



United Nations  
Educational, Scientific and  
Cultural Organization

37 C/4-C/5 – Compl. 2

# Operational Strategy for Priority Africa

**2014-2021**

Complementary strategic document to the 37 C/4 and 37 C/5

Published in 2014

by the United Nations Educational,  
Scientific and Cultural Organization  
7, place de Fontenoy, 75352 PARIS 07 SP

Composed and printed in the workshops of UNESCO  
Cover photo credit © Mountain High Maps

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“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, a space considered here as being that of all African Member States. 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 the continent, by paying attention to trends and to the germs of change that will influence its 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.

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, the Luanda Action Plan for a Culture of Peace (March 2013) and the role of culture in development (Hangzhou, April 2013). It draws inspiration from the African Union's strategic objectives designed to promote Pan-Africanism and African Renaissance.<sup>2</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.

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**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.*

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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.

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1 The African Union's vision for Africa.

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2 The African Union's theme for 2013 is Pan-Africanism and African Renaissance.

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.

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**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.*
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# Africa's development issues and challenges

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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>3</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?

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3 ECA. Economic Report on Africa 2012.

8. The 2013 assessment of the Millennium Development Goals (MDGs)<sup>4</sup> concerning Africa indicates that considerable progress has been made on the whole by the majority of African countries. Nevertheless, the assessment underlines the fact that a number of challenges persist, including in relation to the goals relating to social inequalities (access to education, health, decent employment, food security, gender parity, women's empowerment, etc.). The various UNESCO reports on education for all also indicate that most African countries have encountered difficulties in reaching the goals of the Dakar Framework for Action on Education for All, for which UNESCO is the lead agency.<sup>5</sup>

9. 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.

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**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>6</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>7</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.*

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4 MDG Report 2013 "Assessing progress in Africa towards the Millennium Development Goals. Food insecurity in Africa: issues, challenges and lessons" ECA, AU, ADB, UNDP joint report.

5 Education for all (EFA) action plan adopted by UNESCO Member States in Dakar, Senegal, 26-28 April 2000.

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6 Pursuant to the African Youth Charter of the African Union.

7 See UNESCO's draft operational strategy on youth (2014-2021) below.

## Sustainable development and economic growth

**10.** 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.

**11.** 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>8</sup> The process involves interaction between various political, economic, social and cultural factors and calls UNESCO to action.

**12.** 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 well as the appreciation of knowledge and endogenous knowledge systems linking culture and development.<sup>9</sup> UNESCO can make a significant contribution to improving the collection and analysis of related statistical data.

**13.** 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.

**14.** 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.

<sup>8</sup> Declaration of the African Union Summit, Accra, 2007.

<sup>9</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.



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**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.*

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## Social transformations

**15.** 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 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.

**16.** 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?

**17.** 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 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.

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**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 peace and 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.*

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## Democratic governance

**18.** 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.

**19.** 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?

**20.** 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.

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**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.*

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# Objectives of the operational strategy

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**21.** 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.

**22.** 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>10</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 culture and development, by promoting freedom of expression and by using ICTs for development, gender equality and peace and citizenship education.

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

**1.** C'est dans cet esprit que l'Organisation orientera ses activités sur deux grands domaines :

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

**24.** 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.

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

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**Box 7:** The strategy's objectives coincide with those of the African Union, namely:<sup>11</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.*

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<sup>10</sup> Consultation of African Member States and National Commissions for UNESCO, Abidjan, 6-8 June 2012.

# Flagship programmes

**26.** Within the framework of the Operational Strategy for Priority Africa the flagship programmes are presented below. According to the Medium-Term Strategy (37 C/4), the UNESCO action in Africa will be focused on two main areas:

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

**27.** 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.

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 monitor, 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

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11 African Union. Draft Strategic Plan for 2014-2017.

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.

**28.** Information is provided on each flagship programme: the objectives, the main actions, expected results, performance indicators and benchmarks,<sup>12</sup> the major programme responsible for coordination and those responsible for implementation of each result and, finally, the partners. The complete document is set out in the Annex. It must be noted that activities to benefit Priority Africa are provided for outside the flagship programmes. .

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<sup>12</sup> These indicators were established on the basis of the \$653M budget scenario.

# Implementing the strategy

**29.** The modalities of implementation are part of the action plan. The flagship 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.

**30.** 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).

**31.** 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.

**32.** 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.

**33.** The following stockholder categories 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.

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#### **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.*
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## Linkages and alignments between UNESCO, the Member States and partners

**34.** These linkages are primarily reflected by the alignment of UNESCO's action with Africa's current and emerging strategic priorities and challenges. Some have been formalized through a number of reference frameworks including the African Union's Strategic Plan for 2014-2017, adopted by the Assembly of Heads of State and Government in May 2013, which incorporates, among its eight priority areas, human capacity-building development focusing on education, science, research, technology and innovation, and peace, stability and good governance. The reference frameworks also include thematic action plans and charters adopted by the African Union as well as sectoral decisions adopted at ministerial meetings.

**35.** The strategic priorities and challenges have been taken into account in the preparation of the flagship programmes. It is now necessary to ensure their achievement throughout the periods covered by the Medium-Term Strategy (37 C/4) and by implementation (37 C/5).

**36.** At the continental and regional levels, the fruitful partnership with the Africa group is an important milestone in this process.

**37.** Cooperation agreements between UNESCO and the African Union Commission as well as the Regional Economic Communities (RECs) and other regional integration organizations embody these linkages, providing platforms through which the policies and priorities are

commonly defined, joint actions are conducted and common advocacy is carried out addressing development challenges for Africa. These cooperation agreements will be revisited and specific application protocols established in order to respond better to the current and emerging challenges and needs in Africa. Targeted action is already being implemented with the African Union Commission for a culture of peace, with the new Partnership for Africa's Development (NEPAD) for technical and vocational training of young people and with the West African Economic and Monetary Union (WAEMU) in the field of higher education. It will be continued and strengthened.

**38.** UNESCO will continue to take advantage of its active participation within the United Nations Regional Coordination Mechanism for Africa, which, in addition to the system as a whole, includes the African Union Commission, the NEPAD agency and the RECs. In that connection, UNESCO will continue to play an important role in meetings of the Regional Coordination Mechanism (RCM) particularly as a leader in the Organization's fields of competence. Collaboration with specialized African institutions with recognized expertise in UNESCO's fields of competence will be systematic. At the individual State level, the network of National Commissions is an asset that should be made better use of.



## Roles, functions and responsibilities of the various Secretariat entities<sup>13</sup>

39. In order to be fully operational, the strategy for Priority Africa requires “a clear distinction of the roles, functions and responsibilities of the various Secretariat entities”. These roles, functions and responsibilities take into consideration the field network reform, the first phase of which is implementation in Africa.

### (i) Africa Department (AFR)

40. It should be mentioned that, in 1996<sup>14</sup> the Africa Department (AFR) was given the mandate to “coordinate the full range of UNESCO’s cooperation with African Member States, African IGOs and NGOs, and with the bilateral partners and multilateral bodies that implement similar programmes for Africa which are related or complementary to UNESCO’s”. It is “responsible for the liaison, coordination and mobilization needed within the Secretariat to ensure that the priority assigned to the African region is reflected in all programmes”. This mandate was confirmed and reinforced in 2011.<sup>15</sup>

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13 The roles, responsibilities and relations of the various entities of the Secretariat and of the various stakeholders at the continental level have been clarified in two notes by the Director-General, namely DG/Note/14/2, dated 3 January 2014, “UNESCO Reformed Field Network in Africa” and DG/Note/14/3, dated 3 January 2014, “Enhanced Delegation of Authority to UNESCO Field Offices and Revised Reporting Lines”.

14 DG/Note/96/20, dated 18 April 1996.

15 DG/Note/11/22, dated 21 June 2011.

41. In view of the rapid changes in the Member States and regions of Africa, the Department will regularly make available to the Secretariat entities at Headquarters and in the field, a **contextual and forward-looking analysis of socio-economic policy developments. African and non-African institutions specialized in the concerns of Africa** in UNESCO’s fields of competence will contribute. The Africa Department will ensure that the **major programmes** use the updated forward-looking analyses and studies, enabling them to attain results and have an impact in the field. AFR will also ensure contributions from Africa to global reports prepared by the Organization. Similarly, the Africa Department and the field offices will work with partners in the field, **UNESCO Chairs and category 2 centres** to further mobilize human and institutional resources.

42. As regards coordination and strengthening of cooperation with Member States, African IGOs and NGOs and bilateral and multilateral partners, the Africa Department will ensure that **all the permanent delegations, particularly those representing African States**, are also regularly consulted and informed of changes and developments in Africa through forward-looking analyses and studies, including the new challenges to be faced.

43. It will work closely with **field offices**, in particular for the collection and analysis of data on Africa, the identification of new needs and rapprochement with specialized institutions, governments and their partners, the private sector and civil society.

**44. Communication campaigns, to promote the visibility of UNESCO's action in Africa,**

aimed at permanent delegations and partners of UNESCO, particularly those that contribute to the financing of programmes in Africa, will be strengthened. These different group will thus be able to contribute substantively, systematically and regularly to reflection on Priority Africa.

**45.** The Africa Department (AFR) is entrusted with the following core tasks:

- (a) institutional and intersectoral coordination of Global Priority Africa and of related reports and major initiatives, in close cooperation with all Secretariat entities in charge of designing, implementing and monitoring Priority Africa;
- (b) focal point for UNESCO's relations with the African Member States, the African Union and Africa's Regional Economic Communities, in close consultation with programme sectors, the UNESCO Liaison Office in Addis Ababa and the field offices concerned; AFR will also ensure that due account is taken of the governments' visions of regional integration in maintaining relations with African Member States;
- (c) in the context of the reform of the UNESCO field network in Africa, support for the five multisectoral regional offices and the category 1 institutes active in the region, bolstered by a mechanism for regular consultation between field offices and Headquarters;
- (d) coordination of future-oriented thinking on Africa, in particular by organizing forward-looking meetings at the end of each biennium to set/confirm priorities, with the participation also of representatives and experts from other regions;
- (e) better integration of UNESCO into regional United Nations mechanisms in Africa, ensuring, in particular, that the multisectoral regional offices cooperate technically and financially in existing mechanisms;
- (f) support to the Directors and Heads of field offices in Africa in their functions as Representative to Member State(s), providing advice and guidance as necessary.

### Bureau of Strategic Planning (BSP)

**46.** As coordinator of the programming process, the Bureau of Strategic Planning (BSP) is responsible for the preparation, in close cooperation with all Secretariat units, of the biennial Budget and the quadrennial Programme of the Organization integrating pertinent regional priorities and drawing on the guidance provided by the governing bodies, the Director-General's directives and the principles of results-based planning, programming and budgeting.

**47.** BSP is also tasked with the RBM and RBB-based monitoring and assessment of the implementation of the approved Programme and Budget (C/5), as well as extrabudgetary projects, and with the preparation of reports on the implementation of the C/5 document and

its work plans to the governing bodies through the preparation of related statutory reports, such as the biennial C/3 document, the six-monthly EX/4 documents and related online documents, providing strategic assessments and results attainment reports.

**48.** BSP ensures that the RBM methodology reflects emerging and evolving needs, such as those flowing from the decentralization policy and exigencies of United Nations reform as well as developing and conducting the necessary training, capacity-building support and backstopping for staff at Headquarters, in field offices, at category 1 institutes and centres and for Member States.

**49.** In the area of extrabudgetary resource mobilization, cooperation with bilateral government donors will continue to make up the bulk of UNESCO's extrabudgetary support for programmatic activities, especially in Africa.

**50.** In the context of the field network reform in Africa, BSP is entrusted, more specifically, with the following tasks:

- (a) in its traditional role as overall coordinator of the work planning process, BSP ensures proper consultation at all levels during that process, especially between the field and headquarters, resolving disagreements as they emerge; this includes proper backstopping to field offices, such as in the formulation of UNESCO Country-Programming Documents (UCPDs) when applicable;
- (b) coordinating, receiving and reviewing periodic reports on programme execution;
- (c) coordinating the assessment of the performance of Directors/Heads of field offices, based on programme delivery performance, but also taking into account other dimensions of their responsibility as Directors/Heads of field offices. This function will be performed in close consultation with the relevant sectors and services and will be detailed in specific guidelines;
- (d) backstopping field offices in their involvement in UNDAFs and other joint programming exercises at the national level;
- (e) coordinating overall resource mobilization efforts, ensuring due diligence of potential private sector partners and clearance of funding agreements.

## Programme sectors

**51.** Priority is given to Africa in each of the major programmes. These are implemented by the sectors concerned, in connection with the institutes and offices in Africa.

**52.** Each programme sector acts on the basis of the overarching objectives and guidelines defined in document 37 C/4, which are included in its own sectoral strategic objectives, and in document 37 C/5 under its main lines of action (MLAs) and with a view to achieving the expected results relating to each of these MLAs.

**53.** Document 37 C/5 provides, as regards Priority Africa, innovation and a new dimension to this function of the programme sectors, which will now be responsible for the implementation, on an intersectoral basis, of six flagship programmes designed to better translate the global priority accorded to Africa in all of the Organization's programmes.

**54.** Programme ADGs are responsible and accountable for global programme coherence and C/5 results attainment and, consequently, for the oversight of all decentralized programmes. They provide guidance and programmatic support, as needed, to field units, including all aspects of programme design, delivery and resources.

### Field network reform in Africa<sup>16</sup>

**55.** The reformed UNESCO Field Network in Africa is comprised of **multisectoral regional offices and national offices** with representational mandate organized in a structure with clear reporting lines, oversight and coordination responsibilities between the offices and Headquarters, and also includes, as appropriate, UNESCO desks within United Nations Country Teams and extrabudgetary projects antennas, as out-posted administrative units of multisectoral regional offices without a representational mandate and reporting to their respective directors.

**56. The Addis Ababa national office** will retain its current function as Liaison Office with the African Union (AU) and its subsidiary organs and with the United Nations Economic Commission for Africa (UNECA). It will continue to facilitate coordination, and to represent UNESCO at AU Headquarters to foster cooperation and collaboration in areas of common interest and to assist in developing strong partnerships based on a deep knowledge of the competencies and strengths of AU institutions and how UNESCO can work more effectively with them. The roles and functions of the UNESCO liaison offices are detailed in DG/Note/11/39 of 07 December 2011.

**57. Multisectoral regional offices** ensure the continuation of the Organization-wide strategic thrusts and expected results in responding to specific regional and national needs. As such, they have full authority in their respective regions with regard to the coordination of programme design, implementation, monitoring, evaluation and reporting, within the overall C/4 and C/5 programme framework and in collaboration with Headquarters and relevant regional and national offices. They must also ensure coherence between UNESCO programme inputs and those of other partners, develop partnerships to further UNESCO's objectives and mobilize additional resources for their attainment.

**58. National offices** are established to enhance UNESCO's support to national development priorities and operate under the technical oversight of the multisectoral regional offices. They are fully responsible and accountable for the development and delivery of UNESCO

<sup>16</sup> DG/Note/14/2, dated 3 January 2014, "UNESCO Reformed Field Network in Africa"

programmes in the country of their respective location as well as the mobilization of extrabudgetary resources in close consultation with their parent multisectoral regional office. Heads of national offices are in charge of reporting, monitoring and evaluation, assisted by their parent multisectoral regional office where necessary, and hold representational functions with regard to the Government.

**59. Desks** are established to secure an alternative presence in countries where UNESCO has no office. They have a coordination role in order to identify opportunities for the Organization and provide inputs to common programming exercises. In that connection, they facilitate governments', United Nations partners' and other stakeholders' access to UNESCO expertise towards the development of new UNESCO projects and programmes and promote the inclusion of UNESCO domains into the work of the UNCT. Desks are without any representational function.

**60.** As needed, project **antennas** are established in countries under the authority and coverage of the multisectoral regional offices as out-posted administrative units. Such project antennas are set up where the Organization's presence is considered essential for the implementation of specific extrabudgetary projects. Antennas are without any representational function.

**61.** The new field network architecture thus establishes a direct accountability and coordination framework between the multisectoral regional offices, the national offices, the desks and the project antennas for

the definition, implementation, monitoring and evaluation of programme/project activities and accountability therefor.

**62.** As stated in the Director General's note DG/Note/14/3, dated 3 January 2014,<sup>17</sup> the independent external evaluation of UNESCO (IEE) called to "strengthen and devolve power to field offices accompanied by suitable accountability and oversight mechanisms".

**63.** Genuine programme decentralization, and consequent decentralization of authority and flexibility in implementation and management, is a prerequisite to empower field offices. Being in the forefront of programme delivery, the field offices need to have sufficient authority to respond to day-to-day challenges and programmatic exigencies that confront them as they perform their tasks.

**64.** To that end, Directors/Heads of field offices will have expanded authority for overall management of their operations, financial resources (both regular budget and extrabudgetary allocations) and staff towards the attainment of the expected results in the approved work plans. All staff in any field office (regional, national or liaison office) will report directly to the Director/Head of the office and no longer directly to Headquarters sectors or services. The Director/Head will thus be empowered to assume first-line responsibility and accountability for the overall performance of the office.

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17 DG/Note/14/3, dated 3 January 2014, "Enhanced Delegation of Authority to UNESCO Field Offices and Revised Reporting Lines".

**65.** Owing to the introduction of the new reporting lines set out in the above-mentioned note, the new structure will be fully established and effective for the purposes of programme execution, improved delivery of services and efficient use of resources.

**66.** Delegated authority includes field-based decisions over budget resources. Directors/ Heads of field offices are therefore granted extended authority with regard to programme management in order to allow greater responsiveness, foster a more efficient use of resources, and ultimately enhance overall programme performance.

**67.** The principle of subsidiarity that precludes Headquarters from implementing action that can be carried out by a field unit shall be fully observed.

# Allocation of financial and human resources

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68. With regard to **human resources**, it will include:

(i) For operational activities

- ▶ Specialists for the five major programmes working from Headquarters on activities to benefit Africa
- ▶ Programme specialists for the offices and institutes in Africa working entirely for this region

(ii) For coordination activities and support for programme implementation

- ▶ Africa Department staff
- ▶ Addis Ababa Liaison Office staff

69. In terms of **financial resources**, it will include:

(i) For operational activities

- ▶ Budgetary resources allocated by the five major programmes to the six flagship programmes

- ▶ Additional budgetary resources to support Global Priority Africa in specific activities beyond the flagship programmes

(ii) For coordination and programme implementation support activities:

- ▶ The budget allocated to the Africa Department
- ▶ The budget allocated to the Addis Ababa Liaison Office

**70. Additional and/or supplementary resources** – financial, material or technical – will be drawn from the mobilization of partners for Global Priority Africa, from the programme sectors, field offices in Africa, BSP and the Africa Department. They will also come from a policy of pooling the resources of the various players, based on comparative advantages in the context of joint activities.

# Partnership and resource mobilization

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**71.** The six flagship programmes identified in the Operational Strategy for Priority Africa<sup>18</sup> (37 C/5 Add 3) being the backbone of UNESCO's resource mobilization strategy for Africa, specific efforts will be made to mobilize extrabudgetary resources.

**72.** UNESCO field offices will play a lead role in this process because (1) they are best placed to assess where UNESCO can add value to national/subregional and regional development strategies and (2) decision-making on funding is increasingly decentralized to donor and partners representatives at country level.

**73.** As specified in the "Sharpened resource mobilization strategy",<sup>19</sup> the key objective is to focus extrabudgetary resources mobilization activities on programme priority areas, which include the six flagship programmes of the operational strategy for Africa. All field units will be accountable for resource mobilization. Project design and resource mobilization will be a collective effort of Headquarters and field units and efforts will be made to improve communication and outreach in favour of the six flagship programmes.

**74.** All categories of potential donors will be taken into account in the mapping exercise including traditional government donors and emerging donors. The latter will include some

African Member States themselves who may fund activities on their own territory and/or wish to participate in South-South cooperation.

**75.** The potential for cooperation with multilateral partners including the European Union and multilateral development banks, in Africa and other regions, and the private sector should also be explored. In addition to considering joint United Nations programming and traditional United Nations arrangements, the opportunity will be examined for mobilizing funds through multi-donor trust funds for humanitarian and transition environments such as the Peacebuilding Fund, the Central Emergency Response Fund as well as funds-in-trust for countries.

**76.** In terms of modalities, the flagship programmes provide a unique conceptual framework for strategic partnerships. UNESCO will also seek support for self-standing programmes and projects, and to mobilise secondments of personnel, as well as other in-kind contributions.

**77.** Synergies will be established with the Africa group to identify and reinforce relations with different public and private partners. Particular attention will be paid to mobilizing to the mobilization of domestic resources and to innovative mechanisms, such as the self-financing of programmes or the financing of programmes that promote regional integration.

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<sup>18</sup> Document 37 C/5 Add 3.

<sup>19</sup> Document 37 C/INF.28.



**78.** UNESCO will act under the United Nations Regional Coordination Mechanism that ensures greater coherence of the activities carried out, their complementarity and the pooling of available resources. For each thematic group or sub-group, UNESCO ensures the coordination of education, youth, science and technology, sport and culture. Under this cooperation mechanism, UNESCO will emphasize the need to give priority to the flagship programmes so that they benefit from the support of technical and financial partners and extrabudgetary funds.

**79.** 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. There is also a plan to develop a partnership between UNESCO, the Economic Commission for Africa (ECA) and the African Development Bank (ADB) around two main areas: peace-building by fostering inclusive, peaceful and resilient societies and capacity-building for sustainable development and poverty eradication. Thus, under the culture of peace programme, UNESCO is considering, with the African Union, ECA and ADB, the joint mechanisms for monitoring the implementation of the Luanda Action Plan. This form of tripartite partnership may be replicated for other themes of regional and subregional scope that fall within the operational strategy.

**80.** 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

regional institutions, the African Development Bank (ADB) and other regional banks. Projects developed by the regional offices in the framework of this strategy will be subject to extrabudgetary funding according to their priority areas.

**81.** In order to favour its ownership by the relevant stakeholders, particularly by the African stakeholders, 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 bilateral and multilateral partners in the world and from the diaspora in particular. In this regard, UNESCO will draw the attention of various cooperation forums such as the Tokyo International Conference on African Development (TICAD), the Forum on China-Africa Cooperation (FOCAC), the Euro-Africa Cooperation Forum (European Union), the Africa-South America Summit, Afro-Arab Cooperation and the Asian-African Subregional Organizations Conference (AASROC) to the projects developed within the strategy with a view to their potential participation and funding. In light of the common poles of interest, particular attention will be given to reinforcing partnerships with regional bodies such as ISESCO, the International Organisation of La Francophonie (IOF), the Commonwealth and the Community of Portuguese-Speaking Countries (CPLP). Cooperation agreements will also be established with specialized institutions in UNESCO's fields of competences to share expertise on the implementation of joint projects and to exchange information.

**82.** The success of this operational strategy lies in the quality and the expansion of the partnership with multiple civil society stakeholders. Based upon ongoing experiences within the culture of peace programme and particularly the African Union's "Make Peace Happen" campaign, thematic networks will be set up to implement the programme, with the participation of NGOs, research institutes and foundations. The strengthened cooperation with youth and women's organizations will help ensure that the emphasis is laid on mainstreaming women's empowerment and youth participation.

**83.** Considering the dynamism of the private sector in Africa and based on proven experience, such as in Angola, other initiatives will be taken to encourage patronage, event sponsoring and the funding of specific activities which will be formalized by cooperation agreements.

**84.** A tentative list of partners is set out in Annex I for each of the expected results of the six flagship programmes.

## Dedicated monitoring and evaluation mechanism

**85.** By its aforementioned decision (191 EX/Decision 15 Part C, paragraph 1(f)), the Executive Board requested that the mechanism for monitoring and evaluating the operational strategy for Priority Africa be clarified.

**86.** Recognizing in this regard that:

- ▶ Priority Africa is a "global priority" in the sense that it targets and affects all Organization's programmes,
- ▶ its implementation involves internal and external stakeholders with diverse qualities, fields, levels and modalities of intervention and interests,
- ▶ the strategy, which serves as an operational framework for the implementation of the global priority, will be implemented over a period of eight years and subject to

increasingly important and rapid socio-cultural, scientific, economic evolutions and transformations.

**87.** The consistency, relevance and effectiveness of interactions between the different protagonists and the results thereof must be ensured through an appropriate monitoring and evaluation mechanism which should include an internal operational component and an external strategic component:

- (i) **The internal operational component:** includes representatives of operational stakeholders such as the programme sectors, category 1 institutes and field offices in Africa, as well as representatives of stakeholders supporting programme implementation, such as the Africa Department and the

Bureau of Strategic Planning (BSP). The role of this internal component will be to ensure that the activities to benefit Africa under the C/5 document are undertaken and evolve in accordance with: (i) the overarching and strategic objectives in the C/4 document, (ii) the principle of results-based management, (iii) performance indicators and benchmarks provided for in the C/5 document, (iv) the required intersectoral coherence, (v) the desired alignment with the agreed priorities, and (vi) the principle of sharing and complementarity based on comparative advantages.

This component will give particular attention to the implementation of the flagship programmes. It will meet, physically and/or virtually on a regular basis and will report to the Director-General every six months with a view to her report to the Executive Board on the execution of the programme adopted by the General Conference (EX/4).

- (ii) **The external advisory component:** is an extension of the internal component to a limited and targeted number of external partners particularly concerned by/involved in the implementation of development agendas for Africa, such as the African Union Commission, the Economic Commission for Africa (ECA), the economic and/or monetary communities/unions and bilateral and multilateral partners as well as the private sector and leading civil society organizations in one of UNESCO's fields of competences.

**88.** These external insights will enable the Organization to: (i) benefit from well-informed advisory opinions on the relevance of the implementation of its programmes, (ii) share "success stories" on this basis and (iii) exchange forward-looking views and analyses on the prospects for evolution in terms of issues and challenges, and on anticipation possibilities. This component will meet, physically and/or virtually, once a year.

**89.** Finally, this monitoring and guidance mechanism should be complemented by a mid-term evaluation and a final evaluation by the Internal Oversight Service (IOS) according to its own work plans.

# Annex

## Priority Africa Action Plan for the implementation of flagship programmes

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As stated in paragraph 27 of this document, the operational strategy for Priority Africa includes, in particular, **a clear, implementable action plan** for the implementation of flagship programmes during the 2014-2017 period. This annex provides details for each flagship programme regarding the objectives, main actions, expected results, performance indicators and benchmarks (based on the US \$653 million budget), the major programme responsible for coordination and those responsible for implementation, expected results, performance indicators and benchmarks and particulars on the partners.

Six flagship programmes, having youth and gender as the two cross-cutting priorities, will be coordinated by a Major Programme (MP):

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).**

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

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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 traditional endogenous practices of the culture of peace, specifically involving women and young people on a daily basis

### Main actions:

- ▶ Strengthen peace and non-violence through education and media including ICTs and social networks
- ▶ Develop the use of heritage and contemporary creativity as tools for building peace through dialogue
- ▶ Promote scientific and cultural cooperation for the management of natural transboundary resources
- ▶ Empower and engage young people, 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 (with 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 and peace-building produced</i>

### Examples of partnerships: financial and/or material and/or technical

African Union Commission (AUC); Regional Economic Communities (RECs); CoDA; International Organisation of La Francophonie (IOF); International Institute for Democracy and Electoral Assistance (IDEA); African Future Institute; ISS; UNESCO Chairs and category 2 institutes and centres; UNESCO International Institute for Capacity-Building in Africa (IICBA), UNESCO International Bureau of Education (IBE), African Academy of Languages (ACALAN), Task Force on Teachers.

**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 and knowledge of Africa and its Diaspora to modern societies improved through heritage and contemporary creativity as transformative tools to enhance dialogue and peace (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 three pedagogical contents and their accompanying tools produced and integrated in education systems contributing to a better knowledge and understanding about Africa and the African diaspora. Integration of the pedagogical tools on GHA in at least ten 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 stereotypes, racism and discrimination	<i>At least three information, sensitization and education tools on Africa and its diaspora developed and disseminated to contribute to better knowledge and better understanding of 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 five events organized on the occasion of the International Days, in particular 25 March and 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>

### **Examples of partnerships: financial and/or material and/or technical**

African professional associations (such as ACALAN, *Centre d'Etudes Linguistiques et Historiques par Tradition Orale* (CELTHO) and Association of African Historians (AAH); African academic institutions and research centres (such as the African Institute for Economic Development and Planning (IDEP); Council for the Development of Social Science Research in Africa (CODESRIA); African peace networks; and diaspora networks.

**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 (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 ten 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>

**Examples of partnerships: financial and/or material and/or technical**

States Parties to the 2003 Convention; African World Heritage Fund (AWHF); School of African Heritage (EPA); Centre for Heritage Development in Africa (CHDA); Fundamental Institute of Black Africa (IFAN); International Centre for Research and Documentation on African Traditions and Languages (CERDOTOLA); UNESCO Chairs and category 2 centres.

**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 climate change (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 for biosphere reserves, world heritage sites and global geoparks networks</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 with indigenous knowledge-holders and scientists and the lessons learned compiled</i>
Number of community-based observing systems established	<i>At least two community-based observing systems piloted</i>



### Examples of partnerships: financial and/or material and/or technical

African Union/New Partnership for Africa's Development (AU/NEPAD); Association of African Universities (AAU); International Council for Science (ICSU); United Nations agencies; universities; high schools in earth science; MAB National Committees; RECs; African Academy of Sciences (AAS); African Network of Science and Technology Institutions (ANSTI); ANESI; World Network of Biosphere Reserves/ African network of UNESCO MAB Programme; African Ministers' Council on Water (AMCOW); river basin organizations; and research centres.

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

Performance Indicators	Benchmarks
Number of community radios supported by UNESCO mobilized to serve as privileged spaces promoting intercultural and intergenerational dialogue, based on the GHA and the contribution of its diaspora	<ul style="list-style-type: none"> <li>– <i>Intercultural dialogue, social cohesion and the rapprochement of cultures is better promoted through community radios that contribute to building peace and social cohesion</i></li> <li>– <i>At least five community radios and three 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></li> </ul>
Number of social networks and mobile telephone partners taking youth awareness-raising action	<i>More than 25 networks and partners taking such action</i>

### Examples of partnerships: financial and/or material and/or technical

Professional media associations; regional press freedom networks such as the Media Institute of Southern Africa (MISA), East African Journalism Institute (EAJI) and West African Journalists Association (WAJA); unions; youth, girls and women's associations; policy and security forces; parliamentarians; policy-makers; national and regional financial partners; civil society organizations and traditional leaders.

**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 (MP III)

<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	<ul style="list-style-type: none"> <li>– At least three countries in Africa have begun to formulate and/or revise youth policies, with young men and women taking part</li> <li>– Representative youth-led national bodies formed in at least three African countries enabling youth participation in the formulation of official youth policies</li> </ul>
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 ten 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

### **Examples of partnerships: financial and/or material and/or technical**

United Nations Economic Commission for Africa (ECA); Africa UNITE (UNESCO’s New Information and Communication Technologies and Education Programme) campaign; UN-Women; universities; Forum for African Women Educationalists (FAWE); and Femmes Africa Solidarité (FAS).

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

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**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 strategies and plans in education policies, with particular attention to teachers at all levels including teaching and learning environments (MP I)

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

### **Examples of partnerships: financial and/or material and/or technical**

Association for the Development of Education in Africa (ADEA); African Development Bank (ADB), Islamic Development Bank (IDB); World Bank; Education International; RECs; African Union; Global Partnership for Education (GPE); AAU; AGHRYMET Regional Centre; Economic and Statistical Observatory for sub-Saharan Africa (AFRISTAT); Pan-African Institute of Education for Development (PIED); and Africa Capacity Building Foundation (ACBF).

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

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

### Examples of partnerships: financial and/or material and/or technical

International Labour Organization (ILO); United Nations Children's Fund (UNICEF); African Development Bank (ADB); World Bank; GPE; African Union; ADEA; European Union; African Union; RECs; bilateral development partners; Southern and Eastern Africa Consortium for Monitoring Education Quality; Programme for Analyzing Education Systems of CONFEMEN's Countries Members, International Centre for Girls' and Women's Education in Africa; ACALAN; Pan-African University (PAU); Educational Research Network for West and Central Africa; African Network for Teacher Training Institutions for Sustainability (AFRITEIS), United Republic of Tanzania; Institute of Education, Africa Virtual University; Education International; Commonwealth Secretariat; International Organisation of La Francophonie.

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### Expected result 3: Teacher recruitment, preparation and professional development programmes fully aligned to quality education and curriculum reforms (MP I)

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

### Examples of partnerships: financial and/or material and/or technical

IICBA; International Task Force on Teachers; African Consult for Distance Education; International Organisation of La Francophonie; Education International; IBE; UNESCO Institute for Lifelong Learning (UIL); ACALAN; and Korean International Cooperation Agency.

**Expected result 4: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa (MP I)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries supported by UNESCO where education policies have been reviewed to integrate a lifelong learning perspective	<i>12-15 Member States in Africa</i>
Number of countries supported by UNESCO where sector-wide plans have been revised Number of countries supported by UNESCO where relevant sector-wide M&E system has been established or reinforced, and is operational	<i>Four Member States in Africa</i>
Number of crisis-affected countries benefiting from emergency or reconstruction support	<i>15 Member States in Africa</i>

**Examples of partnerships: financial and/or material and/or technical**

UIL; Korean National Institute for Lifelong Education; *Instituto Nacional para la Educacion de los Adultos* (INEA), Mexico; GPE; Africa Capacity Building Foundation; *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ); World Bank; African Development Bank.

**Expected result 5: National capacities strengthened to scale up inclusive and gender-responsive quality literacy programmes (MP I)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries supported by UNESCO that have implemented gender-responsive scaling-up action plans	<i>15 Member States in Africa</i>
Number of countries supported by UNESCO which have designed programmes on quality literacy to out-of-school children	<i>5-8 Member States in Africa</i>

**Examples of partnerships: financial and/or material and/or technical**

Commonwealth of Learning; UIL; Instituto Nacional para la Educacion de los Adultos, Mexico; Korean National Institute for Lifelong Education; India National Literacy Mission Authority; UNESCO Bangkok; GPE; African Union; RECs; European Union; Swiss Agency for Development and Cooperation; Islamic Educational, Scientific and Cultural Organization (ISESCO); UNICEF; International Fund for Agricultural Development (IFAD); World Bank; UNESCO Institute for Statistics (UIS); and ILO.

**Expected result 6: Capacities of Member States strengthened to design and implement policies aiming at transforming TVET in Africa (MP I)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries whose systems have transformed towards supporting youth transitions and building skills for work and life	<i>10 Member States in Africa</i>
Number of UNEVOC Centres participating in programmes and contributing to the production of knowledge products	<i>15 UNEVOC Centres in Africa</i>

**Examples of partnerships: financial and/or material and/or technical**

RECs; IFAD; ILO; United Nations Development Programme (UNDP); United Nations Industrial Development Organization (UNIDO); ADEA; International Network "Formation Agricole et Rurale"; GIZ; Austrian Development Agency; International Institute for Water and Environmental Engineering (2ie); LuxDev (Luxembourg Developpement); Islamic Development Bank; and International Organisation of La Francophonie.

**Expected result 7: Member States develop evidence-based higher education policies to address the challenges of equity, quality, inclusion, expansion, mobility and accountability (MP I)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries adhering to UNESCO's normative higher education instruments and supported in the implementation of these instruments	<ul style="list-style-type: none"> <li>– <i>Eight new Member States in Africa adhering to the instruments</i></li> <li>– <i>Three Member States in Africa supported in the implementation of these legal instruments</i></li> </ul>
Regional conferences organized with UNESCO's support on key policy issues in higher education, including on technology driven teaching and learning models	<i>One regional conference organized in Africa</i>
Number of countries benefiting from technical support in higher education reform	<i>Four to six Member States in Africa supported</i>

**Examples of partnerships: financial and/or material and/or technical**

African and Malagasy Council on Higher Education; International Institute for Water and Environmental Engineering (2iE); African Development Bank; World Bank; Pan-African Universities; Africa Virtual Universities; Association of African Universities; and African Capacity-Building Foundation (ACBF)..

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

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The need to develop and implement STI policies and strategies at the national and regional levels, to develop capacity for STI governance, as well as to promote dialogue on policies and social engagement in STI, have figured in all recent African declarations on STI (e.g. Nairobi 2012, AMCOSTV Brazzaville 2012, etc.). This flagship programme aims to address challenges such as the lack of policy instruments and appropriate strategies, tools and indicators for good governance, and the lack of 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.

40 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 of the Medium-Term Strategy for 2014-2021 (37 C/4), which aim at supporting Member States and regions in strengthening peace and sustainable development through the strengthening of STI and of their interface with policy and society.



**Objectives:**

- ▶ Strengthen the policy framework for knowledge production and STI systems
- ▶ Increase institutional capacity to produce and disseminate knowledge
- ▶ Strengthen the capacities of African societies to monitor, make use of, and critically assess knowledge and STI for development
- ▶ Encourage the participation of youth and especially women in ICTs as regards their use and application in the context of socio-economic development and STI activities and research and development; and strengthen commercialization of the results of research and links between academia and industry

**Main actions:**

- ▶ Assess, review, develop and harmonize knowledge production policies, including STI policies both at national and regional levels
- ▶ Support and mobilize existing African think-tanks both at regional and subregional level, for decision-making and STI development
- ▶ Strengthen African higher education and research institutions, research, and research, development and innovation (RDI) capacity
- ▶ Promote the twinning of institutions and exchanges of STI experts through 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:

**Expected result 1:** Establishment of national innovation systems undertaken and linked to STI policies and related governance and monitoring structures (MP II)

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

### Examples of partnerships: financial and/or material and/or technical

African Observatory of Science, Technology and Innovation (AOSTI); African Science, Technology and Innovation Indicators Initiative (ASTII); African Technology Policy Studies Network (ATPS); African Academy of Sciences (AAS); ministries of science and technology; United Nations Economic Commission for Africa (UNECA), UNIDO; United Nations University-Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT), and RECs).

**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 (MP II)

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

### Examples of partnerships: financial and/or material and/or technical

African Union; African networks and higher education institutions; UNECA; RECs; UNESCO Chairs and University Twinning and Networking Programme (UNITWIN); and category 2 centres.

**Expected result 3:** Institutional and human capacities strengthened to build skills in technological forecasting, evaluation, negotiation, acquisition, transfer, distribution, internalization and basic knowledge in the management of STI systems (MP II)

<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	<ul style="list-style-type: none"><li>– Ten African universities assisted with STI-related curricula development and research programmes</li><li>– Three universities in Africa revising their engineering and ICT activities</li></ul>
Number of supported Member States which have improved the use and management of renewable energy sources	<i>At least 15 countries</i>

### Examples of partnerships: financial and/or material and/or technical

Institute of Electrical and Electronics Engineers (IEEE); New Economic Partnership for Africa's Development (NEPAD); World Federation of Engineering Organizations (WFEO); Estuarine Coastal Sciences Association (ECSA); American Society of Civil Engineers (ASCE); American Society of Mechanical Engineers (ASME); International Geographical Union (IGU); Intel Corporate Affairs Group (INTEL); Engineers Without Borders (EWB); national engineering societies; African Network of Scientific and Technological Institutions (ANSTI); Conference of Vice Chancellors and Deans of Science; Engineering and Technology (COVIDSET); and European Organization for Nuclear Research (CERN).

**Expected result 4: South-South and North-South cooperation in STI policy and capacity-building among African and other developed and developing countries enhanced (MP II)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of supported African research institutions and African experts involved in collaboration with other developing countries (ICTP, TWAS, etc.)	<i>At least 20% of STI institutions in Africa having strong South-South and North-South collaborative programmes</i>
Number of new joint research projects between Africa and partners from developed countries	<i>At least six new joint research projects established</i>
Number of high-level collaborative training activities in biotechnology for development developed with the category 2 centre in Nigeria	<i>At least six training activities developed</i>

**Examples of partnerships: financial and/or material and/or technical**

AU; African research institutions and other research institutions in the South and the North; professional associations and academies of science; international and regional associations of science centres/museums; UNESCO Chairs/UNITWIN networks; category 2 centres; and UNU-MERIT.

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

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

**Examples of partnerships: financial and/or material and/or technical**

Mathematics and physics category 2 centres; International Centre for Pure and Applied Mathematics (ICPAM); UNESCO Chairs in mathematics and physics of Benin, Tunisia and Morocco; African

Mathematical Union (AMU); African Physical Society (AfPS); IBSP-ICTP Network; and African Academy of Sciences.

**Expected result 6: Culture of innovation and science and technology promoted by mobilizing knowledge resources (MP II)**

<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	<i>At least four countries</i>
Number of supported initiatives which have established linkages between academic institutions and industries to foster research, development and innovation (RDI) capacities for competitive performance	<i>At least 10 initiatives</i>

**Examples of partnerships: financial and/or material and/or technical**

WTA, ISTIC, UNIDO, UNECA, INSME

**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 ICT skills, and Open Solutions (MP V)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
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>– <i>At least five Member States adopting national OER policies</i></li> <li>– <i>At least five national-level institutions introducing OA policies</i></li> <li>– <i>At least five national policies adopted on Open Data, Open Cloud, and Open Source</i></li> </ul>

Performance Indicators	Benchmarks
<p>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</p>	<ul style="list-style-type: none"> <li>– At least two Member States adopting information and ICT accessibility policies</li> <li>– At least 10 Member 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 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>
<p>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</p>	<ul style="list-style-type: none"> <li>– At least 50% of the 20 universities and teacher education institutions trained to 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 five national education institutions</li> <li>– Indicators for Competency Assessment of teachers tested in two pilot Member States</li> <li>– 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 adopting a programme on information sharing through mobile applications targeting adolescents, with a strong focus on girls</li> </ul>

### Examples of partnerships: financial and/or material and/or technical

Commonwealth of Learning (COL); Agency of Francophonie Universities (AUF); OER Africa; African Virtual University (AVU) universities (Stellenbosch, Kenya, Nigeria); Academy of Sciences for the Developing World (TWAS); Open Cloud Initiative; Open Source Initiative; Free Software Foundation for Africa; Open Government Partnership (OGP); Microsoft; Global Initiative for Inclusive Information and Communication Technologies (G3ICTs); United Nations Department of Economic and Social Affairs (UN DESA); African telecommunication providers; universities; and ICT centres of excellence.

**Expected result 8:** Increased participation and active contribution of young Africans in the resolution of issues of local sustainable development and livelihood, through the development of dynamic mobile applications (MP V)

<i>Performance Indicators</i>	<i>Benchmarks</i>
African girls and boys received relevant, high quality and motivating training at the local level, providing mentoring for the development of mobile phone applications.	<ul style="list-style-type: none"><li>– At least 1,000 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile phone applications for sustainable development</li><li>– At least 200 mobile phone applications developed and downloaded from the UNESCO Open Training Platform Site, from local and international application markets and from the Open Cloud (such as Software as a Service – SaaS)</li><li>– First compilation of African and global competitions for mobile applications in order to provide incentives and means for learners to submit applications</li><li>– The top 10 applications highlighted at international events such as NetExplo</li><li>– Partnerships developed with mobile device manufacturers and software developers, network providers and schools.</li></ul>

### Examples of partnerships: financial and/or material and/or technical

Mozilla Foundation, Yahoo, Ghana-India Kofi Annan Centre of Excellence in ICT

**Expected result 9: Preservation of documentary heritage for enhanced access to knowledge through Memory of the World (MP V)**

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

**Examples of partnerships: financial and/or material and/or technical**

International Federation of Library Associations, Eastern and Southern Africa Regional Branch of the International Council on Archives (ESARBICA), African Union, School of African Heritage (EPA), Library of Congress, African national libraries and archives.



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

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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 information and 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 human and 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 and better use 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 in document 37 C/4 which aims to strengthen international science cooperation for sustainable development.

### Objectives:

- ▶ Strengthen Africa's scientific institutions and networks for the sustainable use and management of natural resources
- ▶ Increase resilience to disasters and to enhance preparedness through the development of early warning systems
- ▶ Improve Member States' governance in environmental management for better access and benefit-sharing of natural resources
- ▶ 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:

**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 (MP II)**

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of countries contributing to the examination of the proposal relating to the Global Ocean Science Report	<i>At least four countries</i>
Percentage of marine scientists of total scientific professionals in a country	<i>5% increase (baseline: existing national data)</i>
Number of scientists using expertise acquired through Ocean Teacher in their work	<i>At least 25% of the experts trained through Ocean Teacher will report that they use the expertise acquired in their daily work</i>

### Examples of partnerships: financial and/or material and/or technical

AU/NEPAD; AAU; ICSU; and United Nations agencies.

**Expected result 2: Capacity in Africa improved to manage the Earth's resources, including the ocean, water, biodiversity and mineral resources (MP II)**

<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 subregional programmes	<i>At least 10 countries and four regional entities</i>
Number of Chairs/Centres/Institutes or Centres of Excellence under the auspices of UNESCO created by universities and research institutes in Africa	<i>At least four new Chairs/Centres/Institutes created, including one relating to ecosystem management and one relating to ocean sciences</i>
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	<i>At least 10 more African earth science institutions set up [baseline: about 120].</i>

**Examples of partnerships: financial and/or material and/or technical**

AU/NEPAD; AAU; ICSU; United Nations, United Nations agencies; universities; high schools in earth science; MAB national committees; and RECs.

**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 (MP II and MP IV)**

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

**Examples of partnerships: financial and/or material and/or technical**

AAS; AAU; ANSTI; ANESI; WNBR/AfriMAB; AMCOW; RECs; river basin organizations; research centres; WCS; WWF; International Union for Conservation of Nature (IUCN); UNDP-COMPACT; Tany Meva; FABPM; FTNS; and (ICCN).

**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 (MP II)

<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, disaster risk reduction (DRR), and related challenges	<i>At least 10 countries especially in arid and semi-arid drought-prone African Members States</i>
Number of countries involved in the Africa Water Capacity-building Programme	<i>At least 15 countries involved</i>

**Examples of partnerships: financial and/or material and/or technical**

Higher learning and research institutions; AGRHYMET Regional Training Centre for Agrometeorology and Operational Hydrology and their Applications; IGAD Climate Prediction; and Application Centre (ICPAC).

**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 (MP II)

<i>Performance Indicators</i>	<i>Benchmarks</i>
Harmonized and standardized monitoring and warning systems for coastal hazards cover African coasts	<i>Two regions covered by tsunami early warning system: North-Eastern Atlantic Ocean and Indian Ocean</i>
Number of supported countries with enhanced resilience and increased capacity in disaster risk reduction through knowledge generation and dissemination, training, tools and advocacy	<i>At least 10 African Member States</i>
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	<i>At least 10 countries with schools and teachers producing and preparing a new generation of DRR-skilled students</i>

**Examples of partnerships: financial and/or material and/or technical**

Ministries of education

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

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

**Examples of partnerships: financial and/or material and/or technical**

World Meteorological Organization (WMO); Indigenous Peoples of Africa Coordinating Committee (IPACC); national meteorological services; and indigenous communities.

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

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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.

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The International Decade for People of African Descent (2013-2022) is an important opportunity to strengthen efforts to combat prejudice, racism 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:

- ▶ Mainstream culture (heritage in all its forms and contemporary creativity) into public development policies
- ▶ Raise young people's awareness of the values of the heritage and mobilize them to protect and safeguard it

### Main actions:

- ▶ Strengthen institutional and human capacity-building and cultural-policy frameworks
- ▶ Develop and disseminate teaching tools and curricula.

## Expected results:

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

<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	<i>At least 30</i>
Number of policies, strategies and laws on the cultural and creative industries and/or the heritage formulated or amended	<i>At least 15</i>

### Examples of partnerships: financial and/or material and/or technical

States Parties to the 1954 Convention and its two protocols and to the conventions of 1970, 1972, 2001, 2003 and 2005; AUC; IUCN; International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM); International Council on Monuments and Sites (ICOMOS); ICOM; International Council of African Museums (AFRICOM); IOF; AWHF; EPA; CHDA; RECs; IFAN; CERDOTOLA; UNESCO Chairs and category 2 centres.

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**Expected result 2:** Enhancement, protection and safeguarding of the heritage improved (MP IV)

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

### Examples of partnerships: financial and/or material and/or technical

States Parties to the 1954 Convention and its two protocols and to the conventions of 1970, 1972, 2001, 2003 and 2005; AUC; IUCN; ICCROM; ICOMOS; ICOM; IOF; AWHF; EPA; CHDA; RECs; UNESCO Chairs and category 2 centres.

**Expected result 3:** The general public, in particular 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 (MP IV)

<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	<i>Three contents, three teachers' guides and accompanying materials for primary and secondary schools developed</i>
Number of curricula revised in order to enhance the heritage	<i>10 curricula revised</i>
Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people	<i>At least 10</i>

**Examples of partnerships: financial and/or material and/or technical**

Association for the Development of Education in Africa (ADEA); Association of African Historians (AHA); Association of African Universities (AAU); African Academy of Languages (ACALAN); and the Pan-African University (PAU).



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

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Within the framework of the Operational Strategy for Priority Africa, pursuant to 191 EX/Decision 45 on the Priority Africa Action Plan for the implementation of the flagship programme, this specific flagship programme 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 also follows from 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. Furthermore, UNESCO will work for citizen empowerment in the region, giving 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 technologies within African cities and rural areas fuelled by the improved economic outlook for the continent and its youthful population demographic. Improved access to the Internet will broaden the possibilities for obtaining, preserving, creating and sharing 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 MPV 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 open up to the new opportunities and cope with the new challenges.

**Objectives:**

- ▶ Improve the enabling environment for press freedom
- ▶ Strengthen the safety of journalists in Africa
- ▶ Strengthen capacities of media institutions and professionals in Africa
- ▶ Promote and strengthen community media as enablers of the free flow of information for development

**Main actions:**

- ▶ Create policy and regulatory conditions conducive to press freedom
- ▶ Enhance national, regional and international advocacy for the protection of journalists against impunity
- ▶ Train a critical mass of media professionals in key fields of Africa's development
- ▶ Empower community radio initiatives in Africa through a supportive policy and regulatory environment
- ▶ Promote 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 (MP V)

<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>– <i>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.</i></li> <li>– <i>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.</i></li> <li>– <i>Criminal libel and sedition laws repealed in 10 African countries</i></li> <li>– <i>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.</i></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>– <i>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.</i></li> <li>– <i>At least 250 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least six countries in Africa.</i></li> <li>– <i>Contribution to the Universal Periodical Review process of the United Nations Human Rights Council via submission of relevant information about at least six countries.</i></li> </ul>

## Examples of partnerships: financial and/or material and/or technical

Professional media associations; regional press freedom networks such as the Media Institute for Southern Africa (MISA), East African Journalism Institute (EAJI) and West African Journalism Institute



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37 C/4-C/5 – Compl. 2

# Operational Strategy for Priority Africa



2014-2021

Complementary strategic document to the 37 C/4 and 37 C/5

(WAJA); unions; youth, girls' and women's associations; policy and security forces; parliamentarians; policy-makers; self-regulation bodies; national and regional financial partners; civil society organizations; and the African Union.

**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 (MP V)

<i>Performance Indicators</i>	<i>Benchmarks</i>
Number of journalists, journalism educators and their institutions is increased and their capacities enhanced	<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>
Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation	<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>

**Examples of partnerships: financial and/or material and/or technical**

UNECA; AUC; regional economic integration commissions; journalism schools; African Federation of Science Journalists (AFSJ); Media Foundation for West Africa (MFWA); and Media Institute of Southern Africa (MISA).



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