

## Implementation of the UNESCO Strategy on African Youth (2009-2013)

*As of December 2012*

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Section	Number of projects
Global objective I	13
Global objective II	26
Global objective III	42
Transversal	6
<b>TOTAL</b>	<b>87</b>

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**Global objective I: Strengthen knowledge building and management and promote research on youth issues**

No	Activities (and partners)	Country/ Sub-region/ Region	Partners
1	<p><b>ED/BREDA/TVET:</b></p> <ul style="list-style-type: none"> <li>- Country support for the development of Statistical Information Systems (SIS) on Technical and Vocational Education and Training (TVET).</li> <li>- Strengthened collaboration between Inter Agency Task Team (IATT) and the Association for the Development of Education in Africa (ADEA) on the process of the African Union (AU) for the development of regional indicators on TVET and Logistics Management and Information System (LMIS).</li> </ul>	<ul style="list-style-type: none"> <li>- Madagascar, Côte d'Ivoire</li> <li>- Regional with focus in ECOWAS (IATT)</li> </ul>	<p>Ministry of Education, ADEA, AU, IATT members (UNDP, ILO, AfDB), ISU</p>
2	<p><b>ED:</b> Within the framework of UNESCO <i>ASPnet in Action for a Sustainable Future</i> project, development of an online and collaborative platform to promote worldwide interaction, learning and exchange among ASPnet member schools and to provide an opportunity for young students to share their knowledge, value their school-level initiatives and enhance e-twinning synergies around contemporary challenges. The first version of the platform will focus on biodiversity enabling ASPnet students to learn and exchange related knowledge and information. A number of pooled resources, activities and projects will be made available for each UNESCO Region, including Africa, to support young students to take actions to promote biodiversity.</p>	<p>Selected countries in Africa (minimum 50)</p>	<p>ASPnet, National Commissions and Ministries of Education</p>
3	<p><b>ED/BREDA:</b> Sexuality Education Review and Analysis Tool (SERAT): Review tested, SERAT studies concluded in selected west and central African countries.</p>	<p>Senegal, DRC, Cape Verde, Guinea Bissau, Liberia, Nigeria, Sierra Leone, Ghana, Gambia</p>	<p>UNFPA, Ministries of Education, International Planned Parenthood Federation, OPEC countries, IBE (evaluation in CEMAC countries)</p>
4	<p><b>ED/BREDA:</b> In East and Southern Africa, regional diagnostic reports on SRH and HIV&amp;AIDS published to galvanize high level political support</p>	<p>East and Southern Africa</p>	<p>UNAIDS, UNFPA, UNICEF, IPP, GIZ, SIDA, ESA Countries</p>
5	<p><b>ED/BREDA:</b> Comprehensive Sexuality Education Review and Advocacy Tool (CSERAT) developed, in partnership with the International Planned Parenthood Federation, to study the implementation of sexuality education by civil society organizations in all types of settings.</p>	<p>West and Central Africa/Global</p>	<p>IBE (evaluation in CEMAC countries)</p>
6	<p><b>ED/BREDA:</b> Evaluation of curricula, student manuals, teacher guides, teacher training DVDs and radio programmes on sexuality education undertaken in 6 CEMAC countries</p>	<p>6 CEMAC countries</p>	<p>IBE (evaluation in CEMAC countries)</p>
7	<p><b>SHS:</b> Mapping of on-going youth-related and youth-led activities and initiatives in African countries (2012)</p>	<p>Regional</p>	<p>SHS and Youth focal points in field offices in Africa, Youth focal points at HQ, AFR Department</p>

8	<b>SHS (HQ &amp; ACCRA):</b> Development of regional paper showcasing successful experiences and practices of youth civic engagement in Africa (2011)	Regional	
9	<b>SHS/CAIRO:</b> Analysis on National Youth Strategy drafted by the Ministry of Youth (January to April 2013). This project aims to analyze the National Youth Strategy, which the Ministry of Youth has been drafting, with a view to providing policy recommendations to develop research on youth issue, explore the feasibility of establishing a youth research centre and initiate dialogues among youth, scholars and policy makers on policies affecting youth in Egypt.	Egypt	Cairo University, Student Union, Ministry of Youth
10	<b>SHS/RABAT:</b> Evaluation and dissemination of knowledge relating to the participation of vulnerable young girls in political life in Tunisia. The activity corresponds to Axis 2 of the Extra-budgetary project financed by The Netherlands “Strengthening the participation of vulnerable young girls in mechanisms of consultation and decision-making, February 2012-June 2013”	Tunisia	Ministry of Education, Tunisian National Commission for UNESCO, CAWTAR , Government of The Netherlands, UNDP
11	<b>SHS &amp; FO/NAIROBI:</b> In the context of the 2011 project “Youth policies and violence prevention in the Great Lakes region”, development of a comparative paper for four countries (Burundi, Kenya, Tanzania and the Democratic Republic of Congo) on violence affecting youth and related public policy and programme responses.	Burundi, Kenya, Tanzania and the Democratic Republic of Congo	Veneto region, UN-HABITAT
12	<b>CI:</b> The Freedom of Expression Toolkit: A guide for students designed to engage youth to understand and explore the universal concepts of freedom of expression through easy-to-understand language and to learn about most current related issues through a series of case studies. The Toolkit will be available in English, French, Arabic, and Spanish as well as other local languages. It will be made available as an open resource, freely available for youth. The users are encouraged to create their own case studies based on their own experience and environment and share with other youths around the world thus contributing to a global network of youth who are interested in the issues (2012).	Global, including for African Youth	National Commissions, Ministries of Education, NGOs
13	<b>FO/ADDIS ABABA:</b> Qualitative and quantitative research project on the use of new digital media (Facebook, Twitter, etc.) by African youth with a view to assessing their impact regarding youth participation in knowledge society, youth unemployment, civic engagement, economic development, etc. <u>N.B:</u> <i>The project is still in fundraising phase.</i>	Ethiopia, Kenya and Tanzania. Following the publication of the first results, the project will be extended to a sample of countries from all sub-regions in Africa	African Union, UNECA

**Global objective II: Foster the development of policies and frameworks to address youth issues**

No	Activities (and partners)	Country/ Sub-region/ Region	Partners
14	<p><b>ED:</b> Launch of the UNESCO DVD "Education for Human Rights... Young People Talking" in September 2012 in Kampala, Uganda. The main audience was composed of the representatives of the concerned Ministries, including the Ministry of Education and Sports, specialized agencies and organizations working in the area of human rights and the rights of the child, UN agencies, universities, schools and media. The DVD seeks to present to the Ugandan audience the views and expressions of children and youth from around the world on human rights principles. The launch also aspired to create a platform and generate further debate and actions on human rights education in schools. On this occasion, the Mapping Report of Education for Peace Stakeholders in Uganda was officially launched, with a view to generating the consensus on the recommendations contained in the report for implementation by the Ministry of Education and Sports.</p>	Uganda	Ugandan National Commission for UNESCO
15	<p><b>ED:</b> A five day UNESCO Curriculum Review Seminar, funded by the Government of Japan and organized by UNESCO Juba Office in conjunction with the South Sudan National Curriculum Development Centre, brought together more than 50 participants from across South Sudan, of whom 9 were women. This work is part of a larger project led by IIEP 'Strengthening the Capacity of the Ministry of General Education and Instruction (MoGEI) in the Implementation of the Education Sector Strategic Plan (2012-17)'. The main focus of the seminar was the first stage of review of the curriculum frameworks (for both primary and secondary education) with regards to their scope and structure. Particular focus was given to the inclusion of key cross cutting issues such as peace, human rights and life skills. A detailed action plan for setting out the stages, responsibility and timeframe for a full and thorough review of the curricula was also developed. The modified curriculum framework and action plan are the key output of the seminar and will be presented to the MoGEI for its consideration and action/ implementation.</p>	South Sudan	UNESCO International Institute for Education Planning (IIEP) , IBE, Government of Japan

16	<b>ED:</b> Implementation of the Better Education for Africa's Rise (BEAR) project supported by the Republic of Korea. In each of the five countries, the project aims to contribute to the promotion of a Technical and Vocational Education and Training (TVET) system that is relevant to the needs of the labour market and of individuals. The overall underpinning strategy of each project is based on a two-pronged approach that addresses the urgent need to improve access of youth to quality TVET, while working toward the broader goal of developing national capacities for leading TVET reforms.	Botswana DR Congo Malawi Namibia Zambia	MoE, MoLVT, Social partners, civil society and youth organizations
17	<b>ED/BREDA/TVET:</b> Inter-country consultations for the rethinking of relevant strategies of action on TVET for Africa through contribution to major International events (ADEA Triennale, 3d Congress, OIF-CONFEMEN Assises); Enhancing of partnerships and thematic work (NQF/RQF) between Partners through the Inter-Agency task Team (IATT) linked to the ECOWAS Regional Economic Community	Region (SSA)	MoEs, Procter and Gamble, ADEA, IATT agencies (UNDP, ILO, AfDB, UNWOMEN, UNIDO) SAfAIDS, OFID (for ECCAS/CEMAC countries)
18	<b>ED/BREDA/TVET</b> and <b>ED/YAO:</b> Contacts initiated to support education policy review on TVET in Central Africa (namely Chad); Support provided for the development of a concept note and ToRs to support Chad; Support provided for a study mission from Chad to Senegal on TVET	Chad	
19	<b>ED/BREDA/TVET</b> and <b>ED/ACR :</b> Development of contextualized methodological guides and curricula more relevant to the needs of the world of work (including entrepreneurship development)	Côte d'Ivoire	
20	<b>ED/BREDA:</b> Scaling up sexuality education in ECCAS/CEMAC countries	ECCAS/ CEMAC	
21	<b>ED/YAOUNDE:</b> Sexual and Reproductive Health Education, including HIV&AIDS in ECCAS countries.	ECCAS	
22	<b>ED/YAOUNDE:</b> Strategic and institutional partnership to improve youth access to ICTs and the identification of relevant solutions for their socio-economic integration in the ECCAS region.	ECCAS	Governments, National Youth Councils and technical and financial partners
23	<b>ED/CLT/YAOUNDE:</b> Citizenship education and promotion to a culture of peace for the peaceful co-existence in the schools and communities of the countries of the ECCAS region.	ECCAS	Ministries of Education, Youth, Culture and responsible for communication and reconciliation affairs, youth,

			associations and financial partners
24	<b>ED/SC</b> : Adaptation to climatic changes and Education for Sustainable Development in ECCAS countries.	ECCAS	Ministries of Education, Environment, Youth and responsible for communication, associations and financial partners
25	<b>SHS</b> : Review of existing guidelines for public policy development on youth, in line with the provisions of the African Youth Charter.	Regional	Youth focal points at HQ and Africa, Youth specialists on policy development in the field, AFR Department
26	<b>SHS (HQ/ACCRA/ADDIS ABABA)</b> : Launch of an <b>on-line campaign</b> on the African Youth Charter, jointly by UNESCO and the AU. The campaign will be composed of two complementary axes: 1. Popularization of the African Youth Charter, by elaborating 25 youth-friendly videos for each of the Charter's articles (15-20 seconds each). The videos will carry a strong message through illustrations with concrete examples stressing the links between the Charter, the context of the African continent and its current developments. Accentuating success stories, they could also be based on youth testimonials and illustrations of concrete and local examples, Internet and social networks (Facebook, Twitter, etc.) will constitute key means of communication of the videos, without neglecting television and, if possible, the radio. 2. Encouraging youth to undertake action for the Charter, by mobilizing them through Internet and social networks (websites of UNESCO and the AUC, Facebook, Twitter, etc.). Through a virtual "click", young women and men would be able to join a call to their respective countries to sign, ratify and/or implement the Charter.	Regional	African Union, ERI, AFR Department
27	<b>SHS (HQ&amp;ACCRA)</b> : Revision of the National Youth Policy and related Action Plan in Zambia.	Zambia	Government of Zambia, National Youth Development Council, UN Country team, Commonwealth Youth Programme Zambia, UNESCO Chair in Children, Youth and Civic Engagement (Ireland), UNESCO Harare, AFR Department

28	<b>SHS (HQ&amp;ACCRA):</b> Formulation of inclusive public policy on youth and support for the establishment of a National Youth Council in Côte d'Ivoire.	Côte d'Ivoire	
29	<b>SHS/ACCRA:</b> Review of National Youth Policy.	Liberia	Ministry of Youth and Sports, UNFPA, UNICEF, Office of the SRSG, UNDP, and ED Sector
30	<b>SHS/ACCRA:</b> Review of National Youth Policy.	Sierra Leone	National Youth Commission, Youth and Civil Society Organizations, UNDP, Office of the SRSG, other UNESCO Sectors (ED, CI, etc.), UNICEF
31	<b>SHS/BUJUMBURA :</b> Elaboration of a National Youth Policy for Burundi.	Burundi	Ministry of Youth, Sports and Culture, co-financing with UNFPA, participation of other agencies including UNICEF, UNDP and UNV
32	<b>SHS/RABAT:</b> Establishment of citizenship and human rights clubs in formal education institutions, in the framework of the elaboration of a national strategy for civic education (October 2012-December 2013) This initiative is developed as part of the project "Strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion".	Tunisia	ED/RAB, Ministry of Education , Tunisian National Commission for UNESCO , UN Task Force on Education for Citizenship, IADH ( <i>Institut Arabe des Droits de l'Homme</i> )
33	<b>SHS/CAIRO:</b> Research on existing policies affecting youth, on the impact of the revolution and related challenges in Egypt (August to December 2012). In order to initiate a dialogue between young people, scholars and policy makers on youth policies in Egypt, this initiative aims at enabling discussions to identify needs in terms of establishing and reviewing policies on youth in Egypt especially considering the impact of the 2011 revolution.	Egypt	Youth and Development Consultancy Institute

34	<p><b>SHS/CAIRO</b> : Promotion of the African Youth Charter (August to December 2012) The African Youth Charter was signed by Egypt but has not yet been ratified. This initiative seeks to assist the government of Egypt to develop policies on youth that reflect the provisions of the Charter. It includes production of a youth-friendly version of the Charter and its wide dissemination, organizing small scale information meetings as well as a competition to promote the Charter.</p>	Egypt	Youth and Development Consultancy Institute
35	<p><b>CLT</b>: Implementation of the Pedagogical Use of the General History of Africa Project, <i>inter alia</i>, by developing common pedagogical contents for use in African primary and secondary schools based on the content of the volumes of this collection with a view to:</p> <ul style="list-style-type: none"> <li>- renovating African history teaching;</li> <li>- contributing to the reconstruction of African cultural identity;</li> <li>- highlighting common heritage and shared values of African peoples and, through this, favoring mutual understanding, regional integration, and peace;</li> <li>- strengthening ties that unite African people.</li> </ul> <p>These objectives are underlined in the African Cultural Renaissance Charter, the Cultural Charter for Africa and the African Youth Charter.</p>		African Union bodies (AUC, conference of Ministers of Education, conference of Ministers of Culture, African Academy of Languages, etc.), Association of African Historians, Association of African Universities, Association for the Development of Education in Africa, etc.
36	<b>ODG/GE</b> : Establishment of a Regional Centre for the Elimination of Female Genital Mutilation/Cutting	Africa (based in Nairobi, Kenya)	Government of Kenya, WHO, UNFPA
37	<b>ODG/GE</b> : Involving students in the prevention of sexual and gender-based violence	Democratic Republic of the Congo	Government of Japan, Universities of Bukavu and Goma, DRC
38	<b>FO/BUJUMBURA</b> : Project 417BDI1010 – Right to education for vulnerable children (3,153 vulnerable children benefiting from the project during the academic year 2012-2013).	Burundi	Ms Chantal Biya, First Lady of Cameroun, Goodwill Ambassador of UNESCO for Education and Social Inclusion , <i>Fondation du Personnel du Groupe SEB France</i> , several local NGOs, <i>Groupements de Familles Tutrices</i> , WFP, FAO
39	<b>FO/NAIROBI</b> - Revision of the education sector policy on HIV and AIDS 2004 to include provision for comprehensive sexuality education in the	Kenya, Uganda	NACC, USAID/CHF, UNFPA, UNICEF



	curriculum and needs for HIV positive learners in Kenya - Developing and implementing a sexuality education curriculum in Uganda to prevent new infections among young people and to provide relevant information to learners living with HIV in Uganda		
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**Global objective III: Promote youth participation in decision-making, youth civic engagement and social inclusion**

No	Activities (and partners)	Country/ Sub-region/ Region	Partners
40	<p><b>ED:</b> A wide range of activities has been proposed for young people (mainly aged 11-16) during the implementation of the 2<sup>nd</sup> phase of the Transatlantic Slave Trade (TST) education project since July 2010. The most recent was a one-day event for secondary school students in Senegal in June 16, 2012. The event took place in the historically meaningful TST environment of the Gorée island. During the day, the 100 participating students from four ASPnet schools:</p> <ul style="list-style-type: none"> <li>- Viewed the film “Slave Route: The Soul of Resistance” (produced as collaboration between CLT and ED sectors in the framework of the intersectoral project “Slave Route - Resistance, Liberty, Heritage”)</li> <li>- Debated about the causes and consequences of the TST, as well as modern forms of slavery and racism, with the presence of some leading national TST experts.</li> </ul> <p>In addition to providing the young people with a rich learning experience, the day allowed encouraged teachers to introduce TST lessons in classrooms and registered them as part of the global ASPnet TST community.</p>	Senegal	Senegalese National Commission for UNESCO, UNESCO Regional Bureau for Education (BREDA, ED and CLT), Ministry of Basic Education of Senegal
41	<p><b>ED/BREDA:</b> In the framework of the MDG project Nutrition in Senegal, 4500 women had access to literacy opportunities and were trained in nutrition techniques. A coordination framework with UN System agencies was set up in order to ensure a holistic approach, while local knowledge was used as a basis for the development of the educational materials.</p>	Senegal	Ministries of Education, Procter and Gamble, ADEA, IATT agencies (UNDP, ILO, AfDB, UNWOMEN) SAfAIDS
42	<p><b>ED/BREDA:</b> In Liberia, 252 girls were provided with literacy opportunities and benefitted from materials for the development of reading and writing competencies as well as of practical competencies for every-day life.</p>	Liberia	
43	<p><b>ED/BREDA:</b> In the framework of the project to promote literacy for girls and young women (aged 15-35) in Senegal, UNESCO leveraged ICTs (PAJEF) and built a dynamic partnership (UNESCO, government, civil society, private sector actors), to deliver the following :</p> <ul style="list-style-type: none"> <li>- 263 literacy classes were established ;</li> <li>- An ICTs-based literacy tool was developed in the form of a virtual classroom, adapted for use in multimedia communities, school computers, mobile phones and television;</li> <li>- A database of educational resources was established in 3 languages</li> </ul>	Senegal	Ministries of Education, Procter and Gamble – Always  ADEA Working Group on Non Formal Education , IATT

	(French, Wolof and Pulaar), including 6 modules (math, algebra, alphabet, microcredit, computer science) and 12 sub-modules, 7 applications for the learning of reading, writing, calculation, text composition, saving, archiving and developing every-day competencies as well as 735 educational videos.		agencies (UNDP, ILO, AfDB, UNWOMEN) SAfAIDS
44	<b>ED/BREDA:</b> Collaboration with the Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS) on building "Young Positives Friendly" Educational Spaces in Southern Africa with the aim to provide safe school spaces for, and enable the empowerment of, young people living with HIV.	Southern Africa	Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS)
45	<b>ED/BREDA:</b> The Gambian school-based peer education experience: capturing lessons learned, challenges and opportunities for upscale.	WCA	Nova Scotia Association
46	<b>SC:</b> Within the framework of <a href="#">Youth Visioning for Island Living</a> (initiative that supports youth in developing and implementing their own projects, building their capacities and involving them in the sustainable development of their islands), HIV & AIDS projects have been implemented by youth for youth in Guinea-Bissau, Madagascar, Mauritius, the Seychelles and Tanzania (Zanzibar).	Guinea-Bissau Mauritius Madagascar The Seychelles Zanzibar (Tanzania)	Guinea-Bissau: Bolama Regional Youth Council (CRJ-B) , Regional Development Association (ADER/LEGA), National Secretariat for the Fight against AIDS (SNLS) Mauritius: Adolescent Non-Formal Education Network (ANFEN), Tan Nu la Voix (grass-root CSO for both HIV-positive and HIV-negative IDUs), Chrysalide (NGO for FSW), MOH Field Coordinator for GBT, PILS (NGO for Prevention and Information in the field of HIV/AIDS), NATReSA (National Agency for the Treatment and Rehabilitation of Substance Abusers) Madagascar: <i>Association des Jeunes de Millénaire</i> , VITASOA, Majunga , <i>Organisation de Communauté de Base</i> (OCB), Youth club on HIV/AIDS, Research Cabinet ZAVA, Regional Service for

			<p>the HIV/AIDS Project, Regional Service for Youth and Sports, Majunga Press.</p> <p>Seychelles: The Faith and Hope Association (FAHA), UNAIDS, AIDS Right Alliance for Southern Africa (ARASA), UNDP, Ministry of Health, Ministry of Education, CARE, HIV/AIDS support Organization (HASO), Youth Department, Seychelles Broadcasting Corporation.</p> <p>Zanzibar: The Zanzibar Youth Plan Association, Zanzibar AIDS Commission (ZAC), Youth Self-Employment Foundation, Shehia HIV committees, SHACCOMS, Youth clubs, Networks of people living with HIV and AIDS, Zanzibar AIDS Control Program (ZACP)</p>
47	<p><b>SC: <a href="#">1<sup>st</sup> Africa Forum on Science Science, Technology and Innovation (STI)</a> for Youth Employment, Human Capital Development and Inclusive Growth. The Forum took place in Nairobi (Kenya) on 1-3 April 2012 and facilitated the sharing of experiences and analyses of best practices in strengthening STI mechanisms, designing policy measures for the promotion of innovation, entrepreneurship and youth employment; harnessing the role of innovation in the informal sector and; increasing the participation of women and youth in STI. The Forum highlighted the role and importance of STI in propelling sustainable and inclusive growth and development in Africa, bringing together decision-makers and STI policy experts to create a platform for dialogue and define ways forward.</b></p> <p><a href="http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/africa/first-africa-forum-on-sti/">http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/africa/first-africa-forum-on-sti/</a></p>	Nairobi, Kenya	<p>African Development Bank (AfDB),</p> <p>United Nations Economic Commission for Africa (UNECA), African Union (AU), in association with the Association for the Development of Education in Africa (ADEA)</p>

48	<p><b>SC:</b> Through the UNESCO Earth Science Education Initiative in Africa, with five regional workshops that took place in Africa between 2009-2010 (Assiut-Egypt, Luanda-Angola, Cape Town-South Africa, Dakar-Senegal, and Kinshasa-DRC), UNESCO has worked closely with youth representatives and youth groups, such as the Young Earth Scientist (YES) Africa Network, which UNESCO assisted in establishing, to ensure that youth are involved in planning and participating in the Organization's work in Earth science across the region – as both informed contributors to project planning and beneficiaries. In particular, African youth will benefit from activities to develop better Earth science curricula at primary and secondary school levels and from opportunities for young professionals to receive training in geological field mapping, as an important investment in their own professional development as well as their country's knowledge of their own mineral resource wealth. Training on successful scientific proposal submission for International Geoscience Programme (IGCP) funding has focused on youth participants. In addition, African youth have been engaged as important stakeholders in the process of developing African members of the Global Geopark Network. Relevant meetings and workshops have included financial support from UNESCO specifically for youth and women participants.</p>	Regional (Africa) – recently Morocco, Kenya, Cameroon, Ethiopia and Djibouti	Young Earth Scientists (YES) Africa Network
49	<p><b>SC:</b> Participation of a number of African members of the World Association of Young Scientists (WAYS) to the <a href="#">World Science Forum</a>, Budapest, 2009. The Forum provided an international platform for parliamentarians, scientists, policy-makers, representatives of the media and members of civil society from all over the world to debate emerging and existing global scientific issues. One of its aims was to provide an interdisciplinary and policy environment in which stakeholders may dialogue on how to improve science governance while ensuring a sustainable future for all.</p>	Budapest, Hungary	The Hungarian Academy of Sciences
50	<p><b>SHS/ACCRA:</b> Support for the establishment and effective functioning of the National Youth Parliament in Ghana, stipulated under the 2010 policy on youth in Ghana.</p>	Ghana	Other UNESCO Programme Sectors (ED, CI, etc.), UNDP, UNICEF, UNFPA, National Youth Authority, National Peace Council, Youth and Civil Society Organizations
51	<p><b>SHS/ACCRA:</b> Training on youth leadership to prevent violence. Within the context of the UN Country Team work, this activity focuses on supporting youth civic engagement and constructive participation of</p>	Ghana	Other UNESCO Programme Sectors (ED, CI, etc.), UNDP, National Youth

	youth in political processes, as a means to prevent related violence		Authority, National Peace Council, Youth and Civil Society Organizations, etc.
52	<b>SHS/ACCRA:</b> Training on youth leadership to prevent violence. The activity focuses on supporting youth civic engagement and constructive participation of youth in political processes, as a means to prevent related violence.	Sierra Leone	National Youth Commission, Youth and Civil Society Organizations, Trust Africa, UNDP, Office of the SRSG, other UNESCO Sectors (ED, CI, etc.), UNICEF
53	<b>SHS/BUJUMBURA:</b> Empowering Young Women and Men for Self Employment, Entrepreneurship and Leadership	Burundi	Ministry of Youth, Sports and Culture / REJA ( Youth Action Network for Peace, Reconciliation and Development, which unites 165 youth associations and covers the entire national territory)
54	<b>SHS HQ/ACCRA/BUJUMBURA:</b> Engaging Youth as Leaders: A Transnational Pilot Test for Youth Leadership Development in Kenya and Zambia, focusing on vulnerable and marginalized youth living in rural settings	Kenya and Zambia	Children and Youth Empowerment Centre (CYEC), UNESCO Chair in Children, Youth and Civic Engagement (Ireland), Chesire Homes - Youth Development Center Mongu, Foróige, Irish Youth Development Organization, Pennsylvania State University
55	<b>SHS (HQ&amp;FOs):</b> “Building youth-led social innovation in Africa” (regional programme): a 3-year pilot initiative to support youth-led social innovation in Africa. The proposed concept includes an initial three year start-up program to be launched and delivered through two regional hubs in Africa for English and French-speaking youth and which foresees two strategic interventions: <ul style="list-style-type: none"> <li>- Capacity-building to develop leadership and related soft skills which will strengthen youth employability and facilitate smooth school to work transitions</li> <li>- Support for youth-led community projects including access to professional networks, coaching and mentoring, financial resources, and advocacy opportunities.</li> </ul> The concept of the programme, the methodology and the social	Africa	International Youth Foundation, Youth organizations and youth-led social enterprises in Africa

	<p>innovation curriculum, are based on the successful experience of the YouthActionNet® that the International Youth Foundation has been implementing over the past 10 years across the world.</p> <p><i>N.B: The project is still in fundraising phase.</i></p>		
56	<p><b>SHS (HQ&amp;BRED):</b> “Building youth-led social innovation in Senegal / YouthActionNet Senegal”. The 2-year project foresees targeted training for 15 young social entrepreneurs in Senegal, benefiting their respective projects/social enterprises, as well as follow-up support through access to networks, coaching and mentoring, and funding opportunities. The project is also seeking to lay the foundation for the development of the French-speaking regional programme (see previous activity)</p>	Senegal	Synapse Center (NGO based in Senegal), young women and men entrepreneurs in Senegal, Ministry of Youth and Employment, International Youth Foundation
57	<p><b>SHS/AFR/ED:</b> Strengthening capacities for youth-led social entrepreneurship and promotion of a culture of peace in Africa. The project foresees three phases: 1) the development and pilot testing (in Malawi and Burkina Faso) of specific training modules targeting mainstream young women and men that want to start-up a social enterprise or an initiative promoting culture of peace; 2) the elaboration of a follow-up project proposal by the young trainees and follow-up mentoring throughout the first 2 years of implementation; 3) the development of specific mechanisms to ensure monitoring, reporting and evaluation of the impact of the projects in supporting youth to engage in social entrepreneurship and in developing activities that promote a culture of peace. This phase will also include follow-up advocacy to introduce the results of the training in policies affecting youth in Africa</p>	<p>1<sup>st</sup> phase: Malawi, Burkina Faso</p> <p>2<sup>nd</sup> and 3<sup>rd</sup> phases: Africa</p>	The Guidance, Counseling and Youth Development for Africa (Lilongwe, Malawi), African Union International Centre for Girls' and Women's education in Africa (AU/CIEFFA, Burkina Faso)
58	<p><b>SHS/RABAT:</b> Fostering the participation of young vulnerable girls in consultation and decision-making mechanisms (February 2012 – June 2013)</p> <p>Activities: (1) Reinforcing the capacities of institutions responsible for educational, electoral and youth issues, on engaging meaningfully young girls in public life; (2) Developing the knowledge of young vulnerable girls on democracy and management of public affairs in order to allow them to meaningfully participate in democratic processes; (3) Sensitization of decision-makers and media on the importance of involving young girls in the management of public affairs through advocacy actions undertaken by the young girls themselves.</p>	Tunisia	Education Ministry, Tunisian National Commission for UNESCO , CAWTAR, Government of the Kingdom of The Netherlands, ISESCO, ALECSO
59	<p><b>SHS/RABAT:</b> Fostering the involvement of young people, namely those from disadvantaged areas, in constitutional dialogue and reform throughout the constitutional process in Tunisia (November 2012 – May</p>	Tunisia	UNDP National Constitutional Assembly (ANC), Ministry of Education,

	2013)		National Commission
60	<p><b>SHS/RABAT:</b> Youth participation in decision-making in Morocco</p> <p><u>Activity</u> : Youth Autumn School on « Youth and Political Engagement for an Alternative World » , held in October 2012, in Bouznika ( Morocco) (May – December 2012)/ <u>Objectives</u> : promote youth civic participation in the context of current reforms (Reform process of the Ministry of Youth and Sports : elaboration of the National Strategy on Youth/ Elaboration of the general frameworks of the Consultative Council of Youth), strengthening their knowledge and capacities on advocacy, civic participation techniques, public policy analysis, dialogue with policy-makers</p> <p><u>Outputs</u> : i) 200 young people from different local youth associations, of which 47% were young women associations, coming from 27 Moroccan regions and 6 countries (Maghreb and beyond) have participated in the Autumn School and ii) An advocacy document, the <i>Youth Autumn School Declaration – Youth Alternatives</i> was adopted</p>	Morocco	Youth Association FMAS/Action Jeunesse, Moroccan National Commission for UNESCO, GIZ.
61	<p><b>SHS/RABAT:</b> Fostering youth leadership and national policies on youth in Morocco</p> <p><u>Activity:</u> Youth advocacy-theater : (May - November 2012) / This activity reinforces the advocacy work initiated with by the Youth Autumn School, by enabling advocacy action through culture. The activity consists in accompanying young people in the composition and production of a theater piece on two themes of socio-political nature. The objective is to use culture and the arts as a means to sensitize decision-makers as well as the wider public on sociopolitical issues relating to the creation of a Youth Council.</p> <p><u>Outputs</u> :</p> <p>i) A theatre piece produced in front of 300 young people (26.11.2012)</p> <p>ii) 10 young people accompanied and trained on how to compose and produce a theatre piece as an advocacy tool</p> <p>iii) Advocacy tool made available to youth and their associations</p>	Morocco	Youth Association FMAS/Action Jeunesse Association <i>Jouons pour les arts</i>
62	<p><b>SHS/RABAT&amp;CAIRO:</b> Engaging youth in democratic processes</p> <p><u>Activity:</u> Youth training on citizenship and democratic culture in Egypt, Morocco and Mauritania (January – December 2013) / <u>Objective</u> : Foster youth civic engagement and build intellectual immunity for youth through civic education / <u>Process</u>: the project is based on the pilot experience that was developed in Tunisia in 2011-2012. It foresees i) the adaptation and contextualization of the “Gender Sensitive training manual on democracy for youth in Tunisia” (<i>UNESCO, 2011, in French and Arabic</i>), ii) the training of trainers/facilitators and iii) the organization of pilot trainings for youth in schools and community spaces, such as</p>	Morocco, Mauritania, Egypt	Government of Spain, Ministries of Education, Ministries of Youth, NGOs, National Commissions in the three countries



	<i>"les maisons des jeunes."</i>		
63	<p><b>SHS/CAIRO:</b> Youth Seminar: Ethics of Democracy (June 2011) The objective of this project, addressed to young people and representatives of NGOs who participated actively during and after the revolution of 25 January 2011 in Egypt, was to teach the ethical principles of democracy, provide opportunities to express their needs and identify actions that need to be taken, as well as promote networking among young people.</p>	Egypt	Youth NGOs, Human Rights NGOs
64	<p><b>SHS/CAIRO:</b> Democracy workshops on building solidarity among young people in rural and urban areas in Egypt (August to December 2012) This project provides opportunities for 80 young people in rural and urban areas in Egypt to learn the concept of democracy in the Egyptian context and build solidarity among them by learning of life in different communities. The trainees of these workshops are expected to play multiplier roles of the concept of democracy and undertake action in their communities to promote democracy.</p>	Egypt	Oyoun Masr Institute, Anna Lindh Foundation
65	<p><b>SHS/CAIRO:</b> Simulation of People's Assembly workshop (December 2012) Through a simulation of a people's assembly organized during a 6-day workshop, this project provided opportunities for university students from different disciplines to learn about the political system of Egypt. and its function, negotiation and presentation skills, and democratic process of decision making on political issues.</p>	Egypt	Andalus Institute for Tolerance and Non-Violence
66	<p><b>SHS/CAIRO:</b> Workshop and Exhibition on Human Rights Expression in Egyptian Context (January to May 2013). Since the revolution in 2011, artistic expression on human rights and democracy is becoming an important communication means among young people to transmit their messages and requests. This project aims to further promote democracy and human rights among young people and foresees a workshop with selected young artists on how to integrate human rights and democracy concepts in their artistic work. The outcome of this workshop will be exhibited in several cultural centers and museums across the country.</p>	Egypt	Cultural centers, art museums, human rights NGOs
67	<b>SHS/BRAZILIA:</b> Open Schools project in Guinea Bissau	Guinea Bissau	Government of Brazil, Government of Guinea Bissau
68	<p><b>CLT:</b> 8 World Heritage Volunteers (WHV) Projects WHV – Fort Jesus, Mombasa, Kenya (5-26 August 2012): The project aims at promoting the conservation and sustainable use of national</p>	Kenya, Malawi, Nigeria, Togo, Uganda, Zambia	Kenya Forest, Country Council of Mombasa and

<p>heritage through generation, documentation and dissemination of research and collection management knowledge, information and innovations.</p> <p>WHV – Maasai Mara Game Reserve, The African Great Rift Valley – The Maasai Mara, Kenya (4-29 July 2012) The goal of the project is to establish a sustainable social action in which key stakeholders act in a sustainable partnership to mobilize and direct resources towards environmental conservation and cross-culture learning in order to improve the quality of life and livelihoods of people and animals in Masaai Mara.</p> <p>WHV – Sacred Mijikenda Kaya Forest, Kenya (7-28 July 2012). The project aims at enabling the participants to appreciate and learn more about the local cultures and the significance of the forest in nurturing the culture of the community and in bringing people together, as well as at enhancing the involvement of the local people towards the conservation of the Sacred Mijikenda Kaya Forest.</p> <p>WHV – Lake Malawi National Park, Malawi (6-15 August 2012). While the Lake Malawi National Park was declared World Heritage Site decades ago, there has been no appreciation of the significance of the site by the communities. In the past 2 years, the <a href="#">Active Youth Initiative for Social Enhancement (AYISE)</a> has organized WHV camps, and communities have reduced encroachment to the natural forest surrounding the World Heritage Site due to continual effort to inform the public of the importance of conservation. This year, the Environmental Education Centre of the World Heritage Site will consolidate the gains and the knowhow of the past 2 years and undertake serious rehabilitation works. Furthermore, community stakeholders will be educated to build the capacities of tour guides on World Heritage and foster community ownership of the site.</p> <p>WHV- Idanre Hills, Nigeria (15-29 September 2012). Idanre Hill is one of the most beautiful natural landscapes in Ondo State and in Nigeria as a whole. Added to its beauty which attracts human curiosity is the fact that the entire people of Idanre lived on these boulders for almost a millennium. This heritage site needs to be protected and preserved to retain the cultural values attached to the relics. It is also important to mobilize the local communities to actively take part in the ownership of this historic site.</p> <p>WHV – Koutammakou the land of the Batammariba, Togo (8-25 July 2012, 23 July – 3 August 2012). The project will promote both the land</p>		<p>Marine Park</p> <p>Kenya Forest, Council of Narok and Mara Youth Community Centre</p> <p>Shimba Hills Forests Guide Association, Ganja la Simba Primary School and other local schools and the Ministry of Heritage and Ministry of Forestry and Wildlife.</p> <p>Ministry of Tourism, Wildlife and Culture, National Youth Council of Malawi, Ministry of Youth Development, Lafarge Cement Limited and Dulux Paint Limited.</p> <p>Natural and Cultural Heritage Foundation, State Red Cross</p> <p>Ministry of Arts and Culture, The local administration,</p>
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	<p>and culture of Batammariba and involve all five local communities of Koutammakou.</p> <p>WHV – Tombs of Buganda Kings at Kasubi, Uganda (29 June – 22 July 2012).The volunteers will organize activities such as tree planting, production of awareness and advocacy materials, screening of cultural films, etc. Furthermore, volunteers will run an awareness raising workshop involving communities as well as conduct debates, reflections and exchanges on World Heritage issues.</p> <p>WHV – Victoria Falls / Mosi-oa-Tunya, Zambia (28 July - 11 August 2012). The main aim of the project is to raise awareness of the importance of site preservation and to promote a sense of responsibility among the small population living within the site and also among the communities and the tourists on both the Zambian and Zimbabwean sides of the site.</p>		<p>Koutammakou Promotion and Conservation Service</p> <p>Buganda Kingdom</p> <p>National Heritage Commission, local schools, local youth organizations, local community media</p>
69	<p><b>CLT:</b> Participation of an African Youth Representative in the Closing Event of the Celebration of the 40<sup>th</sup> Anniversary of the World Heritage Convention (Kyoto, Japan, 2-8 November 2012) to contribute to the formulation of the final youth statement on World Heritage .</p>	Kyoto, Japan	Minister of Foreign Affairs of Japan
70	<p><b>CI:</b> Youth News Room during World Press Freedom Day celebration. In a new practice beginning in 2012, the Day includes a youth news room that is independently run by student journalists and their instructors. During the 3-day event, the news room will conduct daily coverage of the event and produce a daily printed newspaper as well as an e-newspaper.</p>	Global project	Highway Africa (NGO)
71	<p><b>ODG/GE:</b> Global Partnership for Girls’ and Women’s Education: Support provided to disadvantaged girls to complete secondary education through mentoring and involvement of the entire communities</p>	Senegal, Tanzania, Kenya, Ethiopia and Lesotho	Global Partnership for Girls’ and Women Education, Barefoot College
72	<p><b>ODG/GE:</b> Training on women’s rights in Madagascar, with a focus on women’s political participation and prevention of gender-based violence</p>	Madagascar	European Union
73	<p><b>BSP/CPN &amp; SHS/SII:</b> Strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion (2012-2013)</p>	Ghana and Sierra Leone	UNESCO National Commissions, youth associations/organizations

74	<b>BSP/CPN &amp; UNESCO BUJ:</b> Strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion (2012-2013)	Burundi	Local communities, local government
75	<b>BSP/CPN:</b> “From Youth to Youth: celebrating the value of diversity” project implemented with Saudi Arabian Funds, within the Intersectoral Platform on a Culture of Peace and through which the project “Pathways to a Culture of Peace: Global Contest for Mutual understanding” has been launched. This is an initiative open to youth aged 14-25 and for which a good number of participants recorded are from Africa. The outputs that will result from this process (E-notebooks, E-portal, etc.) will integrate such contributions from African youth on their feeling, expressing, thinking and living peace today. (2012-2013)	Global project	All National Commissions for UNESCO in Africa, Associated School Networks in Africa
76	<b>BSP/CPN &amp; CI/FEM:</b> “Intercultural skills for youth journalists” (2012-2013)		
77	<b>BSP/CPN, UNESCO Juba &amp; UNESCO Nairobi</b> “Interactive Community Media for a Culture of Peace and Non-violence in South Sudan, Northern Uganda” (2012-2013) The project aims to empower the discursive capacities of the communities in South Sudan and Northern Uganda on peace, tolerance and human rights; connect leaders and citizens and enhance debates among citizens; and strengthen journalists and community groups to report meaningfully on peace, tolerance and reconciliation. Its objective is to achieve societal awareness raising, literacy instruction and peace building through the use of traditional cultural practices, thereby allowing culture to serve as a vehicle to unite people who have been separated by conflict, and to emphasize shared practices and values, rather than finite differences. Various media forms will be used, allowing capacity building in their use for various groups, trust building with media partners and also maximum reach of the messages within the programming. Two major components of the project : <u>Activity 1:</u> Radio and Drama for Literacy and Culture of Peace in South Sudan <u>Activity 2:</u> Interactive Community Media For Peace Programme in Northern Uganda Youth constitutes a main target group.	South Sudan and Uganda	<u>For activity 1:</u> Radio Miraya (UNMISS), Ministry of Information and Broadcasting, Ministry of General Education and Instruction, Ministry of Youth, Culture and Sports, The Drama Team of the Student’s Association of the University of Juba  <u>For activity 2:</u> Northern Uganda Media Club (NUMEC), Collaboration on International ICT Policy for East and Southern Africa (CIPESA)
78	<b>AFR:</b> “Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention”	3 countries	

79	<b>FO/NAIROBI :</b> Up-scaling and strengthening the capacities of youth in East Africa to advocate and combat HIV/AIDS through community media, mobile telephony and online presence	Kenya, Rwanda, Tanzania, Uganda	EACOMNET
80	<b>FO/NAIROBI :</b> Interactive Community Media for a Culture of Peace and Non-violence in South Sudan and Northern Uganda	Uganda	Northern Uganda Media Club
81	<b>FO/BAMAKO:</b> Support to the first sub-regional meeting on the involvement of young leaders in good governance -1-2 December 2012)		CEDEAO

## TRANSVERSAL PROJECTS

No	Activities (and partners)	Country/ Sub-region/ Region	Partners
82	<p><b>SC:</b> Promoting the sciences</p> <p>As a part of the celebrations for the international year of Chemistry, in 2011 the UNESCO Harare Office worked with Chisipite Girls High School, a private girls' school in Harare, to organize a chemistry competition for 7 private and public schools. 17 teams entered the competition, and 60% of the participants were girls.</p> <p>Following this competition, the Chisipite Girls High School continued the activity and undertook a similar science competition in 2012 (biology, physics and chemistry) and subsequently registered about 20 girls for the Science Olympiad in South Africa. The schools used savings from the 2011 activity to support the initiative (UNESCO Harare had established a pool with matching funds but they managed to get more funds). One of the girls that entered the competition won an award in South Africa. Chisipite Girls High School is now planning to make the activity sustainable by registering a local science club/competition as a formal entity.</p>	Zimbabwe	Chisipite Girls High School
83	<p><b>SC:</b> Accessing carbon market for African Biosphere reserves (East Africa)</p> <p>The weak performance of Africa's share of international carbon trade (which was less than 3% in 2003-2004 – in comparison, Asia's was 43 % and Latin America's 35%) is due to tenure insecurity, high transaction costs, governance and institutional capacity, but also lack of technical capacity to develop carbon trade market projects. Therefore, a sub-regional capacity building training on carbon assessment in different land uses was organized by UNESCO in collaboration with the Environment and Coffee Forest Forum (Ethiopia) and the Nature Conservation Research Center (NCRC) West Africa (Ghana). The training was conducted from April 1-20, 2011 at Yayu Coffee Forest Biosphere Reserve and aimed at training young African experts working in biosphere reserves and protected areas systems in East Africa on carbon stock assessment in different land use types. The training results have been used to complete the feasibility study of the Yayu Coffee Forest REDD+ Project.</p>	Kenya, Ethiopia, Ghana	Environment and Coffee Forest Forum (Ethiopia), Nature Conservation Research Center (Ghana)
84	<p><b>SC :</b> <a href="#">ERAIFT</a> (<i>Ecole Regionale d'Aménagement Intègre des Forêts Tropicales</i>)</p> <p>ERAIFT was launched ten years ago and continues to contribute significantly to building capacity and addressing the science-policy</p>	Kinshasa	

	interface to promote sustainable development in Africa. It provides training for Africa's youth in issues concerning environmental sustainability.		
85	<p><b>SHS/WINDHOEK:</b> MDGF Gender: Setting things right-Towards Gender equality and equity (2009-2012 )</p> <p>The activity focuses on the development of toolkits for income generation and small and medium enterprises for San youth (related training and seed support provided to 50 San youth)</p>	Namibia	Ministry of Gender Equality and Child Welfare, Ministry of Youth National Service Sports and Culture
86	<p><b>BSP/CPN &amp; FO/Abuja:</b> Conflict Prevention and Countering the Appeal of Terrorism in Nigeria through Education and Dialogue.</p> <p>This pilot-project is implemented in the framework of the United Nations Countering Terrorism Implementation Task Force (CTITF I-ACT) initiative in close cooperation with the Federal Ministries of Tourism, Culture and National Orientation, Youth Development and Education of the Republic of Nigeria. The overall aim is to support conflict prevention, promote peace education and contribute to de-radicalization of youth and adults in Nigeria on the basis of a comprehensive mapping which has been conducted in this country as the pilot partnering country of the CTITF I-ACT initiative. Key outputs include:</p> <ul style="list-style-type: none"> <li>- Town Hall meetings, in relevant regions, focused on promoting inter-religious dialogue and cross-cultural understanding (particularly geared towards youth);</li> <li>- Mapping/documentation and identification of components for a culture of peace and non-violence, for economic and social empowerment conducive to personal confidence and self-esteem as well as for the promotion of sustainable development in a safe environment;</li> <li>- Sensitization workshops on the promotion of a culture of peace and non-violence/conflict prevention</li> <li>- Mechanisms/de-radicalization, awareness-raising training and design of campaigns in relevant regions. (2012-2013)</li> </ul>	Nigeria, but with potential impact in the sub-region	UNESCO National Commission, Federal Ministries of Tourism, Culture and National Orientation, Youth Development, Education, Women and Child, Information, National Institute for Cultural Orientation, National Institute for Peace and Conflict Resolution, State and Local Governments, Traditional Institutions, Student Unions, Cultural NGOs, ILO, UNDP, UNODC, Embassies of Spain and France, etc.
87	<p><b>FO ADDIS ABABA (with SHS/HQ &amp; SHS/ACCRA) :</b> Collaboration with the African Union Commission for the elaboration of a project on "Youth Empowerment advocacy, publicity and reporting", in follow-up to the Malabo Declaration, in the context of the Decade for Youth Empowerment and Youth Development in Africa</p>	Africa	African Union