



United Nations
Educational, Scientific and
Cultural Organization

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des Nations Unies
pour l'éducation,
la science et la culture

Organización
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para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
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联合国教育、
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Ideals
and
Values

Embrace
UNESCO's

Partnering with UNESCO

Partnering with UNESCO is a commitment to the highest standards of equity, fairness, accountability and excellence. UNESCO relies on a broad set of partners to pursue its mission and implement its programmes.

With UNESCO

Member States focus their international development aid on:

- strategic issues like quality Education for All, water security, heritage preservation, freedom of expression;
- priority countries or regions like Africa, Least Developed Countries, Small Island Developing States;
- target groups like women, youth and teachers.

Middle-Income Countries enhance their own capacity by using the strength and credibility of an impartial international organization to reinforce national strategies and promote South-South cooperation.

Multilateral Organizations and Development Banks engage in effective multilateralism through:

- a respected and reliable partner with worldwide presence;
- a builder of bridges between local aspirations and global governance founded on universal values;
- a dynamic network including governments, academics and civil society.

Private Sector companies associate their name with:

- an internationally renowned global brand;
- a catalyst able to build synergies and trigger change;
- a pioneer shaping the global landscape.

Civil Society Organizations, media corporations, Goodwill Ambassadors, artists and citizens bring their talent and know-how to building peace in the minds of women and men across the world.



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Monitoring Global Education Development



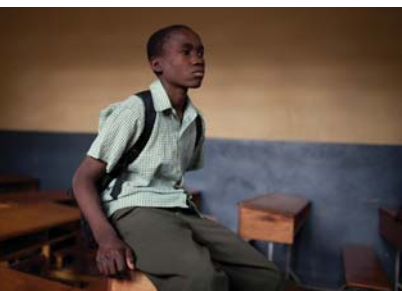


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Monitoring

and assessing progress towards the EFA goals set in 2000 is essential to shaping the post-2015 global education agenda.

The **Education for All Global Monitoring Report** (EFA GMR) is an authoritative, analytical, annual report monitoring progress towards the six EFA goals, and education-related Millennium Development Goals. Drawing on the latest available data and evidence, it assesses the extent to which countries and the international community are meeting their respective commitments, and proposes policies and strategies to accelerate progress.



Rebuilding schools after the 2010 earthquake, Haiti, © UNESCO/E. Abramson.

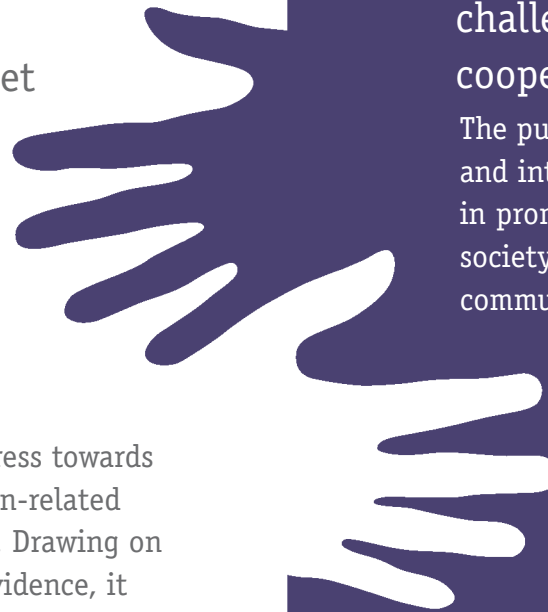
The Education for All Global Monitoring Report

tracks progress, identifies effective policy reforms and best practice in all areas relating to EFA, draws attention to emerging challenges and seeks to promote international cooperation in favour of education.

The publication is targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers, civil society groups, NGOs, researchers and the international community.

Looking ahead, the Joint Proposal of the EFA Steering Committee on education post-2015 recognizes that regular and independent monitoring to track progress at global level is fundamental and that mechanisms such as the EFA Global Monitoring Report should be maintained.

Beyond its monitoring role, UNESCO is also recognized in its function as a global observatory and think tank to re-vision education in the context of social transformation. One of the finest products of UNESCO that reflects this visioning function is the landmark 1996 publication – *Learning: The treasure within* (or what is commonly referred to as the 'Delors Report'). The current *Rethinking Education in a Changing World* initiative builds on this heritage of foresight studies in order to inspire educational policy dialogue in the context of global transformation.





Ms Shufiya Akter with 12 year old Laboni at the community learning center. These provide flexible primary-level education for children missing out on formal government schools, © UNESCO/GMR Akash.



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Partnership with UNESCO on the monitoring of global education development is an opportunity to help:

- **inform and influence** the global development agenda at the highest level in order to accelerate progress towards the EFA goals by 2015;
- **promote** dialogue on policies that advance the EFA goals nationally, regionally and internationally;
- **increase** public awareness of the importance of education in the post-2015 development agenda. Forthcoming Reports will be instrumental in assessing progress towards internationally agreed upon post-2015 targets in education.

Partners can also contribute to UNESCO's efforts to monitor the transformation of the global development landscape and the implications that these changes have for educational policy and practice in the decades ahead. Foresight studies on education in a changing world aim to encourage public policy dialogue on the foundational principles that guide education policy in the 21st century.

▲ Ms Irina Bokova and the Executive Director of UNICEF, Mr Anthony Lake. Children attending the event at their school presented the new EFA GMR booklet entitled 'Education Transforms' to Ms Amina J. Mohammed, the United Nations Secretary General's Special Adviser on Post 2015 Development Planning, © UNESCO.



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Education for Sustainable Development





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Poverty, climate change, frequent natural disasters and dramatic social inequities

are just some of the unprecedented set of challenges the global community faces today. In a world of 7 billion people, with limited natural resources, individuals and societies have to learn to act more sustainably.



Making environmental issues easy to understand and practical: With the Green Future of Children Group Vietnamese children and youth engage in green lifestyles, ©UNESCO/GFOC.

Long-term **sustainable development**

can be achieved only if individuals and societies change the way they think and act. **Education** is key to achieving this transformation.

Education for Sustainable Development (ESD) helps individuals and groups to find solutions for sustainability challenges. ESD means integrating priority sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

As lead agency for the UN Decade of ESD and with a global mandate on education, UNESCO has longstanding experience in coordinating ESD implementation globally, providing technical support to countries around the world and is the recognized leader on ESD. At the 2012 United Nations Conference on Sustainable Development (Rio+20), countries acknowledged the importance of ESD in the outcome document, and made a commitment to strengthening it beyond the end of the Decade.

UNESCO's holistic approach to education strengthens its capacity for promoting ESD implementation. Its inter-sectoral approach and mandate provides UNESCO with the unique advantage of drawing upon technical expertise in the areas education, natural science, social sciences, culture as well as communication to make an important contribution to sustainable development.





Sandwatch students from the Seychelles measure wave height at Beau Vallon Beach. The Sandwatch project seeks to develop awareness of the fragile nature of marine & coastal environments and the need to use them wisely,
© Paul Diamond.



Engage with UNESCO

Within the context of the **Global Action Programme on ESD**, partners can join forces with UNESCO to scale up action in all levels and areas of education and learning to accelerate progress towards sustainable development.

UNESCO will facilitate the implementation of the Global Action Programme, which builds on the achievements of the UNESCO-led UN Decade of ESD (2005-2014). Strong partnerships with all relevant stakeholders will be developed in five priority action areas:

- ESD policy integration;
- whole-institution approaches;
- educators;
- youth; and
- local communities.

▲ Educator of the NaDEET environmental education centre in the Namib Desert demonstrates how to solar cook. At NaDEET, children and local community members learn how to prepare food with solar cookers, solar ovens and fuel-efficient stoves, © UNESCO/Absalom Shighweda.



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Coordination and advocacy for Education for All





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Education for All (EFA)

is a global
commitment to
provide quality basic
education for all children,
youth and adults.



Bangladeshi adolescents
are learning computer,
literacy and many other
activities, © UNESCO/BRAC.

At the World Education Forum in Dakar

in 2000, 164 governments
pledged to achieve EFA
and identified six goals
to be met by 2015.

The EFA goals also contribute to the global pursuit of the eight Millennium Development Goals (MDGs) adopted by 189 countries and world's leading development institutions in 2000. Two MDGs relate specifically to education but none of the eight MDGs can be achieved without sustained investment in education. Education gives the skills and knowledge to improve health, livelihoods and promote sound environmental practices.

Since Dakar, significant progress has been made towards the six EFA goals, in particular in improving access to education. However, advances are uneven both between and within countries and toward the different goals. The quality of education is a major concern and special efforts are needed to ensure equity in education. There is a great need to strengthen political commitment and to mobilize financial and technical resources in order to reach the EFA goals by 2015 and to ensure that education is high on the post-2015 development agenda.



Young girls attend Adolescent Girls' Club in Gudele neighbourhood on the outskirts of Juba in the South Sudan, © UNESCO / BRAC.



Engage with UNESCO

Governments, multilateral and development agencies, civil society and the private sector are working together to reach the **EFA goals**. The Dakar Framework for Action mandated UNESCO to coordinate these partners and the Organisation put in place an EFA “architecture” which includes the EFA Steering Committee, regional and global meetings and various partnership mechanisms. In the countdown to 2015, partnership with UNESCO is an opportunity to support countries in their final “Big Push” towards EFA by 2015:

- support countries in taking stock of their EFA experience through the National EFA 2015 Reviews;
- facilitate an inclusive consultative process to prepare the post-2015 global education agenda;
- reaffirm the human rights and development case for investing in education, especially in terms of ensuring that education is prominent in the wider post-2015 development framework;
- prepare the organisation of the World Education Forum 2015 in the Republic of Korea, a milestone event which will take stock of achievements and shortfalls since 2000 and approve a new global education agenda and Framework for Action for 2015-2030.



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Supporting Water Security





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Water is a renewable but a **finite resource**. It can be **recycled** but not **replaced**.

To achieve water security, we need to protect vulnerable **water systems**, mitigate the impacts of **floods** and **droughts**, safeguard **access to water** and manage water resources in an **integrated and equitable manner**.

Girl filling a container from a traditional canal built to extract underground water in Kunaflusa (Northern Iraq),
© UNESCO Office in Iraq/Sebastian Meyer.



UNESCO works to build the scientific knowledge base to help countries manage their water resources in a sustainable way through the **International Hydrological Programme (IHP)**. It is the only intergovernmental programme of the UN system devoted to water research, water resources management, and water-related education and capacity-building.

These activities are implemented through the large network of centres and institutes, including the **UNESCO-IHE Institute for Water Education** in Delft in the Netherlands and over 20 affiliated research centres on water around the world, collectively the UNESCO water family. The successful implementation of the **International Year of Water Cooperation** in 2013 under UNESCO's leadership on behalf of UN-Water brought enhanced visibility but also more responsibility to the Organization.





A young resident of Maslakh Camp, Herat (Afghanistan) takes a drink of water, © UN Photo/Eskinder Debebe.



Engage with UNESCO

to address water-related disasters and hydrological changes, water scarcity and quality, water and human settlements, eco-hydrology and water education.

Partnering with UNESCO is an opportunity to:

- promote **science-based policy** responses for safe water quality for all uses;
- **strengthen capacity** for improving the management of water-related disasters;
- manage interdependencies between **energy and water** for sustainable societies;
- promote a culture of peace in the **management of transboundary water resources**.



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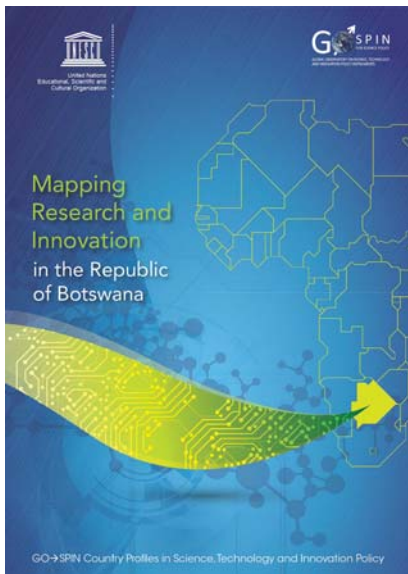
Strengthening capacity- building and innovation in science and technology





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The formulation and implementation of adequate **science, technology and innovation (STI)** policies is critical to tackling contemporary challenges, including global climate change; exploring of new energy sources and promoting sustainable management and conservation of freshwater.



© UNESCO



UNESCO is working to develop and promote global monitoring and analysis of STI policies and strategies, as well as to improve the interface between science and policy, notably in Africa, least development countries (LDCs) and Small Island developing states (SIDS). In this regards, UNESCO is assisting a wide range of countries around the world, in developing national **science policies** and indicators to assess the progress of investment in STI. UNESCO has also launched web-based information system named the **Global Observatory on Science, Technology and Innovation Policy Instruments (GO-SPIN)**, which provides up-to-date and comprehensive information on STI policies and best practices and stimulates cooperation between countries, particularly from the south.



In 2013, UNESCO worked to tackle the low rates of enrolment in basic sciences careers in developing countries. Schoolgirl from the rural community of Chinchila (Cuba) during a workshop developed in 2013 by the UNESCO Office in Havana on education for sustainable development, © UNESCO Office in Havana/Pablo Weeber.



Engage with UNESCO

Partnering with UNESCO will be an opportunity to help:

- strengthen **institutional capacity** for research and improving **science education**, including earth science, in particular at secondary and tertiary levels;
- identify strategic areas for enhancing national and regional research capacity, infrastructure for engineering and innovation, and designing new institutional strategies at national and regional levels;
- enhance **university-industry** collaborations, technology transfer and entrepreneurship;
- develop **globally comparable STI** monitoring and analytical policy tools (GO-SPIN and STIGAP);
- ensure effective **implementation of the Barbados Programme of Action for the Sustainable Development** of Small Island Developing States (SIDS).

▲ In June 2013, around 3,000 secondary school students, including 1,500 girls, participated in a week-long engineering and science event organized by UNESCO, the International Centre for Theoretical Physics (ICTP) and the University of Nigeria, among other partners, at the University's Headquarters in Nsukka (Nigeria), © UNESCO/John Emrys Morgan.



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Sustainable development and biosphere conservation





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It is essential to foster
the **harmonious
integration**
of people and
nature to achieve
**sustainable
development.**



Reserva intercontinental del mediterraneo Transboundary BR (Morocco/
Spain), La sal, © UNESCO/Anne-Lise Hering, 2011.

The MAB programme plays an important role
in follow-up to Rio+20
by promoting innovative
approaches to economic
development that are socially
and culturally appropriate
and environmentally sustainable.

Through the Man and the Biosphere
(MAB) Programme, UNESCO is
promoting the harmonious integration
of people and nature for sustainable
development through participatory
dialogue; knowledge sharing; poverty
reduction and human well-being
improvements; respect for cultural
values and society's ability to cope
with change. UNESCO has developed
a dynamic and interactive network
of sites of excellence, composed
of 631 biosphere reserves in 119
countries, including 14 transboundary
sites, where peoples and nature
functions as a living laboratory for
managing natural resources while
fostering economic and sustainable
development.







Engage with UNESCO

By joining forces with UNESCO partners can help:

- expand the establishment of biosphere reserves;
- strengthen the capacities of stakeholders through the sharing of information and best practices among the MAB network;
- promote peace and dialogue through the transboundary management of biosphere reserves;
- ensure water-food security and protection of biodiversity;
- reconcile conservation of biological and cultural diversity, including heritage sites, and economic and social development.



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Preserving
the Ocean -
UNESCO's
Intergovernmental
Oceanographic
Commission





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The Intergovernmental Oceanographic Commission

of UNESCO
(IOC-UNESCO)

is working to improve responses to the **unprecedented environmental changes** and human impacts now occurring and to promote ocean health via marine sciences. Much regard is given to Africa as well as Small Island Developing States where livelihoods depend heavily on marine resources.



Argo is a key component of the Global Ocean Observing System, led by the UNESCO Intergovernmental Oceanographic Commission (IOC), © IOC/UNESCO.

No development can be
sustainable
without a strong
culture development



The **Intergovernmental Oceanographic Commission (IOC)** is a unique body within the UN system focused on promoting international cooperation and coordinating programmes in ocean research, services and capacity-building. Established in 1960, IOC leads the Global Ocean Observing System (GOOS), which is a system for sustained observations of the ocean comprising the oceanographic component of the Global Climate Observing System (GCOS). IOC has since 1965 provided intergovernmental coordination for the Pacific Tsunami Warning system, and since 2005 has also provided intergovernmental coordination for the development of Tsunami Warning systems in the Indian Ocean, the Caribbean and the North-Eastern Atlantic and Mediterranean. IOC's role in these areas has been recognized in several resolutions of the United Nations General Assembly.



Pink coral at Rose Atoll,
© NOAA's National Ocean
Service.



Engage with UNESCO

Partners can join UNESCO IOC in its efforts to improve responses to the unprecedented environmental changes and human impacts and to promote ocean health. These challenges will be addressed through the following:

- **Ocean monitoring and preparedness to reduce the risks of tsunamis and ocean-related hazards.**
Through the development of tsunami early warning systems and programmes to strengthen awareness and preparedness on coastal hazards, IOC is helping to create 'tsunami ready' communities.
- **Systematic observations of chemical and biological properties of the ocean.**
The Ocean Biogeographic Information System (OBIS) is the world's largest open-access information system on the marine biodiversity, distribution and abundance of all marine life forms. Support for OBIS will strengthen the knowledge base for Member States to manage marine biodiversity and ecosystems and assess ecosystem services in national and international waters.
- **Strengthening national and regional capacities in marine sciences for sustainable ocean management.**
Strengthening the capacity of coastal nations in managing their marine and coastal resources will enhance the blue economy and the dissemination and application of Marine Spatial Planning approaches and tools.

▲ UNESCO's Intergovernmental Oceanographic Commission is one of the main partners of the Tara Oceans Polar Circle expedition. On 7 December 2013, Tara returned home to Lorient (France) after a seven-month, 25,000 km journey around the North Pole to collect 5,000 samples of plankton in the Arctic, © F.Latreille.



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Youth





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Around the world, **young women** and **men** are driving change. At the same time, due to persistent crises, they are faced with acute challenges affecting substantially their lives and future. They are claiming respect for fundamental freedom and rights; opportunities to learn, work and participate in decisions concerning them. Investment in research, policies and programs are essential to create an environment enabling youth to prosper, exercise their rights, regain hope, develop sense of community and engage as innovators and active citizens.



© UNESCO/Cyril Bailleul.

By supporting the **UNESCO Youth Forum**, partners can also join the organization's efforts to provide a space of open and dynamic dialogue allowing young participants from all Member States to formulate strategic recommendations on UNESCO's programmes touching upon youth.

UNESCO is committed to **integrate peace, human rights and global citizenship** into public policies and education systems internationally.

The organization brings a multidisciplinary response to the needs of young women and men across the world, leverages expertise across all sectors and mobilizes regional and international networks.

The combination of this expertise in a holistic approach places UNESCO in a unique and favorable position within the UN system.





7th UNESCO Youth Forum,
2011, Paris,
© UNESCO/Stephanie Cadel.



Engage with UNESCO

By joining forces with UNESCO partners will help to will allow to:

- contribute to policy development on youth, with the participation of youth;
- support civic engagement, democratic participation and social innovation of youth;
- assist in building the capacities of youth for their transition to adulthood;
- enable youth mobilization in their efforts to prevent conflict and consolidate peace;
- improve the educational and learning frameworks for youth.

▲ The energy and innovative ideas of young people are vital for the development of all societies. UNESCO's actions in 2013 focused on empowering young people, reaching out to them and responding to their expectations. Dancer photographed during the making of a promotional spot by the International Film and Television School of San Antonio de los Baños (Cuba) in collaboration with the UNESCO Office in Havana, © Nicolás Ordóñez.



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Social
transformations
and intercultural
dialogue





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Today, all countries are undergoing profound social transformations which reflect, amongst other key conditions, current demographic dynamics, rapid urbanization, the impact of new information and communication technologies, along with the rise of new democratic aspirations and also the

consequences of crises and natural disasters. These are opening vast new opportunities for inclusive development. **Social transformations are also giving rise to new challenges** of deepening inequality, exclusion and tensions within societies, as globalization brings people with diverse backgrounds and with different cultures ever closer together.



In this context, the need and the demand for inclusion, greater equality, social cohesion and peace, **through intercultural and interreligious dialogue** has never been so urgent.

UNESCO supports Member States in developing innovative inclusive policies to accompany and anticipate social transformations, and to foster intercultural dialogue.

Through the intergovernmental Management of Social Transformations (MOST) Programme, UNESCO strengthens links between scientific research and policy-making; builds human and institutional capacities for the implementation of public policies; and develops its leadership role as a laboratory of ideas and a forum for foresight.

UNESCO has been assigned with the lead role of the International Decade for the Rapprochement of Cultures by the UN General Assembly.



International Conference on
'Youth Volunteering and Dialogue'
in Jeddah (Saudi Arabia) in December 2013,
© UNESCO/Jeff Jem-fong Lee.



Engage with UNESCO

Building on its experience to date, and with a view to developing innovative and forward-looking initiatives in the area of social transformation and intercultural dialogue, UNESCO is seeking to expand its partnerships to support Member States in the following areas:

- formulating public policies on social transformations, with special emphasis on social inclusion and renewed intercultural dialogue, by strengthening linkages between research and policy making;
- supporting Member States to empower the present and future generations with the appropriate knowledge, competences, skills and tools necessary to exchange, communicate and cooperate across cultural, religious and national boundaries, and to become responsible global citizens in a safer world for all;
- developing UNESCO's leadership as a laboratory of ideas and a forum for foresight – innovating and anticipating through dialogue and the mobilization of expertise.

▲ UNESCO fosters technological innovation to promote peace and development. Use of non falsifiable ID for elections in Timor Leste, © UN Photo/Martine Perret.



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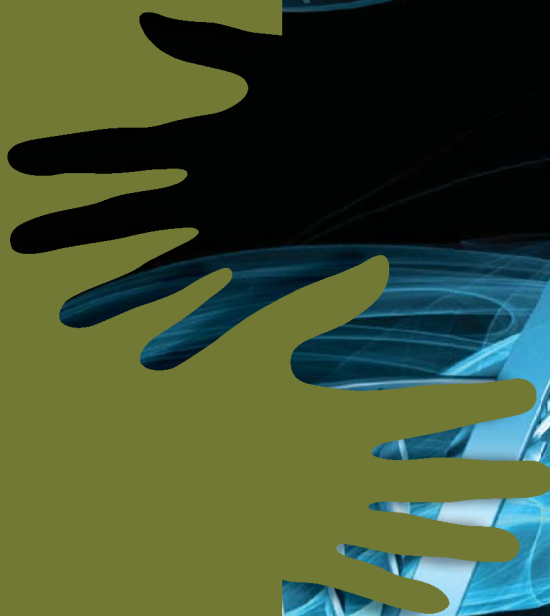
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Bioethics





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Stem cell research, genetic testing, cloning: progress in the life sciences is giving human beings new power to improve our health and control the development processes of all living species. Concerns about the social, cultural, legal and ethical implications of such progress have led to one of the most significant debates of the past century. The term coined to encompass these various concerns is **bioethics**.

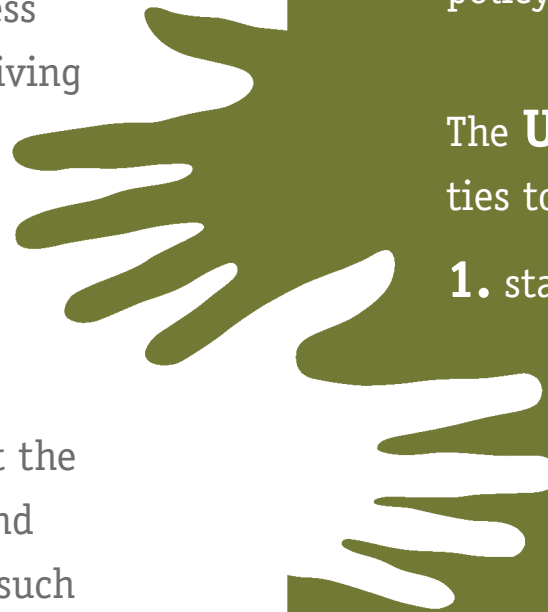


Woman collecting chayotte in Viet Nam, used in medicine and in products of cosmetics and nutrition, © Neil Palmer.

Over the past 20 years, UNESCO – as the lead UN agency in bioethics – has been promoting **universal bioethical norms and principles**, and assisted countries in the translation of those principles into concrete policy outcomes for their citizens.

The **UNESCO Bioethics Programme** ties together three key areas of work:

1. **standard-setting:** the three declarations in this field, which have served as the blueprint for many regional and national legal instruments;
2. **global reflection:** the International Bioethics Committee that guides policymakers through a complex maze of ethical principles; and
3. **capacity-building:** using education and technical assistance for bioethics committees to build robust national bioethics infrastructures around the world.







Engage with UNESCO

By joining forces with UNESCO, partners can help:

- Ensure support for the establishment and consolidation of the **National Bioethics Committees**.
- Develop the **Ethics Education Programme** which includes:
 - core Curriculum in Bioethics – promoting the core bioethics curriculum developed by UNESCO to be introduced in Universities across a given region;
 - ethics Teachers Training Course – training a new generation of young scientists and professionals in the teaching of ethics at the University and School levels;
 - establish and link networks to promote the teaching of ethics.



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Sport and Anti-doping



ATION CAMEROUNAISE DE LUTTE CONTRE LE
L'UNESCO A FENASSCO LI
S ENSEMBLE CONTRE DOPAGE DANS LE SPORT



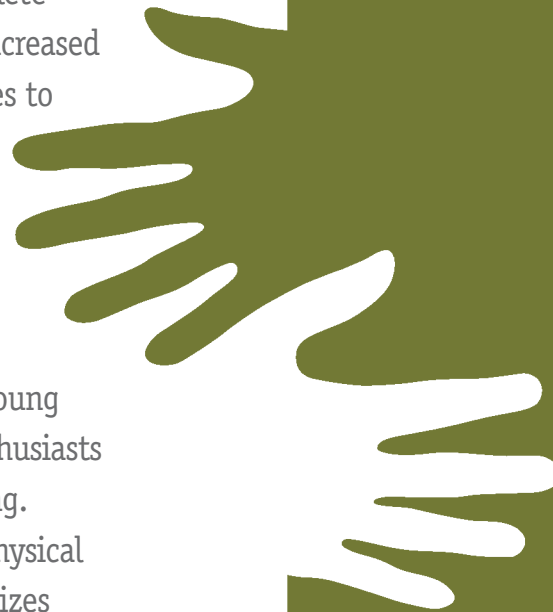


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In today's highly competitive sporting environment, athletes and athlete support personnel are under increased pressure to do whatever it takes to win. As a result, the use of performance enhancing substances and methods in sport is becoming more pervasive. This phenomenon is not limited to elite athletes; young people and amateur sports enthusiasts too are being drawn into doping. Doping is a serious threat to physical and mental health and jeopardizes the ethical basis of sport. UNESCO is fighting doping in sport through its International Convention against **Doping in Sport** so as to protect sportsmen and sportswomen and to preserve fair and equitable sport.



© All rights reserved.



UNESCO is the United Nations' lead agency for Physical Education and Sport. In this capacity, UNESCO uses its convening power **to provide assistance and guidance** on anti-doping to governments, NGOs, and experts. The Organization also assists and advises Member States wishing to elaborate or strengthen their **training system in physical education** and offers its expertise in the design and implementation of development programmes in the domain of sport.

L'ORGANISATION CAMEROUNAISE DE LUTTE CONTRE LE DOPAGE DANS LE SPORT,
L'UNESCO A FENASSCO LIGUE A,
TOUS ENSEMBLE CONTRE LE DOPAGE DANS LE SPORT EN MILIEU SCOLAIRE.





Engage with UNESCO

Partnership mobilization for the sport Programme is placed within the overall follow-up of the Declaration of Berlin, adopted in May 2013 by the 5th International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS V).

This follow-up offers a uniquely **legitimate**, integrated and **comprehensive** platform for a variety of partnerships with governmental, intergovernmental and non-governmental partners, including non-governmental “champions”.

Themes such as gender equality, social inclusion, violence in sport, quality physical education, fighting the manipulation of sport competitions, reviewing the conditions of bidding for and hosting major sport events, etc., are translated into operational work-streams with measurable results.

The strategic and operational objective for implementing the **International Convention Against Doping in Sport** (2005) consists in analyzing national public prevention and education policies so as to rectify their shortcomings or unsuitability. Targeted national and regional projects might be financed under the international Fund established to give effect to implementing the Convention.

▲ Welterweight boxing champion Serik Sapiyev from Kazakhstan became UNESCO Goodwill Ambassador for Sport on 24 August, in recognition of his commitment to promoting education and sport programmes for young people in his country and his charitable activities,
© Permanent Delegation of the Republic of Kazakhstan.



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Promoting Shared History and Memory for Reconciliation and Dialogue





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The right to know and **access one's own history,**

roots and cultural heritage
is increasingly claimed by
peoples across the world.



A play on the Transatlantic slave trade, performed by the children of the school Abomey-Calvi in Benin, © UNESCO/O'Sullivan.



The **tragedy** of the **slave trade**

and slavery holds some of the worst records of horrors that humankind is capable of committing. It is the longest perpetuation of a **crime against humanity** and the last to have been recognized as such.

UNESCO has significantly contributed to fostering dialogue and through the "General and Regional Histories", which aim to "disarm" history and introduce a multi-cultural and unbiased perspective into the teaching of History. Another long-term UNESCO initiative that highlighted the role played by culture and dialogue as common spaces for exchange is its Routes of Dialogue programme.

One of the most enduring components of this programme is the Slave Route Project launched in 1994 in an effort to create an international framework for multi-disciplinary reflection on the legacy of slavery in modern societies. The concept of "Route" was chosen to best illustrate the dynamic movement of exchange between peoples and cultures that were affected by slavery.



Sculpture by Laura Facey
for the exhibition "The
spirits gone before them".
© Laura Facey / Donnette
Zacca.



Engage with UNESCO

Partners can join UNESCO in its efforts to promote shared history and memory. Together this will be achieved through efforts to:

- enhance research to enrich our understanding of the history of Africa, the slave trade, slavery and their consequences for modern societies;
- combat racial prejudices and discrimination handed down over the centuries and promoting the contribution of African peoples to the progress of humanity;
- promote intercultural dialogue, cultural pluralism and reconciliation;
- develop fresh thinking on new forms of identities and citizenship in multicultural and multi-ethnic modern societies and encouraging new ways to live together in harmony.



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Protecting Heritage at Risk





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Due to its vulnerability
and high symbolic value,
**heritage is
at risk**
in **conflict** or
disaster situations.



The Marker Stone being restored in Lumbini, Nepal,
© All rights reserved.

The losses caused to
heritage
can deprive a community of its
memory, of tangible or intangible
testimony to identity, and of a
**source for social and economic
development**



UNESCO is the only UN organization
which has extensive expertise on heritage,
especially World Heritage. It also has
considerable experience in assisting Member
States in crisis and transition situations
to to protect heritage at risk such as in
Afghanistan, Cambodia, Haiti, Libya, Mali,
and Syria.

UNESCO seeks to harness the power of
heritage as a unifying force with which
to prevent conflicts and facilitate peace-
building, recovery and reconciliation. Faced
with a growing number of conflicts and
natural disasters, there is a salient need
for the development and implementation
of disaster risk prevention and management
strategies, which directly involve local
communities and also draw on traditional
and indigenous knowledge.





Engage with UNESCO

Strengthening resilience at World Heritage cultural properties against disasters, conflicts and climate change

Partnering with UNESCO in this area will provide an opportunity to:

- assist countries in conflict and disaster situations to protect their tangible and intangible heritage;
- strengthen key mechanisms for the coordination between disaster risk management and heritage sectors, and between these and the civil society, including local communities and the private sector;
- identify and assess risks associated with conflicts and natural hazards at heritage properties and implement mitigation measures;
- strengthen capacities for reducing disaster risks to heritage and design culturally-informed campaigns for risk communication and post-disaster recovery.

▲ In March 2014, UNESCO partners joined to launch the reconstruction of World Heritage mausoleums in Timbuktu (Mali). These important edifices that bear witness to the golden age of Timbuktu (15th and 16th centuries) were damaged by armed extremists,
© UNESCO.



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Fostering creativity and the diversity of cultural expressions





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The Promotion and Protection of the Diversity of Cultural Expressions

embodies the concept of diversity as a source of creativity and a capacity for cultural expression.

Cultural expressions result from the contemporary creativity of individuals, groups and societies, which have cultural content and constitute significant input to “creative economies” worldwide.



The IFCD is working with Nhimbe Trust, a Zimbabwean NGO, to build up the management and business skills of the country's top cultural industries managers.
© Harare International Festival of the Arts

Creative economies

also contribute to inclusive social development, individual self-esteem and improved quality of life.



With its vast range of constituencies, partners and networks and its extensive experience in the field of culture, UNESCO offers a unique international implementing platform to assist countries in their efforts to develop capacities and tools for policies to bolster their cultural and creative sectors.

Its work in this area builds on expertise acquired as leader of the Culture and Development thematic window of the Millennium Development Goals Achievement Fund (MDG-F), under which 18 joint programmes were successfully implemented worldwide; and through its partnership with the European Union to Strengthen the System of Governance for Culture in Developing Countries.

Since 2010, through its 'International Fund for Cultural Diversity' (IFCD), UNESCO has launched 71 projects in 43 developing countries to promote cultural diversity.



The project 'Building the Creative City' aims to map the creative industries in Zagreb, Croatia with the support of the International Fund for Cultural Diversity of UNESCO, © Miljenko Hegedic.



Engage with UNESCO

Partners can join UNESCO in its efforts to maximise the opportunities for individuals and communities to fulfil their creative potential. Together this will be achieved through:

- the development of a global capacity-building programmes in developing countries;
- investment in projects that are designed to lead to structural change through the introduction of policies to support the cultural and creative sectors in developing countries;
- support knowledge management tools to collect and disseminate information, data and best practices essential for monitoring the promotion of the diversity of cultural expressions.

▲ In Bamako, Mali, an eco-friendly dyeing factory constructed along the Niger river provided employment for 100 women and improved productivity, © UNESCO/Lâm Duc Hiên.



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Building Capacities to Protect, Promote and Transmit Heritage





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Cultural Heritage

constitutes a source of identity and cohesion for communities. It provides responses to the challenges of the contemporary world as a vector of dialogue, cooperation and mutual understanding. No development can be sustainable without a strong culture component.



Intangible Heritage,
Protecting Cultural Property
in the Event of Armed
Conflict and Combating
the Illicit Trafficking of
Cultural Property;

UNESCO
promotes
heritage in all
its forms.

As the leading UN agency in the heritage field, UNESCO has pioneered a number of capacity building programmes and education and awareness raising initiatives linked to heritage. These include:

- engagement with Member States to create institutional and professional environments for safeguarding intangible cultural heritage, conserving World Heritage and fighting the illicit traffic of movable heritage;
- the World Heritage Education Programme;
- educational materials for children;
- promoting Intangible Cultural Heritage for Educators to reinforce Education for Sustainable Development;
- Underwater Cultural Heritage Education Programme.



4th World Heritage
Youth Forum
in Spain, © UNESCO.



Ancient shipwrecks are fascinating sites,
© Valeo Films/UNESCO.



Engage with UNESCO

Partnering with UNESCO will be an opportunity to contribute to:

- strengthening professional, institutional and legal capacities in the area of heritage;
- help integrate cultural policies into national development policies;
- promoting youth education and mobilization in the field of heritage and the development of tools for heritage-related conventions through the “Heritage in Young Hands” Programme and “Learning through heritage: enhancing youth engagement”.



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Open Solutions via ICTs for Building Knowledge Societies





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Universal access

to information and
knowledge is key
to building peace,
sustainable social and
economic development,
and intercultural dialogue.



UNESCO is encouraging
young people to create
mobile applications
to solve local problems,
© UNESCO.

Open ICT Solutions

will enable information and
knowledge to be **freely** and
legally shared and reused.

UNESCO's Open Solutions strategy has been
focusing on policy development, capacity
building, standard setting, partnerships.

UNESCO is the world's leading education
organization with excellent pedagogical and
technological skills, 70 years of experience,
a global network of Field Offices and

Institutes, and the trust of Governments

and partners to provide services to

Governments to achieve sustainable
development and peace. Its added value

rests with intergovernmental functions
in fields of standard setting, national

and institutional capacity building,

-serving as a laboratory of new ideas,

clearinghouse of knowledge, and being

a catalyst for cross-country cooperation.

This is supported by a strong understanding

of the specific challenges facing

stakeholders in the application of rapidly-

changing Information and Communication

Technologies (ICTs) to its Member States

and assisting them to meet the challenges

caused by the digital divide to serve even

the most disadvantaged populations.





Open Educational Resources – Mr Joshua Mallet,
Chair of the UNESCO High-Level Panel on Open Educational
Resources (OERs) at the 2013 Pan-Commonwealth Forum,
Abuja, Nigeria, 3rd December, 2013, © UNESCO/Abel Caine.



Engage with UNESCO

Partners can join UNESCO in its efforts to promote universal access to information and knowledge. Together this can be achieved through :

- **open Educational Resources** providing teachers and learners with high-quality teaching and learning materials that allow for free use, adaptation, and distribution;
- **open Access to scientific information** enabling scientists and researchers to share and access scholarly information on the latest scientific advances;
- **free and Open Source Software** providing a wide range of tools and processes for creating, exchanging, and sharing interoperable software and solutions efficiently and effectively;
- **youthMobile Initiative** a project geared towards training over 5000 young people to build mobile applications which can be used to solve local sustainable development problems;
- **worldMap Initiative** to strengthen the resilience of local communities in crisis situations, through a participative openly licensed GIS data infrastructure of educational, cultural and scientifically relevant installations, such as schools, water resources, public services.



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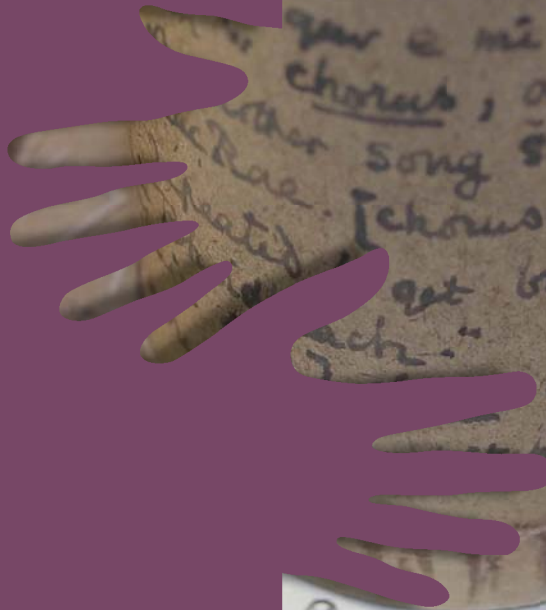
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Memory of the World Programme





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The Memory of the World Programme guards against **collective amnesia,**

calling upon the preservation
of the **valuable archive**
holdings and library collections
all over the world ensuring their
wide dissemination.



The Nebra sky disk,
© State Museum
of Prehistory Halle.

It aims to ensure
universal
and permanent **access** and to
preserve documentary heritage

UNESCO established the Memory of the World Programme in 1992. Impetus came originally from a growing awareness of the parlous state of access to, and preservation of documentary heritage in various parts of the world. War and social upheaval, as well as severe lack of resources, have worsened problems which have existed for centuries. An International Advisory Committee (IAC) first met in Pultusk, Poland, in 1993. It produced an action plan which affirmed UNESCO's role as coordinator and catalyst to sensitize governments, international organizations and foundations, and foster partnerships for the implementation of projects. UNESCO is the only UN agency aiming at safeguarding documentary heritage. The Memory of the World Programme complements, and links to, other UNESCO Programmes, Recommendations and Conventions. It brings together Member States, professional institutions, private sector and the civil society.





Historic ethnographic field recordings on wax cylinders from 1898-1915 at The British Library. © The British Library.

Engage with UNESCO

Through its registers, Memory of the World helps to raise awareness of intellectual treasures created over the centuries including films, rock inscriptions, manuscripts, music, scientific discoveries, and exploratory voyages that have had lasting impact on the world.



Partnership with UNESCO will be an opportunity to contribute to a wide range of activities relating to the following:

- preservation, training, awareness raising of the contribution of documentary heritage to efficient and accountable management and governance;
- efforts to build a better understanding of the role that documentary heritage can play in education and development;
- archives relating to famous people and events (e.g. Mandela, Alfred Nobel, human rights abuses), and anthropological recordings of extinct societies, etc.



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UN Plan of Action on the Safety of Journalists and the Issue of Impunity





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Safety of media workers

is of great concern to society since it is a prerequisite for preserving the fundamental right to freedom of expression.

Over 600 Journalists and media workers have been killed over the last 10 years,
© Doha Centre for Media Freedom.



In the last 10 years, more than **600 journalists** and media workers have been killed. Attacks on media professionals are often committed in non-conflict situations by organized crime groups, militia, security personnel, and even local police, making local journalists among the most vulnerable.

UNESCO is the mandated agency within the UN that promotes freedom of expression and of the press. It has taken the lead in coordinating the development and implementation of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, working closely together with other stakeholders including Member States, UN agencies, NGOs, academia, and media practitioners. UNESCO's work focuses on coalitionbuilding, awareness-raising, regulatory reforms, good practices and training, and research on the issue of safety of journalists. Furthermore, UNESCO has over two decades of experience in providing technical advice on legal, regulatory, policy and other critical issues, as well as educating journalists and building capacity for media professionals and institutions. As such, the Organization plays a strong role in the field of freedom of expression and media development.

In August 2013, UNESCO co-organized with local partners a project to support the Jordanian media community in understanding its essential role in the electoral process, ahead of the parliamentary and municipal elections in the country held at the end of that month, © Doha Media Center.





Engage with UNESCO

- UNESCO seeks to expand its cooperation with donors and partners in improving journalists' safety in the context of the Implementation Strategy of the United Nations Plan of Action on the Safety of Journalists and the Issue of Impunity.
- The Plan of Action, unique in its multi-stakeholder approach, aims towards the creation of a free and safe environment for journalists and media workers in both conflict and non-conflict situations, with a view to strengthening peace, democracy and development worldwide.
- The Plan of Action is in the middle of its first phase of implementation, piloting in South Sudan, Nepal, Pakistan, Iraq. In 2014, the implementation will further be expanded to countries such as Honduras, Guatemala, Brazil and Tunisia.



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Media
Pluralism
including the
International
Programme for
the Development
of Communication
(IPDC)





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Media pluralism is essential for providing choice to the public.

It is enabled by **having a mix of public, private and community media, and avoiding media concentration**, which could restrict diversity of opinions and information in circulation. It also means **offering a wide range of platforms** (print, broadcast and online) and **diversity of journalistic content**.



Annie Nachilongo of Iso Community Radio interviews a farmer in Isoka District, Zambia, © UNESCO/Stephen Mukobeko.



Media pluralism will be fostered by a **three-pronged strategy** encompassing: institutional and professional capacity-building, technical assistance to Member States and policy development.





Engage with UNESCO

Partnering with UNESCO on media pluralism and IPDC will be an opportunity to help:

- define and regulate community media, inform policy and law with relevant international standards;
- promote media and information literacy;
- promote a balanced and non-stereotyped presence of women and men in the media.



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Information and Communication Technologies for Persons living with Disabilities





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Today, at least 15 per cent of the world population is living with disabilities.

Information and Communication Technologies (ICTs)

have the potential for **making significant improvements in the lives of persons with disabilities**, allowing them to enhance their social, cultural, political and economic integration in communities by enlarging the scope of activities available to them.



Man sitting at desk in wheelchair, © Auremar/Shutterstock.com



UNESCO promotes the concept of Knowledge Societies

which are inclusive, pluralistic, equitable, open and participatory. UNESCO is also committed to the implementation of the Plan of Action adopted by the World Summit on the Information Society (WSIS), which includes two important areas for persons with disabilities, namely access to information and knowledge and capacity building. In the framework of these concepts and in line with **UN Convention on the Rights of Persons with Disabilities**, UNESCO advocates the rights and needs of persons with disabilities and fosters the effective use of ICTs that are accessible, adaptive and affordable.

Accessibility



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Engage with UNESCO

Mobilizing partners for the support of the programme on providing access to information and knowledge using information and communication technologies for the persons with disabilities will allow UNESCO to:

- develop innovative solutions for fighting social exclusion, discrimination and poverty through the application of innovative ICTs and through Open Solutions;
- build capacities of information, media, education and ICT professionals on design and application of inclusive technologies, accessible content and services;
- mobilize partners for global awareness campaigns on disability rights;
- design appropriate policy frameworks and tools for integration of inclusive ICTs;
- contribute to UN efforts on the implementation of the UN Convention on the Rights of Persons with Disabilities.

▲ Through a rights-based approach, UNESCO promotes inclusive education policies, programmes and practices to ensure equal education opportunities for persons with disabilities. Children at play in a Bangladeshi school, © UNICEF/Naser Siddique.



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UNESCO's Response to the Situations of Crisis and Transition





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Conflicts and natural disasters

remain the single largest impediment to development, in some cases reversing years of progress and investments. Successful national transitions from conflict to peace and sustainable development remain an elusive goal, with half of all post-conflict countries relapsing back into conflict within ten years.



Tacloban, destruction after Typhoon Haiyan, the Philippines, © UNESCO/Sergio Santimano.



Man-made and natural disasters have grown both in frequency and intensity as a result of climate change, and feed directly into a vicious cycle of conflict and violence.

UNESCO's interventions in crisis-affected countries capitalize on its expertise in education systems recovery, the protection of cultural heritage at risk, capacity-building for community media and the protection of journalists, the management of floods and drought, as well as multi-hazard coastal early warning systems.

Committed to making effective response to crisis situations, UNESCO aligns its action with that of UN partners, and integrates United Nations post-crisis coordination mechanisms, joint needs assessments, multi-donor and other post-crisis and pooled funding modalities and interagency coordination bodies at global and UN Country Team levels.



UNESCO damage assessment mission
at the Mallawi Museum (Egypt) in
September 2013, © UNESCO/Lablaude.



Engage with UNESCO

Partnership with UNESCO will be an opportunity to contribute to:

- a sector-wide approach focusing on access to quality education for the rehabilitation of education systems following a crisis;
- support peace education and psychosocial rehabilitation, as well as TVET and life skills for demobilized ex-combatants, IDPs and refugees, secondary education, higher education, including teachers' education and training;
- protect cultural heritage – tangible and intangible at risk during conflict or affected by conflict;
- support the safety of journalists and restoration of media freedom and independence in crisis settings, and providing information to help save lives through the development of community media.



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The power
of Culture for
Sustainable
Development
and Peace
in a context
of regional
integration
in Africa





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African countries have a rich and varied cultural heritage

with huge potential to facilitate and promote social cohesion and sustainable development in the region. The challenge is to build on this varied cultural heritage and help fledgling economies benefit from sustainable development. Africa's cultural environment requires the strengthening of institutional and individual capacities.



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No development can be
sustainable
without a strong
culture development

In recent decades, UNESCO has developed a standard setting framework that is internationally recognized for its relevance and coherence and which provides a unique global platform for international cooperation and dialogue. It establishes a holistic cultural governance system within a human rights-based approach, building on shared values, mutual commitments respecting cultural diversity, the free flow of ideas and collective responsibility. The implementation of the Organization's Conventions, Recommendations, Declarations and its Intergovernmental Programmes engages Member States in dialogue and cooperation at the regional and international level, thereby facilitating inclusive governance, sharing knowledge and best practices at the policy level.





Engage with UNESCO

Partnering with UNESCO will be an opportunity to help strengthen:

- policies 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;
- efforts to combat prejudice, racism and discrimination and to foster reconciliation and new ways of living together; undertaken in the context of the International Decade for People of African Descent (2015-2024).



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Sustainable management of Africa's natural resources





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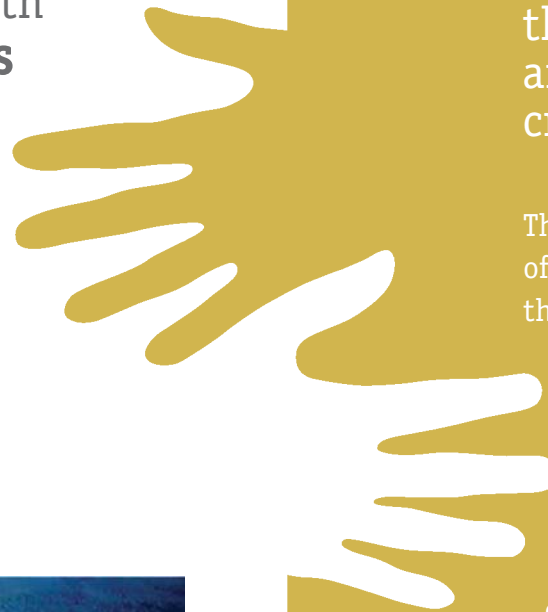
The African continent is amply endowed with **natural resources** but there is a lack of measures to **sustainably manage** this natural capital.



© UNESCO/Thomas Schaaf

This situation continues to deprive this continent of the socio-economic progress it deserves. To address the challenges for **the preservation of natural resources** the cooperation among countries and relevant stakeholders is crucial.

The Man and the Biosphere (MAB) Programme of UNESCO aims to establish a scientific basis for the improvement of relationships between people and their environments. In Africa, there are in May 2014, 64 biosphere reserve including 2 transboundary sites, 41 natural and 5 mixed natural and cultural World Heritage sites. In the area of water resources, the International Hydrological Programme (IHP) of UNESCO is the only UN programme on water science, management and capacity building. In geoscience, UNESCO in partnership with the International Union of Geological Sciences (IUGS) has established the International Geoscience Programme (IGCP) to promote research and scientific cooperation. UNESCO has a unique expertise on the promotion of knowledge and capacity for protecting and sustainably managing the oceans and coasts through the Intergovernmental Oceanographic Commission (IOC).





Dzanga-Ndoki National Park
(Central African Republic),
© Angelique Todd.



Engage with UNESCO

By joining forces, partners and UNESCO will improve the environmental governance for a sustainable management of Africa's natural resources and resilient societies to natural disasters.

The **partnership** will also:

- promote the development of strategies and upstream policies informed by science;
- strengthen governance structures and related capacity of research and development institutions and networks;
- give access to energy, protect and make a better use of oceans and water;
- long- and short-term disaster risk reduction which can help effectively reducing poverty in Africa and promoting social inclusion.



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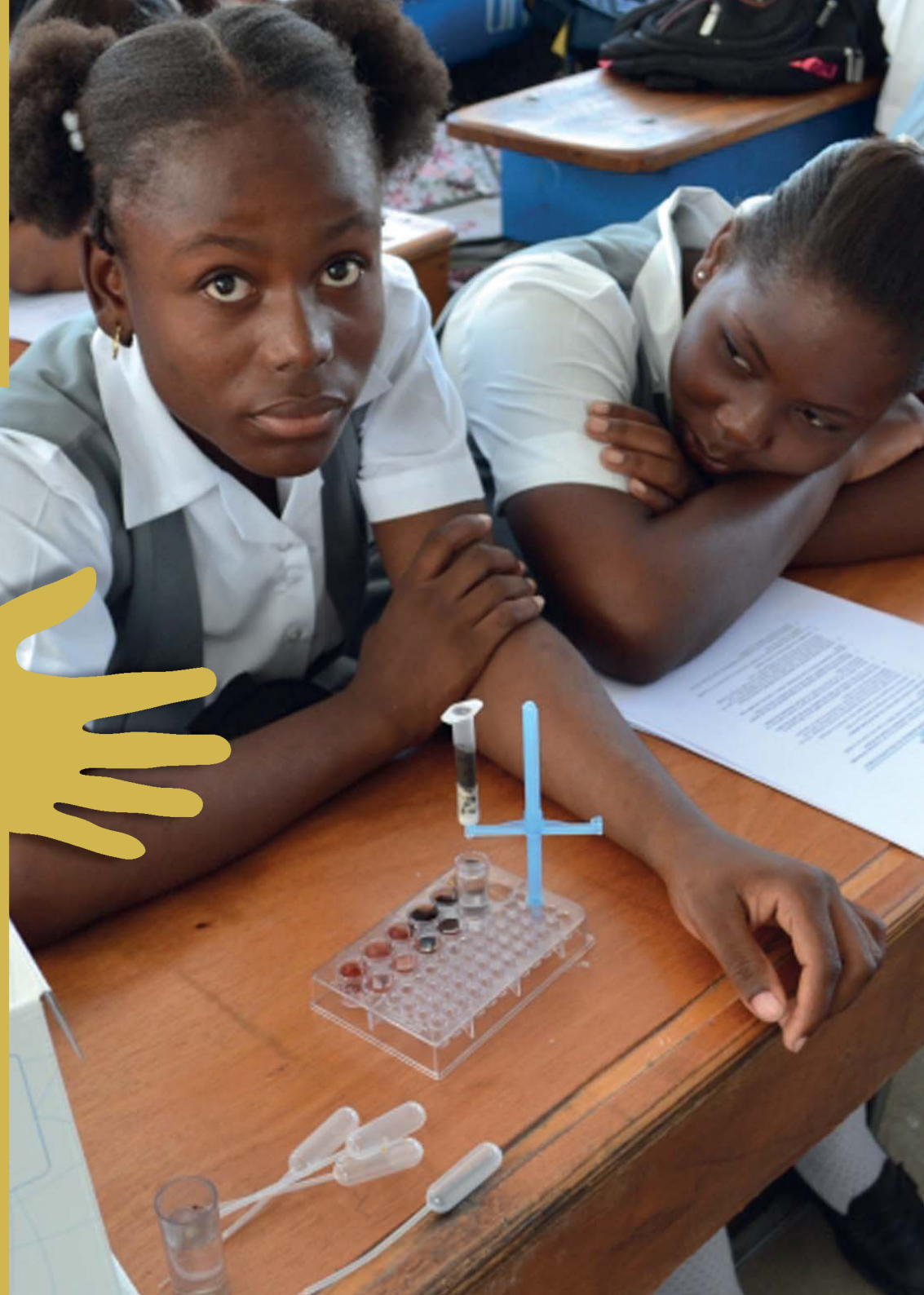
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Science, Technology and Innovation for a sustainable socio-economic development of Africa





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Africa faces challenges of climate change

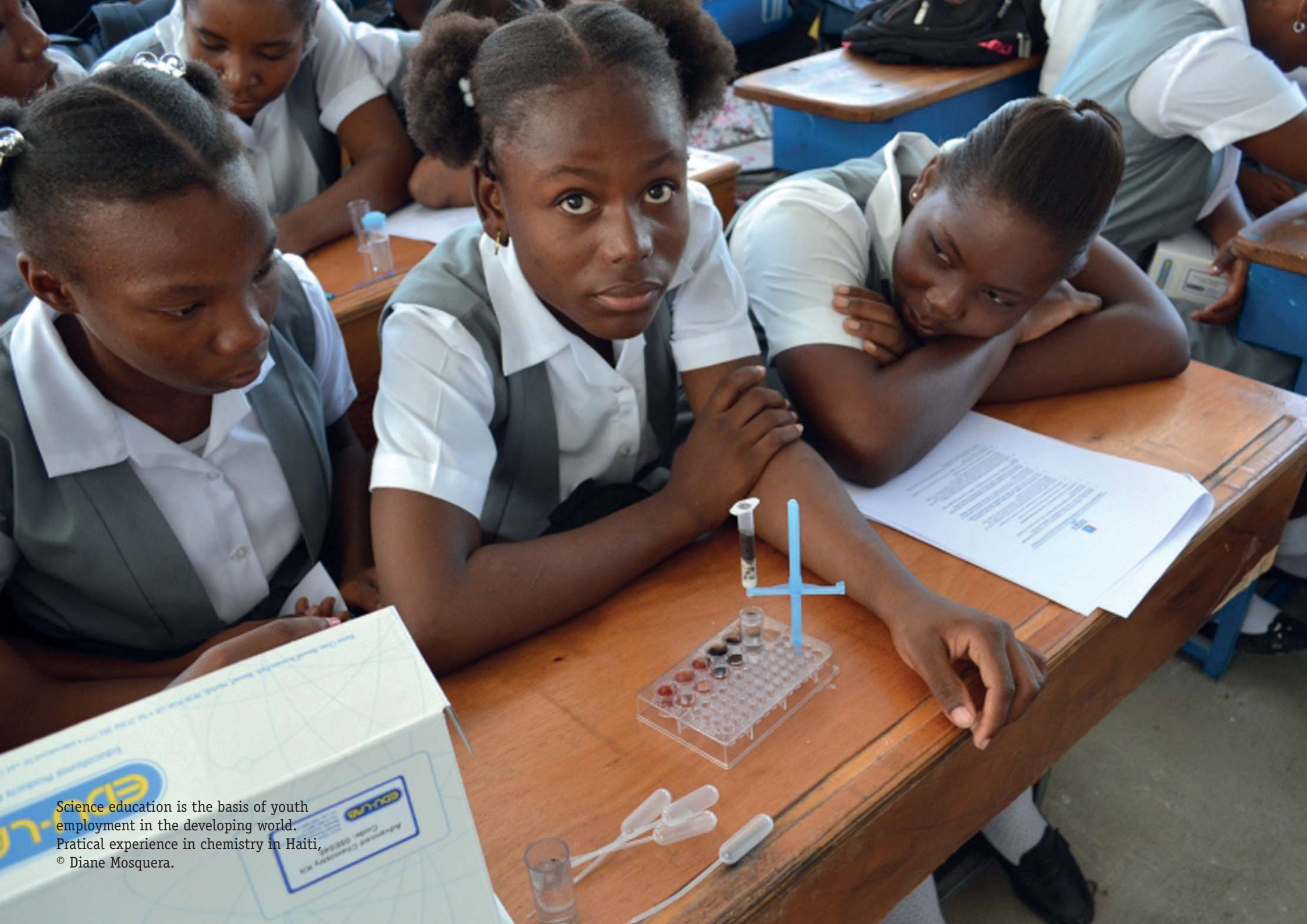
with its adverse consequences on food and agriculture, water availability and disease and environmental disasters.



UNESCO seeks to assist governments in the creation and enhancement of enabling policy environments for **Science, Technology and Innovation (STI)** for sustainable development.

The Organization is leading the Global Alliance of STI in Africa based on its mandate and experience in science education, TVET and higher education, as well as in STI policies and capacity building. It is in a unique position for helping countries adopt a systemic and integrated approach to STI.

UNESCO has also provided foresight planning to STI governance and policy and has assisted African Member States in the review or formulation of their National STI Policy using UNESCO's GO→SPIN platform, which is an STI mapping and analysis instrument. The time is now to harness the STI potential for sustainable development of African countries and to put a monitoring and evaluation system to assess the impact.



Science education is the basis of youth employment in the developing world. Practical experience in chemistry in Haiti, © Diane Mosquera.



Engage with UNESCO

Together with its partners, UNESCO will assist Member States in Africa in the creation and enhancement of enabling policy environments and in particular:

- strengthen the science, policy and society interface to advance equity and social inclusion;
- strengthen human and institutional capacity for education and training, research and innovation in science and engineering;
- promote South-South, North-South and triangular partnerships to enhance joint education and training, research and innovation, exchange of experts, internationally peer-reviewed systems;
- support career mentoring and development of innovation-hubs and networks with particular emphasis on empowering women in science and engineering and enabling the creation of an entrepreneurial culture.

▲ Absalom Shighweda, Educator of the NaDEET environmental education centre in the Namib Desert, Namibia demonstrates how to solar cook. At NaDEET, children and local community members learn how to prepare food with solar cookers, solar ovens and fuel efficient stoves, © UNESCO.



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Promoting an
environment
conducive
to freedom
of expression
and media
development
in Africa





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**For freedom
of expression**
and media
development to
flourish in Africa,
there is a need to
create the necessary
policy, legislative and
professional conditions
based on the national
development priorities of
African Member States.



© UNESCO/Sergio Santimano.



UNESCO is the only UN agency with a constitutional mandate to “**Promote the free flow of ideas by word and image**”. UNESCO has over two decades of experience in providing technical advice on legal, regulatory, policy and other critical issues, as well as educating journalists and building capacities for media professionals and institutions, thus playing a strong role in the field of freedom of expression and media development.

Examples of UNESCO’s recent work in this area include the project on “**Empowering Local Radios with ICTs**” covering 32 local radios in 7 different countries, as well as ongoing efforts to build the capacities of institutions specialized in journalism education and training in the context of the Global Initiative for Excellence in Journalism Education in which 12 African schools of journalism have enlisted.



WORLD PRESS FREEDOM DAY CELEBRATIONS
New Voices: Media Freedom Helping to Transform Societies
SKD Sports Complex, Paynesville: May 2 - 4, 2012

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IOFJ
for Journalists
Advancing Quality Journalism Worldwide



USAID
FROM THE AMERICAN PEOPLE

Make a Better World

UNMIL
United Nations Mission in Liberia



World Press
Freedom Day

The Worship Center
of Rich Fulfillment



With UNESCO's support, Liberia celebrated World Press Freedom Day,
© UNESCO/Luisa Handem Piette.



Engage with UNESCO

Partners can join UNESCO in its efforts to create an environment in which freedom of expression and media development can flourish in Africa. Together this can be achieved by:

- improving the enabling environment for press freedom and strengthening the safety of journalists;
- reinforcing the capacities of media institutions and professionals;
- promoting and strengthening community media as enablers of the free flow of information for development.

▲ Correspondent from Radio Mteгани, one of the participating radios in UNESCO project Empowering Local Radios with ICTs Makunduchi, Zanzibar, Tanzania, © UNESCO/Jonathas Mello.



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





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Tracking progress towards the attainment of the EFA goals indicate that **the majority of countries in Africa will not achieve the EFA goals by 2015.**

The Karamojong or Karimojong, an ethnic group of agro-pastoral herders living mainly in the north-east of Uganda. Instead of using note books and pens, teachers and students in Karamoja turn to chalk boards, a cheaper and better suited option in this very dry climate,

© UNESCO/Marc Hofer.



There is an **education crisis** in both formal and non-formal education – a crisis which if left unaddressed will undermine the countries' ability to achieve not only the **EFA goals** but the overall sustainable development of the countries.

UNESCO programme aims to improve the quality and relevance of education on the African continent by strengthening national capacities to address challenges of teaching and learning including teacher-related challenges; to transform technical vocational education and training (TVET) to make it more relevant to learners and labour market needs; as well as to scale up inclusive gender-responsive quality literacy programmes.



SST

Aswan High Dam

- Aswan High Dam is found in Egypt

Reasons for establishment

- To supply water for irrigation
- to produce Electricity (HEP)
- to attract tourists
- to control floods
- to get power for domestic use

24/06/2023

Benefits of Aswan Dam

- Creation of jobs
- It led to improvement of infrastructure
- Control floods
- Power is available
- Egypt earns from it
- More food is produced
- The Dam is used for

problems

- outbreak of bone disease
- Reduction during dry
- people had moved
- Siltation
- poor trans



Engage with UNESCO

Mobilizing partners for the support of the Strengthening education systems for sustainable development in Africa will allow UNESCO to:

- 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 those most qualified for the teaching profession and 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 qualitative policies for teaching and learning environments d'enseignement et d'apprentissage.



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Promoting a Culture of Peace and Non-Violence in Africa





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While opportunities for **sustainable development** in Africa are growing, the continent still faces many challenges including the risk of major instability and conflict.



© UNESCO/M. Hofer.

UNESCO advocates for the promotion of a **culture of peace and non-violence** in Africa based on African shared values.



Since its inception, UNESCO has been working towards a truly global movement for fostering a culture of peace and non-violence worldwide and has been designated by the UN General Assembly as the lead agency for many prominent global initiatives for promoting peace.

In Africa a number of key initiatives recently undertaken include:

- the "Pan-African Forum: Sources and resources for a culture of peace", (Luanda, Angola – March 2013), jointly organized by UNESCO, the African Union and Government of Angola;
- the formulation in partnership with ECOWAS of harmonized orientations on education to human rights, culture of peace, citizenship, democracy, regional integration and sustainable development in schools;
- the elaboration of a transboundary management framework for the Lake Chad Basin.



New citizenship for young women and men,
@ Kypriotou, Maria.



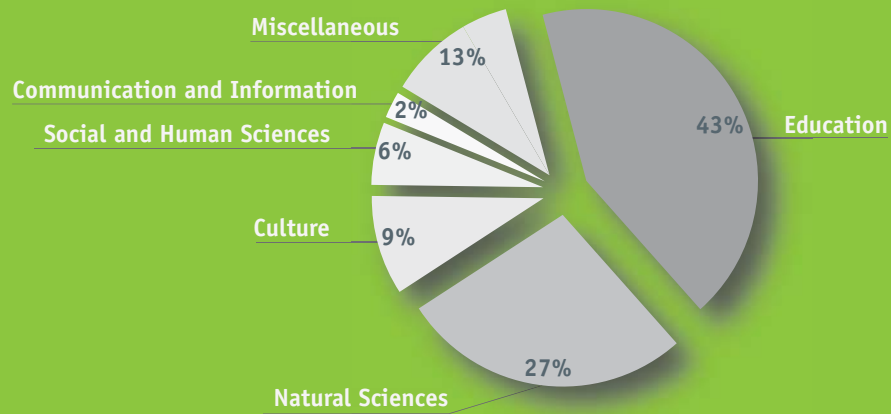
Engage with UNESCO

Partners can join UNESCO in its efforts to promote a culture of peace and non-violence through activities geared to the following objectives:

- strengthening peace and non-violence through education, advocacy and media including ICTs and social networks;
- developing the use of heritage and contemporary creativity as tools for building peace through dialogue;
- strengthening social cohesion and contributing to the African Renaissance through the introduction of the General History of Africa into formal and non-formal education settings;
- promoting scientific and cultural cooperation for the management of natural transboundary resources;
- empower and engaging young people, women and men.

How to engage with UNESCO?

- Provide financial contributions for specific UNESCO programmes, projects and Institutes
- Provide know-how, staff, equipment and other facilities in support of UNESCO's activities



Breakdown of funding by Programme Sector in 2013



Total Voluntary Contributions Received



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Partnering with UNESCO - Complementary Additional Programme