policies and codes of conduct, such as zero tolerance to hate speech.
- **Potential points of entry:** ongoing general curriculum reforms present a window of opportunity to promote values to foster a culture of peace.

2. Pedagogies that strengthen resilience and constructive engagement

- Critical inquiry, empathy and compassion can be fostered through guided discussions of sensitive topics; media and information literacy (MIL) is increasingly important in this context.
- **Goal:** Enabling learners to see things from **more than one perspective**, and **question their own assumptions**.



PVE-E activities

- Peer-to-peer learning, including presence of testimonials
- Experiential learning and role-play (learning by doing)
- Activities stimulating critical reflection
- Team activities
- Targeted measures for learners at risk

3. Safe and supportive school environments

- Schools are **places of socialization**. This brings opportunities, but also means that schools can become places of **exclusion** and **intolerance**.
- **Violence** occurs in social, physical and psychological forms, including corporal punishment, bullying, sexual and gender-based violence, etc.
- Violence must not be accepted as a normal means of solving problems. Schools should therefore adopt a “**zero tolerance to violence**” policy and put in place reporting procedures and support mechanisms.

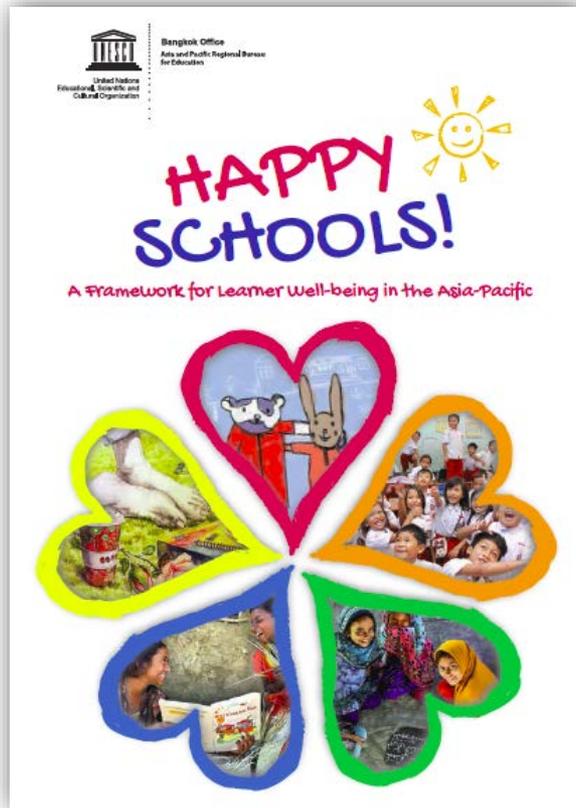
Remaining challenges

1. Understand cyber security and catch up with the new rapidly changing technology development
2. Build capacities of policy makers and teachers.
3. Increase regional cooperation and cross-sectoral (e.g. education and police/law enforcement) approach
4. Give youth opportunities to have hope for the future, and empower them with opportunities for learning and employment as well as political engagement for sustainable change (Youth as partners)

PVE and the role of education

- ❑ VE as a growing challenge for many countries, in all regions and across all societies, especially for the education sector.
- ❑ Education can help to create the conditions that make it difficult for violent extremist ideologies to proliferate. It can also develop learner's resistance to violent extremist messaging.
- ❑ PVE concerns not only those who have potential risk of radicalization, but everyone in society - for embracing diversity and promoting inclusion and dialogue.
- ❑ Education should contribute to deconstructing prejudices on 'others' but also one-selves (self-esteem), raising awareness on basic human rights principles and values and promotion of dialogue.
- ❑ Schools/universities can promote intercultural dialogue at the community level.

Happy Schools Project



Phase I

Launched in June 2014

A large survey, ASEAN schools workshop, desk research and a regional seminar.

Framework proposes 22 criteria for what constitutes a “happy school”, organized into 3 categories: People, Process and Place

Focuses on learning environment

For more information please visit: www.unescobkk.org/happyschools

Phase II

Pilot Projects in three target countries: Japan, Lao PDR, Thailand

Develop a teacher and school implementation guide

Hold capacity development workshops in target countries

Translation of *Happy Schools!* into several Asia-Pacific languages

Development of indicators and guidelines vis-à-vis the Happy Schools Framework criteria

UNESCO Bangkok work in SDG 4.7 – Learners' well-being

Learning for Empathy*: teacher support & exchange programme

Purpose

To create enabling conditions for education professionals to revisit their teaching approaches and practices as well as the learning environment for students through the SDG4.7 lens.

Stakeholders

School principles, community/religious leaders, public and religious schools teachers, students and parents.



Approaches

Teachers are encouraged to develop and share their school/class-room activities to make learning meaningful, motivating and empowering through focusing on the concept of empathy as a key construct of global citizenship.

Teachers' creativity and collaboration between school and community (e.g. parents) are highlighted.

<https://en.unesco.org/preventing-violent-extremism>

Thank you

Learn more: <http://bangkok.unesco.org/>



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