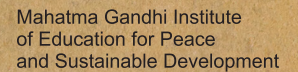
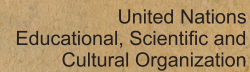


Talking Across  
Generations on Education

#TAGGandhi150: Kindness and the  
Prevention of Violent Extremism: From a  
Platitude to a Force



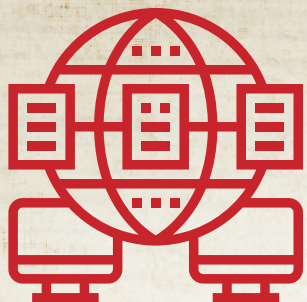
# Talking Across Generations on Education

# #TAG°Gandhi150: Kindness and the Prevention of Violent Extremism: From a Platitude to a Force

Ref: UNESCO/MGIEP/ 2018/ PB 01

[illegible]





The TAG<sup>®</sup> modality for actionable dialogue comprised the following components: a month-long online discussions, physical TAG<sup>®</sup> dialogue and actionable outputs. The moderated online discussions reached over 1,000 youth and included over 300 discussion threads that were compressed into insightful actionable ideas.



From the 1,000+ youth discussants and applicants, the final 6 participants were chosen based on their online engagement and concrete work on the ground.



## Executive Summary

With the aim to amplify the voices of youth and include them in policymaking in the areas of education for peace, sustainable development and global citizenship, UNESCO MGIEP organised the high-level #TAG<sup>®</sup>Gandhi150 within the aegis of the first World Youth Conference on Kindness. Co-organised with the Government of India, the conference was held on August 23, 2019 in New Delhi, India. The event was inaugurated by the Honourable President of India,

Shri Ram Nath Kovind, and commemorated the 150th anniversary of the birth of Mahatma Gandhi – the great symbol of peace through the pursuit of truth and nonviolence.

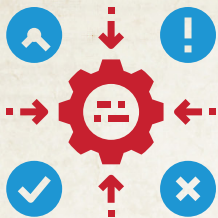
The TAG<sup>®</sup> modality for actionable dialogue comprised of the following components: a month-long online discussions, physical TAG<sup>®</sup> dialogue and actionable outputs. The moderated online discussions reached over 1,000 youth and included over 300 discussion threads that were compressed into insightful actionable ideas. From the 1,000+ youth discussants and applicants, the final 6

participants were chosen based on their online engagement and concrete work on the ground. These participants were joined by 3 distinguished decision-makers in a candid TAG<sup>®</sup> exchange in front of an audience of over 800 people, where they delved into issues and unearthed creative solutions.

The entire process and output of the conference are distilled in the following pages of this short brief, which intends to provide youth-generated insights for policy intervention.



# Context and Thematic Framing



Although full-blown wars have dwindled, identity-based ideological conflicts predicated on hatred, especially violent extremism, have seen a resurgence (1). Incidents such as the attacks at Christchurch New Zealand (2) (March, 2019); the bloody Easter attacks across Sri Lanka (3) (April, 2019) among countless others are embedded in our collective memory – but others, subtler, are brewing under the radar.

The plunging numbers of violent death by jihadists' are being eclipsed by increasing acts of violence by white supremacists and far-right extremists in the US and Europe. Between 2009 and 2018, white supremacists killed more than three-quarters of the 313 people murdered by extremists (4). In 2016, the year Donald Trump won the presidency, more anti-Muslim assaults were reported to the FBI (127) than in any year since 2001 (93). Of 263 domestic terrorism incidents in 2010–17, 92 were carried out by far-right attackers, compared with 38 by jihadists, according to an analysis of the Global Terrorism Database by the Washington Post (5). In Europe, jihadist killings continue to predominate but deaths and, most importantly, violent incidents by extreme-right terrorism, have surged since 2010 (6).

Extreme right-wing political ideology centres on nationalism, particularly populism. It has been on the rise, especially in Europe, where (extreme) far-right political parties have gained considerable parliamentary seats (7). In other parts of the world – from the United States, other parts of North America, and South America to Asia – rabid nationalistic rhetoric and (political, religious, etc.) violent ideological conflicts are also, unfortunately, becoming a norm (8).

The fact that global peace has deteriorated for four consecutive years is a reminder to humanity that it must continue to pull together to rid itself of this endemic scourge (9).

Cutting through most of the manifestations of these incidences is the 'Us versus Them' divide predicated on hatred (10). Hatred, however, cannot be countered with hate but with kindness – not kindness as a platitude but as a force that transgresses all entrenched identity and ideological divides.

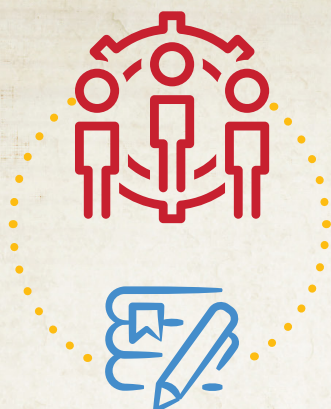
In addition to this notorious divide is the centrality of youth. Either as victims, perpetrators or actors, young people are being pushed or pulled to the frontlines of violent extremism. The Charlottesville (August 2017), (11) Manchester (May 2017), Dhaka (12) (July 2016), Christchurch, and Sri Lanka attacks can all be traced back to this centrality of youth in violent extremism.

If we are to reverse conflicts, prevent violence and build sustainable peace, we must start with the young. Regrettably, the world seems to be doing the opposite. Current global efforts to prevent violent extremism are not working because youth are either tokenised or sidelined (13). There is a need to rethink our strategy to attain peace. First and foremost, we must put youth at the forefront and give them agency to mobilise communities towards a culture of peace – a culture that organically prevents violent extremism. We must also support more organic, bottoms-up preventative measures that empower communities to bridge gaps as well as create spaces to experience and build unsupervised emotional connections with each other.

The subtle yet vital role of kindness in disarming and mellowing hate, and the importance of giving youth centre-stage in the prevention of violent extremism were the key themes of #TAGGandhi150. The unique way in which these themes were handled – from the structured and moderated online discussion that reached out to thousands of youth to the live event that put them face to face with senior experts – is distilled in the following pages of this short brief.



# The TAG<sup>e</sup> Process



Young people are pushed to the periphery of the policymaking process in the areas of education, peace, sustainability and global citizenship; they are not viewed as key stakeholders.



## What is the TAG<sup>e</sup>?

TAG<sup>e</sup> is a youth-driven inter-generational dialogue on education. Freire (14) stated that human nature is dialogic and that communication has a leading role in our life, especially in transforming oppressive, hegemonic structures. TAG<sup>e</sup> is Freirean in that it is premised on the centrality of the transformative nature of the dialogue. TAG<sup>e</sup> incorporated this premise and added a temporal twist to it – ‘across generations’ – to bring together highly-qualified youth representatives in a face-to-face flat dialogue on education with senior decision-makers on issues of common concern.

## Why TAG<sup>e</sup>?

In 2017, 42% of the world population was below the age of 25 (15). More often than not, these young people are pushed to the periphery of the policymaking process in the areas of education, peace, sustainability and global citizenship; they are not viewed as key stakeholders. MGIEP believes that any strategy aimed at the youth cannot be successful without their voice being heard by policymakers. Effective youth engagement should include incorporating perspectives from young people into each component of policymaking, education, program planning and other vital national/international decision-making avenues. This lies at the core of the ‘Talking Across Generations on Education’ project.

## Online Discussion (June 10 to July 15, 2019)

In the months leading up to #TAG<sup>e</sup>Gandhi150, UNESCO MGIEP mobilised global youth through a scintillating discussion on the role of kindness in preventing violent extremism. The social media campaign (a prerequisite for every TAG<sup>e</sup>) involved structured and

moderated discussions on questions deduced from the main theme. UNESCO MGIEP was able to reach over 1,000 youth from more than 20 countries; gathered 300 thought-provoking arguments, ideas and suggestions. In only a month, the discussion was shared more than 100 times on social media.

### Week 1: Concretising Gandhi: Actionable Inspiration for Youth

The first aim of #TAG<sup>e</sup>Gandhi150 was to survey global youth’s understanding of Gandhi and most importantly, draw concrete inspiration from his life, ideas and philosophies. With an eye on transgressing platitudes, youth were encouraged to ground their thoughts in daily action – what were they doing and how was that partially or fully inspired by Gandhi, his life and ideas?

For some youth, such as Aditya Kaudan, India, it was the dictum of ‘being the change’ that they were striving to realise in their daily lives and work.

“Be the change you want to see around as actions matter irrespective of the scale.”

–Aditya, India

“I believe non-violence and peaceful means for the settlement of issues is the biggest inspiration youth can take in the 21st century. Gandhi had proved that in any fight, no matter how big or complex, this weapon of non-violence works.”

–Ketan Mor, India



“ I think that an actionable inspiration that can be drawn from Gandhi is that we have to be perseverant in the things we want to accomplish and that if we want to see a change in our community, country or anywhere, we have to be the ones to set the example of how we want it to be. ”

–Hannia Esp, Spain

For most young people, Gandhi was a multi-faceted person – an embodiment of traits such as empathy and kindness, as well as a philosopher who epitomised practicality and the ideas of self-sufficiency and education through action.

#### Week 2: The Notorious Persistence of Violence

In the second week, TAG<sup>6</sup> dived into the notorious prevalence of violence. Violence does not lead to sustainable peace – non-violent civil resistance, though arduous, is far more effective. Political scientist Erica Chenoweth scrutinised this assumption by rigorously analysing 323 mass actions from 1900 to 2006. The result? Non-violent civil resistance campaigns were far more successful in affecting change than violent ones, and this is now more a matter of fact than intuition. As Gandhi, Luther King and Mandela have proved, non-violence works. Nevertheless, violence persists. Why?



Political scientist Erica Chenoweth scrutinised this assumption by rigorously analysing

**323**

mass actions from 1900 to 2006.

This is what the youth had to say:

Akash Chandrayan  
India

“ Violence persists because of the phrase ‘He who has power wins.’ So, to sustain power in society, we follow the path of violence since we don’t want to compromise our societal status. Also, there are many dilemmas and wrongs in the society where non-violence does not prove to be effective. And ultimately, peace itself is brought or maintained through violence, for example, UN Peacekeeping missions. ”

Arcy Tavrari

“ Greed. Most of our leaders are not ready to understand and practice equality. Greed has made leaders power-hungry such that most social policies have corruption embedded in them. Most policies, from an economic and social stance, serve a certain small group on the basis of race, class and gender, which then engenders violence. This breeds inequalities that result in poverty, which triggers people to fight over the scarce resources that are left after a small group has usurped the majority. If the ideology of Ubuntu were embraced, violence would’ve been reduced. People are now conditioned to strive to get at the top of their class and continue the same distribution of resources in a corrupt way. Individualism has become the cause of these detrimental effects on society. ”





An excerpt from a  
discussion thread  
between  
**Ekta, India** and  
**K, South Sudan**

**Ekta, India**

I think this is because violence gives immediate solutions. However, practising non-violence is very tough. It is something that requires a lot of inner strength that comes from self-control and other virtues. People mostly take the easy path that is easy and gives immediate solutions rather than the tougher one that would give long-lasting solutions.

**K, South Sudan**

Good point. It takes longer to see the fruits of non-violent resistance. The question is, how do we convince ourselves not to trade long-term peace for something fleeting, immediate (that too, expensive in lives and other resources)? What could be a concrete pathway?

**Ekta, India**

Well, I think non-violence should be a lifestyle. Education can change our thinking process in the right direction where we prefer long-term peace over something immediate and violent.

**K, South Sudan**

I agree. The next question is; what kind of education? How do we educate for non-violence?

**Ekta, India**

In India, particularly in Delhi, we have already introduced a Happiness curriculum for kids. We are also trying to introduce peace in teacher training courses so that it can be disseminated to students. We are also focusing a lot on Yoga and meditation, which help build inner strength and give us the wisdom to decide what is wrong and right. Gandhiji's path for non-violence also finds a place in stories and curriculum. However, I think this is not enough! We should take this more seriously now – and design a curriculum around non-violence.



## Drivers of Violent Extremism and the Role of Kindness

After exploring the persistence of nonviolence, the global youth focussed on the drivers of violent extremism. What could be that thread linking all acts or manifestations of violent extremism, could prevention be focused on addressing this single, or maybe one or two drivers? Since acts of violent extremism are multifaceted, the goal was not to find a common driver but to induce youth to think deeply and ascertain whether there are broader convergences across most manifestations of violent extremism. For example, could hate or identity be a crosscutting factor in Far-right violent and religious extremism?

Eddy Balina  
Uganda

“Violent extremism is mostly pushed by religious and political feelings and ideologies, most of which are based on ignorance, manipulation and hatred.”

CoNs Altamirano

“Gandhi postulated ‘Violence is the fear of the ideals of others.’ Today, there is growing intolerance towards the diversity of cultures and ways of living life. It up to governments and to us citizens to guarantee more inclusive societies; we need education that enables us to see how everyone has the right to live in this world. Having explored the drivers of violent extremism and having gone beyond perceptions of kindness as a simplistic platitude, this thread aimed to provoke youth and ask them to think of actionable ways of realising the implicit force inherent in kindness.”

Felix Dzidula  
Akaho Junior

“Characteristic of any act of kindness is love and nothing less. One really must be a person of love to devote time and effort to anything that could be termed as kindness, which often comes with no financial reward. An example of this is devoting one’s time and effort as a volunteer teacher to ensure that deprived communities get access to quality education. It is only love that can make one do this act of kindness, not a financial reward. Kindness should be recognised; it should be given a voice. It should be promoted and given the necessary voice through civil society, the media, NGOs and most of all, the youth. We can utilise media platforms such as Facebook and YouTube to highlight little act of kindness. Let people hear about it. Let people get challenged. This, I am sure, is one of the most effective ways to go about it.”



“Beginning today, as we face violence in the world, treat everyone you meet as if they were going to be dead by midnight. Extend to them all the care, kindness and understanding you can muster, and do it with no thought of any reward. Your life will never be the same again. Showing kindness means that you think about the concerns of others. Kind people help others and think about bigger issues that affect their communities, instead of creating violence. Compassionate thinking and generous actions demonstrate kindness and reduce violence. We need more love, compassion and kindness, and then violence wouldn't be a part of us. I want to be part of world kindness.” ”

Mara Krosch,  
Germany

“Transforming kindness from a platitude to a force does not solely require understanding and teaching (about) kindness (by being an example, or through more formal types of education), but also making kindness a central pillar of policies, different areas of development, our economy and business. There are two aspects that often lead to a rise in violent extremism and we can prevent these through kindness by focusing on: 1) education, because we need to stop children being “abused” into becoming terrorists or soldiers and 2) social inequality, because we may want to prevent people from using violent extremism as a response to inequality, injustice and its consequences (poverty, hunger, environmental destruction, maltreatment in prisons, lacking access to justice). ”

Mara then went concrete: “On an individual level, there are a few things we can do. I would think of the following:

1. Start volunteering and try out these experiences out of your comfort zone
2. Inspire others by sharing your knowledge either through conversations, a blog, a website, or a public talk
3. Make sure you act as a role model for your children, because our habits are formed through our childhood, and showing them is the easiest way to form the right habits. This includes volunteering with your children from an early age, going with them to community events and, founding groups that discuss such topics, or simply going hiking.
4. Contribute or build up groups that advocate for rights of specific communities in an effort to fill gaps and initiate talks with community leaders, governments and other CSOs. Build networks with other organisations to widen your scale of influence, gain funding for your initiatives, and enhance cooperation between sectors.
5. Slowly integrate kind acts in your daily life. For example, lending an ear, assisting someone or standing up for someone. Maybe even maintain a daily journal of what you are grateful for. This makes you more motivated and conscious of where help is needed and what to do to help.
6. Join a food sharing group and donate clothes (or anything else that may prevent exploitation of nature and resources).
7. Share a skill with others for free in a local community or start a group on an app.
8. Identify instances of bias and stigma in public arenas, and bring them up for discussion.
9. Write a diary to determine what you need and what you do not. Change your habits accordingly.
10. Offer someone food, shelter or anything you can afford and they can't.
11. Mentor a young person in their academic/professional development.
12. Organise collective actions for purposes such as climate change by initiating one event, no matter how many people join.

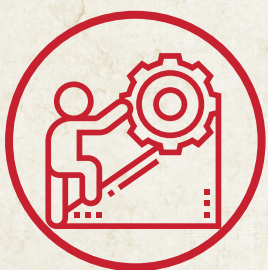




## Participants' Profiles

The online discussion's emerging insights were distilled and the concept note, as well as the thematic framing of the live discussion, were tweaked accordingly. Eighteen youth were shortlisted and six were finalised to carry the collective voices to the main plenary discussion with the three senior decision makers. The youth leaders included a young Country Director of the Non-Violence Project Uganda; a young Spanish co-leader of the Programme Development team and Project Manager of AYUDH Europe; the founder of an Indian youth-led peace-building organisation called the Daffodils Project; two youth volunteers from Mexico and Argentina; and lastly, an outspoken student and young debater from India.

The three senior decision makers were – the Minister of State for Education and Director of the National Institute of Education, Maldives; the Secretary of the Ministry of Youth Affairs and Sports, Government of India; and a former white supremacist turned peace-builder from the USA.



## The Live TAG<sup>e</sup>

The 10th high-level TAG<sup>e</sup> plenary discussion picked from where the online discussion ended. It was moderated by

Chaker Khazaal, Palestinian-Canadian author and public speaker who has been both a victim and chronicler of violence. The discussion built on the concrete insights and ideas from the online discussion through an engaging dialogue. The debate deep-dived into how youth are being pushed to the frontlines of extremism and violence, and how education, specifically social and emotional learning, can be used to build the key competencies of peace, such as empathy and kindness. The experienced Khazaal challenged both the youth and the senior decision-makers to go beyond platitudes and propose actionable solutions. In the manner of a typical TAG<sup>e</sup> moderator, and to the joy of the audience, Khazaal did not hold back in pitching youth representatives head-on with their respective leaders or decision-makers.

Through this discussion it was noted that the lack of education and capacity-building opportunities, as well as the violation of basic human rights are some of the major contributors to violent extremism. Actionable ideas were proposed by the participants. For example, protecting young peacebuilders working in conflict settings; rethinking education to build competencies of non-violence and kindness and broadening policy making to include more youth.





“Violence is too easy. Let us try non-violence”

“Kindness burns ego, greed, hatred and brings love, compassion and trust”

“Ultimate expression of the universal language of love.”

# Key Messages

## Non-violence (through arduous) is Key

In line with the conclusion of the political scientist, Erica Chenoweth – who analysed 323 mass actions from 1900 to 2006 and concluded that non-violent civil resistance campaigns were far more successful in affecting change than violent ones – a renewed consensus emerged. The youth urged and proposed actionable ways to defer the immediate gains of violence, and mainstream non-violence as the vehicle for any positive and long-lasting societal change. “Violence is too easy. Let us try non-violence”, the voice of the youth was unanimous!

## Kindness is the Force

Another key message that was consistent in the hundreds of voices during the online discussion, as well as the live event, was the call for transforming kindness into a force. Contrary to the prevalent simplistic ways of looking at kindness as a capacity of the meek, the youth countered with convincing arguments of kindness as the force of the strong. It was seen as an ameliorating force that “kindness burns ego, greed, hatred and brings love, compassion and trust” and as “kindness is a bridge that transcends “artificial boundaries created by religion, race, caste, and populism, and connects people based on universal truths such as equality”. Kindness was also defined as the “ultimate expression of the universal language of love”.

## Education is the Missing Link

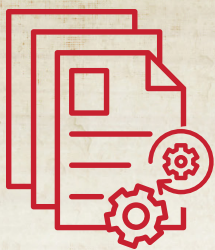
The youth panel called for a rethinking of the education system to thread non-violence and kindness together – from the aged, industry-inspired system of instruction and disembodied intellectual regurgitation to one that builds competencies such as emotional regulation, empathy, compassion and kindness.

## Youth are the Agents of Change: “Give us our deserved agency”

The youth also called for policymakers to give them their deserved agency and asked to be accepted as partners in the local, regional and international policymaking processes involving peace and sustainability. This is warranted not only by their sheer size and their concrete work to transform communities for the better, but also because they are the custodians of the present as well as the ones who will inherit the presently-unfolding future. They must, therefore, be equal partners – in fact, they must be at the forefront of decision making.

They called for senior decision makers to transcend the disempowering and rhetorical notion of ‘leaders of the future’ and other politically correct euphemisms for ‘youth washing’ or bluntly put, exclusion. They reiterated that the way forward for a healthier planet and for the betterment of humanity involves putting youth at the centre.





# Actionable Recommendations

## Take Risks with Youth

There may be risk involved in giving leadership to the youth; however, this is also true for any demographic and should not form the basis of alienating youth. In fact, youngsters yearn for such a challenging responsibility – they see it as an opportunity to serve a much bigger purpose, and this helps in motivating them to give their best.

## Support Youth Initiatives

Transcend well-meaning gestures and commit financial resources to youth-led initiatives that strive to build sustainable peace in local communities. In addition to financial support, give visibility to such projects or activities; celebrate them such that they become sources of inspiration for other youth and the society in general.

## Protect Youth Working in Conflict Areas

In situations of violent conflicts, youth leaders who put themselves on the line in their attempts to repair societal fault lines face insurmountable challenges and risks, including the potential of losing their lives. In such cases, they must have the support and backing of the government. This protection could include protection from harassment of all forms.

## Institutionalise Youth Voices

Building on all the three recommendations above, policymakers should rise above platitudes such as ‘participation of youth’, ‘consulting the youth’, ‘bringing the youth onboard’. Instead, they should institutionalise youth voices and contributions to ensure actual participation. This process is vital because it also ensures that the youth have responsibility – once they know they are equal; they will act accordingly.

One way of realising this is to have a youth leader on every policy-empowered committee and give that leader specific roles and responsibilities, as with other members.

## Create spaces for people to experience and connect

Fear, hate and violence are predicated on the unknown. It is, therefore, important to create unsupervised spaces for people to connect emotionally and directly experience (and then appreciate) each other’s humanity.

Such spaces include sports clubs, art fairs and community centres.

## Build the critical, social and emotional competencies of the youth

Promote in educational institutions a transdisciplinary approach that builds and integrates critical inquiry with social and emotional learning to ensure holistic development of students, right from early childhood. This will help the youth to critically dismantle misleading and dogmatic ideologies, eventually allowing them to respond to hate with kindness and empathy.

## Implement activities to address trauma

Violence stems from trauma. Curate spaces and activities to enable people, especially the youth, to be mindful and deal with trauma (their own as well as those of others) healthily. Encouraging kindness and compassion can engage positive energies among the youth, and the result will be peaceful societies.



## Make kindness and non-violence central pillars of policies

System-level political or economic narratives have proven unsustainable and anything but peaceful. There is a need to mainstream compassion, kindness and non-violence as the values that inform decision making at local, regional and international levels. It is time for these values to replace profit (political or economic).

For example, when making policies, policymakers could integrate a journaling exercise into the policy discussions. It could start with questions such as: is this policy, or its consequences, violent to our common humanity and planet? Does it lessen suffering – is it kind, empathetic?

## Depart from violence and invest in non-violence

As argued above, violence does not work. It is easy and results in more violence. Non-violence, though arduous, works!

On this basis, empower youth and community stakeholders to curate non-violent activities to build peace. Support and promote campaigns (online and offline) to advocate, raise awareness and make non-violence viral.

## Rebuild systemic and institutional trust

The youth feel that the existing political systems are corrupt and exclusive, and they therefore stay away from them. They also see the system as something that is against them; this feeling of distrust and alienation can cause inaction, and even push the youth to violent extremism.

Making systematic transactions such as policymaking inclusive and transparent is a viable way to rebuild this dwindling trust and impart a sense of belonging to almost half of humanity!





# Conclusion

Permeating the entire TAG<sup>e</sup> process is the centrality of dialogue as a transformative process of bridging gaps – to change circumstances, we must first talk to each other, and do so honestly.

Secondly, to solve the challenges facing humanity, we must bring the youth to the centre. We must bring back to the present the creative energies that have been deferred to the future. The active representation of youth in the highest levels of global policymaking processes is, if anything, warranted by their sheer numbers and must, therefore, improve. Half of humanity cannot be sidelined from discourses that they should be leading! This is unacceptable!

Third, active participation is not enough. The capacities of the youth must be built such that they can translate their deserved agency into positive transformation of

themselves and their societies – our world. The fundamental objective of TAG<sup>e</sup> is to mainstream the collective voice of youth for inclusion in the highest levels of the policymaking process. To this end, dialogue is only the beginning.

The uniqueness of TAG<sup>e</sup> is in adhering to Freire's second component to the dialogic method – the idea of praxis. TAG<sup>e</sup> is action-oriented – dialogue is followed by a sustained period of real-time engagement with current problems. Issues are conceptualised and discussed, and actionable solutions are proposed; subsequently, action is taken. On this basis, the TAG<sup>e</sup> brief will be presented to the key stakeholders and UNESCO MGIEP, and TAG<sup>e</sup> fellows will continue to work together to ensure that actionable recommendations are translated into concrete actions.





## Annex 1:

# Participants Bios

### Youth



**Elena Cuomo, Argentina**

Elena Cuomo, born on September 14, 1999 in La Plata, moved to Bahía Blanca in 2005 with her parents. She attended public primary and high school with an orientation in Social Sciences. She is currently studying International Relations at Torcuato Di Tella University, Buenos Aires, with a full scholarship as a result of her stellar grades in high school. She is fluent in Spanish, English and German. During high school, Elena became curious about events of the Holocaust after reading Anne Frank's Diary. She found out that her great-grandparents (family names Itche and Ruchla) were from Poland. She also learnt that the entire Itches family had not come from Poland to Argentina, and that some of them had been killed in Treblinka in 1942. After discovering this, she started to work in projects about memory, identity and genocide. Additionally, she started a project called "Lena to The Roots", where she travelled to Poland (without funding) to make a symbolic burial to her family and know her lineage. Now she regularly delivers workshops in schools, in both Argentina and Poland, about family history and identity. Currently, she volunteers for "World Heals the World" to fight extremism, as well as in the Anne Frank Center (Argentina) to teach about the Holocaust and the last military dictatorship that took place in Argentina.



**Eddy Balina, Uganda**

Eddy Balina is a Ugandan peacebuilder, educator and social activist. He is the Country Director of 'The Non-Violence Project Uganda', an organisation that works to reduce violence in homes, schools and communities across Uganda through peace education, creative arts, sports and entrepreneurship. In 2016, he founded a community school that educates more than 100 children from families affected by violence and poverty in the slums of Jinja in Eastern Uganda. He is passionate about mentoring young people to help them realise their full potential and contribute positively to community development and transformation. Eddy is a recipient of several awards and fellowships, including the SET Africa award 2015, Young Achievers Award 2017, and Obama Leaders Program 2019.



**Andrea Goikela, Spain**

Andrea Goikela is a graduate in Law and International relations from the University of Deusto (Spain); she is currently studying a Master's degree in law. She has been involved in AYUDH Europe for 10 years, first as a participant and then as part of the European Youth Summit organizing team for the last 4 years; in the past 2 years, she has been co-leading AYUDH Europe's Programme Development team as a Project Manager. She speaks five languages – Basque, Spanish, English, French and German. Over time, Andrea has acquired competencies in teamwork, effective communication, leadership and conflict resolution. Last year, as part of an Ayudh project, she worked with five other members to organise a year-long training program called 'Social Impact Leadership'; this involved 30 youth from 5 countries.





**Tamana Slathia, India**

Tamana Slathia is the founder of a youth-led peace-building organisation called The Daffodils Project. She has been working towards peace-building and conflict transformation in Jammu and Kashmir for over five years. Tamana was inducted as a Global Peace Ambassador 2017 by UN Asia Pacific, United Network of Young Peacebuilders and Youth for Peace International for mainstreaming gender in peace-building processes and projects. She is a mentor and leadership trainer for young peace-builders globally and also mentored a group of peace-builders in Sri Lanka for UN Volunteers.

She is the National Coordinator of the award-winning #IWillGoOut feminist movement in India, which works towards reclaiming public spaces for women and has been awarded the Social Media for Empowerment Award by the Digital Empowerment Foundation (DEF).

As part of her inclusive peace-building approach, Tamana trains Indian youth from different backgrounds and organises events sensitising youth towards the conflict in J&K. She is a public speaker on youth, peace and security as well as an advocate for volunteerism. Working on SDG 16 (Peace, Justice and Stronger Institutions) with a focus on localising SCR 2250 (Youth, Peace and Security) and SCR 1325 (Women, Peace and Security), Tamana advocates and facilitates a larger role of youth and women in peace-building and conflict transformation.



**César Zamora, Mexico**

César Zamora was born on July 4, 1988, in Culiacan, the capital city of Sinaloa State in the north-western part of México. He is a graduate student at Tecnológico de Monterrey's educational technology program. He works for a private foundation that supports social programs with the goal to promote a culture of peace and non-violence through education, civic participation and the dissemination of positive local news.

He is also the founding member of The Americas Open State and Sustainable Development Network, a project promoted by the United Nations Development Program in México. The Network aims to encourage and empower leaders from the Americas, so they can collaborate with civic organisations, the academia and the local government to create innovative and transformational solutions to contribute for the achievement of SDGs.



**Subham Shrivastava, India**

Subham Shrivastava is a student of Economics at SRCC/CIC, University of Delhi. He has been involved in debating and quizzing for a long time, having won over a dozen awards at the national and international level (from being an HDFC India Meritus fellow to IFF Nigeria to SES, Mexico). Subham has successfully run two social projects – Menstruation Hygiene Management and Data Analytics in Cancer Care.

Subham also has a Cosmology diploma from Yale University, USA. Apart from this, he is a fellow of the Duke University (USA) TIP, which identified him as one of the 'top academically gifted minds of India'. Subham also has actively participated in and won in various national and international MUNs alongside national quizzes and international case study competitions (RBI Quiz, Times of India Quiz, Connectonomics, DU, to name a few). Subham calls himself an 'introverted extrovert' who enjoys both Sagan and Stiglitz.



## Moderator



**Chaker Khazaal, Palestine-Canada**  
**Author, Reporter & Speaker**

Chaker Khazaal is a reporter, speaker, Huffington Post contributor, and author of 'Tale of Tala' and 'Confessions of a War Child' trilogy. He also worked as a public speaker and web show host before publishing his first novel, Confessions of a War Child (Part One) in March 2013, followed by part two (subtitled Lia) and part three (subtitled Sahara). His latest novel, Tale of Tala (2017) ranked second in worldwide sales on Amazon. Chaker is an advocate for refugees and aspiring young writers. A savvy communicator, he has spoken at a number of platforms, including United Nations Headquarters (New York) and Google (San Francisco). In 2015, Esquire Middle East named him Man of the Year; in 2016, Chaker was ranked by Arabian Business Magazine first among the 100 Most Powerful Arabs Under 40. In 2017, Queen Silvia of Sweden presented him with the Mentor Award.

## Senior Decision Makers



**Abdulla Rasheed Ahmed**  
**Minister of State for Education and**  
**Director of the National Institute of**  
**Education, Maldives**

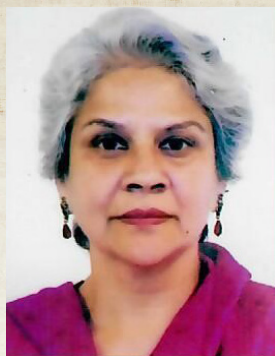
As overall in-charge of the National Institute of Education, Dr. Ahmed works according to the mandate of the National Institute of Education (NIE). He is responsible for the enhancement of the effectiveness of curriculum implementation. In order to achieve this, he works towards ensuring that teachers receive the required training as well as teaching and learning materials. It is also the mandate of NIE to provide informal and continuing education to the people of the Maldives. Further, NIE works towards revising and updating the curriculum and learning resources.



**Arno Michaelis**  
**American Motivational Speaker**

Arno is an American motivational speaker and educator who shares his experiences of being a former White supremacist. Arno has written a book titled 'My Life After Hate', which describes his experiences as a White supremacist skinhead and how he turned his life around.





Smt. Upma Chawdhry, IAS  
Secretary Youth Affairs, Ministry of Youth  
Affairs and Sports, Government of India

A graduate in BA Honours (English) with a Masters in (English) being a Gold Medalist in both and an MBA degree with Distinction from Australia. She is an alumni of St Joseph's Convent School, Jalandhar; Kanya Maha Vidyalaya and DAV College, Jalandhar.

Hailing from Jalandhar in Punjab, she joined the IAS in 1983 and was allotted to the Himachal Pradesh Cadre. Field postings included initial postings in remote and difficult areas of Rampur and Chopal of Shimla District before she was posted as Sub Divisional Officer of Shimla city and then as Deputy Commissioner, Solan where she prominently handled the Timber Trail ropeway accident.

Amongst others, she has the distinction of having worked as Deputy/Joint Secretary to two Chief Minister's from different political parties over a continuous tenure of five years; organising the first ever National Winter Games at Manali and successfully negotiating an industrial package from Government of India for HP. While on deputation with the Central Government over two stints and a total period of 12 years, she served as Deputy Secretary/Director in DoPT (Personnel Management in Division of Establishment Officer) and later as Joint Secretary in the Ministry of Agriculture both in Departments of Animal Husbandry, Dairying & Fisheries

and later of Department of Agriculture and thereafter as Executive Director FCI holding charge of both ED Personnel and ED North Zone.

She also attended the course of 'Senior Manager's in Government' from Harvard Kennedy School in July-August 2016. Empanelled as Secretary to the Government of India in July 2016, she was Director of the Lal Bahadur Shastri National Academy of Administration, Mussoorie that trains officers of the IAS and other Civil Services of the Government of India from December 2016 to 31st December 2018.

Upma is now posted as Secretary of the Ministry of Youth Services & Sports, Government of India, since January 1, 2019. She is a member of the United Nations Committee of Experts on Public Administration (CEPA), New York. She was the Rapporteur of the Committee in 2018 and was the Chairperson of the Working Group for the United Nations Public Service Awards in 2019.



## Annex 2:

# TAG<sup>e</sup> events

TAG<sup>e</sup> World Youth Conference <https://mgiep.unesco.org/wyc2019>

.....

TAG<sup>e</sup> Bujumbura

Article: <https://mgiep.unesco.org/article/bujumbura-hosted-the-first-unesco-mgiep-s-tage-event-in-africa>

.....

iTAG<sup>e</sup> AYUDH (i for Independently Organised)

Article: <http://www.ayudh.eu/2019/diversity-in-europe/>

.....

TAG<sup>e</sup> Delhi (October 2, 2018)

Article: <http://mgiep.unesco.org/article/tagekindness-youth-and-policy-makers-dissect-the-role-of-kindness-in-a-time-of-societal-and-planetary-change>

.....

TAG<sup>e</sup> Vizag (December 17, 2017)

Article: <http://mgiep.unesco.org/article/tagetech-2017>

Video: <http://mgiep.unesco.org/article/tech-2017-talking-across-generations-on-education-tage-vizag>

.....

iTAG<sup>e</sup> AYUDH (July 22, 2017) (i for Independently Organised)

Article: <http://mgiep.unesco.org/article/youth-and-senior-decision-makers-embrace-unesco-mgiep-s-itage-modality-to-engage-in-honest-dialogue-on-role-of-education-in-sustainable-development>

iTAG<sup>e</sup> PGA/New York (June 28, 2017) (i for Independently Organised)

Article: <http://mgiep.unesco.org/article/at-unesco-mgiep-s-first-itage-in-new-york-youth-call-for-an-education-that-fosters-self-actualisation>

.....

TAG<sup>e</sup> Ottawa (March 8, 2017)

Video: <https://www.youtube.com/watch?v=S6MP5Sb6ruw> Article: <http://mgiep.unesco.org/at-unesco-week-mgiep-puts-youth-innovative-pedagogies-at-the-heart-of-the-dialogue/>

.....

TAG<sup>e</sup> Quebec (October 30, 2016)

Video: <https://www.youtube.com/watch?v=q5w6qmvLvoQ&t=56s>

.....

TAG<sup>e</sup> Delhi (15 February, 2016)

Video: <https://www.facebook.com/mgiep/videos/1085781121452432/>

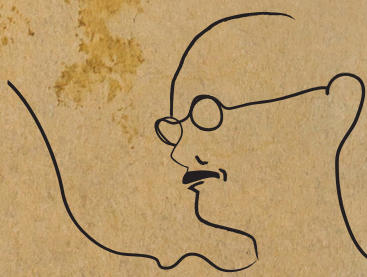


## Annex 3:

# References

1. Woollaston, V. (2017). *Global reign of terror: Map plots every terrorist attack and death in real-time. The Wire*. Retrieved from: <http://www.wired.co.uk/article/terrorism-map-global>
2. The Economist (2019). *Why white nationalist terrorism is a global threat*. Retrieved from: <https://www.economist.com/international/2019/03/21/why-white-nationalist-terrorism-is-a-global-threat>
3. Amarasingam, A. (2019) *Terrorism on the Teardrop Island: Understanding the Easter 2019 attacks in Sri Lanka*. Combating Terrorism Centre, 12(5). Retrieved from: <https://ctc.usma.edu/terrorism-teardrop-island-understanding-easter-2019-attacks-sri-lanka/>
4. Ibid, 4
5. Miller, E., LaFree, G., & Dugan, L. (2019). *Global Terrorism Database (GTD)*. START. Retrieved from: <https://www.start.umd.edu/research-projects/global-terrorism-database-gtd>
6. Editorial (2017). *What the Global Terrorism Index results mean for Europe*. Vision of Humanity. Retrieved from: <http://visionofhumanity.org/news/global-terrorism-index-results-mean-europe/>
7. Hihnnant, L., Casert, R., and Cook, L. (2019). *Europe-wide vote fragments center as far right, Greens gain*. AP. Retrieved from: <https://apnews.com/2c137002ee4844b7ac4d2f33e626419f>
8. Bieber, F. (2018) *Is nationalism on the rise? Assessing global trends*. *Ethnopolitics*, 17:5, 519-540, DOI: [10.1080/17449057.2018.1532633](https://doi.org/10.1080/17449057.2018.1532633)
9. Institute for Economics & Peace (2018). *Global Peace Index 2018: Measuring Peace in a Complex World*, Sydney. Vision of Humanity. Retrieved from: <http://visionofhumanity.org/reports>
10. Sapolsky, R. M. (2017). *Behave: the biology of humans at our best and worst*. New York, New York: Penguin Press.
11. Sapolsky, R. (2017). *Why your brain hates other people*. Nautilus. Retrieved from: <http://nautil.us/issue/49/the-absurd/why-your-brain-hates-other-people>
12. Hart, B. & Danner, C. (2017). *3 dead and dozens injured after violent white-nationalist rally in Virginia*. New York Mag. Retrieved from <http://nymag.com/daily/intelligencer/2017/08/state-of-emergency-in-va-after-white-nationalist-rally.html>
13. Hammadi, S., Scammell, R. & Yuhas, A. (2016). *Dhaka cafe attack ends with 20 hostages among dead*. The Guardian. Retrieved from <https://www.theguardian.com/world/2016/jul/01/dhaka-bangladesh-restaurant-attack-hostages>
14. Simpson, G. (2018). *The missing peace: Independent progress study on youth and peace and security*. United Nations Population Fund. Retrieved from: <https://www.unfpa.org/resources/missing-peace-independent-progress-study-youth-and-peace-and-security>
15. Freire, Paulo, 1921-1997. (2000). *Pedagogy of the oppressed*. New York: Continuum
16. World Bank (2017). *The 2017 Atlas of sustainable development goals: A new visual guide to data and development*. World Bank Blogs. Retrieved from: <http://blogs.worldbank.org/opendata/2017-atlas-sustainable-development-goals-new-visual-guide-data-and-development>





United Nations  
Educational, Scientific and  
Cultural Organization



• Mahatma Gandhi Institute  
• of Education for Peace  
• and Sustainable Development

UNESCO MGIEP

United Nations Educational, Scientific and Cultural Organization |  
Mahatma Gandhi Institute of Education for Peace and Sustainable Development  
35 Ferozshah Road, ICSSR Building, 1st Floor, New Delhi 110001

**[mgiep.unesco.org](http://mgiep.unesco.org)**

To download: [mgiep.unesco.org/policy-reviews-and-interventions](http://mgiep.unesco.org/policy-reviews-and-interventions)