



United Nations
Educational, Scientific and
Cultural Organization

Prevention against violent extremism for young people in the Southern African

PROJECT ID ▷

Sector	Country(ies)	Budget \$2 million USD
Education	16	
Domain(s) (1)	Duration	
Teacher training	1 year	
Scope (2)	Counterpart	
Regional	Ministries of Education & Teacher training colleges	

UNESCO Office in charge of the project implementation:

UNESCO Office in Addis-Ababa

Responsible Person :

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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

Building peace and strengthening resilience for the prevention of violent extremism through teacher development in Southern Africa

CONTEXT ▷

While Southern Africa remains one of Africa's stable region, the region still faces the risk of violent extremism as a result of low political participation, poor democratic processes, exacerbated social inequalities and exclusion, and organized crime.. As a result, the youth in the region have become an easy target for radicalization and extremism. The need to safeguard peace and strengthen resilience remains ever present. This urgency led the Southern Africa Development Community (SADC) to develop a Southern African Regional Counter-Terrorism Strategy and Action Plan in 2015 and to develop a number of individual national policies for the prevention of violent extremism. This is matched by the UN Secretary-General's Plan of Action to Preventing Violent Extremism that was adopted in 2016 by the UN General Assembly.

MAIN AREAS OF INTERVENTION (budgeted) ▷

1. Situational analysis on the state of violent extremism in the SADC region and the role of education, notably the role of teachers (150,000 USD);
2. Knowledge sharing and advocacy for the prevention of violent extremism through teacher development (250,000 USD);
3. Development of a regional teacher's and learner's guide for PVE in the region (550,000 USD);
4. An e-learning and face-to-face training for teachers in the SADC region (450,000 USD);
5. Teacher training provided to 15,000 pre-service and in-service teachers (450,000 USD);
6. Strengthened regional cooperation and political commitment towards PVE and the role of teachers in the SADC region (150,000 USD).

EXPECTED OUTCOMES/RESULTS ▷

1. Evidence generated on the key factors of violent extremism among youth in the SADC countries and the role of teachers in its prevention;
2. A high level advocacy meeting for ministers of education and key education experts to prioritize the education sector and particularly teachers towards a strategy to prevent violent extremism;
3. Evidence based teachers' guides and learner materials developed to prevent violent extremism and build youth resilience;
4. Capacity of teachers and National Teacher Training Institutes to prevent violent extremism strengthened;
5. Resilience strengthened and vulnerability of youth in the SADC region reduced.





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Cultural Organization

GIRLS CAN CODE

Empowering girls and women through Information and
Communication Technology (ICT)

PROJECT ID ▷

Sector	Country(ies)	Budget 1,600,000 USD (USD 400,000 for each country)
Education, CI, Social and Human Sciences	Egypt, Ghana, Morocco, and Zimbabwe	
Domain(s) (1)	Duration	
Women empowerment ICT Robotics	2 years	
Scope (2)	Counterpart	
Regional	Ministries of Education, Ministries of ICT, Private Sector and Civil society	

UNESCO Office in charge of the project implementation:
UNESCO Offices in Cairo, Accra, Harare and Rabat
Responsible Person :
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

To contribute to girls and women's socio-economic empowerment by encouraging them to pursue careers in the ICT sector through knowledge sharing and networking.

CONTEXT ▷

- Less than a third of women enter the Science, Technology, Engineering and Mathematics (STEM) fields;
- Only 3% of women have an ICT degree;
- Women make up just 17.5% of the world's tech workforce;
- Concerted efforts are necessary to encourage and prepare girls and young women to participate in the ICT sector.

MAIN AREAS OF INTERVENTION (budgeted) ▷

1. **Training:** Delivering key skills and knowledge in the use of ICTs and Robotics to up 3,000 girls in Ghana, Egypt and Zimbabwe through a 9-months long, after-school training programme (750,000 USD)
2. **Curriculum:** Disseminating ICT and robotics curriculum tailored for females in high schools based on the success of the program in Ghana (OER) (150,000 USD)
3. **Mapping:** Conduct a mapping of target schools to be involved in the project (100,000 USD)
4. **Mentorship:** Promoting of the programme and involving champions from the private sector to participate as mentors (100,000 USD)
5. **Teachers:** Providing training for 300 Trainers of Trainers to disseminate knowledge and experiences gained during the summer camp and provide a multiplier effect (300,000 USD)
6. **Partnerships:** Partnering with community centers, libraries and similar public venues to provide ongoing following up and soft-skills training coaching (200,000 USD)

EXPECTED OUTCOMES/RESULTS ▷

1. Equip graduates with ICT skills and involve more women in digital innovation and entrepreneurship;
2. Increase the number of female university enrolment in ICT and robotics majors;
3. Create a network of women capable of empowering other women through ICT;
4. Eliminate cultural barriers and discriminatory stereotypes against women in ICT and related fields;
5. Increase the number of women with coding and software development application experience.





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Cracking the code: Unlocking the potential of girls in science, technology, engineering and technology (STEM)

PROJECT ID ▷

Sector	Country(ies)	Budget 5 000 000 USD
ED, SC, SHS	Kenya, Madagascar, Rwanda, Seychelles, Uganda	
Domain(s) (1)	Duration	
Gender equality, STEM education, teacher training, ICT	5 years	
Scope (2)	Counterpart	
Regional	Ministries of Education, Science and Technology; Forum for African Women Educationalists (FAWE); Microsoft	

UNESCO Office in charge of the
project implementation:
Regional Office for Eastern Africa

Responsible Person :
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

Contributing to Agenda 2063, and the realization of the Sustainable Development Goals, to increase the participation of girls in science, technology, engineering and technology (STEM) education and careers.

CONTEXT ▷

The African Union recognized the importance of science, technology, research and innovation in stimulating socio-economic development in Africa in its Agenda 2063, and even earlier in the 2007 Addis Ababa Declaration on Science, Technology and Scientific Research for Development. There is a growing demand for STEM professionals, but the so-called fourth industrial revolution is leaving a large part of the continent behind.

Women comprise less than one-third of higher education engineering and technology students in the majority of African countries. They are the greatest untapped potential to become the next generations of STEM professionals. We must invest in their talent.

MAIN AREAS OF INTERVENTION (budgeted) ▷

1. Strengthening teacher training on gender-responsive STEM pedagogy, coding and digital literacy to improve teaching quality and subject experience, and the establishment of gender-responsive STEM educational environments that engage, empower and inspire girls. (2,000,000 USD)
2. Supporting role model engagements, mentorship programmes and STEM clubs that enhance girls' self-perceptions and attitudes toward STEM, and their understanding of STEM studies and careers. (1,000,000 USD)
3. Strengthening linkages between universities and industries, including in emerging professional areas (e.g. green economy, blue economy, climate change) for work-integrated learning in STEM fields. (800,000 USD)
4. Equipping STEM university students with entrepreneurial skills, enhancing opportunities for income generation and job creation. (500,000 USD)
5. Supporting the establishment of national competitions to encourage girls to pursue STEM subjects, and celebrate girls' achievements in STEM fields, drawing on successful models in Mali and Senegal. (300,000 USD)
6. Strengthening national science, technology and innovation policies and plans through UNESCO's STEM and Gender Advancement (SAGA) proven methodology. (400,000 USD)

EXPECTED OUTCOMES/RESULTS ▷

1. Girls' participation and learning achievement in STEM education increases, contributing to SDG 4.5, 4.c and 5.b, Africa 2063, and national priorities.
2. Improved education sector capacity in STEM through strengthened legislation and policy frameworks, teacher professional development, and co-operation across sectors.
3. Increased awareness through advocacy interventions of the importance of girls' engagement in STEM subjects and careers including economic growth opportunities.





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Social inclusion of people on the move through education, sciences, culture and the

PROJECT ID ▷

Sector	Country(ies)	Budget 3 000 000 USD
ED, SC, SHS, CLT, CI	South Africa, Zimbabwe, Mozambique	
Domain(s) (1)	Duration	
Migration, Social inclusion, Fight against xenophobia	5 years	
Scope (2)	Counterpart	
Regional	National Human Rights Institutions, Municipalities, Media	

UNESCO Office in charge of the
project implementation:
Regional Office for Southern Africa

Responsible Person :
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

To build lasting peace by supporting local authorities and the National Human Rights Institutions to develop and enhance social inclusion in their development policies integrating people on the move, abiding by human rights and

CONTEXT ▷

In 2018, four out of five African migrants remain on the continent. Despite the many opportunities that may arise from departure, migrants in the region face an increased risk of exploitation, trafficking, exclusion, xenophobia, and discrimination. This in turn, generates social tension and outbreak of violence. The United Nations has committed to “leaving no one behind” in an effort to help countries promote inclusive growth and achieve the Sustainable Development Goals (SDGs). It is an imperative to improve the ability, opportunity, and dignity of people on the move in Africa and promote lasting peace.

MAIN AREAS OF INTERVENTION (budgeted) ▷

1. Advance knowledge on migration issues at the level of local and regional authorities in Africa, and produce practical resources and tools to facilitate the local authorities’ work on social inclusion of people on the move, and contribute to intercultural dialogue (500,000 USD);
2. Support local and regional authorities develop and implement inclusive policies, particularly in the areas of education, participation in cultural and scientific life, freedom of expression, and ethics of the environment (1,000,000 USD);
3. Promote exchanges of best practices and continuous, high-quality political dialogue among the countries involved on the good practices in the area of social inclusion of people on the move (1,000,000 USD);
4. Mobilize and form coalitions of social actors (media, education system, civil society, etc.) to advocate for social inclusion among the public and fight stereotypes and negative perceptions of people on the move (500,000 USD).

EXPECTED OUTCOMES/RESULTS ▷

1. Local authorities better understand and address the need to include people on the move in the social life of their territories;
2. Citizens are involved in preventing xenophobia, discrimination and violence against people on the move;
3. People on the move take part in the social life of their country of destination and contribute to a culture of peace and of tolerance.





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Transforming Lives, Shaping Futures:

Making positive sexual and reproductive health and education outcomes a reality for tertiary education students

PROJECT ID ▷

Sector	Country(ies)	Budget 5,000,000 USD
Education	All 16 Southern African Development Community (SADC) countries	
Domain(s) (1)	Duration	
Comprehensive Sexuality Education (CSE); Sexual and Reproductive Health (SRH); Gender Equality	3 years	
Scope (2)	Counterpart	
Regional	Ministries of Higher and Tertiary Education, Ministries of Health, Universities, Teachers' Education Colleges, UNFPA, UNAIDS, UN Women	

UNESCO Office in charge of the project implementation:
UNESCO Regional Office for Southern Africa
Responsible Person :
Ms Patricia Machawira
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

Reducing new HIV infections, early and unintended pregnancy and gender based violence among young people in higher and tertiary education institutions.

CONTEXT ▷

Higher and Tertiary Education Institutions are home to a large number of young adults that are vulnerable to sexual and reproductive health related concerns and risks as they navigate new responsibilities, relationships, and experiences in unfamiliar settings. Unintended pregnancies and sexually transmitted infections, immediately affect students' well-being and can cause disruptions in educational attainment, career progression, and life goals, ultimately limiting the potential of this critical human capital to contribute towards national development and leadership goals.

MAIN AREAS OF INTERVENTION (budgeted) ▷

- Policy:** Supporting the development of policies that address Health and Well-being of all students (including young people with disabilities) for the prevention and mitigation of adverse health outcomes and to protect students from sexual and gender based violence (1,000,000 USD)
- Teachers and Curricula:** Strengthening the capacity of the higher and tertiary education sectors to deliver quality and effective Comprehensive Sexuality Education through training of lecturers, tutors, and peer educators and integrating content on CSE which includes GBV, HIV and pregnancy prevention matters into existing curricula and to support the development of new curricula that address the above (1,600,000 USD)
- Knowledge Generation:** Conducting research studies to generate a body of knowledge for a deeper understanding of the HIV, sexual transmission infections and gender based violence burden in colleges and the overall context for Sexual Reproductive Health-related activity and service utilization (800,000 USD)
- Health Facilities:** Enhancing collaboration between the Ministries of Health, as well as regulatory bodies on health and college health facilities to ensure that all of them meet minimum standards of practice required by the government (800,000 USD)
- Information Sharing:** Strengthening 'Orientation Week' for first year students to include sexual and reproductive health services and information upon admission (400,000 USD)
- Awareness Raising:** Increasing awareness around sexual and reproductive health of students (400,000 USD)

EXPECTED OUTCOMES/RESULTS ▷

- Providing comprehensive sexuality education, sexual and reproductive health (SRH) services and preventing sexual and gender based violence across higher and tertiary education sector;
- Improving capacity of campus health facilities to offer a standard package of friendly health services for students;
- Building safe and inclusive campus environments.





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Strengthening the Education Sector response

PROJECT ID ▾

Sector	Country(ies)	Budget \$ 448,000 USD
Education	Namibia	
Domain(s) (1)	Duration	
Comprehensive Sexuality Education	3 years	
Scope (2)	Counterpart	
National	Ministries of Education Arts & Culture, of Health and Social Services, Communities in three-targeted regions	

UNESCO Office in charge of the project implementation:
UNESCO National Office in Windhoek

Responsible Person :
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▾

To reduce Early and Unintended Pregnancy (EUP) among adolescent girls and young women in Namibia

CONTEXT ▾

Early and unintended pregnancy is a global health concern, one with particularly high prevalence in Sub-Saharan African countries, including Namibia.

A situation analysis conducted by UNESCO in 2018 showed that three regions (Kavango East , Kavango West and Kunene) have the highest proportion of teenage pregnancies in the country. This jeopardizes the future and spectrum of opportunities for quality education, social participation and healthy lives for adolescent's girls and young women.

Through a series of related interventions, UNESCO can help improve the sexual and reproductive health and education outcomes for the concerned population.

MAIN AREAS OF INTERVENTION (budgeted) ▾

1. Support Namibia implement its Education Sector Policy for the Prevention and Management of Learner Pregnancy (67 200 USD);
2. Enhance the capacity of teachers to deliver Comprehensive Sexuality Education and help institutionalize such curricula in teacher training programmes (134 400 USD);
3. Help integrate CSE in life skills education including through the use of innovative Information Technology (89 600 USD);
4. Establish and strengthen linkages between schools and health services (22 400 USD);
5. Advocacy for the institutionalization of Comprehensive Sexuality Education in the teacher training curricula (44 800 USD);
6. Engage and mobilize communities to increase their understanding and support of pregnancy prevention programs and address stigma at community level (89 600 USD).

EXPECTED OUTCOMES/RESULTS ▾

1. Strengthened education sector response to early and unintended pregnancies;
2. Strengthened delivery of quality life skills/comprehensive sexuality education to include early and unintended pregnancy prevention that is linked to quality sexual and reproductive health services;
3. Improved community engagement to create a supportive and accepting environment for Comprehensive Sexuality Education and one that is not stigmatizing.





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Catching Them Young: Preventing drug use, crime, and violent extremism through

PROJECT ID ▷

Sector	Country(ies)	Budget 2,500,000 USD
Education (SHS and CI)	Nigeria	
Domain(s) (1)	Duration	
Global Citizen Education; Education for Justice, Sports for Inclusion and Peace	36 months	
Scope (2)	Counterpart	
National	UNODC Government Ministries and specialized agencies; Primary, secondary and tertiary educational institutions	

UNESCO Office in charge of the project implementation:
UNESCO Office in Abuja

Responsible Person :
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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

Preventing drug use, crime, and violent extremism through education and sports

CONTEXT ▷

Economic crime, violent extremism, terrorism and general lawlessness are severely hindering the Sustainable Development of Nigeria. These problems demand a proactive fostering of a culture of lawfulness and the rule of law first and foremost among children and youth, building on policies, tools, resources and services developed by UNESCO and the United Nations Office on Drugs and Crime (UNODC), for using education and sports as approaches to prevent drug use, crime and violent extremism as well as to build a sustainable culture of lawfulness

MAIN AREAS OF INTERVENTION (budgeted) ▷

- Global Citizenship Education (GCED):** empowering learners to understand that human rights violations, inequality and poverty are global issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies (750,000 USD)
- Education for Justice:** strengthening the capacities of policymakers, curriculum developers, teacher trainers and educators to empower learners to engage in society as constructive and ethically responsible agents of change, supporting justice and strong institutions_(1,000,000 USD)
- Youth Crime Prevention through Sports:** developing sports programmes as tools of crime prevention or to build social bridges (250,000 USD)
- School-Based Drug Use Prevention:** promoting awareness of well-being and enhancing knowledge, attitudes and skills that help prevent substance abuse (500,000 USD)

EXPECTED OUTCOMES/RESULTS ▷

- Integration of Rule of Law related policies, tools and materials into primary, secondary, and tertiary education to build a culture of lawfulness;
- Empowered children and youth - particularly out-of-school ones - become key actors in preventing and countering violent extremism;
- Improved resilience of children and youth to drugs use, crime and violence through sports-based life skills training and strengthening Quality Physical Education;
- Integration of drug use prevention programme 'Unplugged' into the policies, tools and materials of secondary education to expand and sustain current responses in Nigeria.





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Operationalizing SDG 4 at Country Level

PROJECT ID ▾

Sector	Country(ies)	Budget 5 Million USD
Education	DRC, Madagascar, Mali, Mozambique and Senegal	
Domain(s) (1)	Duration	
Sector Wide Policy and Planning	Three years	
Scope (2)	Counterpart	
Regional and National	Ministries of Education	

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UNESCO Office in charge of the project implementation:

UNESCO HQ and Bamako, Dakar, Maputo, Nairobi, Kinshasa Offices

Responsible Person :

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OBJECTIVE ▾

Supporting 5 African countries attain and monitor national education objectives in line with SDG4

CONTEXT ▾

The CapED Programme is UNESCO's key operational arm and delivery platform in the framework of the Education 2030 agenda. With a capacity development approach focused on system strengthening, it supports least developed and fragile countries in the design and implementation of education reforms that are essential for the achievement of national development priorities and the fulfilment of SDG4. It recently supported five countries in Africa to integrate SDG4 into their national systems, with a focus on education policies, legislation, and data and information systems.

MAIN AREAS OF INTERVENTION (budgeted) ▾

Based on the recommendations from the Programme's positive external evaluation, and on the different country contexts and the strategies identified at national level for the achievement of the SDG4 targets, UNESCO will support the five countries to:

- Develop the capacity of national authorities to implement education sector plans, policies, and strategies that leave no one behind.
- Modify their legal frameworks to ensure that the right to education is adequately protected in line with international standards.
- Implement key elements of their national strategies for the development of education statistics. This will improve the availability and quality of data used to monitor progress towards national priorities in line with SDG4 and evidence-based policy-making.

The estimated budget for each country amounts to 1 million USD.

EXPECTED OUTCOMES/RESULTS ▾

- Countries develop their capacities to implement national education policies and plans that reflect SDG4 commitments.
- National legislation is strengthened to secure the right to education for all, particularly girls, women and vulnerable groups.
- Countries have access to more reliable and disaggregated data, as well as strengthened capacity to analyse data for relevant policy-making.





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Empowering Local Communities through Sustainable Tourism and TVET

PROJECT ID ▷

Sector	Country(ies)	Budget 700,000 USD
Education	Uganda	
Domain(s) (1)	Duration	
TVET, Sustainable Tourism, Inclusive Education	3 years	
Scope (2)	Counterpart	
National	Ministry of Education; TVET institutions; Private sector.	

UNESCO Office in charge of the project implementation:

UNESCO Nairobi Office

Responsible Person :

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1- Domain(s): Under Domains are understood the different main areas of intervention, e.g. if Education is the sector it refers to TVET, Adult Literacy, Teachers training etc.

2- Scope: Local (benefiting a specific geographic area) , National (benefiting the entire country) or Regional (several countries). In case of Regional, please indicate which countries.

OBJECTIVE ▷

Providing access to training opportunities in the sustainable tourism sector, around World Heritage Sites, to improve livelihoods and help surrounding populations become financially

CONTEXT ▷

This proposal builds on UNESCO's CapED Programme in Madagascar running since 2010. This joint education-culture initiative notably uses vocational training to translate Madagascar's growing tourism industry into sustainable economic opportunities for local communities, in particular women, living around a UNESCO World Heritage Site. The Programme is targeting some 800 learners.

UNESCO aims to replicate this successful initiative in other African countries, starting with Uganda. The Programme would focus on communities surrounding a natural World Heritage Site, as well as displaced populations from neighbouring DRC to promote inclusive

MAIN AREAS OF INTERVENTION (budgeted) ▷

The Programme is organized around two components focused on skills development relevant for the job market. It targets the population surrounding the World Heritage Site area, with a strong focus on women, as well as displaced populations from DRC.

Component 1: Development of curriculum for certified TVET programmes and training of TVET teachers in selected vocational centres. The curriculum will equip learners with skills relevant to sustainable tourism trades such as hotel / restaurant management and tour guides. It will also include entrepreneurship training.

Component 2: Provision of training to improve the livelihoods of the surrounding populations and reduce the risk of encroachment in the natural World Heritage Site. This includes vegetables farming to sell in local hotels and markets, the elaboration of marketable handicrafts preserving local traditions. The training will encompass literacy, numeracy and entrepreneurship skills. Sustainability will be ensured through the identification of learners who will then carry out cascade training to new beneficiaries.

Both components will foster community awareness and ownership towards the management of heritage and promotion of sustainable tourism in the site.

EXPECTED OUTCOMES/RESULTS ▷

- Empowered local communities and displaced people, especially women, have access to education opportunities and become financially independent.
- Tourism in the area surrounding the World Heritage Site is more sustainable while supporting local culture.
- Some 900 learners targeted.

