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## **DRAFT MEDIUM-TERM STRATEGY (37 C/4) AND DRAFT PROGRAMME AND BUDGET (37 C/5) AND RECOMMENDATIONS OF THE EXECUTIVE BOARD**

### **OPERATIONAL STRATEGIES**

#### **SUMMARY**

The two operational strategies outlined in this document, namely the operational strategy on Priority Africa and the operational strategy on youth, are enshrined in the Organization's Medium-Term Strategy for 2014-2021 (37 C/4) and Programme and Budget for 2014-2017 (37 C/5).

#### **A. OPERATIONAL STRATEGY ON PRIORITY AFRICA**

Source: documents 190 EX/5 Part II, 190 EX/22, 190 EX/19 Part I, 190 EX/Decision 45 and 190 EX/Decision 19.

This strategy expresses the Director-General's resolve to give fresh impetus to Priority Africa and meets Member States' request that global priority Africa be effective and make a genuine impact in the field. It is the outcome of a series of in-depth consultations at Headquarters and in Africa and it constitutes the Organization's forward-looking response to Africa's current development issues and challenges.

The strategy takes into account the recommendations contained in the *Evaluation of UNESCO Priority Africa* and is in keeping with 190 EX/Decision 45 in which the Executive Board requested the Director-General to include, in particular, a number of flagship programmes for Africa in draft document 37 C/4 and a Priority Africa Action Plan for their implementation in draft document 37 C/5, it being understood that the flagship programmes would be detailed in the draft C/4 document and mainstreamed in proposals by sectors in draft document 37 C/5.

#### **B. OPERATIONAL STRATEGY ON YOUTH**

Source: 36 C/Resolutions; 190 EX/19 Part I; 190 EX/Decision 19.

Further to the preliminary proposals on UNESCO's Medium-Term Strategy 2014-2021 (190 EX/19), the Director-General submits to the Executive Board an Operational Strategy on Youth for 2014-2021, outlining substantive aspects and implementation modalities for UNESCO's Youth Programme, elaborated in consultation with sectors, bureaux and field offices.

*Technical note: for the purpose of the present Strategy the terms "youth" and "young women and men" are used interchangeably. UNESCO activities at global/international level will apply the United Nations statistical definition of youth (15-24 years), as appropriate. For national and regional activities, UNESCO will apply the definition of youth adopted by the respective country or regional entity.*

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## A. OPERATIONAL STRATEGY ON PRIORITY AFRICA (2014-2021)

*“An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena.”<sup>1</sup>*

1. This strategy is UNESCO’s response to Africa’s current development issues and challenges as identified by Africans themselves and as asserted by African continental and regional organizations. It is enshrined in the short- and medium-term documents (37 C/5 and 37 C/4) and sets out a forward-looking vision for Africa, by paying attention to trends and to the germs of change that will influence the continent’s development in the decade ahead. It expresses the Member States’ and the Director-General’s joint resolve to devise a new vision of Priority Africa in a world context of political, social and economic changes in which Africa has for some years been a dynamic stakeholder and no longer a mere subject. This document sheds light on the decision in which the Executive Board requested the Director-General to submit proposals at its 191st session in order to boost the visibility and impact of UNESCO’s Priority Africa.<sup>2</sup>

2. The strategy was formulated after consultations, as from 2011, of Member States and their representatives to the Organization, the African Union, the regional economic communities, Africa’s development partners and members of the UNESCO Secretariat, especially those in the field. It takes into account resolutions and declarations adopted by the international community, in particular those relating to the Millennium Development Goals (MDGs), the education for all (EFA) goals, the global Education First initiative led by the Secretary-General of the United Nations and the outcomes of preparatory debates on the formulation of the post-2015 development agenda. It also takes into account the action plans on science and technology in Africa and the role of culture in development. It draws inspiration from the African Union’s strategic objectives designed to promote Pan-Africanism and African Renaissance.<sup>3</sup> Lastly, the strategy takes into account the recommendations contained in the evaluation of Priority Africa conducted in June 2012 which, while stressing the relevance of Priority Africa, highlights institutional insufficiencies that have prevented its identity and its position from being clearly understood within UNESCO and by partner institutions.

**Box 1: Priority Africa is a strategic tool for serving Member States and their partners**

*The consensus emerging from the consultations is that Priority Africa should aim, firstly, to meet the continent’s short-term needs and, secondly, to provide even more explicitly African responses to the changes at work in African economies and societies.*

3. In keeping with UNESCO’s intellectual mandate and its missions in the field, the strategy identifies areas of priority interest to Africa, obstacles and constraints to their implementation and levers for their alleviation. It sets out the most appropriate form of action, duly taking into account the missions, mandates and fields of competence of implementation partners. Lastly, it delimits UNESCO’s and its partners’ scope of action in order to ensure complementarity and efficiency of jointly defined activities. In order to act with partners in the field and ensure that the Organization’s activities are effective and make an impact, a monitoring and evaluation system must be established so that activities will be consistent with all of the Organization’s strategic objectives and aligned with the African Union’s and Member States’ development plans.

<sup>1</sup> The African Union’s vision for Africa. Strategic Plan, 2009-2012.

<sup>2</sup> 190 EX/Decision 45.

<sup>3</sup> The African Union’s theme for 2013 is Pan-Africanism and African Renaissance.

**Box 2: The strategy rests on basic principles by which UNESCO's action will be guided throughout its implementation**

- *Interdisciplinarity and intersectorality.*
- *Complementarity and partnership with all local, national, subregional and regional development stakeholders (governments, public institutions, bilateral and multilateral technical and financial partners, civil society and the private sector).*
- *Flexibility and adaptability of action, duly taking the diversity of local situations into account.*
- *Local and regional institutionalization and subsidiarity.*
- *Accountability at all implementation stages.*

**I. AFRICA'S DEVELOPMENT ISSUES AND CHALLENGES**

4. In the first decade of the twenty-first century, Africa recorded impressive economic growth (5.5% per year) in a world context marked by crisis and stagnation in the majority of the most advanced economies. The progress thus achieved and the dynamism of African economies have strengthened the positive image that the continent has since projected on the world scene. That optimism is nonetheless guarded.<sup>4</sup> Growth has been severely disrupted in some regions owing to an increase in internal conflicts and the persistence of social inequalities. The impoverishment of the most vulnerable population groups, the ever larger numbers of refugees and displaced persons and many Africans' limited access to basic social services continue to be enduring challenges that require far-reaching innovations in several fields that are closely linked to UNESCO's mandate.

5. If Africans are to fulfil the vision of Africa formulated by the African Union and release the continent's development potential, African countries must innovatively rise to four major challenges, while capitalizing on their inherent opportunities – population growth, sustainable development and economic growth, social transformations and democratic governance.

**Population growth**

6. Africa's population has risen considerably in the last 25 years. It is currently estimated at 950 million inhabitants and, according to United Nations forecasts, will rise to 2 billion, or nearly one-third of the world's population, by 2050. Such rapid growth has two immediate consequences, to which all African governments and development partners are attentive:

- an exploding youth population (60% of the African population), which raises the challenge of matching education/training to employment;
- ever higher population density in much of the continent, which raises the challenges of coexistence and of the rational and peaceful management of natural resources and the environment.

7. How can the youth population be educated and trained in order to be integrated into society through decent and stable employment? What types of education and what content are required to train young people so that they can participate fully in their country's development? How can social cohesion be ensured within population groups increasingly faced with all forms of diversity? How can the use and sharing of some African regions' abundant yet rare natural resources be managed peacefully?

<sup>4</sup> ECA. Economic Report on Africa 2012.

8. The 2010 status report on the Millennium Development Goals (MDGs) showed that sub-Saharan Africa was likely to be the only region not to achieve by 2015 all MDGs, in particular MDG 2 (Achieve universal primary education) and MDG 3 (Promote gender equality and empower women). That has been confirmed in MDG Report 2012<sup>5</sup> entitled “Assessing Progress in Africa towards the Millennium Development Goals”. The same holds true for the goals of the Dakar Framework for Action on Education for All, for which UNESCO is the lead agency.<sup>6</sup> MDGs cover only a portion of human needs, disregarding, in particular, the need to identify with a group, cultural expressions and creativity. They do not cover the issue of rights, which is nonetheless crucial to solving problems of disparity and inequality between genders and among social groups. If, as is intimated in the African Union’s vision and in view of UNESCO’s ethical mission, the people are not to be considered in resource/capital terms only, then human and social capital in its entirety should be included in UNESCO’s Priority Africa strategy, as it also should be in the next generation of MDGs.

**Box 3:** *UNESCO will work to implement educational, cultural and scientific policies that contribute to the building of inclusive societies founded on observance of fundamental human rights. Accordingly, support for the implementation of the African Union’s Second Decade of Education for Africa and the promotion of a culture of science, of technological skills for young people, in particular, and of appropriate youth policies generally<sup>7</sup> are to be considered in several respects as major lines of action that have a potentially significant impact on youth capacity building and employability.<sup>8</sup> The same holds true for schemes that contribute to knowledge production in and on Africa and the promotion of innovation based on endogenous knowledge and technologies*

### **Sustainable development and economic growth**

9. Despite the progress made in terms of economic growth, Africa continues to present the paradox of widespread poverty in a continent that abounds in human and natural resources. There are several economic, political, social, cultural, environmental and technological factors that could explain this paradox. It is clear, however, that most African economies remain dependent on one or a limited number of products with low added value and are heavily dependent on foreign aid for the funding of their development; there is little intra-African trade in spite of the willingness to promote regional integration of economies and markets.

10. Regional bodies in Africa consider regional integration to be the best lever for the transformation of African economies and their integration into the global market. This is one of the fundamental pillars of the African Union’s future strategy for Africa.<sup>9</sup> The process involves interaction between various political, economic, social and cultural factors and calls UNESCO to action.

11. Economic growth, intellectual influence and technical or socio-organizational innovations go hand in hand and are mutually reinforcing. The intangible – represented by software, socio-organizational processes and, generally speaking, science and technology – plays an important role in relation to raw materials: knowledge has become the most important raw material and knowledge access and knowledge sharing are key issues. Science and technology play a crucial role. Increasing Africa’s share in world scientific production is a major challenge that must be met if the continent is to be an active participant in the global market. Today it is imperative for African countries to promote the production and recognition by Africans of knowledge and know-how as

<sup>5</sup> MDG Report 2012 “Assessing progress in Africa toward the Millennium Development Goals – Emerging perspectives from Africa in the post-2015 development agenda”.

<sup>6</sup> Education for all (EFA) action plan adopted by UNESCO Member States in Dakar, Senegal, 26-28 April 2000.

<sup>7</sup> Pursuant to the African Youth Charter of the African Union.

<sup>8</sup> See UNESCO’s draft operational strategy on youth (2014-2021) below.

<sup>9</sup> Declaration of the African Union Summit, Accra, 2007.

well as the appreciation of knowledge and endogenous knowledge systems linking culture and development.<sup>10</sup> UNESCO can make a significant contribution to improving the collection and analysis of related statistical data.

12. The multi-dimensional challenges relating to climate change must also be taken into consideration, as must biodiversity and environmental issues in the context of green and blue economies.

13. Cultural industries that also contribute increasingly to the development of African economies deserve to be promoted and ranked among the most dynamic economic sectors. To that end, it is essential to make them visible and, using factual data, affirm their contribution to economic growth.

**Box 4:** UNESCO will support the African States, the African Union and regional communities in the implementation of policies and programmes promoting regional and continental integration. This will include programmes that strengthen cross-border inter-community cohesion through education and culture and promote the peaceful management of cross-border resources, knowledge sharing and intellectual cooperation between States. The Ministerial Declarations of the African Forum on Science, Technology and Innovation (Nairobi, April 2012) and the African Ministerial Conference on Science and Technology (AMCOST, Brazzaville, November 2012) also indicate what actions should be taken by UNESCO and its partners.

### **Social transformations**

14. In Africa ancestral social relations based on the traditional values of family solidarity, clan unity and social cohesion have been and continue to be sorely tested by modern economies. Economic inequality and the exclusion of social groups in all sectors of the population are among the many factors of instability that exacerbate the loss of meaning of the African traditions of solidarity and sharing. They are not the only causes but they are the most visible ones and they generate the most rapid transformations – rampant urbanization, rural exodus, insecure employment, street children, insecurity and the mass youth emigration. The prevalence of certain practices rooted in ancestral traditions does not encourage the promotion of freedoms and rights, in particular those of women and girls.

15. How can an approach that focuses on social ties be reconciled with one that concentrates on the economic good? How can extant “traditional” education based on established relations be linked to the requirements of a “modern” and resolutely outward-looking education? How can these tensions be prevented from becoming permanent conflicts and threats to stability and development? Lastly, what levers could UNESCO activate to convert ongoing social transformations into forces for peace, development and continuity between tradition and modernity?

16. In Africa, too, many conflicts and wars have broken out within and between States in the last 30 years, with consequences such as the mass displacement of entire populations, the deterioration of the humanitarian situation and the destruction of social and cultural infrastructure. In particular, education systems, the cultural heritage, scientific and cultural infrastructure and biodiversity have been affected indirectly by these conflicts and have been damaged irreparably in many cases. These conflicts bring in their train other evils such as organized crime, piracy, drug trafficking, environmental depredation and a booming war economy, all of which further weaken

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<sup>10</sup> – Charter for African Cultural Renaissance, Khartoum, 2006.  
– 14th African Union Summit, “Information and Communication Technologies (ICT) in Africa: Challenges and Prospects for Development”, Addis Ababa, January 2010.

many States that are still unstable and vulnerable in terms of security and stability. The challenges of a culture of peace and collective security continue to be topical issues for UNESCO.

**Box 5:** *UNESCO is involved, through several sectoral and intersectoral programmes, in resolving the above-mentioned problematic issues and it will continue, through innovative action, to work closely with regional African bodies to that end. Ongoing programmes designed to promote a culture of peace and to support education, in particular education for sustainable development (ESD), culture as a pillar of sustainable development and the teaching of the General History of Africa, are all examples of activities that will be pursued.*

### **Democratic governance**

17. One of the keys to Africa's harmonious and sustainable development is the capacity of States to establish systems of governance based on the rule of law and respect for freedoms. Current conflicts and those that flared up more recently may be the result of governance systems that do not accord sufficient importance to respect for fundamental rights and freedoms. Restrictions on access to information, freedom of expression, the daily practice of democracy, recognition of plural identities and the fair distribution of resources are other sources of conflict within nations.

18. How can democratic commons be lastingly guaranteed when social inequalities persist in several countries? How can greater civic participation be ensured for young people and women living in extreme poverty?

19. The progress achieved by many African countries in terms of governance since the 1990s is noteworthy and comprises democratic elections, greater freedom of expression, higher levels of civic participation, civil society involvement on a larger scale and greater representation of women in decision-making bodies. Such progress has been achieved owing to action taken to promote education, raise awareness of democracy, peace and human rights, train community media and stakeholders and sensitize young people. These activities are all covered by UNESCO's terms of reference.

**Box 6:** *UNESCO has always been present in the field to guarantee fundamental rights and freedoms through educational, training and awareness-raising activities. It will continue its endeavour to promote freedom of expression, free access to information, respect for women's rights, inclusive access to education for all, democracy and peace.*

## **II. OBJECTIVES OF THE OPERATIONAL STRATEGY**

20. The strategy is designed to consolidate the results of action taken by UNESCO in order to achieve Africa's priorities and the Organization's main medium-term goals set for 2014-2021 (37 C/4). It will generally guide all UNESCO action in favour of Priority Africa, in particular action under a small number of "flagship programmes" that will raise the profile of Priority Africa as recommended by the Member States.

21. Preparatory to the drafting of the Medium-Term Strategy for 2014-2021, the Director-General consulted African Member States, including the National Commissions for UNESCO.<sup>11</sup> Member States expect UNESCO to implement a stronger and better targeted strategy to build peace, eradicate poverty and achieve inclusive sustainable development, by improving the quality, equity and relevance of education by harnessing science, technology and innovation to boost development and build related capacities, by mobilizing the heritage and creative industries for

<sup>11</sup> Consultation of African Member States and National Commissions for UNESCO, Abidjan, 6- 8 June 2012.

culture and development, by promoting freedom of expression and by using ICTs for development, gender equality and peace and citizenship education.

22. The Organization will accordingly conduct activities in two major areas:

- building peace by building inclusive, peaceful and resilient societies;
- building institutional capacities for sustainable development and poverty eradication.

23. Pursuant to its terms of reference, UNESCO will work generally with its Member States and partners to formulate evidence-based policies that take all aspects of development (economic, social, environmental, cultural and scientific) into account. In all of its activities, UNESCO will support networks of excellence, experiential exchange, the transfer of knowledge, technologies and best practices, cooperation, the free flow of ideas and knowledge, and practical research applications.

24. Emphasis will be laid on the mainstreaming of women's empowerment and youth participation.

***Box 7:** The strategy's objectives coincide with those of the African Union, namely<sup>12</sup> building peace, security and stability in Africa, contributing to inclusive and sustainable economic and social growth, strengthening integration and cooperation at the continental level, promoting African values as a basis for continental integration and strengthening the Commission's work to project a positive vision and image of Africa on the international scene.*

### III. FLAGSHIP PROGRAMMES

25. Within the framework of the Operational Strategy for Priority Africa the flagship programmes are presented below while in conformity with 190 EX/ Decision 45, the corresponding Action Plan for their implementation is annexed. According to the Mid-Term Strategy (37 C/4), the UNESCO action in Africa will be focused on two main areas:

- **Peace-building by fostering inclusive, peaceful and resilient societies**
- **Institutional capacity-building for sustainable development and poverty eradication**

26. Six flagship programmes are elaborated through these main areas, having Youth and Gender as the two crosscutting priorities:

1. **Promoting a culture of peace and non-violence**
2. **Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance**
3. **Harnessing STI and knowledge for the sustainable socio-economic development of Africa**
4. **Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction**
5. **Harnessing the power of culture for sustainable development and peace in a context of regional integration**
6. **Promoting an environment conducive to freedom of expression and media development**

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<sup>12</sup> African Union. Draft Strategic Plan for 2014-2017.



**The expected outcomes are the following:**

1. Prevention of the causes of conflict, strengthening the capacity of their peaceful resolution and promotion of values and endogenous practices of the culture of peace on a daily basis;
2. Improvement of the quality of education through the development of inclusive and holistic policies and education programmes adapted to the needs of African States;
3. Policy development and institutional capacity-building to support the production and dissemination of knowledge in Africa as well as the use and validation of scientific knowledge and their application; Strengthening the capacities of African societies to monitoring, make use of and critical assess knowledge; Participation of youth and especially women in science and engineering activities reinforced through mentoring activities;
4. Institutional and technical capacity-building and cooperation reinforcement in the field of science, technology and innovation for the sustainable management of natural resources, resilience to natural disasters and the development of green and blue economies;
5. Heritage management and safeguarding enhanced; Policies and measures to support the creation, production, distribution and enjoyment of cultural goods and services implemented; Human and institutional capacities of culture professionals strengthened; Knowledge of Africa's history and the contribution of its diaspora to contemporary societies enhanced;
6. Improvements in the enabling environment for press freedom and free flow of information for development while ensuring the safety of journalists; Reinforcement of the capacities of media, including community media, institutions and professionals in Africa.

27. Detailed information on the objectives, main actions, expected results, performance indicators and benchmarks of these flagship programmes are presented in the Annex "Priority Africa Action Plan for the implementation of Flagship Programmes" and under the Priority Africa part of each Major Programme in the draft 37 C/5 document.

**IV. IMPLEMENTING THE STRATEGY**

28. These programmes will be implemented generally in accordance with the overall principles set for the operational strategy, namely intersectorality, interdisciplinarity, subsidiarity, efficiency and accountability. The flagship programmes, in which gender equality and young people will be cross-cutting themes, will demonstrate the impact of the Priority Africa programme and will enhance UNESCO's visibility in the field without obscuring the activities, projects and other programmes implemented by UNESCO in Africa.

29. The strategy is a direct response to Member States' needs. Its aim is to build shared understanding and ownership of Priority Africa by Member States, the Secretariat and national, regional and international partners. Under the strategy, it is recommended the priority steps, such as the establishment of a monitoring and evaluation mechanism and the provision of the human and financial resources required for its implementation, be taken within UNESCO. Lastly, four important levers have been identified for action to ensure effectiveness of the strategy – networking, full involvement of all stakeholders, the fundraising strategy and, at the continental level, the political support of African States and of their most senior representatives to regional bodies (AU and RECs).

30. It is also important to note that the operational strategy covers all of UNESCO's activities in Africa, owing to its principles and lines of emphasis. The scheduled activities and programmes can have sustainable effects on Africa's development only on the threefold condition that they be:

- based on guiding principles in line with UNESCO's mission and terms of reference;
- implemented in close partnership with the political, economic, cultural and social development stakeholders and others involved in international cooperation;
- supported by such human and financial resources as to ensure their feasibility, effectiveness and sustainability.

31. The identification of the stakeholders' roles and functions rests on the reassertion of Priority Africa as an institutional priority, to which the entire Organization will be committed, and on the administrative, functional and/or institutional arrangements made to establish efficient links and relations between and among the various stakeholders. The purpose here is primarily to ensure accountability at each decision-making and implementation level, optimal coordination of action taken, regular monitoring of the results obtained and, lastly, ownership of the strategy by all stakeholders.

32. The following stakeholder categories of have been identified:

- *governmental stakeholders* in bilateral and multilateral settings, including governments, National Commissions for UNESCO, the African Union, regional economic communities and African institutions such as monetary organizations and development banks;
- *internal stakeholders* in the UNESCO Secretariat comprising, downstream, the field offices in Africa, the liaison office with the AU and ECA and the category 1 institutes (IICBA, IIEP, IBE, etc.) and, upstream, the Africa Department, the central services concerned and programme sectors at Headquarters;
- *associated stakeholders*, comprising the Associated Schools, UNESCO associations and clubs, the UNITWIN network, UNESCO Chairs, category 1 and 2 institutes and centres and the intergovernmental programmes;
- *external stakeholders*: (i) civil society partners (NGOs and foundations); (ii) private sector partners; and (iii) professional associations such as media bodies.

**BOX 8. Role of the various stakeholders**

- *Contribute to an improved understanding of Africa's development problems, in particular by promoting reflection on the key concepts linked to UNESCO's terms of reference and regional priorities that can have an impact on the implementation of the strategy.*
- *Issue communications on global priority Africa objectives and activities under a communication plan designed to enhance the visibility of Priority Africa. The plan will be used for advocacy and to support the mobilization of partners and resources so that strategy-specific action can be reinforced.*
- *Act in the field and create conditions to produce the expected results by: (i) establishing an effective mechanism to coordinate, monitor and evaluate the implementation of the strategy; (ii) effecting the reform of the UNESCO field network; and (iii) formulating a strategy to mobilize partners and resources to support Priority Africa.*

33. The Africa Department will perform, in particular, the following functions:<sup>13</sup>

- promotion and monitoring of cooperation with States and coordination of activities aimed at the African Union and the regional economic communities, in conjunction with the liaison office in Addis Ababa<sup>14</sup> and the field offices;
- follow-up, coordination, monitoring and expedition of UNESCO activities and contribution to their evaluation in close cooperation with the Bureau of Strategic Planning, programme sectors, field offices in Africa and the other units concerned;
- advocacy and mobilization in furtherance of the commitment to Africa's development challenges and priorities, in particular regard to the international agenda;
- strategic watch, foresight and promotional role and think-tank on changes, opportunities and challenges in Africa;
- platform role and pooling of synergies in internal and external networks, dialogue and exchanges in the service of substantive, technical and financial partnerships.

## **V. PARTNERSHIP AND MOBILIZATION OF RESOURCES**

34. UNESCO's action in Africa will benefit from the Organization's comprehensive strategy for partnerships<sup>15</sup> which underlines the importance of establishing and actively managing partnerships in order to reinforce the relevance, impact, credibility and effectiveness of UNESCO's work. It will also tie in with the African Union's strategy concerning financing and resource mobilization. Work will continue on joint programmes and in the framework of thematic clusters conducted under the United Nations Regional Coordination Mechanism for Africa, which brings together United Nations system agencies, including UNESCO, and the African Union Commission, as the Mechanism ensures greater coherence of the activities carried out, their complementarity and the pooling of available resources.

35. Regarding the Organization's specific partnership with the African Union and the regional economic communities (RECs), focus is on the planning of joint action in agreed priority areas and joint advocacy towards partners.

36. More specifically, the field network reform – where the regional offices cover the geographic areas of Africa – enhances synergies with the RECs, the New Partnership for Africa's Development (NEPAD) agency, the monetary institutions, the African Development Bank (ADB) and other regional banks.

37. In order to favour ownership of the strategy by the players, primarily by Africans, the strategy places a strong emphasis on inter-African and South-South partnerships, while promoting North-South and North-South-South cooperation. It aims to take advantage of existing opportunities on the continent as well as those that may come from the diaspora. Distinct partnership strategies will be defined according to the type of partnership or flagship project to be implemented. Cooperation modalities will take various forms from consultation on precise themes to technical assistance, advisory services, awareness-raising activities and contributions in cash and in kind, including staff secondment and volunteers.

38. Finally, the operational strategy for Priority Africa will be supported by a communication strategy designed to promote the key aspects of UNESCO's action. It will foster a shared

<sup>13</sup> Ivory Note, DG/Note/11/22, dated 21 June 2011.

<sup>14</sup> Ivory Note, DG/Note/11/39, dated 7 December 2011.

<sup>15</sup> 190 EX/21 Part I: "Policy framework for strategic partnerships: a comprehensive partnership strategy".

understanding of Priority Africa among internal and external stakeholders and the widespread dissemination of projects designed to strengthen endorsement from partners and better fluidity of the sharing of information and experiences, particularly those conducted in the field.

## ANNEX

### Priority Africa Action Plan for the implementation of Flagship Programmes

Within the framework of the Operational Strategy for Priority Africa and in conformity with 190 EX/Decision 45, “the Priority Africa Action Plan for the implementation of flagship programmes” is presented below. According to the Medium-Term Strategy (37 C/4), the UNESCO action in Africa will be focused on two main areas:

- **Peace-building by fostering inclusive, peaceful and resilient societies**
- **Institutional capacity-building for sustainable development and poverty eradication**

Six Flagship programmes are developed through these main areas, having Youth and Gender as the two crosscutting priorities:

1. **Promoting a culture of peace and non-violence (MP III)**
2. **Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance (MP I)**
3. **Harnessing STI and knowledge for the sustainable socio-economic development of Africa (MP II)**
4. **Fostering science for the sustainable management of Africa’s natural resources and disaster risk reduction (MP II)**
5. **Harnessing the power of culture for sustainable development and peace in a context of regional integration (MP IV)**
6. **Promoting an environment conducive to freedom of expression and media development (MP V)**

Detailed information on the objectives, main actions, expected results, performance indicators and benchmarks of these flagships programmes are elaborated below and presented, in conformity with the Draft 37 C/5, under their leading Major Programme.

#### **Global priority Africa – Major Programme III**

##### **Flagship 1: Promoting a culture of peace and non-violence**

This flagship programme builds on the need towards a common strategy for a culture of peace, while emphasizing UNESCO’s Priority Africa. It builds and follows on from the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010) and UNESCO’s intersectoral and interdisciplinary programme of action for a culture of peace and non-violence (2012-2013). It is meant to contribute to the International Decade for the Rapprochement of Cultures (2013-2022) and aims at bringing together and better articulating UNESCO’s strategy with respect to relevant African Union frameworks for action, including the African Union’s strategic plan to build peace, security and democracy in Africa (2014-2017), the African Youth Charter, the Decade for Youth Development and Youth Empowerment in Africa and its Plan of Action (2009-2018), the African Union Sport Policy Framework for Africa (2008-2018), the African Charter on Democracy, Elections and Governance, the African Women’s Decade and its Road Map (2010-2020), but also the international campaign “Make Peace Happen” launched in 2010. This flagship programme will leverage, as appropriate, mechanisms for reflection and exchange (regional or subregional fora) and mobilize civil society organizations, in collaboration with the African Union and the Regional Economic Communities. It includes specific actions affecting young women and men in Africa, building on the experiences of the UNESCO Strategy on African Youth (2009-2013) and aligning with the UNESCO Operational Strategy on Youth (2014-2021).

**Objectives:**

- Address the causes and increase the capacity of peaceful resolution of conflicts.
- Promote values and endogenous practices of the culture of peace, specifically involving women and young people on a daily basis.

**Main actions:**

- Strengthening peace and non-violence through education and media including ICTs.
- Heritage and contemporary creativity as tools for building peace through dialogue.
- Scientific and cultural cooperation for the management of natural transboundary resources.
- Empowering and engaging young women and men for democratic consolidation, community development and a culture of peace.

**Expected result 1: Education to peace, citizenship, democracy and human rights is integrated into formal and non-formal teaching and learning systems and reinforce mutual understanding and social cohesion (through the contribution of MP I)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Policy advice and textbooks revision undertaken for introducing major components of education to peace, citizenship, democracy and human rights, cultural diversity, intercultural competencies, values education into formal and non-formal education systems	<i>Capacity to develop educational tools and materials promoting respect for diversity, human rights and democracy strengthened and relevant materials conducive to social cohesion and inclusion, mutual understanding and peace produced</i>

**Expected result 2: General History of Africa is introduced and taught from primary to university levels and knowledge on Africa, the slave trade and slavery and on the cultural interactions generated, as well as the contribution of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace (through the contribution of MP IV)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of research and pedagogical materials produced based on the GHA contributing to enhance knowledge about African history, the tragedy of slave trade and slavery and on the African diaspora	<i>At least 3 pedagogical contents and their accompanying tools produced and integrated in education systems contributing to a better knowledge about Africa and the African diaspora. Integration of the pedagogical tools on GHA in at least 10 countries</i>
Number of information, sensitization and education tools developed and disseminated and their influence on the perception on Africa and its diaspora and their contribution to the fight against stereotype and discrimination	<i>At least 3 information, sensitization and education tools on Africa and its diaspora developed and disseminated to contribute to a better knowledge on Africa and its diaspora</i>
Number of events and initiatives undertaken within the framework of relevant international day, year, decade, fora, etc., to better raise awareness on the contemporary creativity inspired by African heritage and its contribution to building multicultural societies	<i>At least 5 events organized on the occasion of the International Days, in particular the 25 March and the 23 August are used for awareness raising and sensitization activities around the world and Decades such as, International Decade for People of African Descent and the International Decade for the rapprochement of cultures (2013-2022).</i>

**Expected result 3: Elements of the intangible heritage are used to highlight the cultural practices of Africa and its diaspora promoting reconciliation, social cohesion and peace (through the contribution of MP IV)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of African traditional practices in favour of peace, reconciliation and social cohesion identified and used as constructive elements to enhance intercultural dialogue and the rapprochement of cultures	<i>At least 10 elements of the African and African diaspora intangible heritage are identified and promoted as vectors for intercultural dialogue, reconciliation and a culture of peace</i>

**Expected result 4: Cross-border cooperation frameworks, providing for agreed and appropriate management tools, are established for the main hydrological basins in Africa and for the sustainable use of ecosystems shared by States. Special attention will be paid to establish joint initiatives among indigenous and scientific knowledge holders to co-produce knowledge to meet the challenges of global change (through the contribution of MP II)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of hydrographical or hydrogeological basins or cooperation frameworks established	<i>At least four hydrographical or hydrogeological basins approved enabling the establishment of cooperation frameworks.</i>
Number of cross-border initiatives for biosphere reserves, world heritage sites and global geoparks supported by consultation and coordination within an appropriate cooperation and management framework	<i>At least two cross-border initiatives at the consultation and coordination phase</i>
Number of dialogue workshops to build capacity and mutual respect and understanding between indigenous and scientific knowledge holders, in particular climate change specialists	<i>At least three workshops held and lessons learned compiled</i>
Number of community-based observing systems established	<i>At least two community-based observing systems piloted</i>

**Expected result 5: UNESCO-supported community radios transformed into spaces promoting intercultural/intergenerational dialogue and social cohesion. Young Africans' awareness raised in furtherance of dialogue and peace by the social media and mobile phone networks (through the contribution of MP V)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of community radios supported by UNESCO mobilized to serve as privileged spaces for intercultural and inter-generational dialogue, based on the GHA and the contribution of its diaspora	<i>Intercultural dialogue, social cohesion and the rapprochement of cultures is better promoted through community radios that contribute to building peace and social cohesion. At least 5 community radios and 3 social medias are involved in the promotion of a culture of peace using knowledge on General History of Africa (GHA) and on African diaspora</i>
Number of social networks and mobile telephone partners taking youth awareness-raising action	<i>More than 25 networks and partners taking such action</i>

**Expected result 6: The empowerment, civic engagement and democratic participation of young African women and men are promoted through inclusive youth policies and youth-led work on a culture of peace**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of African Member States that have begun to formulate and/or revise youth policies, with young men and women taking part	At least three countries in Africa have begun to formulate and/or revise youth policies, with young men and women taking part.  Representative youth-led national bodies formed in at least three African countries enabling youth participation in the formulation of official youth policies.
Number of young men and women trained and implementing a project, in particular in social entrepreneurship and community development, designed to promote a culture of peace and civic commitment by young people in Africa	At least 30 young men and women trained and implementing a project designed to promote a culture of peace
Number of projects led by young men and women in Africa as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace	At least 10 projects led by young men and women in Africa as part of the follow-up to the UNESCO Youth Forum and designed to promote a culture of peace
Number of eminent persons, including young people, networks and civil society organizations participating in the “Make Peace Happen” campaign and in the promotion of the African Youth Charter	More than 50 eminent persons and 100 civil society organizations support the UNESCO/AU campaign and the promotion of the African Youth Charter through awareness-raising messages and activities

**Global priority Africa – Major Programme I**

Africa is a continent of opportunities. Since 2000, significant progress has been made in many African countries towards the EFA goals as demonstrated by a reduction of the number of out-of-school children by 12 million between 1999 and 2012 and an improvement in gender parity in primary education (from 0.87 in 1999 to 0.95 in 2010). Yet sub-Saharan Africa still accounts for half of the world’s out-of-school children and lags behind in many important areas of education, hindering socio-economic development. To contribute to addressing these challenges, Major Programme I will give priority to Africa in terms of both budgetary allocation and programmatic action. UNESCO will continue to support the Plan of Action for the Second Decade of Education for Africa (2006-2015). Up to 2015, UNESCO will maintain its targeted support to a limited number of priority countries that are furthest from reaching the Education for All (EFA) goals, of which more than two thirds are in Africa. The UNESCO International Institute for Capacity-Building in Africa (IICBA) will continue to be strengthened and play a key role in implementing UNESCO’s education programme in Africa, in particular to strengthen national capacities to train, retain and manage quality teachers.

As regards programmatic action, particular importance will be given to improving access to, equity, quality and relevance of education in Africa. In line with the Organization’s global priority Gender Equality, the programmes will be implemented with a strong focus on gender issues. UNESCO will support education systems in Africa in a comprehensive and holistic approach, and work under Major Programme I will cover all the thematic areas identified in the table above. Nevertheless, in



order to accelerate progress and respond to urgent needs and priority concerns of African Member States, UNESCO's support will emphasize the following thematic areas:

- **Sector-wide policy and planning:** UNESCO will support Member States in implementing education management and governance reforms, including in areas such as decentralization, public-private partnerships and the autonomy of education institutions. It will strengthen national capacities to design and implement sector-wide policies and plans, including developing education management information systems;
- **Literacy:** According to the latest estimates, there are 169 million adults, 62% of which are women, and 45 million young people, of which 58% are girls, who are illiterate in sub-Saharan Africa. UNESCO will provide targeted assistance to scale up literacy programmes in Africa. Building on the work of the United Nations Literacy Decade (UNLD) and UNESCO's LIFE programme, UNESCO will conceive a new initiative for literacy that will be underpinned by innovative literacy content encompassing competences for active citizenship in the 21st century, while incorporating the values and indigenous knowledge of the African heritage and the use of mother tongue as means of instruction, as well as a state-of-the-art delivery mechanism including reinforced use of ICTs in education;
- **Skills development for the world of work:** harnessing the opportunities provided by technical and vocational education and training (TVET) in the integration of the fast-growing youth population into the world of work, UNESCO will give particular attention to addressing the learning needs of African youth in its TVET programme delivery;
- **Expansion of access to and quality assurance in higher education:** Recognizing the important role of higher education for the construction of a well-balanced and holistic national education system and that it will not be possible to reach EFA without a national pool of expertise and indigenous capacity for research, UNESCO will respond to the increasing demands of African Member States to provide technical assistance and capacity development in the area of higher education. Improving the quality of higher education institutions and diversifying delivery will be key areas of intervention. UNESCO will review and update its regional convention on higher education in Africa (the "Arusha Convention") in order to better meet the challenge of globalization in higher education; and
- Implement a **flagship programme** within Major Programme I strategy for the global priority Africa, with a further focus on **the professional development of teachers in Africa** to address two key challenges related to teacher shortage and the quality of teacher training, as a means of improving the overall quality of education in Africa. This flagship programme is described in more detail below.
- Through intersectoral collaboration, Major Programme I will also contribute to the flagship programme 1 related to the promotion of a culture of peace and non-violence, in particular to the expected result relating to the integration of education for peace, citizenship, democracy and human rights in the education systems as part of its programme on education for global citizenship. Major Programme I will support flagship 4 related to science, in particular in the area of education for sustainable development. Finally, it will also support flagship 3 related to knowledge production, and contribute to the expected result related to open educational resources (OERs).

**Flagship 2: Strengthening education systems for sustainable development in Africa: improving equity, quality and relevance**

Objective: Improve the quality and relevance of education

**Main actions:**

- Provide technical assistance and strengthen national capacities to improve teacher policy formulation, implementation and assessment teaching needs, with particular focus on policies relating to attracting and retaining teachers in rural and disadvantaged locations.
- Develop capacities of national teacher training Institutions to deliver quality training using blended strategies including ICT.
- Support the capacity development of head teachers and school principals for effective pedagogical leadership and quality learning outcomes.
- Support the development of national and regional qualification frameworks for education personnel.

**Expected Results:**

**Expected result 1: Member States have up to date education sector diagnosis and capacities to develop, implement and monitor education strategies and plans, with particular attention to teachers at all levels**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of national education sector analysis and diagnosis supported by UNESCO	20 Member States have completed and published reports of education sector diagnosis
Number of evidence-based sector-wide policies and plans developed or implemented with UNESCO support	20 Member States have national policy and plans documents

**Expected result 2: National and regional qualification frameworks for education personnel developed and effectively implemented**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries supported in the development of their national or regional qualification frameworks for education personnel (teachers, teacher educators, head teachers and principals)	National and regional qualification frameworks in each of the sub-regions and in 10-15 countries

**Expected result 3: Teacher preparation and professional development programmes fully aligned to education and curriculum reforms**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries implementing comprehensive teacher professional development programmes that are fully aligned to curricula reforms and career plans	15 Member States have reviewed their teacher status and condition regulations

Results expected of the activities under Major Programme I which will focus on the above-mentioned thematic areas:

**Expected result: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>▪ Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12-15 Member States in Africa</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of countries supported by UNESCO where sector-wide plans have been revised</li> <li>▪ Number of countries supported by UNESCO where relevant sector-wide M&amp;E system has been established or reinforced, and is operational</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4 Member States in Africa</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of crisis-affected countries benefiting from emergency or reconstruction support</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15 Member States in Africa</li> </ul>

**Expected result: National capacities strengthened to scale up development-relevant and gender-responsive quality literacy programmes**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>▪ Number of countries supported by UNESCO that have implemented gender-responsive scaling-up action plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15 Member States in Africa</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of countries supported by UNESCO which have designed programmes on quality literacy to out-of-school children</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-8 Member States in Africa</li> </ul>

**Expected Result: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET in Africa**

<i>Performance Indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>▪ Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10 Member States in Africa</li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15 UNEVOC Centres in Africa</li> </ul>

**Expected result: Member States develop evidence-based higher education policies to address the challenges of equity, quality, expansion and mobility**

<i>Performance indicators</i>	<i>Benchmarks</i>
<ul style="list-style-type: none"> <li>▪ Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ 8 new Member States in Africa adhering to the instruments</li> <li>▪ 3 Member States in Africa supported in the implementation of these legal instruments</li> </ul>

<ul style="list-style-type: none"> <li>▪ Regional conferences organized with UNESCO's support on key policy issues in Higher Education, including on technology driven teaching and learning models</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>1 regional conference organized in Africa</i></li> </ul>
<ul style="list-style-type: none"> <li>▪ Number of countries benefiting from technical support in higher education reform</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>4-6 Member States in Africa supported</i></li> </ul>

## Global Priority Africa – Major Programme II

MP II will give priority to Africa by supporting and promoting the creation of an enabling environment in Africa for the generation of scientific knowledge and the promotion of science, technology and innovation policies and capacity-building to achieve sustainable development, and create employment in particular for youth. Special attention will be given to the needs of women and the most vulnerable social groups including indigenous peoples and to harnessing the power of ICTs for knowledge sharing and dissemination. Inclusion of traditional knowledge in STI systems will be foreseen.

Capacity development in STI is the key pillar to address the continent's multifaceted development challenges. In close partnership with all relevant regional and sub-regional entities, UNESCO will continue to strengthen institutional capacity for knowledge-based policies, in particular STI policies, and for the implementation of innovation-driven programmes to support regional strategic frameworks such as the Africa's Science and Technology Plan of Action (CPA 2013-2023), the African Observatory for STI (AOSTI), the African Academy of Sciences (AAS), and the AU/NEPAD Capacity Development Strategic Framework (CSDF).

Africa's rich natural resources will form a basis for its future development. MP II will endeavour to harness the power of science to foster the sustainable and equitable use of the continent's rich natural resources in coordination with the AU/NEPAD Action Plan for the environment and other African national subregional or regional sectoral strategic action plans on the environment, biodiversity, ecosystems, water, mining, energy, disaster risk management and ocean science. Networks such as ANSTI, AfriMAB, IHP networks and committees, UNESCO Chairs, UNITWIN networks and UNESCO-affiliated centres will be fully mobilized to achieve this aim.

Within the framework of IHP VIII on water security, which will address related local to global challenges, capacity of African Member States will be strengthened to address their water challenges, including water scarcity, water access, management of the risk of floods and droughts, sustainable and peaceful management of transboundary river basins and aquifer systems, sustainable adaptation to climate change, water pollution, and the lack of skilled water professionals. IWRM and other appropriate management approaches developed through other IHP programmes (Eco-hydrology, HELP, FRIEND, PCCP, ISARM among others) will be pursued and promoted.

Mining, which is becoming a major economic driving force in Africa, will be given special attention due to the threats to the environment, water and public health and to the loss of endogenous economic and development opportunities. Institutional and technical capacity in the geosciences will be strengthened at regional level. Establishment of Global Geoparks will be promoted and the IGCP will remain a key driver for research and scientific capacity building in the region.

The contribution of biosphere reserves to address African development challenges will be fostered by promoting their use as learning laboratories for sustainable development; the MAB Programme will be expanded throughout the continent by implementing relevant research programmes and building human capacity. Climate change is a key concern for the continent and research programmes to improve resilience of ecosystems and maintain and restore ecosystem services will be designed. Support to transboundary management of ecosystems will be promoted especially with regards to solving conflicts around natural resource use and benefit sharing.

Two Priority Africa flagship programmes will aim at: (i) Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development; and (ii) Strengthening international science cooperation for peace, sustainability and social inclusion.

The two flagship programmes will be implemented through the various MLAs of Major Programme II and will be combined, as appropriate, with resources of other Major Programmes. Major Programme II will also contribute to the attainment of the expected result 4 under flagship programme I. “Promoting a culture of peace and non-violence”.

### **Flagship 3. Harnessing STI and knowledge for the sustainable socio-economic development of Africa**

The need to elaborate and implement STI policies at national and regional level, to develop capacity for STI governance, as well as to promote STI policy dialogue and social engagement, have figured in all recent African Declarations on STI (e.g. Nairobi 2012, AMCOST V Brazzaville 2012). This proposed flagship aims to address challenges such as the lack of policy instruments, tools and indicators for good governance, as well as the weak capacities to formulate and implement STI policy in Africa. It gives special focus to the participation of women and youth in knowledge production and the management of the STI systems and creating a culture of innovation.

The concept of knowledge societies is vital to ensuring sustainable development and peace in Africa. In this regard, this flagship also underlines the need to empower African societies through access to information and knowledge with a special emphasis on promoting communication development, policy and governance infrastructures, and capacity-building to advance the use of ICTs in all domains of competence of UNESCO.

This flagship aims to create the enabling conditions and policy environment for knowledge production and dissemination which will be the foundation for the use of science in managing Africa’s natural resources and the environment, key to its socio-economic development. It builds on the strategic objectives 4 and 5 proposed in the draft 37 C/4 which aim at supporting Member States and regions in strengthening peace and sustainable development through the strengthening of science, technology and innovation and of their interface with policy and society.

#### **Objectives:**

- to strengthen the policy framework for knowledge production and STI systems;
- to increase institutional capacity to produce and disseminate knowledge;
- to strengthen the capacities of African societies to monitor, make use of, and to critically assess knowledge and STI for development;
- to encourage the participation of youth and especially women in ICTs;
- to reinforce science and engineering activities through mentoring activities.

#### **Main Actions:**

- Assess, review, develop and harmonize knowledge-related policies including STI policies both at national and regional levels;
- Support and mobilize existing African think-tanks both at regional and sub-regional level, for decision-making and STI development;
- Strengthen African higher education and research institutions and research, development and innovation (RDI) capacity;
- Strengthen North-South, South-South and South-North-South cooperation;
- Improve universal access to information and knowledge as well as build capacity in the field of ICT use in Africa;

- Ensure that more youth and especially young women participate in science, technology, engineering and mathematics (STEM) education and careers;
- Develop African capacity in the preservation of documentary heritage.

#### Expected results at the end of the quadrennium:

##### Expected result 1: STI policies and related governance and monitoring structures in place at the national and regional levels

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported countries which have STI policies formulated and implemented	At least 10 countries
Number of African countries participating in STIGAP and GO-SPIN initiatives	At least 10 countries included in the GO-SPIN Platform

##### Expected result 2: UNESCO-affiliated networks, and networks of African institutions strengthened to provide leadership and guidelines on pertinent and strategic issues in all the areas of UNESCO's mandate in science

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported networks engaged in policy dialogue at regional level	Four regional networks actively engaged in policy dialogue
Number of policy briefs prepared by supported African-based networks on knowledge production and knowledge-related policies for Africa	At least two policy briefs produced per year and disseminated in Africa
Number of countries and/or regional entities developing and implementing renewable energy policies	At least four Member States or regional entities

##### Expected result 3: Institutional and human capacities strengthened to build core competencies in the management of STI systems

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported African higher education institutions introducing new or improved STI curricula and research programmes for Africa	Ten African universities assisted with STI-related curricula development and research programmes  Three universities in Africa revising their engineering and ICT activities
Number of supported Member States which have improved the use and management of renewable energy sources	At least fifteen

**Expected result 4: South-South cooperation in STI policy and capacity-building among African and other developing countries enhanced**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported African research institutions involved in collaboration with other developing countries including ICTP and TWAS	At least 20% of STI institutions in Africa having strong S-S collaborative programmes
Number of new joint research projects between Africa and partners from developed countries	At least ten new joint research projects established
Number of high level collaborative training activities in biotechnology for development developed with the Category 2 Centre in Nigeria	At least six training activities developed

**Expected result 5: Mathematics and physics hubs created for African young talent with an emphasis on women scientists**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of mathematics and physics centres or Chairs created	Two centres and two Chairs established
Mathematical model developed for sea level rise in the Gulf of Guinea and regional climate change issues	One model developed and operational
Number of training opportunities developed for talented African students	Four training programmes developed
Gender parity improved in the training programmes	At least 45% of trainees are women
Number of activities with different partners ensuring participation of women and youth	At least four activities implemented

**Expected result 6: Culture of innovation promoted by mobilizing knowledge resources**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported countries which have established science parks and technology business incubators to develop knowledge-based small and medium-sized enterprises	Four countries
Number of supported initiatives which have established linkages between academic institutions and industries to foster research, development and innovation (RDI) capacities for competitive performance	Ten initiatives

**Expected result 7: Member States empowered in building inclusive knowledge societies, creating the conditions for sustainable development and peace by promoting and using multilingualism in cyberspace, universal access and preservation of information, enhanced information and communication technologies (ICTs) skills, and open solutions** (through the contribution of MP V and MP I)

Performance Indicators	Benchmarks
Number of Member States which have formulated Policy Frameworks on Universal Access to Information using ICTs and open solutions	<ul style="list-style-type: none"> <li>• At least five Member State/States adopt National Open Educational Resources (OER) Policies</li> <li>• At least five National level institutions introduce Open Access (OA) Policies</li> <li>• At least five National policies adopted on Open Data, Open Cloud, and Open Source</li> </ul>
Number of Member States implementing national policies for universal access to information and knowledge and provisions contained in the normative instrument: Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace	<ul style="list-style-type: none"> <li>• At least two Member State/States adopt information and ICT accessibility policies</li> <li>• At least ten Member State/States submitting reports on measures taken for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.</li> <li>• At least five Member States implementing National-level OER Policies to be highlighted at the 2015 2nd World OER Congress</li> <li>• At least five Member State/States implementing policies and/or strategies on Open Data, Open Cloud or Open Source</li> <li>• At least two OA best-practices researched and published</li> </ul>
Number of Member States which have accessed, developed and shared knowledge resources including through broadband-enhanced ICTs, mobile devices and open solutions, with special emphasis on teachers, researchers, information professionals or scientists	<ul style="list-style-type: none"> <li>• At least 50% of the 20 universities and teacher education institutions trained use, develop, and share OERs on the UNESCO OER Platform</li> <li>• Two self-directed-learning courses on OA developed and 300 OA managers, students and other stakeholders trained</li> <li>• Information and ICT accessibility training resources in OER format developed and tested by 5 national education institution/institutions</li> <li>• Indicators for Competency Assessment of teachers tested in 2 pilot Member State/States</li> <li>• Free and open source software (FOSS) ICT toolkits for data journalism and open data developed and adopted by four information professionals institutions</li> <li>• Twelve educational institutions in developing Member States adopt a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls</li> </ul>
Policy support initiatives for open and distance learning (ODL) capitalizing on open solutions	<ul style="list-style-type: none"> <li>• At least 2 policy support tools for open, distance, flexible and online (e-learning) learning developed.</li> </ul>



**Expected result 8: Preservation of documentary heritage for enhanced access to knowledge through Memory of the World (through the contribution of MP IV)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Heightened awareness of necessity to implement documentary heritage preservation and access policies	<ul style="list-style-type: none"> <li>• At least five new inscriptions on the Memory of the World Register</li> <li>• At least two new National Memory of the World Committees set up and operational</li> <li>• Trained professionals which implement documentary heritage preservation and access policies</li> </ul>
Implementation of the recommendations of the Vancouver Declaration	<ul style="list-style-type: none"> <li>• Best-practice models in digitization and digital preservation implemented</li> <li>• Multi-stakeholder forum on digital preservation standards established; public-private partnerships reinforced for digital preservation in the Africa region</li> </ul>
Contribution of libraries and archives strengthened	<ul style="list-style-type: none"> <li>• World Digital Library content expanded; At least one new digital library services established in the region</li> </ul>

**Flagship 4. Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction**

The African continent is amply endowed with natural resources including minerals and oil, freshwater and ocean resources, rich biodiversity, a wide variety of ecosystems and in some areas very fertile soils. The lack of measures to sustainably manage this natural capital has had negative impacts in most African countries and continues to deprive this continent of the socio-economic progress it deserves. In recent years African governments, scientists and policy-makers have acknowledged the importance of moving the continent away from resource-based economies into the age of knowledge-based and innovation-led development. Science, Technology and Innovation (STI) have been identified by African leaders as some of the major tools in achieving economic progress and sustainable development, which, for Africa, will be based to a large extent on the utilization of its natural resources.

Developing strategies and upstream policies informed by science, to strengthen governance structures of research and development institutes, networks and agencies in sectors relating to biodiversity, ecosystems and mineral resources for human well-being, climate change mitigation and adaptation, access to energy, protection of oceans and water bodies and long- and short-term disaster risk reduction can contribute to effectively reducing poverty in Africa and promoting social inclusion. In this regard, local and indigenous knowledge are an important component in creating inclusive knowledge systems. One of the regional environmentally-related strategic frameworks, the 2010-2015 AU/NEPAD African Action Plan elaborated six programme areas under the Environment and Climate Change subject area out of which four are relevant to UNESCO's mandate: Programme Area 1: Combatting Land Degradation, Drought and Desertification; Programme Area 4: Conservation and Sustainable Use of Marine, Coastal and Freshwater Resources; Programme Area 5: Combatting Climate Change in Africa and Programme Area 6: Transboundary Conservation and Management of Natural Resources. UNESCO, in line with the Cooperation Agreement signed with the African Union, must continue to provide concrete support towards the implementation of these African regional, subregional and national initiatives and priorities.

This flagship builds on the strategic objective 5 proposed in the draft document 37 C/4 which aims to strengthen international science cooperation for sustainable development.

**Objectives:**

- to strengthen Africa’s scientific institutions and networks for the sustainable use and management of natural resources;
- to increase resilience to disasters and to enhance preparedness through the development of early warning systems;
- to improve Member States’ governance in environmental management for better access and benefit-sharing of natural resources;
- to create an enabling environment to develop green and blue economies and move up the natural resources processing value chain.

**Main Actions**

- Upgrade scientific institutions, in the fields of the environmental, earth, ocean and climate system sciences, through strengthening universities and research centres and mobilizing international science cooperation.
- Train a critical mass of natural resources and disaster risk managers (young skilled people and resourceful scientists and engineers) with the perspective of employability.
- Support the development of tools for disaster risk reduction (DRR).
- Promote and support UNESCO-designated sites to be recognized and used as laboratories and learning platforms for sustainable development at the national and regional level.

**Expected results at the end of the quadrennium:**

**Expected result 1: African Member States’ needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries responding to questionnaires and contributions to the IOC’s Global Ocean Science Report	At least eight countries
Percentage of marine scientists of total scientific professionals in a country	Five per cent increase (baseline: existing national data)
Number of scientists using expertise acquired through Ocean Teacher in their work	At least 25% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work

**Expected result 2: Capacity in Africa improved to manage the Earth’s resources, including the ocean, water, biodiversity and mineral resources**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported countries or regional entities which have taken steps to undertake policy development or review in the environmental domain or to develop and implement regional or sub regional programmes	At least 10 countries and four regional entities
Number of Chairs/Centres/Institutes or Centres of Excellence under the auspices of UNESCO created by universities and research institutes in Africa	At least four new Chairs/Centres/ Institutes created, including category 2 ERAIFT and one related to ocean sciences
Number of African earth science institutions producing graduates with geology and other earth science expertise including environmental management for the mineral resource sector in Africa	At least 10 more African earth science institutions set up. Baseline: About 120

**Expected result 3: UNESCO network of internationally designated sites expanded to foster sustainable socio-economic development including transboundary sites which successfully manage shared water and/or ecosystem resources**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of UNESCO designated sites (BRs and possible future geoparks) that have taken steps towards sustainable development particularly by formulating and implementing green and blue economic activities	At least 15 sites
Number of African countries taking steps to create and jointly manage transboundary BR	At least 10 countries
Number of transboundary river basins involved in the Water for Peace in Africa Programme	At least five transboundary river basins in Africa

**Expected result 4: African management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of African Member States that have used new tools, standards, or guidelines for addressing global change, water, DRR, and related challenges	At least 10 countries especially in arid and semi-arid drought-prone African Members States
Number of countries involved in the Africa Water Capacity-building Programme	At least 15 countries involved

**Expected result 5: African Member States with enhanced capacity in assessing risk and providing early warning of natural hazards and integrating DRR into national plans, in particular into educational plans and programmes**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Harmonized and standardized monitoring and warning systems for coastal hazards cover African coasts	Two regions covered by Tsunami Early Warning System: North-Eastern Atlantic Ocean and Indian Ocean
Number of supported countries with enhanced resilience and increased capacity in disaster risk reduction through knowledge generation and dissemination, training, tools and advocacy	At least 10 African Member States
Number of supported countries with disaster risk reduction studies included in their school curriculum and with trained teachers to instruct students in this related areas	At least 10 countries with schools and teachers producing and preparing a new generation of DRR-skilled students

**Expected result 6: Joint initiatives among indigenous and scientific knowledge holders established to co-produce knowledge to meet the challenges of global change**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of action plans jointly adopted to respond to key issues identified in relation to global change	At least two joint action plans adopted

**Global priority Africa – Major Programme IV**

**Flagship 5. Harnessing the power of Culture for Sustainable Development and Peace in a context of regional integration**

Priority will be given to working with African Member States and regional and subregional partners, universities and networks to promote the contribution of heritage and creativity to peace and sustainable development and regional integration. In this context, UNESCO will enhance its cooperation with the African Union, the subregional organizations and contribute to the achievement of its objectives. Heightened emphasis will be placed on strengthening policies as well as the institutional and professional capacities necessary to ensure the effective protection, safeguarding and promotion of heritage, respect for cultural identities and the development of viable cultural and creative industries as drivers for growth and peace. The implementation of the Plan of Action for the Rehabilitation of the Cultural Heritage and the Safeguarding of the Manuscripts in Mali adopted at UNESCO Headquarters on 18 February 2013 will be a particular focus of the action.

The International Decade for People of African Descent (2013-2022) is an important opportunity to strengthen efforts to combat prejudice and discrimination handed down from history and to foster reconciliation and new ways of living together. UNESCO will promote new perspectives on the history of Africa, the slave trade and slavery, as well as appreciation of the cultural expressions generated by the diaspora communities through the development and dissemination of new educational materials and their broad dissemination through new information technologies.

**Objectives:**

- Culture (heritage in all its forms and contemporary creativity) mainstreamed into public development policies.
- Young people made aware of the values of the heritage and mobilized to protect and safeguard it.

**Main actions:**

- Institutional and human capacity-building and cultural-policy frameworks strengthened
- Teaching tools and curricula developed and disseminated

**Expected results:****Expected result 1: Cultural-policy frameworks developed and/or strengthened in Member States to improve the protection and safeguarding of the heritage and emergence of a more dynamic cultural sector**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of new institutions established and existing institutions strengthened in the field of cultural and creative industries or the heritage	At least 30
Number of policies and laws on the cultural and creative industries and/or the heritage formulated or amended	At least 15

**Expected result 2 : Enhancement, protection and safeguarding of the heritage improved**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of persons trained in the field of the cultural and creative industries and/or the heritage	At least 100 African cultural officers, heritage specialists, museum professionals and practitioners benefit from training activities
Number of countries that have ratified the cultural conventions	At least four new ratifications of each Convention
Number of financial assistance packages provided in the fields of the heritage and creativity	At least 100 financial assistance granted

**Expected result 3: Young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of teaching materials developed to promote and enhance the heritage and based, in particular, on the General History of Africa	Three contents, three teachers' guides and accompanying materials for primary and secondary schools developed
Number of curricula revised in order to enhance the heritage	10 curricula revised

Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people	At least 10
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Moreover, Major Programme IV will implement, or contribute to, expected results 2 and 3 under Flagship 1. “Promoting a culture of peace and non-violence”, expected result 9 under Flagship 3. “Harnessing STI and knowledge for the sustainable socio-economic development of Africa”, as well as expected result 3 under Flagship 4. “Fostering science for the sustainable management of Africa’s natural resources and disaster risk reduction”.

## Global priority Africa Major Programme V

### Flagship 6: Promoting an environment conducive to freedom of expression and media development

Within the framework of the Operational Strategy for Priority Africa, pursuant to the Board decision 191 EX/Decision 45, the Priority Africa Action Plan for the implementation of flagship programme, this specific flagship is based on the need to meet the national development priorities of African Member States, as emphasized in the Outcome document of the 2010 United Nations Millennium Development Goals Review Summit, the 2001 African Charter on Broadcasting, the 2002 Declaration of Principles on Freedom of Expression in Africa as well as the 1991 Windhoek Declaration on Promoting an Independent and Pluralistic African Press. It is also informed by the 2009 special agreement between the African Union Commission (AUC) and UNESCO aimed at promoting journalism training on science and technology in Africa.

UNESCO continues promoting freedom of expression, freedom of information and free, independent and pluralistic media in African Member States. UNESCO intensifies support work on the safety of journalists in African countries, including advocacy to decriminalize defamatory speech in favour of alternatives to imprisonment for libel.

In its work in promoting pluralism through community radio, UNESCO continues to address the needs of this sector in African countries. The same applies to building the capacities of African journalism education and training institutions with new curricula so as to produce high quality results. Africa continues to be the priority region for the selection process of the International Programme for the Development of Communication (IPDC) projects. Further, UNESCO will work for citizen empowerment in the region, given emphasis to media and information literacy (MIL) for all citizens and particularly youth and women.

Given the transformative effect of the information and communication technologies (ICT) revolution and its potential to propel development, UNESCO will pay closer attention to the continued growth in Internet and mobile penetration within African cities and rural areas fuelled by the improved economic outlook for the continent and its youthful population demographic. The improved access will enlarge the possibilities for the access, preservation, creation and sharing of educational, scientific and cultural content as well as other information-based services. Improved access will promote transparency and empowerment of citizens leading to democracy and peace.

Work of MP V in this domain will also raise the importance of other key issues such as: local multilingual and accessible content for all; policy frameworks; preservation of content; multilingualism; ethical dimensions of information; information accessibility; right to information; and the public domain. MIL for all citizens with an emphasis on teachers’ competency assessment, youth and women is essential to cope with the new opportunities and challenges.

**Objectives:**

- Improvements in the enabling environment for press freedom.
- Strengthening the safety of journalists in Africa.
- Strengthening capacities of media institutions and professionals in Africa.
- Promoting and strengthening community media as enablers of the free flow of information for development.

**Main Actions:**

- Creating policy and regulatory conditions conducive to press freedom.
- Enhancing national, regional and international advocacy for the protection of journalists against impunity.
- Training a critical mass of media professionals in key fields of Africa's development.
- Empowering community radio initiatives in Africa through a supportive policy and regulatory environment.
- Promoting universal access and preservation of information and knowledge.

**Expected results:**

**Expected result 1: The environment for freedom of expression, press freedom, journalistic safety and self-regulation is strengthened, for both on- and offline media platforms, and especially in post-conflict countries and countries in transition, through favourable policies and practices.**

<i>Performance indicators</i>	<i>Benchmarks</i>
<p>Awareness raising, monitoring and advocacy for freedom of expression and access to information as a basic human right is increased and related internationally recognized legal, ethical and professional standards are applied</p>	<ul style="list-style-type: none"> <li>• Press freedom, including on the Internet, promoted by publications and guidelines, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of World Press Freedom Day (WPF, 3 May) in at least 15 countries each year; international campaign of sensitization of freedom of expression.</li> <li>• Policies and norms conducive to freedom of expression, press freedom and freedom of information strengthened in at least five countries, including support for media during elections.</li> <li>• Criminal libel and sedition laws repealed in 10 African countries</li> <li>• Self-regulation based media accountability systems supported in at least 4 countries, and professional and ethical standards reinforced in at least 4 countries in collaboration with media associations.</li> </ul>

<p>International and national campaigns and capacity-building for safety of journalists and dangers of impunity are reinforced</p>	<ul style="list-style-type: none"> <li>• Implementation of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity in at least one country and reinforcement of the coordination mechanism at the international level.</li> <li>• At least 250 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least six countries in Africa.</li> <li>• Contribution to the Universal Periodical Review process of the United Nations Human Rights Council via submission of relevant information about at least six countries.</li> </ul>
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**Expected result 2: Independence and sustainability of media institutions are supported, particularly through IPDC projects that are innovative, policy-relevant and knowledge-enhancing, and through capacity-building for journalists and journalism schools**

<i>Performance indicators</i>	<i>Benchmarks</i>
<p>Number of journalists, journalism educators and their institutions is increased and their capacities enhanced</p>	<ul style="list-style-type: none"> <li>• At least 200 journalists, of whom 50% are women, apply new reporting techniques</li> <li>• At least 250 journalists, of whom 50% are women, report on science and development</li> <li>• At least five new syllabi addressing issues of democratic governance, sustainable development and peace are produced and promoted as supplements to the model curricula</li> </ul>
<p>Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation</p>	<ul style="list-style-type: none"> <li>• At least 20 community radio stations adapt programming guidelines to strengthen women and young people's representation</li> <li>• At least five regulatory bodies introduce community media sustainability policies and community media funding models in three countries</li> </ul>

In addition to the above Priority Africa flagship, specific to MP V, the Programme is also contributing to the achievement of the expected result 5 of the flagship 1 “*Promoting a culture of peace and non-violence*” under MP III, and the expected result 7 of the flagship 3 “*Harnessing STI and knowledge for the sustainable socio-economic development of Africa*” under MP II.



## B. OPERATIONAL STRATEGY ON YOUTH 2014-2021

### Introduction

1. Around the world, young women and men are driving change and claiming respect for fundamental freedoms and rights; improved conditions for them and their communities; opportunities to learn, work and participate in decisions that affect them. At the same time, due to persistent crises, they are faced with acute challenges affecting important aspects of their lives. More than ever, it is now time to improve investment in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of community, and engage as responsible social actors and innovators.

2. The 36th session of the UNESCO General Conference requested “*the Director-General, in preparing draft document 37 C/4, to consider the necessity and examine the feasibility and implications of including youth as a new global priority, and determine the best modality for implementation in the next C/4 document*”<sup>1</sup>. In her preliminary proposals for the UNESCO Medium-Term Strategy 2014-2021 (37C/4), the Director-General explained that she “*will propose to the Executive Board at its 191st session an operational strategy*”<sup>2</sup> on Youth. Building on the above and further to the Director-General’s consultation meeting with UNESCO Member States on 21 November 2012, the Secretariat has elaborated the present operational strategy, in a participatory manner, engaging with UNESCO sectors, bureaux and youth focal points in field offices.

### I. LEARNING FROM THE PAST

3. UNESCO’s longstanding commitment to youth has taken a new impetus with the recognition of youth as a priority group for the Organization’s action<sup>3</sup> and the UNESCO Strategy for Action with and for Youth in 1998<sup>4</sup>. Since 2008, the Secretariat has undertaken exercises<sup>5</sup> to review UNESCO’s work on youth and analyse information that would allow identifying UNESCO’s comparative advantage, positioning and role in this field. The cross-analysis of the results of these exercises has revealed important findings that are addressed throughout the present document.

4. UNESCO’s intervention on youth has been addressing a diversity of themes, disciplines and issues: from education to culture, sciences, humanities and communication. Strategic and economy of scale initiatives that are interconnected and address both the upstream (policy/governance) and the downstream (societal/grass-roots) level proved more efficient than one-off, small scale projects that were disconnected from the overall policy environment on youth. Such strategic initiatives correspond to UNESCO’s mission, functions and intergovernmental nature and can deliver both quantitative and qualitative results. As such, they need to be prioritized, through a holistic and more focused approach in

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<sup>1</sup> 36 C/Resolution 79.

<sup>2</sup> 190 EX/19 Part I, para 26

<sup>3</sup> 1993 General Conference resolutions and consecutive Mid-Term Strategies from 1995 onwards.

<sup>4</sup> 1998 UNESCO Strategy with and for Youth, <http://unesdoc.unesco.org/images/0011/001189/118914mo.pdf>

<sup>5</sup> These exercises are: (i) elaboration of a “State of the art of the intervention on youth: UNESCO, sister United Nations agencies, major IGOs and NGOs” (2008); (ii) analysis of the work of global and regional actors on youth (2008–2012); (iii) Thematic Working Group on Youth – key findings and recommendations (2010–2011); (iv) mapping of national policies on youth and youth representation structures (2010-2012); (v) analysis of the evolution of the international community’s approach to youth since 1995 (2012); (vi) examination of the situation of youth globally and of the evolution of youth organization patterns (2012); (vii) assessment of UNESCO’s action on youth to date based on review of previous EX/4 documents and on information provided by sectors, bureaux and field offices (2010-2012).

UNESCO's work on youth, which will consolidate the multidisciplinary expertise within and across UNESCO's thematic streams.

5. While UNESCO recognizes youth as equal partners and actors for development and peace<sup>6</sup>, this has not been sufficiently reflected within all programmatic aspects. The Organization's work needs to promote effective methodologies and mechanisms for Member States to engage youth in policy and programme design and delivery, particularly through youth organisations. UNESCO's work on youth, including with national governments, should also promote youth-led action, strengthen the capacities of young leaders and youth-led organizations, as well as enable partnerships with them on programme activities, particularly at country level and within UNESCO Country Programming (UCP) exercises.

6. Cooperation with United Nations sister agencies as well as IGOs, NGOs and private sector entities has proven more cost-effective than individual, isolated activities, which lead to duplication of efforts both within and outside the United Nations system. Such cooperation should be enhanced, particularly within UNDAF and UCP work, as it increases the visibility of UNESCO's work on youth, the impact of its advocacy work and the outreach capacity to diversified groups of youth and to donors.

## **II. LOOKING AHEAD: A RENEWED FOCUS FOR THE 37 C/4 PERIOD (2014-2021)**

*UNESCO will act towards ensuring that young women and men are engaged in policies and programmes affecting them and lead action to promote peace and sustainable development in their countries and communities.*

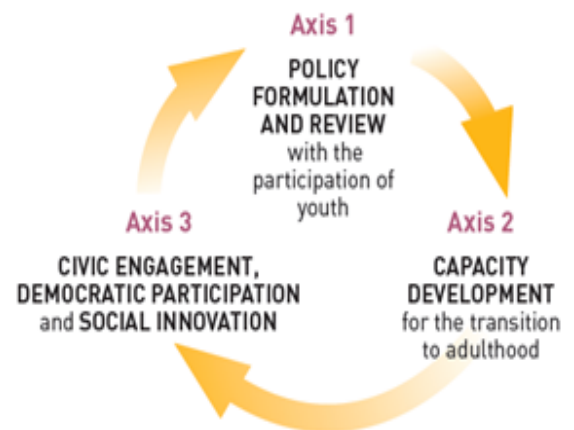
7. UNESCO will apply a comprehensive and future-oriented vision recognizing youth as agents of change, social transformations, peace and sustainable development. Such vision embodies the ways in which youth are concerned or affected by UNESCO's work: as beneficiaries of services and activities; as independent actors; as partners through their organizations. The work on youth will allow to: (i) capitalize on their creativity, knowledge, innovation and potential to drive change; (ii) address challenges affecting their development, both at governance and societal levels; and (iii) reach the unreached and those who have lost a sense of community and hope in the future.

8. UNESCO's vision on youth contributes directly, in a complementary manner, to both Overarching Objectives of the Medium-Term Strategy 2014-2021. The end goal is to allow duty-bearers and rights-holders to create and sustain an enabling environment for youth to fulfil their rights and responsibilities, to prosper as human beings, to be heard, engaged and valued as social actors and knowledge holders in specialized fields. These conditions are key to unleashing their potential to promote a culture of peace and sustainable development and to eradicate poverty. With respect to the efforts around the Millennium Development Goals (MDGs) and the post-2015 development agenda, such perspective on youth has a double-faceted value: it not only contributes to addressing development challenges and inequity that affect youth development prospects, but it also provides the necessary environment and conditions to empower and engage youth, so that they can, in turn, contribute to the MDGs and the post-2015 development agenda.

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<sup>6</sup> 1998 UNESCO Strategy with and for Youth, <http://unesdoc.unesco.org/images/0011/001189/118914mo.pdf>

9. The UNESCO-wide vision on youth will be operationalized through three complementary and transversal axes of work which will guide programmatic action, identified on the basis of existing competence within UNESCO. The proposed axes respond to the need for a holistic approach and for comprehensive interventions, as outlined in paragraph 4. These axes are aligned with UNESCO's functions in terms of (i) *providing advice for policy development and implementation, and developing institutional and human capacities*; (ii) *serving as a laboratory of ideas and generating innovative proposals and policy advice in its fields of competence*; (iii) *setting norms and standards in its fields of competence and supporting and monitoring their implementation*<sup>7</sup>.



### Axis 1: Policy formulation and review with the participation of youth<sup>8</sup>

10. A public policy on youth provides the overarching vision for youth programming and touches upon multiple public fields and issues: from education to employment, from social development to democratic representation, from scientific research to innovation, from culture and sports to communication, among others. UNESCO will provide upstream policy advice for the development or review of transversal and inclusive *public policies on youth*, in line with national needs and through an integrated and youth-sensitive analytical approach. In parallel, technical assistance and youth-sensitive policy advice will be provided for *other public policies in fields that affect youth* within UNESCO's competence, for example educational policies (policies on Technical and Vocational Education and Training – TVET, Higher Education – including recognition of degrees, diplomas and certifications- Education for Sustainable Development, among others), science and cultural policies (policies on Science Technology and Innovation – STI, policies relating to cultural and creative industries and to the implementation of the cultural heritage conventions<sup>9</sup>, among others) and policies for access to information and cyberspace.

11. At global level, UNESCO will enable the exchange of good practices and knowledge among countries and regions and will facilitate and inform related policy debates. At national level, building the capacities of decision-makers and of personnel of related institutions will be an integral part of UNESCO's action under this axis. Issues of particular attention include: inter-ministerial collaboration and coordination; governance and funding; implementation plans, including partnerships, monitoring and evaluation; critical thinking, human rights-based and evidence-based policy development, including engagement of young researchers; articulation between the national policy, international standards and local/municipal laws. In parallel, UNESCO will guide national governments in applying participatory processes, engaging all related stakeholders, particularly young women and men. Specific focus will be placed on the creation or strengthening of national youth structures (Youth Councils or other) to ensure representation of different groups of youth, including vulnerable and marginalized groups.

<sup>7</sup> UNESCO functions identified in 190 EX/Decisions, page 29.

<sup>8</sup> For examples, see the working document prepared for the Director-General's consultative meeting with the UNESCO Member States (21 November 2012) at <http://bit.ly/XozqNf>.

<sup>9</sup> 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property; 1972 World Heritage Convention; 2001 Convention on the Protection of the Underwater Cultural Heritage; 2003 Convention for the Safeguarding of the Intangible Cultural Heritage.

Outcome for Axis 1 for 2014-2021	Targets for 2014-2021
Supported Member States provide a comprehensive policy environment for inclusive youth development and participation	<ul style="list-style-type: none"> <li>- Supported Member States adopt and implement inclusive and transversal public policies on youth, applying a multi-stakeholders' approach and with an inclusive participation of youth.</li> <li>- Inclusive and representative national youth-led entities engage in public policies affecting youth in supported Member States.</li> <li>- Supported Member States integrate youth concerns and youth participation processes in public policies within UNESCO's fields of competence.</li> </ul>

## Axis 2: Capacity development for the transition to adulthood<sup>10</sup>

12. Complementary to the upstream policy work (under Axis 1), UNESCO will work with Member States and youth development actors, including youth organizations, young researchers, teachers and trainers, on a variety of interventions to provide an enabling learning environment that can equip youth with skills and competencies to go through four major interconnected life transitions<sup>11</sup>: continuing to learn; starting to work; exercising citizenship; and developing a healthy lifestyle.

13. UNESCO will support Member States in up-scaling effective youth and adult literacy programmes, through advocacy, capacity building, research and innovative technology. The media and information literacy curricula and the youth-friendly toolkits designed by UNESCO for youth to understand basic universal principles of freedom of expression will be further promoted to empower youth to access and engage in a knowledge-based society. Initiatives to improve access to multilingual information and knowledge sources, strengthen ICT skills and enable youth with disabilities to access ICT training will also be pursued.

14. Member States' capacities in TVET will be further developed, including in terms of addressing youth unemployment and supporting transition from school to work, career guidance, qualifications, curriculum development, teacher training and gender mainstreaming. Entrepreneurial and cultural management skills will be introduced in higher education programmes and entrepreneurship training will be provided for young cultural practitioners, in particular through targeted partnerships. Support for arts education programmes for young artists, designers and artisans will be maintained, particularly via fellowships for exchange programmes.

15. UNESCO will promote science education, particularly in science, technology, engineering and mathematics (STEM) subjects, with emphasis on young women. Such work will support the updating of curricula, providing hands-on workshops, kits and guidebooks, training teachers and students, encouraging the popularization of science among youth and assisting Member States in ensuring that Science is neither unreachable nor a privilege but a basis of education for youth and of social development. Opportunities encouraging youth to pursue studies and careers in the field of STI and to use ICTs as a tool for innovation will be provided. Bioethics will be promoted as an indispensable component of science education, especially in institutions of higher learning. The universal curriculum developed by UNESCO for teaching bioethics will be introduced in universities around the world, accompanied by training courses for up-and-coming ethics educators. The multidimensional and cohesive capacity-building programme in bioethics education will include modules developed for

<sup>10</sup> See the document prepared for the Director-General's consultative meeting with UNESCO Member States (21 November 2012) at <http://bit.ly/XozqNf>

<sup>11</sup> In 2007, the World Development Report on the theme: "Development and the next generation", identified five pivotal phases of life (transitions) that are key in youth development: continuing to learn, starting to work, developing a healthy lifestyle, beginning a family and exercising citizenship. <http://bit.ly/RxDE4k>

specific audiences that play key roles in bioethical deliberation, such as young researchers, health care personnel and journalists.

16. As part of the post-2014 Education for Sustainable Development (ESD) programme framework, UNESCO will support the integration of ESD into education plans and curricula, including in non-formal education and life-long learning, with a focus on the key sustainable development challenges of climate change, disaster risk reduction and biodiversity. Youth will be addressed both as beneficiaries and drivers of sustainable development throughout these activities.

17. Support to Member States in integrating peace, human rights and global citizenship education into education systems, particularly through national curriculums, teacher education, teaching materials and learning environments, will be scaled up. Civic education training to educational, civil society and youth development actors will be provided to strengthen youth engagement in democratic transitions.

18. UNESCO will also promote good quality comprehensive HIV, sexuality and health education, through school health programmes, and in informal and non-formal settings. Support will also be provided to Member States to introduce or scale-up good quality comprehensive sexuality education programmes. These efforts respond to consistently expressed demands by young people for sexuality education, enable them to prepare for and lead healthier adult lives and contribute to achieving universal access to HIV prevention, treatment and care.

19. Across all areas above (paras. 13-18), strengthening solidarity between generations will be emphasized, including through teacher training, apprenticeship and other forms of work-based learning. Greater focus will also be given to marginalized groups such as out of school young people, rural young people and poor urban youth to enhance their access to skills development programmes for better work opportunities and lifelong learning.

Outcome for Axis 2 for 2014-2021	Targets for 2014-2021
Improved educational and learning environment for youth to acquire skills and competencies for the transition to adulthood	<ul style="list-style-type: none"> <li>- Supported Member States upscale successful education and learning programmes in the areas addressed by UNESCO (¶¶13-18).</li> <li>- Youth-sensitive content, within the areas addressed by UNESCO, is integrated in national curricula and in pedagogical and youth-focused learning tools.</li> <li>- Improved capacity of teachers and educators is observed on the areas addressed by UNESCO, in the supported Member States.</li> <li>- Associated stakeholders develop informal and non-formal education programmes with and for youth, including specific scopes for disfranchised youth cohorts, within the areas addressed by UNESCO.</li> <li>- Youth-adult partnerships are implemented to support educational objectives within the areas addressed by UNESCO.</li> </ul>

### Axis 3: Civic engagement, democratic participation and social innovation<sup>12</sup>

20. In collaboration with international experts, youth organizations and other youth development actors, UNESCO will develop and advocate on the concept of youth civic engagement, its impact on youth and community development and its correlation with

<sup>12</sup> See the document prepared for the Director-General's consultative meeting with UNESCO Member States (21 November 2012) <http://bit.ly/XozqNf>

democratic consolidation and social innovation. The consolidation of case studies, successful experiences and policy briefs will be used to inform policy and programme development on youth, linking to the work under Axes 1 and 2. In parallel, UNESCO will focus on three specific types of youth engagement:

- (i) *Youth participation in decision-making and democratic consolidation:* complementary to axis 1, UNESCO will advocate for, associate its networks to, and facilitate the development of youth participation processes from the local (school, community, municipality) to the global level (regional and international fora, consultation processes etc.), emphasizing leadership development opportunities for marginalized youth. These efforts will be complemented by initiatives enabling youth to express themselves, understand their rights and responsibilities and play an active role in democratic processes, including through ICTs, youth media or forms of cultural expressions.
- (ii) *Youth leadership, entrepreneurship and innovation for sustainable livelihoods and poverty reduction:* UNESCO will mobilize partners and networks and will provide technical advice and training to support young women and men in leading action for sustainable livelihoods and community development. Support will be provided to three categories of youth: (i) young innovators that have initiated a social project or NGO and who need support in scaling it; (ii) mainstream youth, young creators or innovators that have an idea for a start-up in UNESCO's fields of competence; (iii) highly vulnerable and marginalized youth engaging within their communities. Across these activities, opportunities for cultivating youth creativity will be provided, particularly through ICTs.
- (iii) *Youth engagement to promote mutual understanding, prevent conflict and participate in building and consolidating peace.* UNESCO will develop comprehensive rights-based interventions, engaging youth through artistic, cultural, entrepreneurial and sport activities, as a means to prevent violence affecting them. Youth engagement in conflict prevention, reconciliation and the consolidation of peace, particularly in countries in transition, will be supported through evidence-based training, youth exchanges, dialogue initiatives and action-oriented research, including via non-formal vectors (museums, artistic and sport interventions etc). UNESCO will engage youth in leading dynamic heritage preservation projects and in volunteering in awareness-raising in this field as a vector of dialogue and inclusion. The role of youth in promoting a culture of peace and non-violence will also be prioritized within the 37 C/4 Priority Africa flagship programmes.

Outcome for Axis 3 for 2014-2021	Targets for 2014-2021
Young women and men engage as active citizens towards democratic consolidation, sustainable communities and peace	<ul style="list-style-type: none"> <li>- National and municipal authorities develop policies and programmes to promote inclusive youth civic engagement, as a means to consolidate democracy, develop communities and prevent violence and social conflict.</li> <li>- Improved participation of youth in democratic processes is observed in countries in transition.</li> <li>- Supported youth-led projects contribute to sustainable livelihoods and community development (including initiatives led by vulnerable youth).</li> <li>- Associated youth-led and youth-focused projects contribute to preventing violence and conflict, strengthening mutual understanding and a culture of peace.</li> </ul>

### III. MAKING IT HAPPEN: IMPLEMENTATION MODALITIES

#### III.a Guiding principles, target groups and countries:

21. UNESCO's work will be designed to contribute to national development plans and international development goals and commitments, including the United Nations Secretary-General's 5-year Agenda and the World Programme of Action on Youth. It will apply and promote (i) rights-based approaches; (ii) gender equality and non-discrimination; (iii) a focus on reaching vulnerable and marginalized youth; (iv) youth participation in the development of initiatives affecting them; (v) intergenerational dialogue and youth-adult partnerships; (vi) foresight and anticipation approaches.

22. Across the three axes of work and subject to contextual analysis and assessment of needs and capacity gaps for each activity, specific attention will be placed to benefiting and engaging with, inter alia, young leaders, entrepreneurs and members of community youth organizations, adolescent girls and young women, vulnerable and marginalized youth and youth with disabilities. Priority will be given to African countries, in line with the African Union Decade on Youth Empowerment and Youth Development (2009-2018) and the International Decade for People of African Descent (2013-2023), and building on the UNESCO Strategy on African Youth (2009–2013). Least-developed countries (LDCs) and Small Island Developing States (SIDS) will also benefit from the Youth programme work. In specific cases, a combination of settings (high-, middle- and low-income countries; countries in transition) will be favoured as a means to build critical and comparative mass.

#### III.b Engaging youth in UNESCO's work

23. As shown in Section I (para. 5), UNESCO needs to further improve its methods of engaging youth as true actors and partners in the design, delivery and review of the Youth programme. A key step in this direction is to capitalize on the *UNESCO Youth Forum*. An integral part of the General Conference, the Forum was initiated in 1999 to bridge the gap between UNESCO's work and youth organizations. More than an event, the Forum is a process that enables youth to submit their recommendations to representatives of 195 Member States, while at the same time mobilising these youth in undertaking follow-up action for the implementation of their ideas. As such, the Forum can *engage youth* both (i) at global decision-making level, through its link to the governing bodies; and (ii) at local level, through its follow-up process. To harness this potential, the Youth Forum will be further innovated to allow youth to showcase policies and programmes affecting them and to identify and lead follow-up action projects in their countries and communities. Methods to increase representation of different groups of youth in the Forum, also leveraging digital technologies, and to link it to other youth fora in UNESCO and the United Nations system will be introduced.

24. In parallel, UNESCO will collaborate with *partners that can channel the voice of youth* to UNESCO's activities. Such partners include youth NGOs, student associations, youth clubs and centres, youth networks of sister United Nations agencies. At global level, the cooperation with the Joint Programmatic Commission on Youth of the UNESCO-NGO Liaison Committee will be anchored to the implementation of the Youth programme. Existing youth desks or representation structures in National Commissions for UNESCO will be key in engaging youth in UNESCO's work at country level, including within UNDAF and UNCP exercises. Efforts to enhance or establish such structures will be pursued, by improving related advocacy, sharing successful practices and facilitating peer-to-peer mentoring and youth-adult partnerships. Media and high profile personalities will also be mobilized to engage youth in UNESCO's work.

### **III.c UNESCO-wide Programme planning and delivery**

25. The UNESCO Youth Programme, as presented above, will be delivered through activities implemented in and across all Major Programmes. The **coordination** of this UNESCO-wide Youth Programme will be undertaken by the Youth Programme Team, in the Social and Human Sciences' (SHS) structure, which will be specifically and adequately mandated for this purpose, in parallel to the management of the SHS-related youth programmatic activities. This Team will also ensure global advocacy and UNESCO-wide representation vis-à-vis the United Nations system (including the Interagency Network on Youth Development) and international and regional actors on youth. Designated Youth Focal Points in all programmes will collaborate with the Team to consolidate and share information on their respective programme's work on youth and to support outreach with youth organizations. Opportunities to creatively associate Young Professionals to the work of the UNESCO Youth Programme will be envisaged.

26. To operationalize the Youth Programme in a comprehensive manner, the Youth Programme Team will develop, at the beginning of each programme (C/5) cycle, a budgeted **implementation plan/roadmap**, with contributions by all sectors, bureaux and field offices. The plan will present the activities that all Major Programmes in UNESCO will deliver – in line with their respective C/5 expected results – under each of the three axes of work of the Youth Programme (see para. 9). For each activity, the Plan will indicate responsible and contributing entities(s), timelines, budget allocations and their links to the C/5 expected results of respective Major Programmes. Participation programme requests will be included in the plan and will be evaluated based on their relevance with the three axes of the Youth Programme. The Youth Programme Team will be responsible for regularly updating the plan and monitoring its delivery (see para. 29).

27. The implementation of UNESCO's Youth Programme will leverage existing regular **resources** assigned to youth-specific activities in all programmes and reflected in the implementation plan. The mobilization of extrabudgetary resources and in-kind support will strengthen the implementation, broaden the outreach and deepen the impact of the Youth Programme to a greater number of countries and groups. Such mobilization should be done at all levels: Member-States; Partners; Secretariat (including through greater intersectoral and intrasectoral cooperation). The target should be to raise, in extrabudgetary contributions, between 40% and 60% compared to the Regular Programme resources earmarked for youth activities. To increase human resources' **capacities**, cost-effective methods for youth-specific training will be envisaged, particularly using ICTs. Exchange of practices, knowledge and expertise, and network-sharing, will be enabled through improved communication channels and regular consultations both between Headquarters and field and between field offices in different regions.

28. Rather than developing isolated actions, UNESCO will prioritize rights-based scale economy interventions with critical mass impact that can engage its vast network of partners<sup>13</sup>, *strengthen international and regional cooperation within the areas of its mandate, and foster alliances, intellectual cooperation, knowledge-sharing and operational partnerships*<sup>14</sup>. Existing key **partnerships** will be reinforced and new ones will be pursued, through increased advocacy and a comprehensive communication strategy, leveraging ICTs and media. North-South-South approaches and inter-regional collaboration will be prioritized. Continued *interagency collaboration*, particularly through the Interagency Network on Youth Development and at UNDAF level, will be pursued to avoid duplications and maximize results. Cooperation with *National Commissions* will be strengthened in terms of:

<sup>13</sup> National, local, municipal authorities; youth constituencies; academia (particularly UNESCO Chairs); UNESCO institutes and centres; international and regional intergovernmental organizations; Non-governmental organizations, including UNESCO clubs; high-level advocates; media and the private sector.

<sup>14</sup> UNESCO functions identified 190 EX/Decisions, page 29.



(i) advocating with national governments; (ii) supporting field projects; (iii) developing youth-focused or youth-led initiatives, including through the Participation Programme; (iv) supporting mechanisms for young women and men to participate in UNESCO's work; (v) reaching out to different categories of partners at national and regional level to support UNESCO's work on youth; (vi) developing and sharing experiences and good practices.

29. Monitoring of the UNESCO Youth Programme will be conducted along the same procedures and timelines as those foreseen for the programmatic part of the C/5. The inclusion of qualitative indicators at activity level (e.g. effectiveness in convening and influencing stakeholders; impact of evidence-based research on the quality of youth-specific policy-making and programming; progress relating to the policy and normative environment affecting youth in given countries or contexts), alongside the quantitative ones (e.g. ratio of investment in policies affecting youth as part of national GDP), will be examined. To the extent possible, risk analysis will be conducted for the different activities under the UNESCO-wide Youth Programme at the beginning of the C/5 cycle, informing the monitoring process.

30. The UNESCO Youth Programme will undergo a mid-term review at the end of the 37C/5 cycle and a final **evaluation** at the end of the 37 C/4. Within the C/5 cycles, youth-specific activities will foresee internal or self-evaluation, with feedback by partners and beneficiaries, including young women and men and youth organizations. To the extent possible, major youth activities led by UNESCO in the past and carried forward in the 37 C/4 will be evaluated.