

37 C/4

2014–2021

DRAFT MEDIUM-TERM STRATEGY



United Nations
Educational, Scientific and
Cultural Organization



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Introduction by the Director-General to the Draft 37 C/4 and 37 C/5 documents

UNESCO has a unique role to play in strengthening the foundations of lasting peace and sustainable development. Advancing cooperation in education, the sciences, culture, communication and information holds strategic stakes at a time when societies across the world face the rising pressures of change and the international community faces new challenges.

The 37 C/4 and 37 C/5 documents are an opportunity for Member States to define a common strategic vision for the Organization for the next eight years and the century ahead. This is our chance to sharpen UNESCO's role and enhance its impact and delivery. This is our opportunity to set a new course for a new UNESCO.

Drawing on our humanist mandate and longstanding experience, we must set this course together and reflect the common concerns of all Member States. This is why consultation and deliberation have guided this process, as requested at the 36th session of the General Conference.

The Executive Board at its 190th session held detailed discussions on the Preliminary Proposals concerning the Draft Medium-Term Strategy (37 C/4) and the Draft Programme and Budget (37 C/5) (document 190 EX/19, Part I), both during the Board session and the meeting of its Ad Hoc Preparatory Group. As a result, the Executive Board adopted a consensus decision that contains a set of orientations and principles for the preparation of the Draft 37 C/4 and 37 C/5 (190 EX/Decision 19).

This decision also requested to take into account the discussions held at the Executive Board and the Ad hoc Preparatory Group and to consult Member States during the intersessional period, while developing proposals for the 37 C/4 and 37 C/5.

By another decision 190 EX/19 Part II, para. 8, the Executive Board further invited me *“to present an implementation plan for the 37 C/5 that sets out spending priorities for the Organization based on the expected cash flow situation for 2014-2015”*. These decisions set a clear framework for finalizing the proposed draft 37 C/4 and 37 C/5 documents.

Following the Board's request, I organized extensive two-track Consultation Meetings with Member States. These focused on UNESCO's possible role in key, cross-cutting programmatic areas during the period 2014-2021 – *“empowering youth for peace and sustainable development”*; *“social inclusion, social transformations, social innovation”*; *“science and technologies for knowledge societies”*, and *“freshwater”*.

I met also with all regional groups, including political groupings. Altogether, I held more than ten such consultations. I would also underline the Information Meeting of the Executive Board on 29 January 2013 as another important moment in this process.

The imperatives of UNESCO's reform are starting points for the draft C/4 and C/5 documents. This must be consistent with the follow-up to the Independent External Evaluation of UNESCO and concentrate on four major agreed directions for change (Decision 190 EX/19, paragraph 4):

- ▶ Increasing UNESCO's focus;
- ▶ Positioning UNESCO closer to the Field;
- ▶ Strengthening UNESCO's participation in the United Nations system;
- ▶ Developing and strengthening UNESCO's partnerships.

The proposed Draft C/4 and C/5 documents build on a root-and-branch review of all current programmes, modes of delivery and an assessment of attained results. This has been taken forward, drawing on available audits and evaluations, on previous decisions of the governing organs, and on other evidence to determine the continuing relevance and need for existing programmes – and their inclusion in the draft documents.

Existing intergovernmental and international programmes have also been assessed to review whether there is any duplication with ongoing Secretariat programme activities, whether available funding in the past for the activities of these bodies has been commensurate with their expected results, and whether administrative costs for the operations of the intergovernmental and international programmes could be contained in future.

On this basis, as requested by the Executive Board (190 EX/Decision 19), I have sought to build on *“the relevance of UNESCO’s five major programmes or fields of competence”* to develop *“clear proposals for innovative, holistic and effective structures and programme delivery as well as enhanced interdisciplinarity.”*

At this critical juncture, we must strengthen the Organization for greater impact and sharper delivery. There can be no dilution of UNESCO’s capacities or signature strengths. This has guided the programmatic and structural changes that I am proposing. My aim is to stay true to the goals of UNESCO while shaping an organizational architecture that is more resilient, flexible, and fit for purpose.

I am determined to ensure that UNESCO meets the full scope of its ambitions.

Seven objectives have guided me in elaborating the draft documents:

1. To ensure a better differentiation and focus of UNESCO’s role and functions at the global, regional and national levels;
2. To clarify UNESCO’s comparative advantages and contributions to an accelerated achievement of the internationally agreed development goals, including the Millennium Development Goals (MDGs) by 2015, and to prepare for meaningful international objectives to be pursued post-2015. The MDGs and its successor set of internationally agreed objectives must yield concrete, measurable and time-bound results, while also recognizing those “softer” and hard to measure objectives critical for peace and sustainable development;
3. To highlight UNESCO’s comparative advantage in a reforming UN system, which is increasingly collaborating and delivering as one, especially at the country level. UNESCO is working towards creating the conditions of successful UN cooperation at country, regional and global levels through the competent inter-agency mechanisms, including in assuming leadership positions in the CEB and its subsidiary pillars as well as UN country teams. At the thematic level, UNESCO provides leadership and/or coordination functions in a number of UN system-wide initiatives, such as the three new initiatives of the UN Secretary-General – the Global *Education First* Initiative (GEFI), the Scientific Advisory Board and the Ocean Compact – which will shape both the contours and content of the post-2015 global development agenda, while remaining fully committed to Education for All (EFA) in the field of education;
4. To include concise strategies with a clear thematic focus and attainable expected outcomes and results for the two global priorities, Global Priority Africa and Global Priority Gender Equality, taking into account the results of evaluations with a view to ensuring effectiveness and tangible impact;
5. To mainstream specific interventions in relation to youth, the least developed countries (LDCs), Small Island Developing States (SIDS), and the most marginalized social groups;
6. To contribute to building knowledge societies, including by drawing on information and communication technologies (ICTs) and the internet;
7. To apply a development-, peace- and human rights-based approach so as to give coherent strategic orientation to the Draft 37 C/4 as a whole;

I am determined that interdisciplinary action is the guiding principle for the activities defined throughout the draft C/4 and C/5 documents. This includes a new emphasis on clarifying expected outcomes and results. Each of the strategic objectives of the Draft 37 C/4 is accompanied by a set of expected outcomes, and the strategic objectives have been translated into thematic focus areas for the C/5 with clear results expected at the end of the four-year period.

At the top of the changes that I propose stands the establishment of a **Centre for Social Transformations and Intercultural Dialogue**, within the framework of the Organization's work in the Social and Human Sciences.

The new Centre will bring together – for the first time – in a holistic and multidisciplinary manner all key programmes and activities relevant to UNESCO's work to support Member States in developing innovative policies to accompany and anticipate social transformations, including the MOST programme.

My goal is to strengthen substantive linkages and synergies across the work of UNESCO in order to increase focus, coherence and impact. The new Centre will overcome the present fragmentation of efforts and allow UNESCO to reclaim leadership in a rapidly transforming environment, while providing key support to Member States.

Further innovations in the Draft 37 C/4 and Draft 37 C/5 are designed to bolster programmatic focus, coherence among all programmes and visibility.

These include :

- ▶ The integration of activities linked to ICT in education and open educational resources into Major Programme I, and those linked to ICT in science and open access to scientific information into Major Programme II.
- ▶ I propose also to transfer the Memory of the World (MoW) programme and documentary heritage activities to Major Programme IV, where they will constitute from now on an essential part of UNESCO's culture programme.

All of these proposals seek to reduce fragmentation and to overcome silos in our action.

I am determined to reduce further the relative weight of administration compared to programmes across the Organization, and to further increase efficiency, effectiveness and value for money.

To this end, I propose the restructuring and significant downscaling of the Sector for External Relations and Public Information (ERI) and of the Sector for Management Support and Services (MSS). I propose the discontinuation of the Bureau of Field Coordination, to reinforce the coordination of field activities by entrusting its various functions to MSS, BFM, HRM, AFR, ODG and BSP. I also propose to move responsibility for post-conflict, post-disaster activities to ODG.

The Organization is planning also to make joint use of field staff for both the natural and the social and human science programmes – to be more flexible in delivering services and to enhance our impact at the country level.

Each of these shifts is critical for building a stronger UNESCO. Each demonstrates my determination to take forward, step by step, the deep reform of the Organization in both programmatic and structural terms, building on our achievements, to create a sharper and more efficient UNESCO. This involves also my commitment to position UNESCO closer to the Field for better delivery at country and regional levels.

The Draft C/4 document outlines how each strategic priority will strengthen UNESCO's global lead roles and how UNESCO will deliver effectively through collaboration with the United Nations system globally, regionally and at the country level.

It also highlights the development and strengthening of strategic partnerships with a broad range of UNESCO's partners, from civil society and private foundations to the private sector, building on the comprehensive partnership strategy adopted by the Executive Board at its 190th session, and how this will contribute to reaching expected outcomes in the C/4 and expected results in the C/5.

The Draft C/4 document concludes with a chapter on management that sets out principles and targets for results-based management and budgeting, accountability for results, field presence, transparency and cost-effectiveness. The Draft 37 C/4 and 37 C/5 documents have been prepared in compliance with the principles of results-based management, as applied by UNESCO in the past. For the first time, the Draft 37 C/5 document is moving to apply the principles of results-based budgeting for expected results under each main line of action (MLA) for all Major Programmes.

The Draft 37 C/5 document integrates all ongoing initiatives to increase the cost-effectiveness of the Organization. Each Secretariat unit will continue efforts to reduce administrative costs while ensuring effective and efficient service at all levels, in order to further reinforce activities, especially in the field, and to craft a leaner and less cumbersome administration.

I envisage also an extension and up-dating of the current roadmap targets, which at present run until the end of the 36 C/5. As requested by the Executive Board, an addendum to the Draft 37 C/5 document provides an implementation plan for spending priorities by each Major Programme.

In accordance with a decision by the General Conference, I suggest that the four-year cycle of the sunset clauses begin with the implementation of the 37 C/5, in line with the new duration of its Programme part. It is worth recalling that the General Conference's decision was to terminate all programmes after a four-year period, unless the General Conference explicitly decides to either extend them – acknowledging the need to run certain programmes for a longer time – or end them two years early.

We must communicate all our efforts to increase our visibility and profile. I am determined to take forward an effective communication strategy to consolidate and expand UNESCO's outreach with the wide range of stakeholders, partners and UNESCO constituencies.

Throughout all of this, focus must remain our mainstay.

We must strengthen our work across all our fields of competence, guided by the need for concentration. There will be sharper focus, there will be increased relevance, and there will be more innovation. Whatever strategic priorities or thematic focus areas we choose, they will address all of UNESCO's five main areas of competence.

While the programmes are defined for the quadrennial period 2014-2017, the budget allocation to the programmes has been made for the biennial period 2014-2015, in line with the General Conference resolution to maintain the biennial cycle for the appropriation of the budget, and based on the budget ceiling of \$653 million as decided by the Executive Board at its 190th session.

In allocating the budget to each Appropriation Line, I have set the principle that all efforts the Organization has made so far in cost savings under the current biennium's financially exacting situation should be continued into the next biennium with the zero-nominal growth budget ceiling of \$653 million, under which the Organization will need to absorb some US\$ 50 million for cost and other statutory increases normally covered by zero-real growth approaches.

As such, the budget allocation for most of the programme-related and administrative areas has been maintained at the minimum level, reflecting the current critical financial situation – a level that is, therefore, much lower than that of the 36 C/5 Approved. This approach has generated additional funds to be utilized for reinforcing the Programme areas.

I must underline that certain cost items are subject to considerable and unavoidable cost increases beyond UNESCO's control. This includes participation in the United Nations Joint Machinery (particularly the security element). For the first time, a provision for the After Services Health Insurance (ASHI) is required to be budgeted in an amount corresponding to 1% of the total staff costs. These additional costs in the non-programme areas have been absorbed within the given budget ceiling. Despite this, I have been able to increase the budgets for all the Major Programmes over and above their levels of the 36 C/5 Approved.

This means also that the budgetary weight of the administration, Part III “Corporate Services”, within the total budget has decreased compared with the 36 C/5 Approved – from approximately 18% to 16%, or from US\$ 120 million in the 36 C/5 Approved to US\$ 105 million in the present draft 37 C/5.

As we chart a way forward, the humanist mandate of UNESCO must remain our compass setting.

The changes underway across the world call for a renewed commitment by all to the principles that guide this Organization. More than ever today, lasting peace and sustainable development require cooperation. Their foundations cannot be built solely on political and economic arrangements – they must be constructed in the minds of women and men. We are living in a new age of limits – in terms of the resources of the planet and material assets. In this context, we must make far more of the single most powerful and renewable energy there is – that of innovation. UNESCO must strengthen its work to release the full power of human ingenuity as a source of resilience at a time of change and as a wellspring for creativity and growth. Cooperation in education, the sciences, culture, communication and information has never been more urgent in this context.

The human rights and dignity of every woman and man must be our starting point and the measure of our success. These times are calling for a new humanism that marries human development with the preservation of the planet and that provides equal access to all to the benefits of education, the sciences, culture, communication and information. This new humanism must build on renewed aspirations for equality and respect, for tolerance and mutual understanding, especially between peoples of different cultures. It must seek to craft more inclusive societies, guided by a profound concern for social justice and diversity.

This calls for strategic vision. We need a revitalised, relevant and resilient UNESCO.

We must look beyond short-term difficulties to the long-term, to define a strategic direction of UNESCO at a time of complex and rapid change.

We must improve our work on all fronts to lay the foundations for lasting peace and sustainable development on the basis of human rights, dignity and justice.

We must stay the course with reform, to build a sharper, more effective, more performing Organization.

These are my commitments, and they guide the Draft 37 C/4 and 37 C/5.



Paris, February 2013
Irina Bokova

I. The evolving international environment and development landscape

1. UNESCO's new Medium-Term Strategy will need to respond to an international environment marked by rapid change, increased complexity, uncertainty and emerging new trends and challenges.
 - (a) The world's population has almost tripled since 1945 and now stands at seven billion inhabitants. This massive demographic change is accompanied by complex phenomena such as intensifying urbanization, over-exploitation of natural resources, accelerating pollution and environmental degradation, the relative ageing of populations, international and in-country migrations, and a growing rural-urban divide. Half of the world's population is under 25 years old. The percentage of young people in developing countries is set to rise to 89.5% in 2025. These young women and men will have to cope with the consequences of the unsustainable use of the Earth and its resources. This situation calls for new approaches and firm commitments for a sustainable future. The young people represent an enormous potential for change: yet the young people yearn for educational, scientific, cultural and communication resources and skills needed for their personal development, access to decent jobs, civic participation and mutual understanding. These young people represent a potential for change if access to education can be ensured and if young people's involvement in the decision-making process can be strengthened. Young people are not only agents for economic growth, but also a force for social transformation and progress, with peace and sustainable development as core objectives.
 - (b) The world is growing closer together. The speed at which economic, social, food, energy and climate crises have spread since 2007 has shown the extent of interconnections between States and societies, the vulnerability of some countries and population groups, in particular women and young people, the persistence of racism and discrimination and acutely apparent linkages between various sectors. No single country, however powerful, can cope on its own with the challenges that have arisen. Shared values and standards are increasingly necessary to ensure global peace and prosperity. Intercultural dialogue is increasingly necessary for social inclusion and durable peace. In general, greater demand for international cooperation attests to recognition of the importance of multilateralism.
 - (c) Climate change continues to be of paramount concern to the future of humankind, and has been proclaimed by the UN Secretary General as the defining challenge of our time. It is a complex global problem because it is intertwined with many other issues including economic development and poverty reduction. Addressing climate change and the resultant climate variability will take more than science alone, and will require action as well in culture, education, and communication in order to address it holistically.
 - (d) The world is now reaching its biophysical limits. The current scales of unprecedented exploitation of our natural resources calls for improved governance and stewardship of the world's natural resources. As evidenced at the Rio + 20 Summit, the quest for sustainable development in economic, social and environmental terms is now of global importance replacing for good the paradigm of unlimited exploitation of our global resources. The natural and social sciences are key drivers to attain sustainability and create green economies and societies. Particular attention must be paid to the crucial role of the oceans, freshwater and biodiversity in this respect, as reaffirmed by the United Nations Conference on Sustainable Development (Rio+20). Education for sustainable development is bound to play a particularly important role in changing habits, values and modes of consumption in order to support the path towards sustainable development. The ethics of science and technology, including bioethics attract increasing attention.
 - (e) More than 40% of this global population lives within 100 kilometres of the coast, with projections that by 2025 this number will rise to 75%. Rapid urbanisation will lead to more coastal mega-cities containing 10 million or more people. Thirteen of the world's 20 megacities lie along coasts and nearly 700 million people live in low lying coastal areas less than ten metres above sea level. Yet the ocean, once thought to be a vast, resilient area able to absorb practically unlimited waste and withstand increasing human population, fishing and shipping pressures, is increasingly vulnerable. At least 40% of the global ocean is 'heavily impacted' by human activities, and 60% of the world's major marine ecosystems that underpin livelihoods have been degraded or are being used unsustainably. This has a direct impact on sustainable development since hundreds of millions of people depend on the quality of the marine environment and the availability of living marine resources for their wellbeing.
 - (f) While extreme poverty has been reduced, inequalities are growing within and among countries. Mounting inequalities raise new challenges to the enjoyment of human rights and to the values of social justice, solidarity and inclusion. They translate into unequal access to quality education, to the benefits of scientific information, to freedom of expression, to the right to participate in cultural life. The narrowing of inequality gaps is a major strategic challenge. Even though the percentage of the population living on less than US\$1.25 a day – the amount determining extreme poverty – has halved between 1981 and 2008, falling from 52% to 22%,

or from 1.9 to 1.3 billion inhabitants, socio-economic inequalities have risen on average. Absolute poverty has increased in sub-Saharan Africa. Gender inequalities continue to give cause for concern everywhere. Income inequalities are not only a challenge to developing countries alone, but also to many OECD member countries.

- (g) Literacy and access to primary education have made significant progress in the past 10 years, thanks to an unprecedented international and national-level mobilization. Nevertheless, EFA remains an unfinished agenda and there is a growing call for increasing the quality and relevance of education, and for supporting countries in the development of “neglected” education areas – early childhood care and education, secondary education, technical and vocational education, and tertiary education and research. Reviewing the content of education and the learning/teaching processes – including science education, technical and vocational education and training, education for global citizenship and learning to live together –, as well as the assessment of learning outcomes have become a growing concern for the majority of Member States. Education systems designed for the second half of the 20th century begin to fall short of meeting the demands for 21st century knowledge societies.
- (h) Increasingly, culture has been recognized as an enabler and driver of development. Culture in its multifaceted form is a fabric that holds societies and nations together. Peace, economic progress and sustainable development must ever more recognize culture as an important driver and determinant factor. The emergence of the creative economy demonstrates its relevance for the economic and social well-being of countries, and this is also underlined by the growing demand of cities to become members of the creative cities network. Attention needs also to be paid to the preservation and protection of cultural heritage as a whole, including underwater cultural heritage, and the fight against illicit traffic in cultural property, especially in conflict-afflicted areas.
- (i) Countries’ needs and capacities are increasingly diverse. According to the UN classification, 49 countries are still considered as LDCs, with half of the world’s population living in extreme poverty. 86 countries are designated by the World Bank as Middle-Income Countries (MICs) and are home to one-third of people across the globe living on less than \$2 per day representing the level of poverty. New centres of economic dynamism are emerging, including in Africa, with differing challenges and needs affecting social transformations. At the same time, the LDCs and the Small Island Developing States (SIDS) remain particularly vulnerable to crises, to the effects of climate change and to environmental degradation. The booming middle-income countries constitute a major new development that challenges traditional cooperation models. In 1990, 90% of the poorest people lived in low-

income countries. Today, 75% of them live in middle-income countries.

- (j) Peace and security remain key challenges. Conflicts continue to threaten the fragile development progress of many developing countries. More than 1.5 billion people live in countries affected by violent conflict and an estimated 40 percent of fragile and post-conflict countries relapse into conflict within 10 years. At the same time, many countries are engaged in a process of democratic opening or are rallying to ensure respect for human rights, dignity and freedom. It is a call to achieve the universal promise of human emancipation and to forge a new humanism. A growing number of countries in transition, including those undergoing democratic change, also requires renewed means of support. Such situations cannot be tackled with conventional tools. The number of countries in “post-conflict” situations, in the strict sense of the term, has fallen, but one fifth of humanity lives in conditions of permanent tension, characterized by myriad stress factors such as struggles for access to resources, including freshwater, socio-economic inequalities and various forms of violence. Acknowledgement of these precarious situations and support for conflict prevention and transition and/or fragile countries require comprehensive, coordinated long-term approaches, with major emphasis being given to building capacities in and through education, culture and the sciences. The factors of sustainability, continuity and resilience are paramount in this regard. Experience gained in promoting the culture of peace and non-violence as well as intercultural dialogue will be highly relevant in this endeavor as will be lessons from operations in supporting post-conflict and post-disaster (PCPD) countries by tackling the new problems of fragile and transition countries.
- (k) The development landscape has changed. New partners and new forms of cooperation are emerging, which put a premium on national ownership, high-quality delivery and mutual accountability. Regional integration everywhere is stronger, with increased commitments to regional cooperation frameworks, and expanded South-South and North-South-South cooperation. Developing countries maintain economic cooperation relations with each other to an unprecedented extent. With the volume of bilateral cooperation on the rise, there is increasing pressure on the UN system to deliver through high-quality results, effectiveness and efficiency. The quest for increased system-wide coherence, building on the achievements of the “Delivering as one” model will remain high on the agenda. This has been underlined by the UN Secretary-General when he called in his recent Five-Year Action Agenda for a second generation of “Delivering as one”, focused on managing and monitoring for results, increased accountability and improved outcomes as key features of a modern UN system.

- (l) Even though “traditional” funding (official development assistance from OECD donor countries) is still the bedrock of operational activities for development in the United Nations system, new funding sources, including self-benefitting modalities, must be sought in a context in which growing expectations are to be balanced against the financial realities and constraints of many countries and organizations. New and innovative models to fund the UN development system and its resident coordinator and country team structures are in demand, including the Delivering as One modality or new approaches for Resident Coordinator cost-sharing arrangements. All this has been captured in the November 2012 landmark resolution by the UN General Assembly on the Quadrennial Comprehensive Policy Review of Operational Activities for Development (QCPR).
- (m) The opportunities of the digital revolution are enormous. ICTs are challenging the social fabric of societies, and open up innovative perspectives to education, sciences, creativity, innovation and the media, but they are unequally distributed and give rise to a knowledge divide for much of the world. Many societies are thus prevented from benefitting equally from the potential of modern ICTs. While the digital divide has been shrinking over the last 10 years in terms of numbers of fixed phone lines, mobile subscribers, and Internet users, it is estimated that some 800,000 villages – representing around one billion people worldwide – still lack connection to any kind of information and communication technology. Despite growing connectivity in all regions, the majority of the more than 7 billion people who inhabit our planet have been completely shut out of the digital revolution and the promise it holds.
- (n) Progress in the field of ICTs requires the media to rethink its operational models yet at the same time ICTs have created unprecedented and almost unlimited possibilities of access to information. The increase of information flows itself strains the human ability to navigate the deluge of information available. Therefore, new skills need to be developed in order to help citizens use and utilise information in an intelligent way and prevent them from suffering harmful impacts. New technologies, creative industries and innovative financing are among the inventive solutions that exist to extend and strengthen the basis of scientific knowledge, ensure universal access to information, and intensify scientific cooperation for sustainable development in order to ensure that needs are met better with fewer resources, while human rights are fully respected.
- (o) The digital age has revolutionized freedom of expression which is a fundamental human right underpinning all other civil liberties and which is vital for open societies, the rule of law and democratic governance. It is also a key ingredient for development, for innovation and creativity. This requires a free, open and accessible Internet.
- (p) The world is witnessing an increasing violence against journalists. Violence must not be allowed to mute the freedom of speech and freedom of expression. This is the goal of the UN-wide Plan of Action on Safety of Journalists and the Issue of Impunity that UNESCO is leading – to halt a scourge that kills many and silences many more through fear, and to seek redress for these crimes.
2. These diverse challenges open up as many opportunities for action as demonstrated by the decisions of the United Nations Secretary-General to entrust UNESCO with major leadership responsibilities in three key initiatives: the *Global Education First Initiative (GEFI)*, the Scientific Advisory Board on sustainable development and the UN Secretary-General's Oceans Compact which highlights the need for scientific knowledge in order to be able to respond to the deterioration of the ocean and coasts. It is the first time in decades that UNESCO has been called upon in this way by the Secretary-General to take on such a level of responsibilities. UNESCO has also been tasked with drafting the global report on the creative economy together with the United Nations Development Programme (UNDP). In parallel, the UN Development Group has set up a Task team on Culture and Development with a strong focus on operational activities, led by UNESCO. This shows that the Organization is well integrated into the United Nations system and UNESCO's role as a lead agency in several programme areas is recognized.
3. In this environment characterized by rapid shifts and flux, updated UNESCO approaches are in demand:
- (a) More differentiated approaches must be deployed, better adapted to each local setting and to development needs and priorities that may vary from one country to another (“one size does not fit all”). Sound and scientific anticipation of future challenges will be in demand, so as to develop pragmatic and possible unconventional ways for addressing them. UNESCO's multidisciplinary approaches in addressing complex challenges such as climate change, ocean and coastal deterioration, disaster risk reduction or water security represent clear added value in the UN system.
- (b) Better integrated approaches, capable of cutting across disciplines and tools need to address as a whole the social, economic and environmental aspects of development that are mutually reinforcing and cannot be dealt with in isolation. Likewise, UNESCO's role and support for the implementation of existing standard-setting instruments, especially in the field of culture, must be strengthened.
- (c) Increased and better targeted attention should be paid to young people, in both the design and the implementation of programmes in order to empower them as agents for change. Young people represent a potential for mobilization, renewal and progress and are thus a “natural” priority target for UNESCO's activities.

- (d) Partnerships will be increasingly essential for the effectiveness of United Nations action. The capacity of the United Nations development system, including UNESCO, to enter into innovative partnerships with a broad range of stakeholders and networks (including civil society, the private sector, media, foundations, networks of institutes and centres, UNESCO chairs, parliamentarians), to reinforce partnerships or to engage more closely with UNESCO category 2 centres and institutes and UNESCO chairs, and to work more closely with the international financial institutions needs to be boosted. UNESCO will need to act increasingly as the moderator and instigator of a multifaceted energized global network.
- (e) Policies must address the question of inequalities more directly, lay greater emphasis on inclusion, empowerment and equity and highlight the sustainability of results and long-term transformations in an unstable context, in accordance with the conclusions of the Fourth High-Level Forum on Aid Effectiveness, held in Busan in June 2012.
- (f) Policies must rely on each country's specific capacities, on greater national and local ownership and on greater community participation in development efforts, including resort to indigenous knowledge systems.
- (g) In response to the sensitive and unstable situations in many countries, "post-conflict" intervention models must be replaced by a model that supports conflict prevention in fragile countries or countries in transition, which would improve the coordination of prevention, early warning and risk reduction programmes on the one hand, and emergency response, reconstruction and reconciliation programmes on the other.
- (h) The United Nations system – including UNESCO as a source and crossroads of knowledge – must strengthen the coherence, effectiveness and interoperability of its components in order to tackle highly complex challenges with finite resources. The UN system, and the norms and values it represents, are more relevant than ever, yet the system must strive to effectively deliver on its potential – overcoming programmatic fragmentation and negative competition as well as incompatibility of operations and business models.
- (i) The promotion of a results and learning culture, focusing on more regular and more rigorous evaluations and based on quantitative and qualitative indicators as well as on evidence-based impact assessments of the various programmes is indispensable.
- (j) The introduction of sunset clauses according to which programmes will be terminated after a four-year period, in line with UNESCO's new programming cycle, unless the General Conference explicitly decides to either extend them – acknowledging the need to run certain programmes for a longer time – or end them early.
4. UNESCO must demonstrate its capacity to contribute to peace in a world of diversity, to contribute to sustainable development in a world of finite resources and a changing climate, to strengthen societies' inclusion and resilience in the face of a complex and rapidly changing world situation. The aspiration to a new humanism may be regarded as human beings' need to establish new relations with each other, on the basis of gender equality, mutual understanding and tolerance, non-discrimination and non-violence, new relations with the environment (taking account of its fragility and its limitations), new relations among cultures (taking account of their diversity and interrelationship through education for mutual respect) and new relations with future generations.
5. UNESCO has already introduced major reforms, in particular on the basis of the recommendations of the Independent External Evaluation. The Organization has come significantly closer to other United Nations agencies and has formed a host of new inter-agency, public-private or civil society partnerships, such as in the follow-up to the recommendations of the World Summit on the Information Society (WSIS) and with the Broadband Commission for Digital Development, co-chaired by UNESCO and the International Telecommunication Union (ITU), in the context of Education for All and in the framework of UN-Water and the observation of the International Year for Water Cooperation 2013 as well as leading implementation of the UN Plan of Action on Safety of Journalists and the Issue of Impunity. In addition, UNESCO has expanded quite significantly its partnership with ICT companies like Nokia and Microsoft in mobile learning, in TVET, literacy, gender related programs and digital preservation. The partnership with Procter and Gamble in support of girls education in Africa has proved to be exceedingly successful. Visibility of world heritage was enhanced as a result of a partnership with Panasonic. Similarly the Partnership with L'Oreal, driven towards the promotion of Women in Sciences, has evolved throughout the years to also cover preventive education against HIV/AIDS. Most recently, UNESCO has teamed up with Chinese partners, like Phoenix Satellite TV, the Dalian Wanda Group, the Ruby Group, Mercedes-Benz China, the CHIC Group or the municipalities of Beijing, Hangzhou, Shenzhen and Shaoxing to support activities pertaining to culture and development, the creative economy and creative cities, heritage management as well as biospheres.
6. Yet, the Organization must be further reformed in order to provide Member States with a structure and approach adapted to the exigencies of the new global environment. This does not mean marginal rearrangements of a few mechanisms, but reassessing all of the Organization's programmes and components. UNESCO must lay better emphasis on its specific contribution to lasting peace and sustainable development and must do so more effectively, more efficiently and more holistically.

7. As the 2015 deadline looms large, the Organization must both increase its efforts to achieve the Millennium Development Goals – in particular Goal 2, achieving universal primary education, for which it is responsible – and position itself in the post-2015 development agenda

by proposing its ideas and indicators to feed into the discussion on the sustainable development goals, which are yet to be defined by the UN General Assembly. The present new Medium-Term Strategy will be the main driver for this effort.

II. Guiding principles for the Medium-Term Strategy for 2014-2021 and the Programme and Budget for 2014-2017 (documents 37 C/4 and 37 C/5)

8. The elaboration of the draft Medium-Term Strategy for 2014-2021 has been guided by the following fundamental principles. The application of these principles will ensure a greater consistency with the objectives and activities of other United Nations bodies, in accordance with the expectations expressed in the QCPR.
- (a) *Refocus UNESCO on its core mandate and main priorities and ensure the overall consistency of its action;*
- (b) *Define the Organization's basic functions better at its global, regional and national levels* to provide for greater clarity in the distribution of tasks, a more straightforward delegation of authority and greater accountability in the various tiers of action;
- (c) *Accelerate and increase field network reform*, by combining decentralization and flexibility, responding to needs and priorities in distinctly different ways, reaffirming the principle of differentiated action (“one size does not fit all”);
- (d) *Encourage innovation and creativity* in its various fields of competence and the commitment of all partners to UNESCO as a forum for the exchange and design of new approaches, new tools and new policies;
- (e) *Strengthen resolutely UNESCO's cooperation and partnerships, in particular in a reforming United Nations system and with new partners*, based on the fundamental values of the United Nations Charter and UNESCO's Constitution and, in particular, human rights, gender equality, equity, sustainability and inclusion as basic principles.
9. The selection of overarching objectives that link all of UNESCO's fields of action will help prevent “silos” of isolated activities and permit greater cohesion and a more integrated approach to UNESCO's programmes and mechanisms. An approach based on cross-cutting thematic areas is better suited to the interconnection, multidimensionality and multidisciplinary of today's challenges. The intersectoral platforms implemented throughout the 34 C/4 and 36 C/5 period will be replaced by greater flexibility and specifically designed mechanisms in programme implementation at both the global and the country levels.
10. To retain flexibility over eight years and allow the Organization to adapt to new developments and changes in the external environment throughout the new, longer programming cycle, the 37 C/4 should be considered as a rolling strategy, monitored and adjusted as necessary by the General Conference upon proposals by the Executive Board.

III. Mission statement

11. UNESCO's mission statement shall be, as decided by the Executive Board in 190 EX/Decision 19, paragraph 5:

“As a specialized agency of the United Nations, UNESCO – pursuant to its Constitution – contributes to the building of peace, the eradication of poverty, and sustainable development and intercultural dialogue through education, the sciences, culture, communication and information”

IV. Functions

- 12.** UNESCO's five functions will be as follows, as decided by the Executive Board at its 190th session:
- (a) Serving as a laboratory of ideas and generating innovative proposals and policy advice in its fields of competence;
 - (b) Developing and reinforcing the global agenda in its fields of competence through policy analysis, monitoring and benchmarking;
 - (c) Setting norms and standards in its fields of competence and supporting and monitoring their implementation;
 - (d) Strengthening international and regional cooperation in its fields of competence, and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships;
 - (e) Providing advice for policy development and implementation, and developing institutional and human capacities.
- 13.** These functions shall be implemented at global, regional and national levels, albeit with different degrees of emphasis. While global normative work should mostly be carried out by Headquarters, policy advice and related capacity development should mostly be provided at national level. The Organization will better distinguish between programmes which require global attention, and those which only require to be carried out at the regional or national levels. Adequate delegation of authority will be provided to Field units to allow them to respond to national needs, with adequate accountability mechanisms. The following indicative list clarifies the functions performed by UNESCO at different levels, and with a view to ensuring that operational activities are delegated to the appropriate levels:

Relevance of UNESCO's functions at the global, regional and national levels: Indicative list

	International level	Regional level	National level
1. Serving as a laboratory of ideas and generating innovative proposals and policy advice in its fields of competence	High	Low	Low
2. Developing and reinforcing the global agenda in its fields of competence through policy analysis, monitoring and benchmarking	High	Low	Low
3. Setting norms and standards in its fields of competence and supporting and monitoring their implementation	High	Low	High (national implementation)
4. Strengthening international and regional cooperation in its fields of competence, and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships	High	High	High (fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships)
5. Providing advice for policy development and implementation, and developing institutional and human capacities	Low	Low	High

V. Global priorities

14. All thematic focus areas define in clear terms the strategic action to be pursued in support of Africa and gender equality, which – as decided by the Executive Board - continue to be UNESCO's global priorities.

Priority Africa

A united and prosperous Africa, at peace with itself and with the rest of the world, governed and built by its own citizens and representing a dynamic force on the international scene – that is the African Union's vision, in pursuit of which African States have designed their development efforts individually and collectively. UNESCO has supported Africa in the achievement of that collective goal by continuously granting the Organization's "global priority" status to Africa in its programmes for over 20 years.

The African continent is at the forefront of economic, political and demographic change in the international environment. It is most severely stricken with extreme poverty, while some regions are experiencing unprecedented growth that must be sustained in the long term. It is important for Africa to build inclusive knowledge societies in order to improve the continent's connectivity with information- and knowledge-sharing networks.

Through its own dynamism and its partners' support, Africa has made significant progress in several areas of activity in UNESCO's fields of competence, namely education, training, the promotion of human rights, environmental protection, cultural-heritage enhancement, natural-resource optimization, science capacity building, regional integration and conflict management.

Owing to such joint efforts, Africa is now the only region in the world to have recorded a growth rate of at least five per cent constantly for the last ten years. Although the Afro-pessimism of the 1990s has given way to a positive view of the continent's development prospects, there is still much to be done to achieve the Millennium Development Goals and, thereafter, to turn globalization into a positive force redounding to the benefit of all.

Through its Medium-Term Strategy for 2014-2021, UNESCO intends to build on those achievements and to act early to deal speedily with problems and such major emerging challenges as:

1. the heightened need for education, training and social and occupational integration in order to respond to the changing demographic structure of Africa, which will have a population of 2 billion, consisting mostly of young people, by 2050;
2. the building of knowledge societies to effect the transition to a knowledge economy driven decisively by scientific research, technology and innovation, knowledge production and application, access and fairly shared knowledge;
3. the concomitant need to build inclusive resilient societies capable of supporting the unprecedented change in social relations which is narrowing the core traditional foundation on which social cohesion rests;
4. the pressing need to create and maintain conditions for the preservation and promotion of lasting collective peace and security, which are prerequisites for and the ultimate goals of development.

Africa's efforts to take up those challenges will be supported by UNESCO in accordance with its mission and the two overarching objectives set in its Medium-Term Strategy, duly taking the "Priority Africa" evaluation recommendations into account. Cooperation with the African Union will be boosted primarily under its 2014-2017 Strategic Plan. The Global Education First Initiative and the Nairobi Declaration on the development of science, technology and innovation in Africa will both be means of maximizing UNESCO's action, including action in pursuit of the United Nations post-2015 agenda.

In order to take better account of Africa's development needs and changes occurring thereto in a context of regional integration and globalization, a multisectoral approach based on anticipation, adaptability, adjustability, flexibility, programme and budget concentration, subsidiarity of initiatives and activities, resource pooling and results-based management supported by evaluation and impact-measuring activities will be taken to UNESCO's action in Africa.

UNESCO will therefore take action in two priority areas:

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

UNESCO is committed to implementing a more targeted and consolidated peace-building, poverty-eradication and inclusive sustainable development strategy by building capacities to safeguard cultural heritage, foster creative industries, improve the quality of education for all, promote science, technology and innovation, transfer marine technology, protect freedom of expression and support peace and citizenship education. Gender equality and young Africans' requirements will be mainstreamed into these strategic fields of action through six flagship projects:

1. promoting a culture of peace and non-violence;
2. strengthening education systems for sustainable development in Africa: improving equity, quality and relevance;
3. harnessing STI and knowledge for the sustainable socio-economic development of Africa;
4. fostering science for the sustainable management of Africa's natural resources and disaster risk reduction;

5. harnessing the power of culture for sustainable development and peace in a context of regional integration;
6. promoting an environment conducive to freedom of expression and media development.

The specific goals and expected results of these flagship programmes, all accompanied by implementation schedules, performance indicators and budget data, will be set out in the draft Programme and Budget (37 C/5). They will be implemented by various Headquarters and field stakeholders, whose respective roles and structural links will be spelled out. Stakeholders will rely on partnerships involving: (i) Member States as substantive, technical and financial partners; (ii) the African Union and subregional economic communities through the conduct of joint activities and pooling of resources; (iii) multilateral organizations and the private sector, with emphasis on the priority mobilization of African resources; (iv) United Nations system agencies through the synergy of their comparative advantages; and (v) civil society through the mobilization of local community initiatives and potential.

UNESCO will build on lessons learned over several biennia and, in particular on the recommendations contained in the evaluation of “Global Priority Africa” and the “Readjustment of the missions of the Africa Department and strengthening of its capacity to monitor Global Priority Africa”.

Gender Equality

In a landmark decision, UNESCO’s General Conference designated gender equality as one of the Organization’s two global priorities in all its fields of competence for the Medium-Term Strategy for 2008-2013. This was complemented by the development of UNESCO’s first “Priority Gender Equality Action Plan, 2008-2013”, which was prepared through a broad-based consultative process and endorsed by the governing bodies. It provided a roadmap to translate the Organization’s policy commitment into specific actions and outcomes.

For the Medium-Term Strategy 2014-2021, the Executive Board has re-confirmed this commitment. Complementary to the 37 C/4, UNESCO’s second Priority Gender Equality Action Plan for 2014-2021 will be prepared through another consultative process, which will be informed by the findings and recommendations of the external evaluation of the implementation of Priority Gender Equality for the period 2008 to 2013.

UNESCO’s vision of gender equality is in line with the relevant international agreements - the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Declaration and Platform for Action (PfA), the Millennium Declaration and the Millennium Development Goals (MDGs), and the Secretary-General’s Five-Year Action Agenda where gender equality is highlighted as an accelerator for sustainable development. For UNESCO, gender equality is a fundamental human right, a building block for social justice and an economic necessity. It is a critical factor for the achievement of all internationally agreed development goals as well as a goal in and of itself. UNESCO firmly believes that sustainable development and peace at the global, regional and local levels can only be realized if women and men enjoy expanded and equal opportunities, choices and capabilities to live in freedom and dignity as full and equal citizens.

The ultimate goal of UNESCO’s Priority Gender Equality is to strengthen the Organization’s ability, through its policies, programmes and initiatives, to support the creation of an enabling environment for women and men from all walks of life, to contribute to and enjoy the benefits of sustainable development and peace. UNESCO also commits itself to ensure that the Organization’s contributions to peace and sustainable development have a positive and lasting impact on the achievement of women’s empowerment and gender equality around the globe.

UNESCO will continue to pursue its Priority Gender Equality through a two-pronged approach – which, together with capacity development, has been one of the main recommendations of the external evaluation: gender-specific programming - focusing on women’s and men’s social, political and economic empowerment as well as transforming norms of masculinity and femininity; and mainstreaming gender equality considerations in its policies, programmes and initiatives. Building commitment, competence and capacity for the effective implementation of Priority Gender Equality in programming with concrete impact at the field level will continue to be a focus area complemented by actions within the Secretariat that support equal career opportunities for staff and appropriate working arrangements to balance work and life while progressively increasing the representation of women in decision-making levels within the Secretariat to achieve gender parity by 2015.

The existence, persistence and worsening of inequalities are well established through research and evidence. However, there is inadequate improvement because the evidence base is not fully taken into account when formulating and implementing policies to address the inequalities. While a certain level of aggregation is necessary to formulate policies, in the case of gender inequalities, a differentiation between female versus male misses the subtler yet deepening inequalities when gender intersects with other factors such as socio-economic status, ethnicity, age and location. UNESCO will pay special attention to these aspects by using modalities and methodologies that address regional specificities.

UNESCO’s second Priority Gender Equality Action Plan for 2014-2021 will provide a roadmap to translate the Organization’s commitment into specific actions, outcomes and expected results by adopting a concerted and systematic gender equality perspective. It will describe the actions UNESCO will take in all its fields of competence between 2014 and 2021 to contribute fully and actively to the pursuit of women’s empowerment and gender equality efforts in its Member States.

The Action Plan will build on the 37 C/4 and delineate how UNESCO will contribute to its strategic objectives, in close collaboration with all its partners, including the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), in the following manner:

- a) Ensuring that gender equality is a constituent element of the global education agenda with a focus on “equality of opportunity” as well as “equality of outcome”, especially in the post-2015 agenda;
- b) Identifying gender specific targets and timelines within the framework of inclusive, quality and lifelong learning opportunities for all in support of creative and global citizenship for women and men from all walks of life;
- c) Ensuring that international science cooperation for peace and sustainability allows for representation and voice for women and men and provides the conditions for both women and men to be agents of mitigation, adaptation, resilience and sustainability;
- d) Ensuring that policies for sustainable development are gender transformative by including both women and men in capacity building efforts in order for those policies to serve the needs of as broad a constituency as possible;
- e) Supporting efforts by Member States aimed at expanding the creative horizons of women and girls and ensuring their equal access to and participation in cultural life, including tangible, intangible and documentary heritage, the capacity for creative expression and enjoyment of cultural goods and services;
- f) Ensuring that processes supporting social transformations and intercultural dialogue acknowledge and take into consideration the roles, contributions, and voices of women and men from all walks of life;
- g) Supporting the development by Member States of cultural policies that respect gender equality, recognize women’s parity of rights and freedom of expression and ensure their access to decision making positions. ;
- h) Ensuring freedom of expression to all irrespective of gender or other social identity and supporting a gender transformative media development.

Internally, UNESCO will pursue the following objectives regarding Priority Gender Equality for the period 2014-2021, which also correspond fully to the recommendations of the external evaluation:

- ▶ Strengthening ownership of the Priority Gender Equality to ensure its effective implementation by all UNESCO staff and their partners;
- ▶ Establishing effective internal accountability for achieving results – both for programmes and for gender parity in the Secretariat;
- ▶ Establishing systems – gender markers - to track allocation of human and financial resources to Priority Gender Equality;
- ▶ Establishing mechanisms for systematic measuring of progress and contribution to impact and reporting on these;
- ▶ Establishing effective and systematic mechanisms for communication and dissemination of actions and results by UNESCO in favor of women’s empowerment and gender equality.

VI. Overarching objectives

15. As decided by the Executive Board, all strategic objectives and thematic focus areas must respond to the following two overarching objectives:

- ▶ Peace – Contributing to lasting peace;
- ▶ Sustainable development - Contributing to sustainable development and the eradication of poverty.

16. The overarching objectives must also guide the Organization’s work with respect to activities for youth, LDCs, SIDS and countries in transition.

17. The needs and aspirations of youth are central concerns to UNESCO. Young people carry the greatest burden of change across the world, especially young women. They

are also setting the pace for key social transformations. UNESCO has a powerful contribution to make in the mainstreaming of youth issues. UNESCO will put forward and operationalize a holistic, comprehensive vision across the Organization to harness the potential of youth as change-makers for peace and development. UNESCO’s work will focus on enabling youth to engage in their societies and will embody the different ways in which youth are concerned or affected by such work: as beneficiaries of services and activities; as independent actors; as UNESCO’s partners through their organizations. Reflecting the complexity of youth issues, the transversal and interdisciplinary nature of UNESCO’s vision on youth contributes directly, in a complementary manner, to both overarching objectives.

18. Specific focus will be given to the LDCs in line with the Istanbul Programme of Action for the Least Developed Countries for the Decade 2011-2020, which includes among its priority areas: education and training, water and sanitation, science technology and innovation, climate change and environmental sustainability, disaster risk reduction, the development of ICT infrastructure and internet access, gender equality and empowerment of women as well as youth development.
19. Building on the achievements of the intersectoral platform on SIDS and the principles of the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS, UNESCO's approach will be deepened and renewed by developing cross-cutting and cross-scale approaches to reduce vulnerabilities and promote resilience in the face of global environmental and socio-cultural change. This will be achieved by reinforcing and sharing innovative SIDS approaches to sustainability across regions through strengthened research and knowledge exchange for policy and decision-making – adhering to the outcomes of the 20-year review of the Barbados Programme of Action in 2014. Each major programme will be required to develop concrete plans to this end, with emphasis on operational implementation in the Field and ensuring that the sub-regional offices concerned, in particular in the Pacific and the Caribbean, play a key role.
20. The needs of indigenous peoples will also be addressed by UNESCO's action. They continue to be disproportionately represented among the most marginalized and impoverished segments of society, while being recognized as the stewards of the major part of the world's biological, cultural and linguistic diversity. Responding to the high-level UNGA World Conference on Indigenous Peoples in 2014, the Organization will implement the UN Declaration on the Rights of Indigenous Peoples across all relevant programme areas.

VII. Strategic objectives

21. The draft C/4's principal feature is its focus on the achievement of a limited set of 9 well-articulated strategic objectives, reduced from 14 for the 34 C/4. These strategic objectives are not linked in an exclusive uni-dimensional way to any particular Major Programme or area of competence. Rather, their respective content and expected outcomes will normally require contributions and interventions from several Major Programmes in an interdisciplinary manner.

22. The nine strategic objectives (SO) are the following:

- SO 1: Developing education systems to foster quality lifelong learning opportunities for all
- SO 2: Empowering learners to be creative and responsible global citizens
- SO 3: Shaping the future education agenda
- SO 4: Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development
- SO 5: Strengthening international science cooperation for peace, sustainability and social inclusion
- SO 6: Supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures
- SO 7: Protecting, promoting and transmitting heritage
- SO 8: Fostering creativity and the diversity of cultural expressions
- SO 9: Promoting freedom of expression, media development and universal access to information and knowledge

23. The rationale, the strategies and the expected outcomes for each of the nine strategic objectives are detailed in the sections below. The strategic objectives will be translated into action in a seamless manner in the 37 C/5, through the following five major programmes which cover all fields of competence of the Organization:

Major Programme I

Education for peace and sustainable development

Major Programme II

Science for peace and sustainable development

Major Programme III

Fostering social inclusion and intercultural dialogue through the social and human sciences

Major Programme IV

Building peace and sustainable development through heritage and creativity

Major Programme V

Sustaining peace and development through freedom of expression and access to knowledge

Draft Medium Term-Strategy 2014–2021 (37 C/4)

Mission statement

“As a specialized agency of the United Nations, UNESCO – pursuant to its Constitution – contributes to the building of peace, the eradication of poverty, and sustainable development and intercultural dialogue through education, the sciences, culture, communication and information”

Overarching objectives

Peace

Sustainable development

Global priorities

Africa

Gender equality

Strategic objectives

SO 1: Developing education systems to foster quality lifelong learning opportunities for all

SO 2: Empowering learners to be creative and responsible global citizens

SO 3: Shaping the future education agenda

SO 4: Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development

SO 5: Strengthening international science cooperation for peace, sustainability and social inclusion

SO 6: Supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures

SO 7: Protecting, promoting and transmitting heritage

SO 8: Fostering creativity and the diversity of cultural expressions

SO 9: Promoting freedom of expression, media development and universal access to information and knowledge

Responding to Post-Conflict and Post-Disaster Situations

Introduction to Strategic Objectives 1, 2 and 3

24. A wide range of factors continue to deepen vulnerability, induce social breakdown and threaten global peace and stability. The gap between the rich and the poor is widening within and between countries. Equity and inclusion remain central challenges to ensure the sustainability of development. A large part of the world's population is still living in areas affected by conflict and violence. Moreover, natural disasters including those linked to climate change are having a particularly ravaging impact on the poorest. Migration and population ageing are transforming demographic dynamics in all regions, impacting on youth unemployment and dependency rates.
25. These challenges underscore the continued relevance of UNESCO's overarching objectives: "Contributing to lasting peace", and "Contributing to sustainable development and the eradication of poverty". As a path for sustainable change, education can provide a powerful response to these challenges. It is both a basic human right and a vector to realize other human rights and achieve international development objectives. Education has a direct impact on poverty reduction, health promotion, gender equality and environmental sustainability. It is at the heart of social inclusion and social transformation and it is widely acknowledged that no country can improve the living conditions of its people without important investments in education. A fundamental objective of education is to promote values, attitudes and behaviors that empower learners to be proactive contributors to a more just, equal, peaceful and sustainable society. UNESCO, with its interdisciplinary mandate, is uniquely positioned to promote global citizenship through education. The Organization will give a much stronger focus in the period 2014-2021 to enhancing the role of education in responding to the challenges of the 21st century.
26. The next eight years will be a period of opportunity. The development agenda will be at a crossroads in 2015, which will be the occasion to take stock of progress, and to chart out a new agenda and development framework, based on analysis of new needs and challenges; it is a time for renewed commitment. Keeping education high on the global development agenda will be an important task for UNESCO. At the same time, recognizing that EFA is an unfinished agenda, UNESCO is fully committed to making progress in collaboration with all stakeholders and partners towards the six EFA goals in a last "big push" before 2015.
27. Significant progress has been made since 2000 in increasing access to basic education and reducing gender disparities in enrolment. However, further progress is needed to expand learning opportunities, particularly for disadvantaged groups, as a powerful tool to address the challenge of social inequality. In this regard, it is essential to establish appropriate mechanisms for ensuring transition between different levels and types of education and learning – from early childhood care through to higher education and adult learning, including through both formal and non-formal delivery mechanisms – to provide lifelong learning for all. In this period, UNESCO's work in education will continue to be guided by a rights-based and holistic approach to education, to advance the realization of inclusive lifelong learning and knowledge societies.
28. Moreover, the remarkable progress made in increasing access to basic education has not been accompanied by a commensurate improvement in the quality and relevance of education. Millions of children leave school without having acquired basic skills like reading and writing. In many countries, young people are graduating without the skills required to enter, or remain on, a fast changing labour market. In addition, the increasing availability of information and knowledge through technology is transforming education systems, expanding learning opportunities as well as generating demand for new skills. This is impacting on the type of competencies required of teachers, as their role is changing from that of "transmitter of knowledge" to "enabler of learning". At the same time, there is a crucial shortage of qualified teachers in many countries to provide quality education to a growing number of learners. UNESCO will respond to these challenges by placing much stronger focus in its Education programme on improving the quality of education and the learning processes and outcomes so as to ensure that all learners acquire the knowledge and skills needed for the 21st century.
29. Furthermore, globalization and growing interconnectedness between education systems are increasing the need for new and more effective global cooperation mechanisms. All countries, regardless of their income level, are continuously working towards improving the equity and quality of their education systems, with a view to achieving inclusive and sustainable development. UNESCO with its worldwide networks and global reach is well placed to enhance international and regional cooperation and knowledge sharing among all its Member States. Going forward, UNESCO will give increased attention to ensuring the universal relevance of its education programme. It will seek to mobilize all Member States, including all relevant stakeholders, to engage in cooperation on major global challenges and issues.

- 30.** Priority and targeted support will nevertheless be given to those countries or population groups considered most in need or lagging behind in reaching the internationally agreed development goals. Up to 2015, the focus will therefore be on accelerating progress towards the EFA goals and mobilizing all partners for a “last big push” with targeted support to priority countries, of which two thirds are in Africa. While recognizing the important progress made by many African countries towards the EFA goals over the last decade, UNESCO will continue to devote a significant part of its budgetary allocation and programmatic action throughout the period 2014-2021 in favor of African Member States to help address the many educational challenges remaining and contribute to socio-economic development. Particular attention will be given to supporting teacher professional development, literacy, vocational skills development and higher education.
- 31.** Despite progress made, gender disparities in education persist. Millions of children, youth and adults are deprived of opportunities for learning, the majority of whom are girls and women. UNESCO will continue to promote education and gender equality as fundamental and inalienable human rights, pursuing the dual approach of mainstreaming gender in and through education and through gender specific programming in targeted programme areas. This will entail action at multiple levels in order to eliminate gender disparities in terms of access to education – by providing equal opportunities to learning through gender-sensitive education laws, policies and plans; in education – through quality gender-sensitive/transformational educational contents, pedagogies and learning environments; and through education – ensuring equality of outcome, life and work opportunities. In doing so, UNESCO will seek to capitalize on strategies that have proven to be successful such as gender-sensitive pedagogies and safe learning settings. It will build upon past achievements of UNESCO’s Global Partnerships for Girls’ and Women’s Education to strengthen partnerships to promote education for girls and women.
- 32.** There is also a need to give increased focus to the learning needs of youth. UNESCO will therefore seek to ensure that young people are given the opportunity to participate in the decision-making processes such as education policy formulation and in planning education for social transformations. Youth will be a key target group for UNESCO’s education programme interventions, particularly in the areas of technical and vocational education and training and skills development, youth literacy and programmes targeting school drop-outs, higher education, education for sustainable development, health education and education for peace and human rights that provide young people with the relevant knowledge, skills, values, and attitudes to lead better lives and adapt to a rapidly changing world.
- 33.** UNESCO’s work during 2014-2021 will be guided by three strategic objectives. First, UNESCO will contribute to developing and strengthening education systems that will provide learning opportunities throughout life. Second, UNESCO will support Member States to empower learners to be creative and responsible global citizens. Finally, UNESCO will contribute to shaping the future education agenda.

Strategic Objective 1

Developing education systems to foster quality lifelong learning opportunities for all

- 34.** UNESCO will promote expanded access to learning opportunities throughout the life cycle and through multiple pathways (formal education, non-formal and informal learning). It will seek to ensure that education and learning systems are inclusive, rights-based and reflect the diversity of all learners.
- 35.** It will do so by supporting Member States to develop sector-wide policies and plans and improve public sector management and governance, and accompanying countries in their education reform. In view of the critical and enduring disruptions to education and learning caused by conflict and natural disasters, particular attention will be paid to supporting Member States affected by these situations in the reconstruction of their education systems.
- 36.** Pursuing a holistic approach, UNESCO will provide technical support for the development of education sub-sectors and their related policies, strategies and programmes, from basic to higher education, including literacy and skills development. UNESCO will deploy its competences and resources strategically to implement targeted programmes which will focus on different sub-sectors in each of the two quadriennia, with the objective of strengthening the building blocks for lifelong learning systems. During the first four years (37 C/5), priority will be given to the following three sub-sectors: literacy, technical and vocational education and training (TVET) and higher education – which are areas of key interest to Member States, and where UNESCO has a strong comparative advantage. Youth and adult literacy is the foundation for lifelong learning and skills acquisition. UNESCO will promote scaling-up literacy responses, in particular for youth and adults. Building

on the achievements of the UN Literacy Decade (UNLD), UNESCO will support those countries with the largest number of illiterates, among them the E-9 countries. Activities will focus on scaling up of national literacy programmes, including learning for 21st century skills and education for global citizenship, and through new delivery modalities, such as ICT-enhanced learning. Through skills development for the world of work, UNESCO will support TVET policy reviews, knowledge sharing and strategies to facilitate transition from school to work. UNESCO will seek to broaden access to quality higher education as a major vehicle for building inclusive and diverse knowledge societies, by addressing issues such as diversification of provision and quality assurance.

37. UNESCO will respond to the need to improve the quality of education and learning by focusing on the following key areas. It will address the acute shortage of qualified teachers in many countries by supporting teacher professional development through capacity development, especially of teacher training institutions and dissemination of innovative teaching practices that improve teacher effectiveness. It will expand innovative learning opportunities, particularly through the use of ICTs in education including ICT-enhanced teacher standards, mobile learning and open educational resources. It will also enhance its policy and technical lead on improving learning by strengthening the Organization's work in areas that are critical to its effective attainment such as curriculum, pedagogy, and assessment of learning outcomes.

Expected outcomes

- ▶ Access to lifelong learning opportunities expanded based on inclusive and gender-responsive education policies and plans
- ▶ National capacities strengthened to plan and implement education sub-sector policies and plans that promote the acquisition of the foundations and skills for lifelong learning
- ▶ Member States better equipped to improve the quality of their education systems, particularly in the areas of teacher training and professional development, and learning assessment

Strategic Objective 2

Empowering learners to be creative and responsible global citizens

38. UNESCO will promote education that empowers learners to understand societal challenges and to develop effective and creative responses to them; contribute to the creation of peaceful, equitable and sustainable societies based on the principles of social justice and respect for human rights, gender equality, diversity and the environment; participate actively in democratic processes; and lead decent lives.

39. This will be achieved through supporting Member States to ensure that learning content, environments, practices and processes foster the acquisition of relevant competencies to tackle local and global challenges, such as critical thinking, creativity, understanding of the ethical dimensions of human development, and active and responsible citizenship. In particular, the Organization will promote education for peace and human rights; strengthen education for sustainable development (ESD) and enhance health education to support Member States to develop safe and inclusive learning environments that foster learners' overall well-being and achievement.

40. UNESCO will promote peace and human rights education for global citizenship, notably within the framework of

the 1974 Recommendation concerning Education for International Understanding, Cooperation, Peace and Education relating to Human Rights and Fundamental Freedoms and other major international instruments. Through research, advocacy, policy dialogue and technical assistance, UNESCO will support Member States to achieve greater integration of education for global citizenship in policies, programmes, teaching practices and educational contents, especially on issues such as mutual understanding, intercultural and inter-religious dialogue, tolerance and mutual respect. The Associated Schools Network will continue to play a prominent role in the dissemination and pilot-testing of practices in this area. UNESCO will strengthen its contribution to the global efforts regarding the monitoring and evaluation of peace and human rights education.

41. UNESCO will continue to promote ESD as an integral element of quality education and of all efforts to achieve sustainable development, and support the integration of ESD in education policies, plans, curricula, pedagogy, and assessment through evidence-based advocacy, technical assistance and monitoring, thus ensuring effective follow-up to the UN Decade of ESD.

42. UNESCO will strengthen support to countries to deliver health education, including HIV and comprehensive sexuality education, which imparts the skills to lead healthy lifestyles, and promotes safe and equitable learning environments that enhance the overall well-being of the learners and are conducive to improved learning achievement.

Expected outcomes

- ▶ Education and learning content, processes, practices and pedagogies improved to better promote peace, social justice and gender equality
- ▶ Education for sustainable development better integrated into national education policies, plans and curricula and features high on the international policy agenda
- ▶ Healthier lifestyles attained through good quality health education

Strategic Objective 3

Shaping the future education agenda

43. UNESCO will inspire new ways of conceptualizing education and learning, their contribution to societal development, and modalities for international cooperation in the area. In so doing, it will create an international impetus for scaling up political attention and the allocation of resources to education and learning; integrating a foresight dimension into policy development and planning processes; and building on evidence through the monitoring of education development and trends at the global, regional and national levels. The Organization will do this by steering international debates on critical issues and emerging challenges for education; analyzing patterns of societal development trends and their implications for education and learning in the future; and facilitating the global policy dialogue among its Member States.
44. In the lead-up to the 2015 target year for achieving the Millennium Development Goals and Education for All goals, UNESCO will continue to assume its role as the lead coordinating agency for Education for All at the global level and seek to expand and strengthen partnerships for education. It will facilitate national assessments of progress towards EFA to support the identification of policy priorities at country level and as a foundation for establishing the post-2015 education agenda at the regional and global levels. It will critically review the lessons learnt and guide the debate on international education and development agendas beyond 2015. It will seek to ensure that education remains a global priority beyond the 2015 target date, as a basic human right and as a prerequisite for peace and sustainable development.
45. In response to the need for evidence-based policy-making, UNESCO will continue its central role in monitoring progress in education through data collection, analysis and dissemination, building on the rich experience of UNESCO's flagship publication, the EFA Global Monitoring Report, as well as other key resources. Furthermore, UNESCO will continue to promote education as a fundamental human right for all learners, supporting Member States to review and update their legal frameworks to reflect the right to quality education for all. In this regard, it will place emphasis on monitoring of compliance with UNESCO's normative instruments in education, with particular focus on and the implementation of the 1960 Convention and Recommendation against Discrimination in Education and others.
46. Building on its convening power and advocacy role, UNESCO will work to ensure multilateral support to education at the global, regional and national levels, by strengthening coordination and cooperation among key stakeholders and partners. In the changing context of global development cooperation, UNESCO will seek to forge equal partnerships between countries, in particular by strengthening technical cooperation between developing countries and encouraging the efforts of new donors. UNESCO will continue to collaborate with its longstanding partners and will seek to expand cooperation with other important partners within and beyond the UN system. It will also continue to cooperate with Member States, civil society, and the academic world and will build on the growing momentum for public-private partnerships in education. The Organization will further strengthen South-South and North-South-South cooperation as key implementation modalities.

Expected outcomes

- ▶ Education is a priority in the global development agenda beyond 2015, which is forward-looking and evidence-based, and pays particular attention to overcoming inequalities
- ▶ Member States have developed and are implementing and monitoring robust legal frameworks on the right to education, with a focus on gender equality
- ▶ Policy-makers and education stakeholders enabled to take policy decisions drawing on trend analyses and information on progress towards education-related international goals at global, regional and national levels
- ▶ International and regional cooperation in the field of education strengthened including through new, broadened and more effective partnerships and cooperation mechanisms

Introduction to Strategic Objectives 4, 5 and 6

47. The progress made in the past years in many key areas of sustainable development towards the achievement of Agenda 21 as well as in attaining the MDGs and the IADGs is significant. Notably, the world is on track for achieving the target to halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation. However, despite important gains, much still remains to be done as, inter alia, 884 million people do not have access to an improved source of drinking water and alarming regional and urban-rural disparities persist; the commitment to sustainably manage the ocean and to restore depleted fish stocks to levels that can produce their maximum sustainable yield no later than 2015 is unlikely to occur; biological diversity has continued to decline and the 2010 goal to achieve a significant reduction of the speed of biodiversity loss was missed; the competition for scarce natural resources is intensifying with an inherent risk of transgressing 'planetary boundaries' and inducing abrupt and irreversible environmental change.
48. Sustainability issues are thus at the centre of the international debate as current and foreseeable patterns of human activity are fundamentally altering Earth systems, testing the biophysical limits of our planet. This is having profound impacts on the Earth's freshwater resources, on the ocean, atmosphere and climate, and on terrestrial ecosystems and biodiversity. International global change research has given this new era the name of 'the Anthropocene', an era in which human activity has become the main driver of global environmental change.
49. The role of the natural as well as the social and human sciences alike in providing the knowledge base needed for effective action to address complex global challenges, in stimulating creativity and employment, in understanding the complexity of human societies and in improving the quality of the environment and life for citizens, has been recently reiterated by the international community. The report of the UN Secretary-General's High-Level Panel on Global Sustainability Resilient People, Resilient Planet - A Future Worth Choosing as well as the outcome document of the UN Conference on Sustainable Development (UNCSD) The Future We Want highlighted the crucial contribution of the sciences, technology and innovation to sustainable development and recommended the design of more integrated science-policy-society approaches and mechanisms. These efforts are set not only to promote economic progress but also to become a vehicle for the advancement of social inclusion and for decreasing inequalities between and within societies, thus strengthening peaceful development.
50. Over the next eight years, UNESCO will continue to provide through its two major science programmes policy advice on science, technology and innovation (STI), strengthen STI capacities, and enhance international scientific cooperation for advancing inclusive sustainable development. It will exercise leadership in ocean and fresh water issues and it will develop holistic solutions to climate change adaptation and disaster risk reduction. The Organization will be centrally involved in bridging the multiple gaps between science, policy and society by mobilising and supporting multidisciplinary scientific knowledge to inform decision-making, while at the same time recognizing and promoting the ethical, social, environmental and economic aspects of sustainable development.
51. The key role of UNESCO in harnessing science for sustainable development in the UN system was recognized by the UN Secretary-General, who invited the Director-General to establish and host a Scientific Advisory Board to advise him and the UN system on how to use science to advance to goals of sustainable development and strengthen the science-policy-society interface within the context of the post-2015 development agenda.

52. Building on its strengths and comparative advantages in the UN system, UNESCO will actively participate in the international process of developing the post-2015 development agenda, defining a set of new international goals and targets for sustainability through science and implementing them.
53. The strengthening of the science-policy-society interface will constitute a major axis of UNESCO's action by both Major Science Programmes. The Organization will work to create an enabling environment at the international, regional and national levels to advance sustainable development and the eradication of poverty by encouraging the design and application of effective innovative approaches and policies. Policy-making will be coupled with concrete action through UNESCO programmes on the ground at the national or regional levels leveraging the capacities of UNESCO's field offices, through mechanisms to provide science policy advice and capacity-building that is robust, socially inclusive, rights- and ethically-based.
54. In response to the emerging global sustainability challenges, UNESCO will put into practice integrated science for sustainable development, or sustainability science. Sustainability science draws on the full range of scientific, traditional and indigenous knowledge in a transdisciplinary way to identify, understand and address economic, environmental, ethical and societal challenges.
55. The UNCSD specifically underscored the important role, not only of investing in STI and strengthening scientific cooperation, but also of appropriate technology transfer in achieving sustainable development and inclusive societies. With the rapidly-changing socio-economic development contexts in many parts of the world, many countries seek an accelerated acquisition of scientific capacity and technology transfer. UNESCO, through its category 1 institutes and extensive networks of affiliated scientific institutes and centres (category 2), UNITWIN networks and UNESCO Chairs, is particularly well placed to facilitate the efforts made with respect to technology transfer by countries in transition and in post-conflict or post-disaster situations, in LDCs and in the context of promoting South-South and North-South-South cooperation.
56. While the sciences focus on the understanding and analysis of coupled human and natural systems, the engineering community is the primary engine for generating practical and innovative solutions to many of the pressing challenges the world faces. Engineering is also a vitally important contributor to economic development and job creation, particularly for youth. As such, enhancing capacity in engineering, particularly in the developing world, is indispensable for advancing sustainable development. UNESCO will contribute to developing interdisciplinary research capacity, to innovations in engineering curriculum, and to increasing the participation in engineering of groups that have historically been underrepresented, including women. A strong emphasis will be put on building partnerships with engineering professional societies, the industrial sector, academia, and governmental agencies.
57. The UNCSD also underscored the vital role of the ocean for the health and well-being of humanity, being a common global good. The ocean is a conduit for 90% of the world's trade and for connecting people, markets and livelihoods. Yet climate change, ocean acidification, pollution and over-exploitation of marine resources have made the ocean one of the Earth's most threatened ecosystems. In this challenging context, scientific collaboration on the ocean and coasts can and must be a driver for peace and sustainable development. The Oceans Compact launched by the United Nations Secretary-General, in response to UNESCO's suggestion, aims to ensure the sustainable use, management and conservation of the ocean and coasts. UNESCO will mobilize its Intergovernmental Oceanographic Commission (IOC) to support this initiative to build national and regional capacities to generate scientific knowledge for the effective management of the marine environment, in particular through the Global Ocean Science Report which will be put in place under the IOC intergovernmental framework to regularly assess nations' needs and investments in these areas.
58. With increasing population and economic development there is rising demand for the Earth's finite freshwater resources, in particular in urban areas, where, by 2050, more than 70% of the world's population will live. This presents one of the greatest challenges to sustainable development and social equity. UNESCO will continue to implement its actions in the field of freshwater, in particular through the International Hydrological Programme (IHP) to promote international scientific cooperation and to build capacities to manage this vital resource.
59. The world is losing its biodiversity, which is key to human wellbeing, at an unprecedented rate. UNESCO will continue to promote the conservation of biodiversity through international scientific collaboration in the context of the Man and the Biosphere (MAB) Programme and IOC's Ocean Biogeographic Information System (OBIS), as well as international mechanisms such as the Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES) and the Convention on Biological Diversity.
60. As emphasized by UNCSD, it is now recognized that largely but not exclusively due to global changes

and their effects on natural hazards, including those related to climate change, there are an increasing number of disasters, often of unprecedented intensity. The capacity to mobilize science, education, culture and communication to advance disaster risk reduction in an interdisciplinary framework, while incorporating the social dimension and youth needs, gives UNESCO a critical advantage to develop strategies and to intervene within the framework of the UN International Strategy for Disaster Reduction and for the post-2015 framework for Disaster Risk Reduction.

- 61.** The right to share in scientific advancement and its benefits is enshrined in the Universal Declaration of Human Rights (article 27.1). The Organization will strive to contribute through its two science sectors to bridging the technical and scientific knowledge gap between and within countries, to ensure equitable participation in the generation of, and access to, scientific knowledge and its applications, and to build inclusive knowledge societies, with special focus on LDCs, SIDS, indigenous peoples, women and youth. Successful implementation of the UNESCO Open Access to Scientific Information Strategy adopted by the 36th General Conference will contribute to that goal.
- 62.** Climate change is one of the greatest challenges facing humanity today. UNESCO will focus on a number of strategic issues in line with its Strategy for Action on Climate Change and support Member States in this regard. Focus will be put on the building of the scientific knowledge base to promote understanding, mitigation and adaptation to climate change, to consider its ethical and social implications and to promote UNESCO-designated and affiliated sites as learning sites for sustainable development in the context of climate change. Key objectives will be achieved through interdisciplinary cooperation, coordinated field activities and networking. UNESCO is in an ideal position to bring together holistic solutions for adaptation which include scientific, cultural, educational and communications elements. The ethical dimensions of science and technology are central to UNESCO's mandate, striving to reach out to the most vulnerable segments of society, supporting Member States in addressing the ethical implications of science and its applications. Bioethics identifies and addresses the ethical dilemmas that scientific advances and their application may pose to the integrity and rights of human beings, and communities in both the present and future generations. Normative instruments, such as the 2005 Universal Declaration on Bioethics and Human Rights, address ethical issues related to life sciences and associated technologies as applied to human beings, taking into account their social, legal and environmental dimensions. In this context, through its bioethics programme, UNESCO will continue to support the development of national policies in this domain and promote capacity-building in Member States, such as through the promotion of National Bioethics Committees, and through education, professional training and awareness-raising using the media. Beyond, UNESCO will also address in both major science programmes newly emerging ethical challenges, such as those related to the exponential rise of nanotechnologies.
- 63.** Recent social and economic transformations and uncertainty have affected to an unprecedented extent today's youth, who face diminished employment prospects, increased vulnerability, and lack of political empowerment despite the potential opportunities offered by a fast-changing environment with relentless ICT innovation and a growing influence of social media, in particular in countries in transition. In this context, quality science education and new paths in science and engineering will be crucial to empowering future generations to face international, regional and local sustainability challenges, particularly in Africa. Sustainable development can only be achieved when women have equal access to scientific careers, giving the world the benefit of the scientific potential of half of the world's population. UNESCO will work to create the enabling conditions necessary to encourage women to take up careers in science, while also promoting sensitivity to women's needs in scientific agendas.
- 64.** Encouraged by recent developments in Africa in the field of science, technology, engineering and innovation, UNESCO will continue to support the continent in its efforts to use the power of science to further encourage technological, organizational and social innovation and youth employment as is envisaged in the flagship projects for Africa.
- 65.** The Organization will continue to accord priority to the particular needs of SIDS by contributing to the implementation of the Barbados Programme of Action for the Sustainable Development of SIDS and the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of SIDS. UNESCO will also continue supporting the rights of indigenous peoples and recognizing the value of their knowledge systems.
- 66.** Almost all countries call for more and better human, institutional and financial capacity to empower governments and civil societies through science, and to strengthen the science-policy-society interface based on human rights, ethical principles, equity, social inclusion, and the broadening of the knowledge-base for decision-making, as key levers for peace and a sustainable future.
- 67.** To this end, UNESCO will pursue two strategic objectives:

Strategic Objective 4

Promoting the interface between science, policy and society and ethical and inclusive policies for sustainable development

68. The Organization will continue to promote and support the development of STI policy initiatives, in cooperation with national governments and other stakeholders. The Organization will further promote the integration of STI policies, as cross-cutting policies, into national development strategies and plans in order to catalyse Member States' investment in STI as a driver of employment and sustainable development. The Organization will also support Member States efforts to reform and upgrade national science systems and governance, and to build capacity to monitor and evaluate performance through STI and social indicators. Through the Science, Technology and Innovation Global Assessment Programme (STIGAP) and the Global Observatory on STI Policy Instruments (GO-SPIN), the scope of standard STI assessment will be widened, to take into account country-specific contexts, as well as emerging knowledge on technological advances contributing to sustainable development. To complement efforts in promoting evidence-based STI policy-making, the Organization will also promote scientific and technological foresight systems.
69. Bridging the gap between STI and policy, and bringing relevant, up-to-date, and rigorous scientific knowledge to the attention of policy- and decision-makers to inform public policy choices, are central to the mandate of UNESCO and key to sustainable development. UNESCO leads and sponsors various assessments and reports of the state of relations between policy, science and society, such as the UNESCO Science Report, the World Social Science Report (prepared together with ICSU), the UNESCO Report on Engineering, a new Global Ocean Science Report, to be produced by UNESCO's IOC, and the World Water Development Report (jointly with other member organisations of UN-Water) – scheduled to be produced annually - and regular assessments of freshwater resources. These are all useful tools in bridging the gap between science and policy and serve as international benchmarking tools. UNESCO will also produce reports on the concepts of “planetary boundaries” and “environmental thresholds”, in line with the recommendations of the report by the Secretary-General's High-level Panel on Global Sustainability.
70. Fulfilling IOC's mandate under the United Nations Secretary-General's Oceans Compact, the Global Ocean Science Report will provide a tool designed to assist local and national governments, academic and research institutions, as well as international organizations and donors, in making informed decisions regarding the management of the ocean. It will further provide a global overview of the main developments and trends in marine scientific research, innovation and higher education. The Report will be issued every four to five years to match and complement the cycle of the UN World Ocean Assessment.
71. UNESCO will continue to strengthen its participation in and support for international mechanisms and partnerships to bring science to inform policy, including for the Intergovernmental Platform for Biodiversity and Ecosystem Services (IPBES) (where IOC's Ocean Biogeographic Information System (OBIS) is globally the largest repository of data on marine biodiversity), the Global Network of Science Academies (IAP), and the InterAcademy Medical Panel (IAMP), hosted by The Academy of Sciences for the Developing World (TWAS), under the UNESCO umbrella. UNESCO will also contribute to the Intergovernmental Panel on Climate Change (IPCC) to help build the knowledge base through ocean and terrestrial observations. UNESCO will continue to lead inter-agency efforts to reinforce consideration of indigenous knowledge systems in both IPBES and IPCC. The Organization will be an active partner in Future Earth, a new ten-year international partnership initiative to make sustainability science an enabler of evidence-based policy-making.
72. The ocean and coasts will be a flagship area for UNESCO and will include interdisciplinary initiatives for science, education (ocean literacy), culture and communication. Of special interest will be enhanced collaboration between the IOC and WHC's marine heritage on furthering the concept of Marine Spatial Planning, especially within certain marine heritage sites.
73. The Organization will place a specific focus on enhancing opportunities for youth-led applied innovation, technopreneurship and the employability of young graduates through STI systems, particularly in the private sector. This will include support for young graduates to take an active part in the creation of knowledge-based small- and medium-sized enterprises through science parks and technology business incubators. Within this context, the Organization will continue to promote a culture of innovation, by supporting the development of national, regional and grass-roots innovation ecosystems, in particular science and technology parks to spur green transformations and encourage creativity.
74. Active engagement with cutting-edge work in science communities will be pursued to support policy relevance and coherent field operations. UNESCO will continue to support initiatives which contribute to the building of institutional and human capacity in science and engineering, with a particular focus on initiatives that contribute not only to sustainable development and the

eradication of poverty but also to gender equality, and the building of peace.

75. UNESCO will promote international intellectual cooperation in STI, based on its close association with international non-governmental bodies representing policy-makers, scientists and engineers. UNESCO will continue to support the World Science Forum, Global Innovation Fora, STI Parliamentarian Policy Fora and South-South cooperation on STI policy. UNESCO will also continue its long-standing work in science diplomacy.
76. The basic sciences provide a lever for sustainable development and poverty eradication and underpin all technological innovation and engineering solutions needed to address challenges such as green growth and employment, environmental degradation and restoration, climate change adaptation, existing and emerging diseases, natural disasters and energy needs. UNESCO will continue to support capacity-building and international and innovative cooperation and partnerships in the basic sciences, supporting young and mid-career scientists and making full use of ICTP and TWAS. UNESCO will engage in global science, advocacy campaigns, such as the forthcoming International Year of Crystallography (2014) and the proposed International Year of Light (2015). The Organization will also contribute to the UN-Energy initiative ‘Sustainable Energy for All’ by contributing through science education and capacity-building in renewable energy and energy efficiency.
77. Strengthening the science-policy-society interface requires investment in science education and research as well as science literacy, public engagement in science, science communication, and building information and knowledge systems for policy- and decision-makers on science-related subjects and awareness-raising on knowledge divides with recognition of the particular needs of LDCs and SIDS. UNESCO will support Member States in strengthening human and institutional capacities through formal and informal science education.
78. The development and implementation of a UNESCO-wide policy on engagement with indigenous peoples will be pursued. The Organization will foster cooperation opportunities for local and indigenous knowledge holders to co-produce knowledge to help monitor and address global change challenges and mitigate their impacts with particular emphasis on vulnerable countries such as SIDS. Supporting traditional systems of environmental protection and resource management, UNESCO will seek to contribute in both inland and coastal locations to the sustainability of ecosystems, the conservation of biodiversity and geodiversity, the sound management of mineral resources, stronger disaster management strategies and enhanced climate change adaptation. In this context, emphasis will be placed on investigating innovative bottom-up approaches with the active engagement of the local communities and indigenous peoples including in UNESCO-designated and affiliated sites such as biosphere reserves and global geoparks.
79. Access to and the equitable sharing of scientific information and knowledge, in particular through the use of ICTs, will be pursued to reduce the digital divide and to ensure that societies at different stages on the pathway to sustainable development are equipped to build knowledge societies. Recognizing the key role of promoting open access to, and sharing scientific knowledge in a socially inclusive way, UNESCO will mobilize different science-related platforms to elaborate specific proposals to achieve this objective.
80. The Organization will provide global leadership in promoting international standards for ethics pertaining to science and technology. For bioethics, it will further identify and address the ethical issues that scientific advances and their applications may pose to the integrity of individuals’ rights and wellbeing as well as promoting integrity and responsibility in the research agenda.
81. UNESCO’s intergovernmental and international science programmes (IBSP, IGCP, IHP, MAB) and the IOC, as well as other major programmes, initiatives and bodies such as World Water Assessment Programme (WWAP), the UNESCO Engineering Initiative (UEI), the UNESCO Biodiversity Initiative (UBI), the UNESCO Climate Change Initiative (UCI) and Local and Indigenous Knowledge Systems (LINKS), COMEST, IBC, and IGBC will contribute to the attainment of this strategic objective. It will further be complemented through action by the category 1 institutes ICTP and UNESCO-IHE as well as TWAS.

Expected outcomes

- ▶ Evidenced-based and ethically-grounded STI policies formulated and integrated into national and regional development plans, with an emphasis on Africa
- ▶ The importance of an enhanced science-policy–society interface for sustainable development recognized in the post-2015 development agenda and introduced in all regions
- ▶ Scientific knowledge divide reduced between and within countries and regions, with special attention given to Africa, women, youth, SIDS, LDCs and countries in transition
- ▶ Institutional capacity strengthened for research and education in science and engineering, particularly in Africa, LDCs and SIDS
- ▶ Universal principles for the ethics of science and technology, in particular bioethics, developed and effectively embedded in national policies in all regions

Strategic Objective 5

Strengthening international science cooperation for peace, sustainability and social inclusion

- 82.** Building on its experience in leading international and intergovernmental science programmes and bodies and on their global observation capacities, UNESCO will contribute to influencing and shaping the research agenda of global and regional scientific cooperation, through the lens of sustainability science and social inclusion which will be a defining factor of the post-2015 development agenda.
- 83.** UNESCO will mobilize international scientific collaboration in order to reduce disaster vulnerability and risk, and to promote, with an ethical perspective, the sustainability of terrestrial, freshwater and ocean resources and climate resilience. It will do this through its international and intergovernmental science programmes (ISPs), the IOC and the World Climate Research Programme (WCRP) as well as through the intergovernmental observing systems, the Global Ocean Observing System (GOOS) and the Global Terrestrial Observing System (GTOS) which both contribute to the Global Climate Observing System (GCOS). UNESCO will further promote science and scientific collaboration as a catalyst for dialogue and peace-building, through the co-production of scientific knowledge in synergy with local and indigenous knowledge, promotion of access to such knowledge and its applications, science diplomacy, and the joint management of transboundary areas and resources in all ecosystems and areas of the Organization's scientific mandate. Of special note in this regard is the effective collaboration between the IHP and IOC in the Global Environment Facility (GEF) funded Transboundary Water Assessment Programme.
- 84.** The critical advantage of UNESCO-designated and affiliated sites, including biosphere reserves as site-specific examples of, and learning laboratories for sustainable development and climate change adaptation, along with their associated networks will be utilized to build scientific knowledge, peace and sustainability. The MAB Programme and the International Geoscience Programme (IGCP) with their national committees will continue to provide the scientific and institutional frameworks to ensure UNESCO's inputs into the post-2015 development agenda. Special attention will be given to communities rights for Access and Benefit Sharing (ABS) with respect to genetic resources and traditional knowledge.
- 85.** UNESCO will promote international cooperation and partnerships especially South-South and North-South-South triangular cooperation, also through the UNESCO-administered TWAS, in building understanding and knowledge to address global sustainability challenges including through participation in the elaboration of international scientific assessments.
- 86.** Freshwater remains a critical element of security, sustainability, inclusion and peace, with its relevance bound to increase in the upcoming years due to, among other factors, demographic growth, urbanization and climate change. UNESCO is well placed within the UN system to respond to the needs of Member States in this field, due to the uniqueness of IHP as an intergovernmental programme entirely devoted to freshwater governance, management, science and education. In this context, UNESCO will assert its leadership within the UN system in strengthening the governance and management of the world's limited freshwater resources, particularly in the post-2015 development process, through the eighth phase of the International Hydrological Programme (IHP-VIII; 2014-2021) devoted to the theme Water Security: Responses to Local, Regional and Global Challenges. In this endeavour, the work of IHP, including its national committees, will be supported and complemented by UNESCO-IHE Institute for Water Education, and the networks of water-related category 2 centres and UNESCO Chairs. Updated knowledge for policy guidance on freshwater resources will be made available via the periodic World Water Development Reports, produced by the WWAP, which cooperates with public and private organizations.
- 87.** Through its IOC, UNESCO will further promote international collaboration to generate strong scientific understanding and systematic observations of the changing world climate and ocean ecosystems. This will underpin global governance for a healthy ocean, and global, regional and national management of ocean risks and opportunities. This work will be in line with decisions by the IOC governing bodies and within the framework of the UN Secretary-General's Oceans Compact where the IOC is a key member of the Compact support group, and will be instrumental in addressing the objective of 'strengthening ocean knowledge and the management of the ocean'.
- 88.** The UNCSD outcome document underscores the notion of growing uncertainties and risks in the development process. UNESCO will promote international collaboration on the assessment and monitoring of global changes and natural hazards, the generation and sharing of scientific knowledge leading to the understanding of natural hazards, the reduction of disaster risks through supporting the establishment of early warning systems, and coping mechanisms for

potential disasters through education, humanities and the promotion of social resilience. IOC's coordination of tsunami warning systems in the Pacific Ocean, Indian Ocean, the Caribbean, and NorthEastern Atlantic, Mediterranean and connected seas will continue to demonstrate UNESCO's leadership in disaster risk reduction.

89. UNESCO will also continue to support and promote international dialogue and peace among the scientific community and other stakeholders, including through peace-building initiatives such as SESAME, the Malta Conferences, fora such as the World Science Forum, and the celebration of World Science Day for Peace and Development.

Expected outcomes

- ▶ UNESCO leadership and contributions in the field of science for sustainability recognized in the post-2015 agenda
- ▶ Effective partnerships operational for freshwater, terrestrial ecosystems, biodiversity and the ocean to underpin the post-2015 development agenda
- ▶ Policy-makers and relevant stakeholders enabled to take policy decisions drawing on interdisciplinary scientific knowledge base for sustainable development
- ▶ Ocean science and global, regional and national capacities for the management of ocean-related risks improved
- ▶ Disaster risk reduction strategies developed and implemented by Member States in all regions based on scientific and social factors

Strategic Objective 6

Supporting inclusive social development and promoting intercultural dialogue and the rapprochement of cultures

90. All societies face new questions about social justice and cohesion, about cultural diversity, about ethics, about the role of young people, about new forms of communication and citizens' participation. UNESCO's task will be to develop a future-oriented understanding of the dynamics at work, to assist countries in managing social transformations that are supporting and conducive to universal values of peace, justice, non-discrimination and human rights, to harness new opportunities for social progress and to point to the social implications of policies in education, the sciences, culture, communication and information. Inclusion has to rest on universal application of human rights, ethic principles and the empowerment of people through their access and effective participation in the knowledge society. Creating an enabling environment and reaching out to its most disenfranchised segments, such as migrants, persons with disabilities and minorities including indigenous peoples, is a central concern to bolster living together in harmony and promoting mutual understanding within and among culturally diverse societies to ensure a sustainable future for generations to come.

91. All UNESCO programmes will apply a human rights-based approach.

92. Young women and men are vital actors of innovative initiatives in response to global challenges. Their energy, creativity and critical spirit in identifying solutions and building bridges and networks across groups have been

demonstrated in several regions. More than ever, it is now time to improve investment in research, policies and programmes to create enabling conditions for youth, including the most vulnerable and marginalized and especially young women to prosper, exercise rights and engage as responsible social actors. UNESCO will leverage its multidisciplinary expertise to enable young women and men to engage in their societies and harness their full potential as drivers of constructive change. UNESCO's approach will be operationalized through three complementary, transversal and interlinked axes around which the Organization's work on youth will be articulated, building on past experiences and lessons learned:

- (a) Policy formulation with the participation of youth, where UNESCO will provide policy advice, build institutional capacities and share practices to support Member States in developing, implementing and reviewing inclusive public policies affecting youth with their full participation, taking into consideration excluded or marginalized young women and men.
- (b) Capacity development for the transition to adulthood, which will focus on developing the necessary set of skills to empower young people to become autonomous, to make transitions to adulthood and citizenship and to engage as valued social transformations actors for inclusive development.

- (c) Civic engagement, democratic participation and social innovation, emphasizing three specific aspects of engagement: (i) Youth participation in decision-making and democratic consolidation; (ii) Youth leadership, entrepreneurship and social innovation to promote employability, sustainable livelihoods and to address social inequalities and poverty reduction; (iii) Youth-led action to prevent conflict and participate in building and consolidating peace.

The work under the latter axis is fundamental as it not only complements but allows investments in the previous two to be maximized.

- 93.** Across all proposed axes, particular attention will be paid to promoting gender equality and addressing the concerns of African youth. An operational strategy on youth is complementing the Draft 37C/4 document. It provides an assessment of UNESCO's work to date and detailed information on the type of actions that UNESCO will be undertaking, as well as coordination and key implementation modalities.
- 94.** Sport is one of the most powerful vehicles to deliver essential messages about human rights, about development and about peace, and about rapprochement among peoples. It is also the best way to reach out and bring in young women and men. UNESCO must take every opportunity that sport offers as a learning tool – to eliminate doping through application of the Anti-Doping Convention, to pass on positive values and civic skills to promote solidarity for a sustainable world, to forge new channels for youth participation in public and political life. More broadly, physical education and sport offer a framework for action, for promoting health of individuals and their communities, for social inclusion and cohesion, for sustainable development and ethical practices in sport. The Organization will work to provide policy advice and reinforce institutional capacities to support Members States in the formulation of inclusive policy and delivery in these areas.
- 95.** All countries today are undergoing profound social transformations. These transformations reflect demographic increases, 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. Transformations are also giving rise to new challenges of deepening inequality, exclusion, and even tensions within societies, as globalisation brings people with different cultures ever closer together. In this context, the need and the demand for social cohesion and intercultural dialogue has never been so urgent. Across the world, societies are calling out for support in designing and implementing more effective policies for lasting peace and sustainable development, to ensure respect for the human rights and dignity of every woman and man and to deepen social justice.

- 96.** UNESCO has a unique role to play in providing support to societies undergoing transformation and transition at a time of globalisation. UNESCO has the mandate and experience to accompany the design and implementation of policies of inclusion and access to all members of society – access to quality education, access to cultural life, access to the creation and sharing of knowledge, including scientific advances, access to information and means of communication. Policies for inclusion in education, culture, the sciences, communication and information are essential for strengthening social resilience and providing individuals with the tools and knowledge they need to make the most of the opportunities of change. Such policies are vital also for building greater respect and mutual understanding. UNESCO must continue to work as a catalyst of policies to enhance and release the full potential of all individuals and all societies.
- 97.** In ever more diverse societies, UNESCO will take forward its core humanist mandate to foster “mutual understanding and a truer and more perfect knowledge of each other's lives.” UNESCO has an unparalleled experience to support Member States in designing innovative policies for deeper dialogue and mutual understanding. UNESCO works to strengthen the fabric for open and inclusive societies, through activities across a broad range -- including intercultural exchanges, cultural networks, the arts, sport, the integration of young people and the promotion of inter-generational dialogue. The promotion of inter-cultural dialogue is especially vital at a time when societies face new forms of inequality, exclusion, violence and bigotry, compounded by local tensions and conflicts. Promoting respect, tolerance and mutual understanding requires education for all, sharing of scientific knowledge, resilient cultures, and accessible communication and information networks. These are the foundations for lasting peace and sustainable development between and within societies.
- 98.** UNESCO will strengthen its support to Member States through a more focused, higher-profile, more forward-looking and rights-based strategic approach. To create new synergies and enhance effective delivery, it is proposed to establish in the framework of the 37 C/5 a Centre for Social Transformations and Intercultural Dialogue. The mission of the Centre will be to support Member States in developing innovative policies to accompany and anticipate social transformations, on the basis of sharper work to map out social needs and stronger foresight in its fields of competences.
- 99.** The new Centre for Social Transformations and Intercultural Dialogue will bring together and redeploy a number of activities, currently dispersed throughout the Secretariat, that work to promote social cohesion, intercultural dialogue and foresight and anticipation, in order to support Member States and to provide UNESCO's action with greater coherence, impact and visibility and bring it closer to the field.

- 100.** The new Centre will strengthen UNESCO's contribution to engaging the social dimension of sustainable development. The importance of this dimension was underlined in the Outcome Document of the UN Conference on Sustainable Development (Rio+20) and in the report to the UN Secretary-General *Realizing the Future We Want for All*, which placed emphasis on promoting inclusive social and economic development. This is an essential component for laying sustainable foundations for the development of all societies today. Inclusion and access to all to enjoy the benefits of cultural, social, economic and political life are essential to bolster 'living together' and promote mutual understanding.
- 101.** Building on the action of the new Centre, accompanying social transformation for social inclusion and intercultural dialogue will be a cross-cutting strategic objective and priority for the 37 C/4 and a separate, dedicated thematic focus area for the 37 C/5 document. This will allow UNESCO to support Member States in developing more coherent, holistic and innovative approaches to promote inclusion and mutual understanding.
- 102.** Acting across the five functions of the Organization, the Centre will pursue three strategic directions:
- ▶ The first strategic direction will be to strengthen the links between scientific research and policy-making in relation to social transformations and cultural pluralism. This will build largely on the experience of the MOST Programme and will include support to the development and implementation of policies by reinforcing human and institutional capacities, namely at the national level, including the issues raised by access to information and new means of communication.
 - ▶ The second strategic direction will be to lead focussed initiatives in education, culture, the sciences, communication and information that support the emergence of more inclusive societies and greater intercultural dialogue. The Centre will make the most of existing UNESCO tools and networks to promote more just and inclusive societies – including relations with civil society, cities, local governments and private partners. Efforts will draw on UNESCO's institutional partnerships, including with the UN Alliance of Civilizations, ISESCO, ALECSO, the Council of Europe, the African Union and other intergovernmental and international organizations and initiatives. Furthermore, action will also be taken in response to the lead role entrusted to UNESCO by UN General Assembly resolution 67/104 for the International Decade for the Rapprochement of Cultures (2013–2022).
 - ▶ The third strategic direction will be to consolidate UNESCO's function as a global laboratory of ideas and foresight and anticipation, to map out current and future needs and to design innovative proposals for the development of public policies, bridging research, policy and practice. This strengthening of UNESCO's foresight capacities is all the more important to adapt and anticipate further changes in view of the longer programming cycle.
- 103.** The new Centre will promote inclusion on the basis of the universal application of human rights and ethical principles as compass directions for stability and social cohesion in times of turbulence and transition. UNESCO's longstanding experience in the promotion of ethics, across all its areas of competences, shall be instrumental to enable the Organization to foster inclusion and strengthen social fabrics.
- 104.** As mainstreamed throughout UNESCO's work, the new Centre will promote social inclusion on the basis of the empowerment of people and will support the inclusive participation of youth in social transformations, with a special focus on promoting gender equality and addressing the concerns of African youth.
- 105.** The new Centre will build on the longstanding experience of the intergovernmental Management of Social Transformations (MOST) Programme, in order to strengthen links between research, practice and policy-making, and to support Member States in developing and implementing policies to accompany social transformations, namely through human and institutional capacity-building.
- 106.** The new Centre will support Member States in designing and implementing public policies that promote living together and facilitate rapprochement of countries, communities and individuals. This will also be linked to the pursuit of the General Conference resolution on a plan of action for the culture of peace and non-violence. UNESCO will seek to widen and create opportunities and spaces for dialogue and cooperation, through cross-cultural projects, transboundary initiatives and intercultural dialogue, with a view to fostering meaningful exchanges between people of different and multiple cultures. Work to safeguard and promote cultural heritage is important to bring together people, communities and societies, by highlighting common ties and experiences and by providing places for dialogue, civic engagement and reconciliation. Local communities are especially important in this respect, as are local and indigenous peoples as custodians of unique knowledge and experience for sustainable development. Intercultural dialogue must mobilize not only States and official representatives but civil society as a whole. Interreligious and interfaith dialogue are components of a broader intercultural dialogue -- faith and creeds, as cultural and social phenomena, deserve to be better known and understood in order to avoid stereotypes and misunderstandings. In situations of crisis and especially after conflicts, intercultural dialogue can play a vital role in peace-building and reconciliation.
- 107.** The new Centre will leverage expertise across the Organization to enable transversal and interdisciplinary

collaboration. At the same time, it will offer substantive support, technical advice and backstopping in its areas of competence. Likewise, the Centre will function as a catalyst for enhanced cooperation with outside partners – reinforcing synergies with the UN system and other key stakeholders at the global regional and national levels and capitalizing on existing partnerships and collaborative arrangements. Partnerships with renowned research institutions, think-tanks and national research institutes and the global network of UNESCO Chairs are instrumental for building requisite institutional capacities.

108. In sum, the new Centre will combine multiple roles – as an observatory of social and cultural transformations, as a future-oriented laboratory of ideas to inform policies, as a platform for intercultural dialogue and human rights-based strategies, and as a reference and catalyst for intersectoral, inter-agency and international cooperation as well as for capacity-building. The high profile and visibility offered by the Centre will increase the outreach of UNESCO on a crucial pillar for lasting peace and sustainable development, and open new venues for innovative partnerships and cooperation.

Expected outcomes

- ▶ Evidence-based policies for inclusive youth development and participation introduced by Member States
- ▶ Young women and men empowered to engage in democratic processes, conflict resolution, the building of sustainable inclusive communities and peace Adherence to the Convention against Doping in Sport broadened;
- ▶ Links between scientific research and policy-making in relation to social transformations, social inclusion and cultural pluralism strengthened and inclusive and ethical policies designed and mainstreamed in Member States;
- ▶ Mutual understanding, tolerance and rapprochement among countries, communities and individuals reinforced and realized through intercultural dialogue;
- ▶ Innovative and rights-based public policies developed drawing on scientific research, policy and practice
- ▶ Innovative proposals for the development of public policies designed, bridging research, policy and practice

Introduction to Strategic Objectives 7 and 8

109. Peace is at the core of UNESCO's mandate, drawing also on solidarity and equality. Committed to the promotion of human rights and fundamental freedoms as cornerstones of stability, peace and development, the Organization will work towards a stronger, rules-based international order where multilateral cooperation is effective and development is inclusive, rooted in respect for cultural diversity. UNESCO has a long history of offering a platform for vibrant intercultural dialogues to develop solutions to shared problems. Without such spaces for dialogue, a culture of peace cannot emerge. Culture is the “place” where society meets and discovers itself; hence cultural citizenship, cultural rights and cultural creativity are deeply interlinked.

110. In a world of growing complexity, uncertainty and the emergence of new forms of violence, culture is also the driving force behind reconstruction, resilience and development. Apart from demonstrating the importance of culture in economic development and human prosperity, the culture and development nexus is also a dialogue about the “right” approach to development in an ethical sense. Culture-led development includes a range of non-monetized benefits, such as greater social inclusiveness and rootedness, resilience, innovation,

creativity and entrepreneurship for individuals and communities, and the use of local resources, skills and knowledge. Respecting and supporting cultural expressions contribute to strengthening the social capital of a community and fosters trust in public institutions.

111. Sustainable development can only be achieved with a strong culture component. In the coming years, UNESCO will generate new initiatives and approaches and mobilize energies, ideas and commitments to forge a new understanding of peace and sustainable development through culture. A human-centered approach to development, yielding sustainable, inclusive and equitable outcomes is a key objective for the post-2015 era.

112. To meet these important challenges, UNESCO will build on its core assets and past achievements in leading the global agenda in culture as a standard setter, policy advisor; catalyst of international cooperation and developer of capacities in Member States. In line with the universally shared values and principles articulated in the UNESCO Universal Declaration on Cultural Diversity (2001), the Organization will continue to affirm the values of respect for cultural diversity, tolerance,

mutual respect, intercultural dialogue and cooperation among and between cultures for transformative change based on the principles of human rights, equality and sustainability. It will in particular focus on the continuum between heritage and creativity elucidated in Article 7 of the 2001 Declaration, as channels as well as drivers for promoting social cohesion, reconciliation and peace; for widening opportunities available to individuals and societies; and for creating the conditions for sustainable development. Heritage and creativity are the foundations for vibrant, inclusive and innovative knowledge societies.

- 113.** At the multilateral level, UNESCO will capitalize on recent achievements in promoting culture as a driver and an enabler of peace and sustainable development, notably the outcome Document of the 2010 World Summit, the 2010 and 2011 Resolutions of the United Nations General Assembly on culture and development, the outcome document of the 2012 UN Conference on Sustainable Development (Rio +20), the conclusions of the 2013 Economic and Social Council's Annual Ministerial Review on 'Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving the Millennium Development Goals' and the report of the United Nations Task Team to the Secretary General on the Post-2015 United Nations Development Agenda. Action will build on the Organization's flagship programmes and standard setting instruments, thus ensuring the protection, conservation and safeguarding of heritage, the promotion of creativity and the heritage of the future through international cooperation and intercultural dialogue.
- 114.** Within the UN system, UNESCO has a unique mandate and expertise to promote heritage and creativity as forces for peace and sustainable development. This enables the Organization to pursue functions at global, regional and national levels, from policy advice to capacity-development, in areas ranging from heritage – in all its manifestations – to cultural expressions and cultural industries. UNESCO will strengthen the impact at country level of its unique suite of normative instruments through the effective and integrated implementation of its cultural conventions on inclusive social and economic development, thereby alleviating poverty, generating income, and sustaining livelihoods at the individual and community levels. This will involve developing capacities of institutions, culture professionals and individuals, and providing advice for policy design and development. The Organization will continue to build evidence of the contribution of culture to inclusive societies through intercultural dialogue, reconciliation and peace at regional, national and local levels and within an equitable economic development perspective. This effort will include the continued implementation of initiatives to strengthen national ownership through the preservation and promotion of shared history and heritage, as well
- as the contemporary cultural expressions they have generated, in particular among diaspora communities.
- 115.** Special attention will be given to countries experiencing crisis and tensions, countries in transition and following situations of conflict, as well as countries impacted by natural disasters, where the revitalization of culture and the rehabilitation of cultural and documentary heritage are essential for creating the conditions for recovery by building national identity, lasting peace and sustainable development.
- 116.** In developing innovative and culturally appropriate responses to the challenges of sustainable development, UNESCO will reach out widely to civil society and local communities, including NGOs, with a particular emphasis on youth as a priority group. Empowering young people to drive positive change by promoting policies and investments in the artistic and creative potential of the entrepreneurs and creators of tomorrow is a policy imperative. In equal measure, youth participation and volunteerism in heritage projects and the promotion of heritage values will be encouraged as a vector of dialogue, for preventing conflict and building socially inclusive societies.
- 117.** Particular attention will be given to the Organization's two global priorities, Africa and Gender Equality. UNESCO will give priority to working with African Member States and regional and sub-regional partners and networks to promote the contribution of heritage and creativity to sustainable development and regional integration. In this context, UNESCO will enhance its cooperation with the African Union and contribute to the achievement of its objectives. Renewed emphasis will be placed on strengthening policies as well as the institutional and professional capacities necessary to assure the effective protection, safeguarding and promotion of heritage, respect for cultural identities and the development of viable cultural and creative industries as drivers of growth and peace. In this vein, the International Decade for People of African Descent (2013-22), is an important opportunity to strengthen efforts to combat prejudice and discrimination handed down from history and to foster reconciliation and new ways of living together by promoting new perspectives on the history of Africa, the slave trade and slavery, as well as appreciation of the cultural expressions generated by the diaspora communities. Inspired by the growing international momentum around the culture and development agenda and the recognition that sustainable development is best achieved through ensuring equality between women and men in all fields of social, political, economic and cultural life, UNESCO will seek to make an original and significant contribution to the post-2015 development agenda, by promoting the conditions to ensure equal access to cultural heritage, equal participation in the transmission of cultural values, gender equality in vocational education and training and the social empowerment of women.

- 118.** Building on the recommendations and findings of recent UN reports and UNGA resolutions, and the Reports of the Special Rapporteur on Cultural Rights, as well as the Stockholm Conference Action Plan on Cultural Policies for Development (1998), UNESCO research and reports, including *Our Creative Diversity* (1995) and information gathered through the periodic reporting processes under its cultural conventions, UNESCO will promote increased global awareness about gender equality and culture as a sector, in order to advance policy-making and action in this important but so far under analysed development field.
- 119.** To mobilize resources and build global, regional and national alliances, UNESCO will enhance its partnerships with the private and public sectors, including by harnessing the resources of Category 1 and 2 institutes and centres and other specialized networks. North-South-South and South-South cooperation will be encouraged and the use of ICTs will be promoted.
- 120.** In taking forward this vision, UNESCO will pursue two sharply focussed strategic objectives:

Strategic Objective 7

Protecting, promoting and transmitting heritage

- 121.** Heritage, understood in its entirety – natural and cultural, tangible and intangible, movable and immovable, as well as documentary – constitutes assets inherited from the past that we wish to transmit to future generations because of their social value and the way in which they embody identity and belonging. These assets may be used for promoting social stability, peace building, recovery from crisis situations, and development strategies.
- 122.** Heritage is inextricably linked to the most pressing challenges facing humanity: climate change and natural disasters, loss of biodiversity, safe water, conflicts, unequal access to food, education and health, migration, urbanization, social marginalization and economic inequalities. Heritage is thus essential for promoting peace and sustainable societal, environmental and economic development.
- 123.** UNESCO's normative framework 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 States in dialogue and cooperation at the international level, thereby facilitating inclusive governance, sharing knowledge and best practices at the policy level.
- 124.** This cooperation platform is conducive to leveraging the contribution of cultural and natural resources to sustainable development through the promotion, protection and safeguarding of heritage– with particular emphasis on immovable heritage (1972 and 1954 Conventions), moveable cultural property (1954 and 1970), underwater cultural heritage (2001) and intangible cultural heritage (2003). The Organization's action will seek to strengthen national capacities to better conserve, safeguard, manage and promote heritage at the professional and institutional levels and within communities. It will also promote the educational potential of heritage, in particular by strengthening traditional knowledge and integrating heritage into formal and non-formal education.
- 125.** Through the Memory of the World programme the Organization will seek to strengthen existing documentary preservation frameworks and emphasize long-term preservation of digitized and digitally born information.
- 126.** UNESCO will seek to harness the power of heritage as a positive and unifying force that can help prevent conflicts and facilitate peace-building as well as recovery and reconciliation. In times of transition and crisis UNESCO will act as a coordinator and catalyst to bolster cooperation and strengthen networking among global and national actors for effective international action. This will include providing assistance in the context of the heritage Conventions, enhanced through the recently created monitoring mechanisms under the 1970 Convention, which have demonstrated UNESCO's enduring relevance in working to protect and prevent the pillage and illicit trafficking of cultural property that violates the expression of a community's cultural identity.

- 127.** Recent years have been marked by an increasing trend to target culture in conflict. Conflicts arising within and between states involve cultural matters and target cultural differences in order to divide societies. During the Medium-Term Strategy, the culture programme will engage in developing strategies and tools which will aim at (i) strengthening the protection of cultural heritage and cultural expressions in crisis and conflict situations and (ii) preventing the instrumentalisation of culture to exacerbate differences and tensions.
- 128.** Action will focus on the factual analysis and data collection of destruction and damage to the cultural heritage and cultural expressions, including the looting of cultural objects in crisis and conflict situations, and develop short-term emergency measures in response, based on UNESCO's long lasting experience in this field (e.g. Iraq, Libya, Haiti, Mali). This effort will be part of a global strategy to fight impunity on cultural heritage destruction and to build on the power of culture for resilience, social inclusion, national reconciliation, and peace-building, in close cooperation with UNESCO's institutional partners ICOMOS, ICOM, INTERPOL, Blue Shield, and the World Customs Organization as well as with the UN Security Council and the International Criminal Court. UNESCO's support for traditional systems of environmental protection and resource management will seek to contribute to better sustainability of fragile land and marine ecosystems and preservation of biodiversity, while preventing competition and conflict over access to natural and cultural resources, including water. Through intersectoral collaboration between WHC and the IOC, it will further the application of Marine Spatial Planning (MSP) concepts by implementing the MSP process in certain of its marine heritage sites. It will also strengthen disaster risk management strategies that fully respect and build on traditional knowledge and community participation, providing support for their implementation.
- 129.** In a similar vein, the Organization will promote the implementation of the 2011 Recommendation on the Historic Urban Landscape as a means of ensuring that conservation policies and practices that respect the heritage values and traditions of different cultural contexts are integrated into the wider goals of urban development.
- 130.** In advancing dialogue, "living together" and inclusiveness, UNESCO will promote the role of shared or cross-border cultural heritage and initiatives to build bridges among nations. Efforts will be undertaken to offer new perspectives on disseminating and teaching knowledge of history through the dissemination of the Organization's General and Regional Histories, with a special emphasis on the General History of Africa, the slave trade and slavery, as well as appreciation of the cultural expressions generated by the diaspora communities in the context of the International Decade for People of African Descent (2013-23). UNESCO will also assist Member States to address challenges related to the access and preservation of documentary heritage and promote the role of museums as educational institutions and platforms for youth civic engagement that stimulate dialogue and cultural exchange and help reconcile history and memory.

Expected outcomes

- ▶ Cultural and natural heritage as a driver for sustainable development integrated into the post-2015 agenda, international development frameworks, national development plans and United Nations Common Country programming;
- ▶ Heritage management and safeguarding strengthened and promoted at national levels, in particular in Africa;
- ▶ Access to and preservation of documentary heritage in all its forms enhanced;
- ▶ A new mechanism developed to monitor and assess the intentional destruction and damage to cultural heritage, notably through a monitoring report building on the implementation of the 1954, 1970, 1972 and 2003 Conventions;
- ▶ Cultural dimensions included in country level disaster risk reduction policies and crisis responses;
- ▶ Reconciliation processes enhanced through global and regional initiatives and curriculum support;
- ▶ Engagement of youth strengthened in heritage preservation and safeguarding as well as peace building initiatives.

Strategic Objective 8

Fostering creativity and the diversity of cultural expressions

- 131.** Creativity, understood as the human capacity, through imagination or invention, to produce something new and original in order to solve problems is a unique renewable resource. Creativity enables individuals to expand their abilities and develop their full potential. In today's global, knowledge-based societies, creative assets are generating new forms of revenue and employment that are spurring growth, in particular among youth. Releasing diverse sources of inspiration and innovation, creativity contributes to building open, inclusive and pluralistic societies. As a multi-faceted human resource that involves processes, environments, persons and products, creativity can inspire positive, transformative change for future generations.
- 132.** Economic inequalities, social exclusion, and unsustainable use of assets and conflicts over scarce resources are among the major challenges in our globalized world. Creativity, embracing cultural expression and the transformative power of innovation in knowledge societies, can contribute to finding imaginative and better development outcomes. Tapping into creative assets can effectively contribute to making globalisation a more positive force for all the world's peoples, of present and future generations. Creativity is thus essential to promoting peace and sustainable development.
- 133.** UNESCO's Conventions, Recommendations and Declarations provide tools for the implementation of sound policies with socio-economic impact at the national and local levels. Providing advice for policy development and acting as a capacity-builder, UNESCO will support policies and regulatory frameworks that promote creativity and are derived from the internationally agreed principles contained in its conventions, in particular the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. It will help create and strengthen national and local specialized institutions, and provide expertise, thereby offering an integrated set of mutually reinforcing measures, creating an enabling environment to promote, protect and transmit cultural resources for social and economic development for this and future generations. This will go hand in hand with strengthened efforts to develop institutional capacity to generate information, allowing for monitoring and informing on the effectiveness of normative action and its impact on national policies in the field of culture and creativity.
- 134.** Intangible cultural heritage is continually created and recreated. The 2003 Convention's potential as a powerful tool to improve the social and cultural well-being of communities and to mobilize innovative and culturally appropriate responses to the various challenges of sustainable development will be fully explored. Emphasis will be given to empowering marginalized and vulnerable communities and individuals, in particular indigenous communities, women and youth, to participate fully in cultural life through the continued creativity that is a defining characteristic of intangible cultural heritage, and to make cultural choices according to their own preferences and aspirations.
- 135.** The creative economy has proven to be a feasible development option. It relies on the transformation of creativity as raw material into assets, often operating on a small scale and offering new employment opportunities and forms of revenue at the local level, thus contributing to more balanced and inclusive economic growth. UNESCO will support the emergence of dynamic cultural and creative industries and markets. In so doing, it will encourage investments in the artistic and creative potential of individuals and institutions in developing countries, securing access and the full participation of all, in particular small and medium sized cultural enterprises and creators from the South. This will involve supporting the development of policy frameworks as well as technical and infrastructural capacities.
- 136.** While creative potential is evenly distributed through the world, not everybody can exert their full creative potential. Creative voices from the global south are often absent. Artists and creators live unstable lives, many remain silenced and are not free to travel, create or enjoy the minimum benefits of their creativity. Increasingly artists demand better social and economic conditions and unhindered mobility. UNESCO will promote the status of artists, their individual mobility and preferential treatment for creative works from the global South. It will continue its efforts to support artists through fellowships and grants for young creators and re-invigorate the global debate and action necessary to improve the social and economic conditions for their work.
- 137.** By the same token not everybody has access to cultural life, the capacity for creative expression and the possibility to enjoy diverse cultural goods and services, including their own. These are fundamental for the building of socially inclusive, creative and knowledge-based societies and enhance overall quality of life. In pursuit of the Seoul Agenda and Development Goals for Arts Education to enhance the creative and innovative capacity of societies, priority will go to scaling up efforts and removing barriers that limit access to and participation in cultural life, capacities for cultural and

creative expressions and the availability of diversified ranges of cultural goods and services. UNESCO's role as a reference point in the field of contemporary creation will be underscored through the promotion of dedicated "world class initiatives" in the performing and visual arts, in partnership with leading artists, architects and institutions from all regions.

- 138.** Rapid and unprecedented urbanization around the world is putting pressure on the availability and use of resources, resulting in overburdened urban environments and generating new security issues that are unsustainable on the long run. Placing creativity at

the heart of urban renewal and planning can lead to more liveable, safer and productive cities offering better quality of life. UNESCO acts to support shared urban public spaces where creativity fosters social engagement, inclusion and security. UNESCO's action will focus on supporting the model of "creative cities" and in particular the revitalized Creative Cities Network as laboratories for sustainable development and poverty alleviation, places where imagination, inspiration and innovation are openly and freely exchanged: platforms for dialogue and ideas, where a diversity of images, text, sounds are conceived, created, produced, exchanged and traded, including in particular those of Diaspora communities.

Expected outcomes

- ▶ Creation, production, distribution, and enjoyment of cultural goods and services strengthened in Member States;
- ▶ Creativity and creative expressions promoted especially among vulnerable groups, including women and youth – ;
- ▶ Access to and participation in cultural life as well as enjoyment of cultural goods enhanced;
- ▶ Social and economic conditions and mobility of artists improved and skills of creators of intangible heritage safeguarded;
- ▶ Cultural and creative industries integrated into international development frameworks, national development plans and United Nations Common Country programming and recognized in the post-2015 development agenda.

Introduction to Strategic Objective 9

- 139.** Harnessing the power of knowledge, information and communication, UNESCO seeks to facilitate the emergence of knowledge societies which, in line with the values asserted in its Constitution, must be inclusive, equitable, open and participatory, and based on the following four key principles:

- ▶ Freedom of expression which applies to traditional, contemporary and new forms of media, including the Internet;
- ▶ Access to quality education for all;
- ▶ Respect for cultural and linguistic diversity;
- ▶ Universal access to information and knowledge, especially in the public domain.

Strategic Objective 9

Promoting freedom of expression, media development and universal access to information and knowledge

- 140.** To fulfil its mandate to promote freedom of expression, press freedom and media development, UNESCO will continue to play a leading role globally in the promotion of a free, pluralistic and independent environment to build inclusive knowledge societies. The founders of UNESCO were conscious that, amongst other conditions, the free flow of information and ideas was a sine qua non condition to succeed in building peace. Today, the free flow of information is increasingly adding value to human experience and progress by promoting human

rights, openness and enhanced livelihoods, as well as sustainable development, social inclusion, participatory democracy and peace. As such freedom of expression is not only a human right, but it is also a key element contributing to the attainment of the internationally agreed development goals.

- 141.** The free flow of information in the knowledge societies necessitates the promotion of the right to freedom of expression, including its corollaries of press freedom and

freedom of information. These elements entail the right of any person to freedom of opinion and expression, which includes freedom to hold opinions without interference, and the right to seek, receive and impart information and ideas through any media and regardless of frontiers, as stated in Article 19 of the Universal Declaration of Human Rights. UNESCO holds that freedom of expression applies to legacy media, as well as to contemporary and emerging forms of media on the Internet, and that it is at the core of democratic knowledge societies.

- 142.** Press freedom and freedom of information are vital for professional media to make its full contribution to societies. With these conditions, the media can be key facilitators and empowering agents of the public's demand for transparency, accountability and responsiveness of policy-makers, and thereby impact directly on poverty eradication and environmental concerns. Press freedom also facilitates media's contribution to a universal conscience that seeks to eradicate poverty and disease, promote gender equality and environmental responsibility. In post-conflict areas media can counter hatred messages and foster trust and inclusiveness, facilitate dialogue, promote tolerance, reflect diversity and challenge misconceptions about the "other" which are one of the root causes of violent conflict.
- 143.** The concept of "media development" encompasses the institutional and practical conditions required for the exercise of press freedom. As set out in the UNESCO-endorsed Windhoek Declaration, conditions designate a system characterized by media freedom, pluralism and independence. In turn, this depends on an enabling environment in terms of policy, law and regulatory requirements, ownership and content diversity within media institutions, and the professional capacity of journalists as well as the existence of strong supportive institutions. This framework enables a robust, dynamic, responsive and participatory media contribution, in which men and women, particularly in PCPD countries and countries in transition, can be equipped with the information needed to positively impact the decision-making that is essential for the development of their societies. Notably through the International Programme for the Development of Communication (IPDC), UNESCO will continue to support efforts by its Member States – especially in Africa, LDCs and SIDS – in building vibrant media landscapes which are essential for good governance and democratic processes.
- 144.** Today, the media's potential has been enriched and extended by the possibilities afforded by innovative use of ICTs. Alongside this, however, increasing amounts of journalism and other public interest information are also now originating from outside of the legacy media institutions, and these are reaching audiences directly and without professional intermediation. The emergence of new platforms for media has accordingly given rise to an unprecedented level of citizens exercising press freedom. This development is helping to enable civil society, young people and communities to bring about massive social and political transformation through new ways to communicate, to share information and knowledge, and to deepen each individual's sense of participation, identity and belonging. Where this communication meets professional media standards, the concept of journalists has become widened so as to include media workers and social media producers who generate a significant amount of journalism. The growing information flows in general mean that the specific contribution of journalistic information becomes ever more important.
- 145.** In the light of these developments, UNESCO has an important role to play in addressing both long-standing and newly-arising media development challenges, specifically in terms of media freedom, pluralism and independence.
- 146.** For media freedom, further advocacy and support are needed in Member States where laws and practices are not yet in line with international standards on freedom of expression. The relevance of these standards to the Internet also needs to be promoted, in the same way as to legacy media and on a multi-stakeholder basis that encompasses diverse interests ranging from governmental, business, civil society and technical communities through to media whether public, private or community. As has been demonstrated, the Internet and social networks, operating in interaction with the legacy news media, can play a critical role in spreading the demand for political and social change. However, along with the expanded realm of press freedom come new challenges such as verifiability and privacy. There are also new threats to online freedom of expression such as censorship, filtering, blocking and cyber-attacks on websites. The realm of freedom of expression and freedom of information in an open and free Internet, and related intellectual, ethical, legal and socio-cultural implications will be a key challenge over the next decade. Global awareness campaigns, such as through World Press Freedom Day (3 May), can sensitize policy-makers and the public at large about all these issues and their importance to sustainable development and peace, and contribute to developing an environment that respects and protects media freedom in both traditional and in cyberspace.
- 147.** Safety of journalists is also a prerequisite of media freedom that continues to need attention. The majority of crimes and abuses against journalists remain uninvestigated and unpunished. Recognising the relevance of this issue to fulfilling their own mandates, the UN has developed, upon UNESCO's proposal, the UN Plan of Action on Safety of Journalists and the Issue of Impunity. This provides an overarching

framework for the UN system to work together with all stakeholders, including the national authorities and the various national and international organizations as well civil society and the media, to improve the safety of journalists and combat impunity concerning attacks against them. UNESCO is entrusted with the overall coordination of UN efforts for the Plan and to promote its implementation by many stakeholders, both within and outside the UN framework.

- 148.** In regard to pluralism in media development, many media systems continue to lack the distinctive component of community media and therefore of a dedicated sector for citizen participation for democracy and development. Likewise, many media systems do not have a fully-fledged public service media sector, and the transformation of state media to provide this service still remains on the agenda. Limited diversity in ownership constrains media's democratic potential in many countries. Equity is widely missing in regard to the representation of women in media ownership and control. Diversity of media content is further limited through an absence of gender-sensitivity. Promoting Media and Information Literacy competencies of citizens could help in bringing positive developments in all these areas in which UNESCO has a unique contribution to make over the next eight years.
- 149.** Independence in a media system rests upon effective self-regulation and adherence to professional standards of journalism, both offline and online. Strong organisations of journalists, and up-to-date and impactful journalism education programmes, are important underpinnings of independence. Economic sustainability of media is basic to independence, yet this is under growing pressure. In economies with high Internet penetration, the sustainability of both private and public sector media is under severe economic challenge, with implications for the resourcing of professional journalism; while in developing countries, the challenge remains to grow the media sector where economies are weak. All this points to a need to promote media sustainability by enhancing the role of knowledge-driven media development. UNESCO's expertise in these various dimensions of media independence serves to position it well to make a significant difference across this multi-faceted underpinning of press freedom.
- 150.** UNESCO will also promote inclusive knowledge societies. Defined by UNESCO and embraced by the World Summit on the Information Society (WSIS), the notion of knowledge societies has become increasingly relevant in the discussion about the pathways to sustainable development. Knowledge-driven economies where freedom of expression is ensured play an intensifying role in global economic growth, sustainable development and poverty reduction. Furthermore, technological evolution in the past years has created unprecedented conditions for the exchange of information and exceptional opportunities for knowledge sharing. The free flow of information and ideas enabled by the use of new technologies strengthens democratic governance, inclusive, participatory and responsive political and social processes, and a culture of peace.
- 151.** ICTs have undoubtedly become essential elements contributing to the attainment of the internationally-agreed development goals. ICTs increase efficiency of different processes. They also transform societies and human behavior in a manner that requires serious rethinking of existing policies and practices in many spheres, including media and education. The focus of international attention is gradually shifting from the ICT infrastructural development to questions related to the actual use of ICTs. Many challenging issues remain to be resolved, including freedom of expression, ethical dimensions of the information society, multilingualism in cyberspace, and transforming the digital divide into digital inclusion.
- 152.** The Secretary-General's report *Realizing the Future We Want for all* identifies the "knowledge challenge" and notes that "...limited access to knowledge hampers progress towards inclusive growth and employment creation, technological progress for sustainable development." Given the transformative role of communication and information, UNESCO will focus on increasing efficiency of programme implementation in Member States, including through the "Delivering as one" process at the country level.
- 153.** The building of knowledge societies also requires a strategic approach to fostering universal access to information which includes a focus on assisting Member States to tap into the opportunities and address the challenges arising from the ever-increasing use of ICTs, information and data flows. Furthermore, UNESCO will continue a debate on the political, ethical and societal challenges of sustainable knowledge societies.
- 154.** Specifically, UNESCO will seek to stimulate universality in content, technology, and processes, through the Open Solutions for Knowledge Societies Programme. The Organization will also encourage multilingualism and respect for cultural diversity in cyberspace.
- 155.** Creating an inclusive and equitable global knowledge society requires access for everybody to information. In 2001, UNESCO established the intergovernmental Information for All Programme (IFAP) as a platform for international cooperation and partnerships in "building an information society for all" and for policy discussions and guidance in the area of access to knowledge and for coping with the rapid development of information and communications technologies and their applications. IFAP seeks to go beyond discussions about technical

issues of infrastructure to societal, democratic, and cultural dimensions of existing and evolving infrastructures.

Expected outcomes

- ▶ Freedom of expression recognized and protected as a right to be applied to all forms of communication and all media;
- ▶ Development, democracy and dialogue strengthened through empowered media institutions, stakeholders and citizens enjoying freedom of expression;
- ▶ Member States and stakeholders assisted to develop universal access to online knowledge.

UNESCO's response to post-conflict and post-disaster situations

- 156.** UNESCO's response to crisis situations and countries in transition is a necessary part of the continuum of operational activities linking peace to sustainable development. Conflicts and natural disasters remain the single largest impediment to the achievement of the internationally agreed development goals, in some cases reversing years of progress and investments. Successful national transitions from conflict to peace and sustainable development remain an elusive goal, with fully half of all post-conflict countries relapsing back into conflict within ten years. 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.
- 157.** UNESCO will be fully committed to making effective and essential contributions to 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 with its own operational experience will support the 2010 Secretary-General 7-point Action Plan on Women's Participation in Peace-building, which has put gender equality and empowerment high on the peace-building agenda.
- 158.** To address challenges facing countries afflicted by conflict, UNESCO will focus on building sustainable peace, breaking the cycle of violence, and reducing the risk of relapse into conflict. UNESCO action will need to be fast, as the immediate post-crisis period offers a window of opportunity to provide basic services, strengthen national ownership and offer capacity-building from the outset. UNESCO's strategic approach to peace-building will be fully integrated with recovery efforts in all our fields of competence. This will also allow the establishment of stronger links with UN peace-building mechanisms and the disarmament, demobilization and reintegration (DDR) processes.
- 159.** Specifically, UNESCO will advocate for a sector-wide approach to the rehabilitation of education systems following a crisis, that gives equal attention to access and quality issues and avoid gaps in response affecting specific sub-sectors. In addition, it will give special attention and support to peace education and psychosocial rehabilitation, as well as to critical areas for recovery and longer-term development, such as TVET and life skills, for demobilized ex-combatants, IDPs and refugees, secondary education, as well as higher education, including teachers' education and training.
- 160.** When cultural and documentary heritage is deliberately targeted, UNESCO will advocate for its safeguarding during and in the aftermath of conflict. It will coordinate international efforts for emergency response for cultural heritage protection and support the positive role culture can play in peace-building. UNESCO also will support the safety of journalists and restoration of media freedom and independence in crisis settings, and provide information to help save lives and restore dignity in the aftermath of a disaster or conflict.
- 161.** UNESCO will maintain a major focus on disaster risk reduction (DRR), as the most cost-effective means to mitigate the effects of disasters and save lives, heritage and infrastructure. Emerging areas of DRR competence for UNESCO include the remote sensing of emergency groundwater resources in drought-affected countries; national floods forecasting and water resource management; DRR education including through radio and other media; as well as the global expansion of Tsunami Early Warning Systems. UNESCO's disaster-response strategy will focus on access: including access to fresh water, to education, to disaster risk reduction information, to hazard assessments, and to capacity-building for multi-hazard disaster early warning systems and resource management.

Leading for Effectiveness and Managing for Results

162. In 2014-2021, the Organization will continue to enhance the institutional approaches, tools and mechanisms necessary to improve its overall outputs and outcomes delivery with fewer but more sharply articulated expected results, greater outreach that leads to more discernible and traceable impact of its actions to the benefit of Member States. It will strengthen its proximity to the actual needs and priorities of Member States, including the National Commissions, its ability to deliver

results effectively, its capacity to learn from successes and failures, its ability to communicate, its resource mobilization ability, and the range of its strategic partnerships with civil society and the private sector. In doing so, UNESCO will build on the recommendations of the 2010 Independent External Evaluation and its follow-up, and further consolidate the progress made in the past two biennia in terms of management, effectiveness, efficiency and value for money.

The Five Strategic Directions of the Independent External Evaluation

- ▶ Increasing UNESCO's Focus
- ▶ Positioning UNESCO Closer to the Field
- ▶ Strengthening Participation in the United Nations
- ▶ Strengthening Governance
- ▶ Developing a Partnership Strategy

1 – Improving the relevance, coherence and focus of UNESCO's programme

163. Increasing programmatic focus is one of the major challenges and a key driver for change. In order to improve its outputs and outcomes on the ground and maintain its relevance to Member States, the Organization will continue its efforts to concentrate programmatic efforts around fewer, more well-defined areas and with a foresight dimension. These will be areas where UNESCO possesses comparative strengths and advantages vis-à-vis other partners where it has an established track record, or where it has a clear added value and can effectively collaborate with others to meet the needs of Member States, with adequate human and financial capacities to deliver. UNESCO will also improve the coherence of its work across the entire UNESCO family of international centers and programmes. Faithful to its mandate and to its functions, UNESCO will in particular:

- ▶ Remain focused on its core functions, concentrating in particular on upstream policy-related work, normative actions and related capacity development;
- ▶ Develop an overall strategic coherence of all of the parts of the UNESCO family to deliver a common programme – whether from Headquarters, Field offices,

Category 1 and Category 2 institutes and centres, or intergovernmental programmes;

- ▶ Further develop evidence-based and result-oriented monitoring and reporting; underscore the intervention's logic from outputs, to results, to outcomes and to impact; strive to inform on achievements viewed from the perspectives of key stakeholders and in particular the direct beneficiaries;
- ▶ Introduce a systematic review and conduct an evaluation of the programme cycle with the objective of strengthening programme delivery;
- ▶ Reduce the fragmentation of programmes, building on synergies and cooperation, avoiding redundancies and marginal endeavours, and concentrating all efforts for attaining expected results and greater impact;
- ▶ Ensure that, at the regional and country levels, appropriate flexibility and delegation of authority exists to mobilize the full potential of UNESCO's programmes and resources so as to respond effectively to complex regional and national needs and priorities.

2 – Developing a results culture

- 164.** Developing a results culture is fundamental to building the Organization's credibility and accountability vis-à-vis its Member States, partners and investors. UNESCO will work to institutionalize a results-delivery culture throughout its activities, by improving results-based management, monitoring, evaluation and results reporting. This will include a number of measures to be taken in the coming period:
- ▶ The progressive introduction of results-based budgeting (RBB) as an integral part of result-based management;
 - ▶ The proactive anticipation and management of risks and opportunities along with the development of appropriate strategic plans as critical factors for the attainment of results;
 - ▶ The development of systematic programme monitoring based on transparent criteria for establishing new programmes and maintaining existing ones;
 - ▶ The application of sunset clauses coupled with a systematic approach to programme review and evaluation;
 - ▶ Increasing delegation of authority in order to accelerate programme delivery, while maintaining a robust internal control environment;
 - ▶ A greater accountability for results by all units and staff concerned, including in performance assessment;
 - ▶ Making the results and outcomes of UNESCO's normative work and operations more widely known to internal and external stakeholders alike, including through the development of more effective approaches capturing and communicating UNESCO's priorities, key strategies and results achieved;
 - ▶ Moving towards compliance with the International Aid Transparency Initiative (IATI) within the UN system.

The crucial role of evaluation

UNESCO's evaluation function plays a critical role in enabling the Organization to meet its mandate by providing credible and evidence-based information that feeds into various decision-making processes. The evaluation function is critical to turning UNESCO into a learning organization. During the period of the Medium-Term Strategy, the overarching purpose of the evaluation function will be to strengthen UNESCO's evaluation and results-based management culture through targeted evaluation activities and advisory services in support of improved organizational learning, programme improvement and accountability.

Evaluation is the key mechanism for capturing effects of interventions at the expected results level and therefore central to improving results-reporting and a sine qua non condition for better results-based management. Consequently, efforts will be stepped up to improve the quality, type and coverage of evaluations carried out throughout the UNESCO system. These include the improvement of self-evaluation practices of regular and extrabudgetary programmes, better quality assurance of external evaluations and the introduction of impact evaluation to better understand what works for whom under what circumstances. Evaluation is also a key component of accountability.

3 – Working closer to the Field

- 165.** The relevance and depth of UNESCO's action depends to a large degree on its Field-level experience and expertise. In order to be closer to its Member States, and to respond better to their needs and priorities, UNESCO will develop during the 2014-2021 period a strong operational culture and enhanced management of Field operations:
- ▶ Ensure the effective rotation of staff between duty stations at and away from Headquarters, and the decentralization of a greater proportion of professional staff to the Field;
 - ▶ Pursue the comprehensive reform of the field network initiated in the past biennia;
 - ▶ Ensure that appropriate flexibility and delegation of authority exists at regional and national levels to allow UNESCO to mobilize the full potential of its programmes and resources to respond to national needs and priorities;
 - ▶ Contribute to deliverables of the common UN system of operational activities, including in the UN Development Assistance Frameworks and other UN-system-wide mechanisms whenever possible;
 - ▶ Effectively coordinate post-conflict and post-disaster action;

- ▶ Prepare UNESCO Country Programme Documents (UCPD) for all countries where UNESCO has substantive involvement to ensure proper programme management, to facilitate engagement with UNESCO stakeholders and partners, to communicate better on results, facilitate integration with UN common country programming, and to enhance visibility.
- ▶ Introduce new information and communication tools to ensure a better communication between Headquarters and Field offices;
- ▶ Improved and better integrated management of Field operations across all components of UNESCO's secretariat, including category 1 institutes, intergovernmental programmes and Conventions, reducing overlaps and building on synergies.

4 – Strengthening UNESCO's participation in the United Nations

- 166.** UNESCO cannot work alone. It must work actively within the framework of the United Nations system at the global, regional and national levels, ensuring that its action is relevant to global goals such as those of the MDGs and post-2015 period, as well as to regional and national priorities and needs, ensuring that its action is fully coherent with that of the rest of the system, and that its leadership roles in its domains are recognized and effectively exercised. Joint and coordinated action will enhance the UN system's capacity to address effectively the complex challenges of our time, based on the values and principles of the UN Charter, UNESCO's Constitution and the UN system's unique legitimacy. During the 2014-2021 period UNESCO will:
- ▶ Systematically work with other United Nations organizations in a system-wide effort aimed at making the entire range of expertise residing in the UN system available to Member States in a coordinated manner. This includes ensuring a greater coherence of UNESCO's work with that of the UN system at large, creating synergies arising from collaboration based on a clear distribution of tasks, cooperating directly with other UN organizations in substantive areas, and contributing to the development priorities of Member States within the framework of the UN Development Assistance Frameworks (UNDAF) at country level, oriented by the principles of "Delivering as One", whenever possible;
 - ▶ Ensure an effective leadership and coordination role in the Organization's core priority areas within the UN system and its intergovernmental bodies, and contribute to relevant initiatives of the UN Secretary-General or assuming lead roles conferred to UNESCO by the UN General Assembly;
 - ▶ Establish concrete partnerships with other UN agencies on issues of joint interest, at the global, regional and national levels;
 - ▶ Ensure effective contributions to UNDAF and other country-level UN processes, and strengthening UNESCO's involvement in global coordination of operational activities and policy development, within Regional undg Teams and as part of United Nations Country Teams, building whenever possible on the achievements and experiences of the "Delivering as One" modality at the request of Member States;
 - ▶ Increase staff expertise through rotation of staff within the UN system and contribution to the system of Resident Coordinators.

5 – Implementing the new partnership strategy

- 167.** UNESCO will pursue a proactive strategic approach in working with other public and private partners, networks and constituencies, guided by the Organization's partnership strategy endorsed by the Executive Board. Partnering with a broad range of entities providing diverse expertise, advice and support has become one of UNESCO's hallmarks in many areas of its work. UNESCO will also explore, with the support of Governments, cooperation possibilities with municipalities and provincial authorities. More needs to be done to leverage partners in the upcoming medium-term period. The recently approved comprehensive policy (and individual strategies) provides the framework for UNESCO to work more collaboratively and cooperatively with partners. It would be further developed by including other key multilateral stakeholders and partners which are crucial for meeting global challenges and improving good governance, such as the European Union and Development Banks. In recognition of the importance of multilateralism, aid effectiveness and the growing demand for international cooperation in UNESCO's fields of competence the UNESCO Liaison Offices will foster alliances, partnerships and cooperation at the international and regional levels with partners within and outside the United Nations system. They will provide opportunities to the UNESCO Secretariat to raise the level of partnerships in the United Nations, regional or continental organizations and beyond, and assist in enhancing the overall visibility and impact.

6 – Partnership with non-governmental organizations (NGOs)

168. Non-governmental organizations (NGOs), as platforms for strong civil engagement, are more than ever crucial partners of an intergovernmental organization such as UNESCO which needs to act globally while at the same time linking the global to the local. UNESCO will explore measures to further develop its partnership with NGOs at both global and local levels. The Organization will

promote a genuine culture of partnership with NGOs, renew and revitalize the network of NGOs as its official partners. New efficient, visible and action-oriented partnerships will be sought, with a special attention on organizations from regions not adequately represented, namely Africa, and on youth NGOs.

7 – Mobilize extrabudgetary resources

169. The relevance and effectiveness of the Organization, especially in the field, is strongly related to the level of extrabudgetary funding, especially in periods of financial constraints. Existing resource mobilization strategies for Member States and private sector partners, tightly

linked to UNESCO priorities and capacities to deliver, will be intensified as will be public-private partnerships. To ensure the sustainability of effort in particular country settings or contexts, it is essential that all extrabudgetary funds complement regular programme priorities.

8 – Cooperation with National Commission for UNESCO

170. National Commissions for UNESCO, as national entities established by Member States' governments, according to the UNESCO's Constitution (Article VII) and the Charter of National Commissions for UNESCO, serve as important bodies for liaison, advice, information and programme implementation. Through their natural link to government agencies and direct contact with intellectual

communities and civil society networks, they contribute to the pursuit of UNESCO's objectives, the delivery of programmes, the development of partnerships and the visibility of action at national, sub regional and regional levels. Their crucial role and unique value will be strengthened.

9 – Visibility and public information

171. Public information is of strategic importance to the Organization. It provides a springboard for making UNESCO's mission and overarching and strategic programme objectives known to a wider audience and mobilizing partners to attain them. These public and private partners are, in turn, vital in projecting UNESCO's image and publicizing its action to the general public.

172. Effective communication and enhanced Organizational visibility depends on good programme content. Public information activities must henceforth be built as an integral part of programme development and planning for the pursuit of programme priorities. An integrated communication plan must set out the priorities, the information objectives, the timetable and the resources required to ensure proper programming and the effective implementation of information activities. Communication thus contributed directly to programme impact, enhancing chances for replication and scaling of successful interventions.

173. The Organization must have efficient instruments for the production and dissemination of information. Whether in the form of publications or media materials (in print and broadcast media), on its integrated web platform or relating to the organization of events, these products must comply with professional standards and contain high-quality content. By integrating and enhancing other, more common, information media (publications, video productions and so forth), the UNESCO Internet portal is developing into a multimedia work tool and a platform on which knowledge produced by the Organization in its fields of competence can be organized and made available to the public. It also provides a base for UNESCO's increasingly important work in social communication, which should be further strengthened.

174. The multilingualism of information products (press releases, Web features, publications and audiovisual productions) will also be strengthened, in part by creating small teams in selected field offices to produce

content and manage UNESCO's web portal in different languages. Mobilization and outreach will be extended increasingly to the larger "UNESCO family" as well, such as National Commissions and Institutes. The public information and outreach programmes will also support the work of UNESCO in all countries engaged in United Nations common country programming exercises. Therefore, increased efforts will be directed

to these countries at showcasing UNESCO's capacities and programme delivery, in partnership with the United Nations country

175. In this regard, UNESCO will develop a Comprehensive Communication Strategy designed to increase its visibility to its various stakeholders, enhance strategic partnerships and support resource mobilization.

10 – Implement an effective human resources management

176. The greatest resource of UNESCO is a motivated, dedicated staff of the highest competence and integrity, representing equitable geographical distribution and gender balance, empowered to achieve the Organization's missions and strategic objectives through a commitment to managing for results. Inadequate staffing capacity in UNESCO field offices has presented a major challenge to effective programme delivery and maintaining relevance vis-à-vis Member State governments and UN partners. The Human Resource Management Strategy and Action Plan for 2011 – 2016 will be updated at an early stage in the medium-term period.

177. The difficult global financial environment has brought greater attention to the need for UNESCO to modernize its human capacity, ensuring greater flexibility, in particular given the added challenge of mobilizing substantial levels of extra-budgetary funds. The management of human resources will need to continue to adapt its mechanisms,

Regulations and Rules, towards a more flexible approach, considering its programme delivery needs as well as possible fluctuations of the funds mobilized through multi- and bilateral donors. This challenge, at the same time, should take into account the need for integration and harmonization of policies common to the UN framework and the values of the international civil service.

178. Another challenge is to ensure that staff skills and competencies continue to be of the highest standards in order to support UNESCO's delivery capacity and competitive edge in a multilateral environment. To successfully achieve its mission, UNESCO requires a skilled, motivated and dedicated workforce. The Organization must strive to attract and retain the best experts and professionals, support them in learning and development, and deploy and manage staff in the most cost-effective manner so as to contribute to the strategic objectives of the Organization.

11 – Knowledge Management (KM) and Information and Communication

179. Technologies constitute the backbone of any modern organization. UNESCO's fields of competence being particularly knowledge- and information-rich, the importance of KM and ICTs for the Organization cannot be overestimated. It is therefore essential for UNESCO to endow itself with innovative tools and best practices in this area, so as to maximize its efficiency and effectiveness, extend its outreach, enhance the impact and visibility of its programmes, and play fully its role as a reliable partner within the concerted UN action. For 2014-2021, UNESCO will increase its efficiency and effectiveness through the full use of ICTs, the implementation of effective knowledge management and the fostering of a knowledge-sharing culture, thus turning UNESCO into a true learning organization. This will be accomplished through:

- ▶ An integration of programme support applications and data structures;
- ▶ The provision of a single seamless information infrastructure linking Headquarters and Field Units, an optimisation of the integration of core corporate systems, complementing them with a comprehensive workflow layer and offering to users a single point of entry;
- ▶ Embedding knowledge management in programme execution with a variety of collaborative tools and techniques, facilitating sharing of available knowledge and expertise;
- ▶ An improved KM&ICT function within UNESCO through increased involvement of the user community, enhanced ICT service delivery and performance, better

security, architecture and standards, project portfolio management and business process improvement;

- ▶ Mitigation of risks to infrastructural and logistic business continuity resulting from deepening under-budgeting of facilities management, safety and security arrangements and thinning out of staffing and continuous dispersion of resource.

12 – Towards smart, green practices

180. UNESCO will foster a culture change from paper to electronic medium. To underpin this objective, and resources permitting:

- ▶ All meeting and conference rooms will be equipped with the IT equipment necessary to permit paper smart meetings;
- ▶ Standard communication portals will be developed for access to data from knowledge and information management systems;
- ▶ Methods of production will be modified, reducing in-house printing capacity to a critical minimum and instead providing support geared primarily towards e-communication and e-distribution;
- ▶ On-site stock management will be centralized and contained, with all distribution services of the Secretariat being centralized.



United Nations
Educational, Scientific and
Cultural Organization

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2014–2021

DRAFT MEDIUM-TERM STRATEGY CORRIGENDUM

PARIS, April 2013
All languages

In Part V. Global priorities, under paragraph 14, the text for bullet point g) in the box for Gender Equality should read as follows:

g) Supporting the development by Member States of cultural policies that respect gender equality, recognize women's equal rights and freedom of expression and ensure their access to decision making positions;





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37th Session, Paris, 2013

37 C

United Nations
Educational, Scientific and
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Organisation
des Nations Unies
pour l'éducation,
la science et la culture

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la Ciencia y la Cultura

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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
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Items 3.1 and 4.2 of the provisional agenda

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37 C/5 Add.3
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REVISED OPERATIONAL STRATEGY FOR PRIORITY AFRICA

OUTLINE

Source: 192 EX/16 Part VI, 191 EX/15 and 192 EX/Decision 16, 191 EX/Decision 15 Part C, 190 EX/Decision 45 and 190 EX/Decision 19.

Background: By 192 EX/Decision 16 Part VI, the Executive Board recommended that the 37th session of the General Conference adopt the revised operational Strategy for Priority Africa. The revised document comprises, along with an analysis of Africa's development issues and challenges, elaborated through a prospective approach and wide consultations with Member States, the African Union Commission, the Economic Regional Communities and other partners an action plan for Priority Africa and for the implementation of the flagship programmes. In that connection, the revised operational Strategy highlights, in particular, the linkages and alignments between UNESCO, the Member States and partners as well as the necessary resources and modalities for implementation. It sets out the roles, functions and responsibilities of the different players, notably as part of the field network reform to strengthen UNESCO's presence in Africa. Lastly, it proposes, a dedicated mechanism for the monitoring and evaluation of the strategy's objectives.

The flagship programmes are presented in the Annex each with detailed information on the objectives, the main actions, the Major Programme responsible for coordination and those responsible for implementation, expected results, performance indicators and benchmarks and partners.

A. REVISED OPERATIONAL STRATEGY FOR PRIORITY AFRICA (2014-2021)

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

1. This strategy is UNESCO’s response to Africa’s current development issues and challenges as identified by Africans themselves and as asserted by African continental and regional organizations, a space considered here as being that of all African Member States. It is enshrined in the short- and medium-term documents (37 C/5 and 37 C/4) and sets out a forward-looking vision for the continent, by paying attention to trends and to the germs of change that will influence its development in the decade ahead. It expresses the Member States’ and the Director-General’s joint resolve to devise a new vision of Priority Africa in a world context of political, social and economic changes in which Africa has for some years been a dynamic stakeholder and no longer a mere subject. It should be recalled that the draft operational strategy was submitted at the 191st session of the Executive Board. This document responds to 190 EX/Decision 45 and 191 EX/Decision 15. In its revised form it is submitted to the Board at its 192nd session to take into account the additional requests contained in 191 EX/Decision 15 (Part C, paragraph 1).

2. The strategy was formulated after consultations, as from 2011, of Member States and their representatives to the Organization, the African Union, the regional economic communities, Africa’s development partners and members of the UNESCO Secretariat, especially those in the field. It takes into account resolutions and declarations adopted by the international community, in particular those relating to the Millennium Development Goals (MDGs), the education for all (EFA) goals, the global Education First initiative led by the Secretary-General of the United Nations and the outcomes of preparatory debates on the formulation of the post-2015 development agenda. It also takes into account the action plans on science and technology in Africa, the Luanda Action Plan for a Culture of Peace (March 2013) and the role of culture in development (Hangzhou, April 2013). It draws inspiration from the African Union’s strategic objectives designed to promote Pan-Africanism and African Renaissance.² Lastly, the strategy takes into account the recommendations contained in the evaluation of Priority Africa conducted in June 2012 which, while stressing the relevance of Priority Africa, highlights institutional insufficiencies that have prevented its identity and its position from being clearly understood within UNESCO and by partner institutions.

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

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

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

¹ The African Union’s vision for Africa.

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

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

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

I. AFRICA'S DEVELOPMENT ISSUES AND CHALLENGES

4. In the first decade of the twenty-first century, Africa recorded impressive economic growth (5.5% per year) in a world context marked by crisis and stagnation in the majority of the most advanced economies. The progress thus achieved and the dynamism of African economies have strengthened the positive image that the continent has since projected on the world scene. That optimism is nonetheless guarded.³ Growth has been severely disrupted in some regions owing to an increase in internal conflicts and the persistence of social inequalities. The impoverishment of the most vulnerable population groups, the ever larger numbers of refugees and displaced persons and many Africans' limited access to basic social services continue to be enduring challenges that require far-reaching innovations in several fields that are closely linked to UNESCO's mandate.

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

Population growth

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

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

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

³ ECA. Economic Report on Africa 2012.

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

9. MDGs cover only a portion of human needs, disregarding, in particular, the need to identify with a group, cultural expressions and creativity. They do not cover the issue of rights, which is nonetheless crucial to solving problems of disparity and inequality between genders and among social groups. If, as is intimated in the African Union's vision and in view of UNESCO's ethical mission, the people are not to be considered in resource/capital terms only, then human and social capital in its entirety should be included in UNESCO's Priority Africa strategy, as it also should be in the next generation of MDGs.

Box 3: *UNESCO will work to implement educational, cultural and scientific policies that contribute to the building of inclusive societies founded on observance of fundamental human rights. Accordingly, support for the implementation of the African Union's Second Decade of Education for Africa and the promotion of a culture of science, of technological skills for young people, in particular, and of appropriate youth policies generally⁶ are to be considered in several respects as major lines of action that have a potentially significant impact on youth capacity building and employability.⁷ The same holds true for schemes that contribute to knowledge production in and on Africa and the promotion of innovation based on endogenous knowledge and technologies.*

Sustainable development and economic growth

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

11. Regional bodies in Africa consider regional integration to be the best lever for the transformation of African economies and their integration into the global market. This is one of the fundamental pillars of the African Union's future strategy for Africa.⁸ The process involves interaction between various political, economic, social and cultural factors and calls UNESCO to action.

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

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

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

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

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

⁸ Declaration of the African Union Summit, Accra, 2007.

countries to promote the production and recognition by Africans of knowledge and know-how as well as the appreciation of knowledge and endogenous knowledge systems linking culture and development.⁹ UNESCO can make a significant contribution to improving the collection and analysis of related statistical data.

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

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

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

Social transformations

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

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

17. In Africa, too, many conflicts and wars have broken out within and between States in the last 30 years, with consequences such as the mass displacement of entire populations, the deterioration of the humanitarian situation and the destruction of social and cultural infrastructure. In particular, education systems, the cultural heritage, scientific and cultural infrastructure and biodiversity have been affected indirectly by these conflicts and have been damaged irreparably in many cases. These conflicts bring in their train other evils such as organized crime, piracy, drug trafficking, environmental depredation and a booming war economy, all of which further weaken many States that are still unstable and vulnerable in terms of security and stability. The challenges of a culture of peace and collective security continue to be topical issues for UNESCO.

⁹ Charter for African Cultural Renaissance, Khartoum, 2006.
14th African Union Summit, “Information and Communication Technologies (ICT) in Africa: Challenges and Prospects for Development”, Addis Ababa, January 2010.

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

Democratic governance

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

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

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

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

II. OBJECTIVES OF THE OPERATIONAL STRATEGY

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

22. Preparatory to the drafting of the Medium-Term Strategy for 2014-2021, the Director-General consulted African Member States, including the National Commissions for UNESCO.¹⁰ Member States expect UNESCO to implement a stronger and better targeted strategy to build peace, eradicate poverty and achieve inclusive sustainable development, by improving the quality, equity and relevance of education by harnessing science, technology and innovation to boost development and build related capacities, by mobilizing the heritage and creative industries for culture and development, by promoting freedom of expression and by using ICTs for development, gender equality and peace and citizenship education.

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

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

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

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

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

Box 7: *The strategy's objectives coincide with those of the African Union, namely:¹¹ building peace, security and stability in Africa, contributing to inclusive and sustainable economic and social growth, strengthening integration and cooperation at the continental level, promoting African values as a basis for continental integration and strengthening the Commission's work to project a positive vision and image of Africa on the international scene.*

III. FLAGSHIP PROGRAMMES

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

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

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

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

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

The expected outcomes are the following:

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

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

IV. IMPLEMENTING THE STRATEGY

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

30. Its aim is to build shared understanding and ownership of Priority Africa by Member States, the Secretariat and national, regional and international partners. Under the strategy, it is recommended the priority steps, such as the establishment of a monitoring and evaluation mechanism and the provision of the human and financial resources required for its implementation, be taken within UNESCO. Lastly, four important levers have been identified for action to ensure effectiveness of the strategy – networking, full involvement of all stakeholders, the fundraising

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

strategy and, at the continental level, the political support of African States and of their most senior representatives to regional bodies (AU and RECs).

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

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

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

33. The following stockholder categories have been identified:

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

Box 8. Role of the various stakeholders

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

34. Linkages and alignments between UNESCO, the Member States and partners

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

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

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

Cooperation agreements between UNESCO and the African Union Commission as well as the Regional Economic Communities (RECs) and other regional integration organizations embody these linkages, providing platforms through which the policies and priorities are commonly defined, joint actions are conducted and common advocacy is carried out addressing development challenges for Africa. These cooperation agreements will be revisited and specific application protocols established in order to respond better to the current and emerging challenges and needs in Africa. Targeted action is already being implemented with the African Union Commission for a culture of peace, with the new Partnership for Africa's Development (NEPAD) for technical and vocational training of young people and with the West African Economic and Monetary Union (WAEMU) in the field of higher education. It will be continued and strengthened.

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

35. Roles, functions and responsibilities of the various Secretariat entities

In order to be fully operational, the strategy for Priority Africa requires "a clear distinction of the roles, functions and responsibilities of the various Secretariat entities". These roles, functions and responsibilities take into consideration the field network reform, the first phase of which is implementation in Africa (see document 192 EX/4 Part IV). In the context of this strategy, details are given regarding the following:

(i) Africa Department (AFR)

It should be mentioned that, in 1996¹³ the Africa Department (AFR) was given the mandate to "coordinate the full range of UNESCO's cooperation with African Member States, African IGOs and NGOs, and with the bilateral partners and multilateral bodies that implement similar programmes for Africa which are related or complementary to UNESCO's". It is "responsible for the liaison, coordination and mobilization needed within the Secretariat to ensure that the priority assigned to

¹³ DG/Note/96/20 dated 18 April 1996.

the African region is reflected in all programmes”. This mandate was confirmed and reinforced in 2011.¹⁴

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

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

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

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

The Africa Department (AFR) will thus fulfil the following functions and tasks:

- *Institutional and intersectoral coordination* of Global Priority Africa and of the reports and core initiatives within its mandate, in close cooperation with the sectors and offices concerned; AFR will work closely with all Secretariat entities, responsible for developing, implementing, monitoring and evaluating Priority Africa.
- *Focal point* for UNESCO’s relations with Member States, the African Union and its NEPAD programme, and African subregional communities, in close consultation with the Liaison Office in Addis Ababa and the sectors and field offices concerned, in the context of the African regional integration process; in its relations with Member States, the governments’ visions on African regional integration will be taken into account in seeking, for example, ways and means to support higher education policies in the framework of the West African Economic and Monetary Union (WAEMU) and technical and vocational education and training in the RECs and through NEPAD.
- In the context of the reform of UNESCO’s field presence, *support* for the five multisectoral regional offices and the category 1 institutes active in the region, backed by a mechanism of regular consultation between the offices and with Headquarters.
- *Coordination* of forward-looking reflection on Africa, notably through the organization of forward-looking meetings at the end of each biennium to ensure/sustain the priorities, involving representatives and experts from all regions.
- *Better integration* of UNESCO within the United Nations mechanisms at the regional level, with particular attention paid to the cooperation of regional offices concerning the technical and financial aspects with existing mechanisms.

¹⁴ DG/Note/11/22, dated 21 June 2011.

(ii) Liaison Office with the African Union and with the Economic Commission for Africa

It is important for UNESCO, which has made Africa a global priority, to work more closely and almost on a daily basis with the African Union (AU). The Addis Ababa Liaison Office enables the rapprochement of UNESCO with the AU, the AU Commission and all its governing bodies. Programmes are already under way along those lines, particularly in the fields of a culture of peace and the development of science, technology and innovation in Africa.

The Liaison Office could also benefit from the resources and expertise generated by the Economic Commission for Africa in fields complementary to those of UNESCO, such as socio-economic policy, the information society, issues related to gender and development in Africa, governance, infrastructure and energy, and regional integration.

Moreover, the presence of the third continent-wide organization, the African Development Bank (ADB), and all the development partners, reinforces the need for UNESCO's presence in Addis Ababa.

The Liaison Office will strengthen cooperation and collaboration with the AU Commission and will work with the regional offices and AFR for better coherence and coordination of the activities of UNESCO in Africa. It will work with United Nations agencies through the Regional Coordination Mechanism (RCM), ensuring the complementarity of the work of UNESCO and the United Nations system and transmitting relevant information to the regional offices, the sectors at Headquarters, AFR, BSP, ERI and the liaison offices in Geneva, Brussels and New York, as necessary.

(iii) Bureau of Strategic Planning (BSP)

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

BSP is also tasked with the RBM and RBB-based monitoring and assessment of the implementation of the approved Programme and Budget (C/5), as well as extrabudgetary projects, and with the preparation of reports on the implementation of the C/5 document and its work plans to the governing bodies through the preparation of related statutory reports, such as the biennial C/3 document, the six-monthly EX/4 documents and related online documents, providing strategic assessments and results attainment reports.

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

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

In the context of the field network reform in Africa (see the reporting lines in document 192 EX/4 Part IV), BSP is entrusted with several core tasks:

- Ensure that proper consultation at all levels for an active interaction between Headquarters and the field fully benefits from a feedback loop between policy and experience, and resolve disagreements when they emerge. This includes backstopping to field units such as in the formulation of UNESCO Country Programming Documents (UCPDs), when relevant.

- Coordinate and receive regular reports on programme execution from field units.
- Backstop field offices in their involvement in United Nations Development Assistance Frameworks (UNDAFs) and other joint programming tools at the national level.

(iv) Regional offices

In accordance with the field network reform, the regional offices constitute a new type of organization and presence in the field with new intricacies such as intersectorality, regional and continent-wide coordination and reporting lines. They have a number of advantages, including increased human capacity, a real potential for intersectorality, proximity to the other players and institutional, financial and political potential in the regions.

The regional offices should also be integrated into United Nations mechanisms and make greater technical and financial contributions to them. Relations with governments should be based on the visions of regional integration adhered to by governments, such as the ways in which to accompany them in their policies for higher education, technical and vocational training in the RECs in science, technology and innovation and for youth.

(v) Programme sectors

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

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

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

V. ALLOCATION OF FINANCIAL AND HUMAN RESOURCES

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

(i) For operational activities

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

(ii) For coordination activities and support for programme implementation

- Africa Department staff
- Addis Ababa Liaison Office staff

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

(i) For operational activities

- Budgetary resources allocated by the five major programmes to the six flagship programmes
- Additional budgetary resources to support Global Priority Africa in specific activities beyond the flagship programmes

(ii) For coordination and programme implementation support activities:

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

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

VI. PARTNERSHIP AND RESOURCE MOBILIZATION

38. A targeted partnership and fundraising strategy is needed to ensure the achievement of the expected results for each of the six flagship programmes. This strategy is part of the Organization's comprehensive partnership strategy that aims to strengthen the relevance, impact, credibility and effectiveness of UNESCO's work. In particular, it aims to:

- (i) broaden and consolidate cooperation relations with the different categories of actors in the field, at the regional and international levels, so as to implement the cooperation priorities with Africa;
- (ii) develop synergies and create a space for mediation and substantive dialogue between the public and private partners around specific themes and activities;
- (iii) contribute to the mobilization of resources and funds to implement a portfolio of selected projects.

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

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

41. Regarding the Organization's specific partnership with the African Union and the regional economic communities (RECs), focus is on the planning of joint action in agreed priority areas and joint advocacy towards partners. There is also a plan to develop a partnership between UNESCO, the Economic Commission for Africa (ECA) and the African Development Bank (ADB) around two main areas: peace-building by fostering inclusive, peaceful and resilient societies and capacity-building for sustainable development and poverty eradication. Thus, under the culture of peace programme, UNESCO is considering, with the African Union, ECA and ADB, the joint mechanisms for monitoring the implementation of the Luanda Action Plan. This form of tripartite partnership may

be replicated for other themes of regional and subregional scope that fall within the operational strategy.

42. More specifically, the field network reform – where the regional offices cover the geographic areas of Africa – enhances synergies with the RECs, the New Partnership for Africa's Development (NEPAD) agency, the monetary regional institutions, the African Development Bank (ADB) and other regional banks. Projects developed by the regional offices in the framework of this strategy will be subject to extrabudgetary funding according to their priority areas.

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

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

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

46. Distinct partnership strategies will be defined according to the type of partnership or flagship project to be implemented. Cooperation modalities will take various forms from consultation on precise themes to technical assistance, advisory services, awareness-raising activities and contributions in cash and in kind, including staff secondment and volunteers.

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

VII. DEDICATED MONITORING AND EVALUATION MECHANISM

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

49. Recognizing in this regard that:

- Priority Africa is a "global priority" in the sense that it targets and affects all Organization's programmes,

- its implementation involves internal and external stakeholders with diverse qualities, fields, levels and modalities of intervention and interests,
- the strategy, which serves as an operational framework for the implementation of the global priority, will be implemented over a period of eight years and subject to increasingly important and rapid socio-cultural, scientific, economic evolutions and transformations,

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

- (i) **The internal operational component:** includes representatives of operational stakeholders such as the programme sectors, category 1 institutes and field offices in Africa, as well as representatives of stakeholders supporting programme implementation, such as the Africa Department and the Bureau of Strategic Planning (BSP). The role of this internal component will be to ensure that the activities to benefit Africa under the C/5 document are undertaken and evolve in accordance with: (i) the overarching and strategic objectives in the C/4 document, (ii) the principle of results-based management, (iii) performance indicators and benchmarks provided for in the C/5 document, (iv) the required intersectoral coherence, (v) the desired alignment with the agreed priorities, and (vi) the principle of sharing and complementarity based on comparative advantages.

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

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

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

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

ANNEX

PRIORITY AFRICA ACTION PLAN FOR THE IMPLEMENTATION OF FLAGSHIP PROGRAMMES

As stated in paragraph 27 of this document, the Executive Board by 191 EX/Decision 15 (Part C, paragraph 1(a)), requested the Director-General to submit to it a revised operational strategy to include, in particular, **a clear, implementable action plan** for the implementation of flagship programmes. This annex provides details for each flagship programme regarding the objectives, main actions, expected results, performance indicators and benchmarks, the major programme responsible for coordination and those responsible for implementation, expected results, performance indicators and benchmarks and particulars on the partners.

The performance indicators and benchmarks were established on the basis of a scenario of \$653 million.

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

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

Global Priority Africa – Major Programme III

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

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

men in Africa, building on the experiences of the UNESCO Strategy on African Youth (2009-2013) and aligning with the UNESCO Operational Strategy on Youth (2014-2021).

Objectives:

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

Main actions:

- Strengthening peace and non-violence through education, advocacy and media including ICTs and social networks
- Developing the use of heritage and contemporary creativity as tools for building peace through dialogue
- Promoting scientific and cultural cooperation for the management of natural transboundary resources
- Empowering and engaging young people, women and men for democratic consolidation, community development and a culture of peace

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Indicators	Benchmarks
Number of community radios supported by UNESCO mobilized to serve as privileged spaces promoting intercultural and intergenerational dialogue, based on the GHA and the contribution of its diaspora	<i>Intercultural dialogue, social cohesion and the rapprochement of cultures is better promoted through community radios that contribute to building peace and social cohesion</i> <i>At least five community radios and three social medias are involved in the promotion of a culture of peace using knowledge on General History of Africa (GHA) and on African diaspora</i>

Number of social networks and mobile telephone partners taking youth awareness-raising action	<i>More than 25 networks and partners taking such action</i>
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Examples of partnerships: financial and/or material and/or technical

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

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

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

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

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

Global priority Africa – Major Programme I

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

As regards programmatic action, particular importance will be given to improving access to, equity, quality and relevance of education in Africa. In line with the Organization's global priority Gender Equality, the programmes will be implemented with a strong focus on gender issues. UNESCO will support education systems in Africa in a comprehensive and holistic approach, and work under Major Programme I will cover all the thematic areas identified in the table above. Nevertheless, in order to accelerate progress and respond to urgent needs and priority concerns of African Member States, UNESCO's support will emphasize the following thematic areas:

- **Sector-wide policy and planning:** UNESCO will support Member States in implementing education management and governance reforms, including in areas such as decentralization, public-private partnerships and the autonomy of education institutions. It will strengthen national capacities to design and implement sector-wide policies and plans, including developing education management information systems;
- **Literacy:** According to the latest estimates, there are 169 million adults, 62% of which are women, and 45 million young people, of which 58% are girls, who are illiterate in sub-Saharan Africa. UNESCO will provide targeted assistance to scale up literacy programmes in Africa. Building on the work of the United Nations Literacy Decade (UNLD) and UNESCO's LIFE programme, UNESCO will conceive a new initiative for literacy that will be underpinned by innovative literacy content encompassing competences for active citizenship in the twenty-first century, while incorporating the values and indigenous knowledge of the African heritage and the use of mother tongue as means of instruction, as well as a state-of-the-art delivery mechanism including reinforced use of ICTs in education;
- **Skills development for the world of work:** harnessing the opportunities provided by technical and vocational education and training (TVET) in the integration of the fast-growing youth population into the world of work, UNESCO will give particular attention to addressing the learning needs of African youth in its TVET programme delivery;
- **Expansion of access to and quality assurance in higher education:** Recognizing the important role of higher education for the construction of a well-balanced and holistic national education system and that it will not be possible to reach EFA without a national pool of expertise and indigenous capacity for research, UNESCO will respond to the increasing demands of African Member States to provide technical assistance and capacity development in the area of higher education. Improving the quality of higher education institutions and diversifying delivery will be key areas of intervention. UNESCO will review and update its regional convention on higher education in Africa (the "Arusha

Convention”) in order to better meet the challenge of globalization in higher education; and

- Implement a **flagship programme** within Major Programme I strategy for the global priority Africa, with a further focus on the **professional development of teachers in Africa** to address two key challenges related to teacher shortage and the quality of teacher training, as a means of improving the overall quality of education in Africa. This flagship programme is described in more detail below.
- Through intersectoral collaboration, Major Programme I will also contribute to the flagship programme 1 related to the promotion of a culture of peace and non-violence, in particular to the expected result relating to the integration of education for peace, citizenship, democracy and human rights in the education systems as part of its programme on education for global citizenship. Major Programme I will support flagship 4 related to science, in particular in the area of education for sustainable development. Finally, it will also support flagship 3 related to knowledge production, and contribute to the expected result related to open educational resources (OERs).

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

Objective: Improve the quality and relevance of education

Main actions:

- Provide technical assistance and strengthen national capacities to improve teacher policy formulation, implementation and assessment teaching needs, with particular focus on policies relating to attracting and retaining 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
- Support the development and harmonization of national and regional qualification frameworks for education personnel

Expected results:

Expected result 1: Member States have up to date education sector diagnosis and capacities to develop, implement and monitor strategies and plans in education policies, with particular attention to teachers at all levels including teaching and learning environments (through the contribution of MP I)

Performance Indicators	Benchmarks
Number of national education sector analysis and diagnosis supported by UNESCO	<i>20 Member States have completed and published reports of education sector diagnosis</i>

Number of evidence-based sector-wide policies and plans developed or implemented with UNESCO support	<i>20 Member States have national policy and plans documents</i>
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Examples of partnerships: financial and/or material and/or technical

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

Expected result 2: National and regional qualification frameworks for education personnel developed and effectively implemented (through the contribution of MP I)

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

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

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

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

Performance Indicators	Benchmarks
Number of countries implementing comprehensive teacher professional development and the quality of teachers that are fully aligned to quality curricula reforms and career plans	15 Member States have reviewed their teacher conditions, status and recruitment regulations, and incentives for teachers

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

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

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

Expected result: National capacities strengthened to develop and implement policies and plans within a lifelong learning framework in Africa (through the contribution of MP I)

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

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

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

Expected result: National capacities strengthened to scale up development-relevant and gender-responsive quality literacy programmes (through the contribution of MP I)

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

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

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

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

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

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

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

Expected result: Member States develop evidence-based higher education policies to address the challenges of accessibility, equity, relevance, quality, expansion and mobility (through the contribution of MP I)

Performance Indicators	Benchmarks
Number of countries adhering to UNESCO’s normative higher education instruments and supported in the implementation of these instruments	<i>Eight new Member States in Africa adhering to the instruments</i> <i>Three Member States in Africa supported in the implementation of these legal instruments</i>
Regional conferences organized with UNESCO’s support on key policy issues in higher education, including on technology driven teaching and learning models	<i>One regional conference organized in Africa</i>
Number of countries benefiting from technical support in higher education reform	<i>Four to six Member States in Africa supported</i>

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

African and Malagasy Council on Higher Education; 2iE; African Development Bank; World Bank; Pan-African Universities; Africa Virtual Universities; Association of African Universities; and ACBF.

Global Priority Africa – Major Programme II

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

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

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

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

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

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

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

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

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

The need to revise national innovation systems to develop and implement STI policies and strategies at the national and regional levels, to develop capacity for STI governance, as well as to promote dialogue on policies and future programmes and social engagement in STI (for example science and technology and Comprehensive Peace Agreement 2005), have figured in all recent

African declarations on STI (e.g. Nairobi 2012, AMCOST V Brazzaville 2012, etc.). This proposed flagship programme aims to address challenges such as the lack of policy instruments and appropriate strategies, tools and indicators for good governance, STI and the lack of capacities to examine and reposition national innovation systems and to formulate and implement STI policy in Africa. It gives special focus to the participation of women and youth in knowledge production and the management of the STI systems and creating a culture of innovation and also raises the question of the “grey area” relating to the commercialization of the results of research and the weakness of the link between academia and industry.

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

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

Objectives:

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

Main actions:

- Assess, review, develop and harmonize knowledge production policies, including STI policies both at national and regional levels;
- Support and mobilize existing African think-tanks both at regional and subregional level, for decision-making and STI development;
- Strengthen African higher education and research institutions, research, and research, development and innovation (RDI) capacity;
- Promote the twinning of institutions and exchanges of STI experts through North-South, South-South and South-North-South cooperation;
- Improve universal access to information and knowledge as well as build capacity in the field of ICT use in Africa;
- Ensure that more youth and especially young women participate in science, technology, engineering and mathematics (STEM) education and careers;

- Develop African capacity in the preservation of documentary heritage.

Expected results:

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

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

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

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

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

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

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

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

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

Performance Indicators	Benchmarks
Number of supported African higher education institutions introducing new or improved STI curricula and research programmes for Africa	<i>Ten African universities assisted with STI-related curricula development and research programmes</i> <i>Three universities in Africa revising their engineering and ICT activities</i>
Number of African experts specialized in technology transfer and management of technologies	<i>Several workshops held and at least 200 African experts specialized in technology transfer and management of technologies</i>
Number of supported Member States which have improved the use and management of renewable energy sources	<i>At least 15 countries</i>

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

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

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

Performance Indicators	Benchmarks
Number of supported African research institutions and African experts involved in collaboration with other developing countries (ICTP, TWAS, etc.)	<i>At least 20% of STI institutions in Africa having strong South-South and North-South collaborative programmes</i>
Number of new joint research projects between Africa and partners from developed countries	<i>At least 10 new joint research projects established</i>
Number of high level collaborative training activities in biotechnology for development developed with the category 2 centre in Nigeria	<i>At least six training activities developed</i>

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

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

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

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

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

Mathematics and physics category 2 centres; International Centre for Pure and Applied Mathematics (ICPAM); UNESCO Chairs in mathematics and physics of Benin, Tunisia and Morocco; African Mathematical Union (AMU); African Physical Society (AfPS); IBSP-ICTP Network; and African Academy of Sciences.

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

Performance Indicators	Benchmarks
Number of supported countries which have established science parks and technology business incubators to develop knowledge-based small and medium-sized enterprises	<i>At least four countries</i>
Number of supported initiatives which have established linkages between academic institutions and industries to foster research, development and innovation (RDI) capacities for competitive performance	<i>At least 10 initiatives</i>

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

WTA, ISTIC, UNIDO, UNECA, INSME

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

Performance Indicators	Benchmarks
<p>Number of Member States which have formulated Policy Frameworks on Universal Access to Information using ICTs and open solutions</p> <p>Number of Member States which have developed and/or examined the standards for proper use of educational technologies by teachers, possibly involving local adaptation of the ICT Competency Framework for Teachers (ICT-CFT)</p>	<ul style="list-style-type: none"> • At least five Member State/States adopt National Open Educational Resources (OER) Policies • At least 20 Member States having developed and/or examined the standards for teachers concerning the proper use of technologies, involving use of the ICT Competency Framework for Teachers (ICT-CFT) • At least five national-level institutions introduce Open Access (OA) Policies • At least five national policies adopted on Open Data, Open Cloud, and Open Source
<p>Number of Member States implementing national policies for universal access to information and knowledge and provisions contained in the normative instrument: Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace</p>	<ul style="list-style-type: none"> • At least two Member State/States adopt information and ICT accessibility policies • At least 10 Member State/States submitting reports on measures taken for the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace
	<ul style="list-style-type: none"> • At least five Member States implementing National-level OER Policies to be highlighted at the 2015 2nd World OER Congress • At least five Member State/States implementing policies and/or strategies on Open Data, Open Cloud or Open Source • At least two OA best-practices researched and published
<p>Number of Member States which have accessed, developed and shared knowledge resources including through broadband-enhanced ICTs, mobile devices and open solutions, with special emphasis on teachers, researchers, information professionals or scientists</p> <p>Number of Member States which have formulated policy frameworks on Universal Access to Information using ICTs and open solutions</p>	<ul style="list-style-type: none"> • At least 50% of the 20 universities and teacher education institutions trained to use, develop, and share OERs on the UNESCO OER Platform • Two self-directed-learning courses on OA developed and 300 OA managers, students and other stakeholders trained • Information and ICT accessibility training resources in OER format developed and tested by five national education institution/institutions • Indicators for Competency Assessment of teachers tested in two pilot Member State/States • Free and open source software (FOSS) ICT

	<p>toolkits for data journalism and open data developed and adopted by four information professionals institutions</p> <ul style="list-style-type: none"> • Twelve educational institutions in developing Member States adopt a programme on information sharing through mobile application development targeting adolescents, and with a strong focus on girls
Policy support initiatives for open and distance learning (ODL) capitalizing on open solutions	<ul style="list-style-type: none"> • At least two policy support tools for open, distance, flexible and online (e-learning) learning developed

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

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

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

Performance Indicators	Benchmarks
African girls and boys received relevant, high quality and motivating training at the local level, providing mentoring for the development of mobile phone applications.	<p><i>At least 1,000 girls and boys fully trained using OER training materials with an open licence in order to develop locally relevant mobile phone applications for sustainable development</i></p> <p><i>At least 200 mobile phone applications developed and downloaded from the UNESCO Open Training Platform Site, from local and international application markets and from the Open Cloud (such as Software as a Service – SaaS)</i></p> <p><i>First compilation of African and global competitions for mobile applications in order to provide incentives and means for learners to submit applications</i></p> <p><i>The top ten applications highlighted at international events such as NetExplo</i></p> <p><i>Partnerships developed with mobile device manufacturers and software developers, network providers and schools.</i></p>

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

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

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

Performance Indicators	Benchmarks
Heightened awareness of necessity to implement documentary heritage preservation and access policies	<p><i>At least five new inscriptions on the Memory of the World Register</i></p> <p><i>At least two new National Memory of the World Committees set up and operational</i></p> <p><i>Trained professionals which implement documentary heritage preservation and access policies</i></p>
Implementation of the recommendations of the Vancouver Declaration	<p><i>Best-practice models in digitization and digital preservation implemented</i></p> <p><i>Multi-stakeholder forum on digital preservation standards established; public-private partnerships reinforced for digital preservation in the Africa region</i></p>
Contribution of libraries and archives strengthened	World Digital Library content expanded; At least one new digital library services established in the region

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

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

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

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

Developing strategies and upstream policies informed by science, to strengthen governance structures of research and development institutes, networks and agencies in sectors relating to biodiversity, ecosystems and mineral resources for human well-being, climate change mitigation and adaptation, access to energy, protection and better use of oceans and water bodies and long-

and short-term disaster risk reduction can contribute to effectively reducing poverty in Africa and promoting social inclusion. In this regard, local and indigenous knowledge are an important component in creating inclusive knowledge systems. One of the regional environmentally-related strategic frameworks, the 2010-2015 AU/NEPAD African Action Plan elaborated six programme areas under the Environment and Climate Change subject area out of which four are relevant to UNESCO's mandate: Programme Area 1: Combatting Land Degradation, Drought and Desertification; Programme Area 4: Conservation and Sustainable Use of Marine, Coastal and Freshwater Resources; Programme Area 5: Combatting Climate Change in Africa and Programme Area 6: Transboundary Conservation and Management of Natural Resources. UNESCO, in line with the Cooperation Agreement signed with the African Union, must continue to provide concrete support towards the implementation of these African regional, subregional and national initiatives and priorities.

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

Objectives:

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

Main actions:

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

Expected results:

Expected result 1: African Member States' needs for scientific knowledge and capacity development in ocean science, ocean observation, ocean hazard mitigation and data management addressed (through the contribution of MP II)

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

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

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

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

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

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

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

Expected result 3: UNESCO network of internationally designated sites expanded to foster sustainable socio-economic development including transboundary sites which successfully manage shared water and/or ecosystem resources (through the contribution of MP II)

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

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

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

Expected result 4: African management of fresh water improved and made more secure with specific attention to water-related challenges including droughts, floods, infrastructure design and management, and urbanization (through the contribution of MP II)

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

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

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

Expected result 5: African Member States with enhanced capacity in assessing risk and providing early warning of natural hazards and integrating DRR into national plans, in particular into educational plans and programmes (through the contribution of MP II)

Performance Indicators	Benchmarks
Harmonized and standardized monitoring and warning systems for coastal hazards cover African coasts	<i>Two regions covered by tsunami early warning system: North-Eastern Atlantic Ocean and Indian Ocean</i>

Number of supported countries with enhanced resilience and increased capacity in disaster risk reduction through knowledge generation and dissemination, training, tools and advocacy	<i>At least 10 African Member States</i>
Number of supported countries with disaster risk reduction studies included in their school curriculum and with trained teachers to instruct students in this related areas	At least 10 countries with schools and teachers producing and preparing a new generation of DRR-skilled students

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

Ministries of education

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

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

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

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

Global Priority Africa – Major Programme IV

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

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

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

Objectives:

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

Main actions:

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

Expected results:

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

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

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

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

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

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

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

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

Expected result 3: The general public, in particular young people made aware of the values of the heritage and mobilized to protect and safeguard it through formal, non-formal and informal education, the media and ICTs (through the contribution of MP IV)

Performance Indicators	Benchmarks
Number of teaching materials developed to promote and enhance the heritage and based, in particular, on the General History of Africa	Three contents, three teachers' guides and accompanying materials for primary and secondary schools developed
Number of curricula revised in order to enhance the heritage	10 curricula revised
Number of formal and non-formal education and awareness-raising initiatives to disseminate heritage values and knowledge among young people	At least 10

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

ADEA; AAH; AAU; ACALAN; and the Pan-African University (PAU).

Moreover, Major Programme IV will implement, or contribute to, expected results 2 and 3 under Flagship 1. "Promoting a culture of peace and non-violence", expected result 9 under Flagship 3. "Harnessing STI and knowledge for the sustainable socio-economic development of Africa", as well as expected result 3 under Flagship 4. "Fostering science for the sustainable management of Africa's natural resources and disaster risk reduction".

Global Priority Africa – Major Programme V

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

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

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

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

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

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

Objectives:

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

Main actions:

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

Expected results:

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

Performance Indicators	Benchmarks
<p>Awareness raising, monitoring and advocacy for freedom of expression and access to information as a basic human right is increased and related internationally recognized legal, ethical and professional standards are applied</p>	<ul style="list-style-type: none"> • Press freedom, including on the Internet, promoted by publications and guidelines, as well as UNESCO's yearly World Press Freedom Prize. Major event organized as well as local activities held on the occasion of World Press Freedom Day (WPDF, 3 May) in at least 15 countries each year; international campaign of sensitization of freedom of expression. • Policies and norms conducive to freedom of expression, press freedom and freedom of information strengthened in at least five countries, including support for media during elections. • Criminal libel and sedition laws repealed in 10 African countries • Self-regulation based media accountability systems supported in at least 4 countries, and professional and ethical standards reinforced in at least 4 countries in collaboration with media associations.
<p>International and national campaigns and capacity-building for safety of journalists and dangers of impunity are reinforced</p>	<ul style="list-style-type: none"> • Implementation of the United Nations Plan of Action on Safety of Journalists and the Issue of Impunity in at least one country and reinforcement of the coordination mechanism at the international level. • At least 250 media professionals and government authorities trained on safety of journalists, related guidelines promoted in at least six countries in Africa. • Contribution to the Universal Periodical Review process of the United Nations Human Rights Council via submission of relevant information about at least six countries.

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

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

Expected result 2: Independence and sustainability of media institutions are supported, particularly through IPDC projects that are innovative, policy-relevant and knowledge-enhancing, and through capacity-building for journalists and journalism schools (through the contribution of MP V).

Performance Indicators	Benchmarks
<p>Number of journalists, journalism educators and their institutions is increased and their capacities enhanced</p>	<p><i>At least 200 journalists, of whom 50% are women, apply new reporting techniques</i></p> <p><i>At least 250 journalists, of whom 50% are women, report on science and development</i></p> <p><i>At least five new syllabi addressing issues of democratic governance, sustainable development and peace are produced and promoted as supplements to the model curricula</i></p>
<p>Member States supported in the development of pluralistic and diverse media, particularly community media, enabling inclusion and participation</p>	<p><i>At least 20 community radio stations adapt programming guidelines to strengthen women and young people's representation</i></p> <p><i>At least five regulatory bodies introduce community media sustainability policies and community media funding models in three countries</i></p>

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

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

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



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Educational, Scientific and
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Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

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REVISED UNESCO PRIORITY GENDER EQUALITY ACTION PLAN FOR 2014-2021

Follow-up to 192 EX/Decision 16 Part II

OUTLINE

The present document contains the Revised UNESCO Priority Gender Equality Action Plan for 2014-2021. It contains information on:

Strategic actions by Major Programmes pertaining to gender equality with corresponding expected results and performance indicators

Processes for coordination, implementation, monitoring and reporting on action in support of Priority Gender Equality

Institutional mechanisms for the pursuit of gender equality in UNESCO with a focus on capacity development, coordination and accountability

The Action Plan is a companion strategy document to 37 C/4 and is harmonized with the implementation plans and expected results contained in the 37 C/5. There are no separate administrative or financial implications beyond those included in document 37 C/5.

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List of Abbreviations and Acronyms

AfDB – African Development Bank

CADE – Convention against Discrimination in Education

CEB – Chief Executives Board CEDAW – Convention on the Elimination of all Forms of Discrimination against Women

ECOSOC – Economic and Social Council (UN)

EFA – Education for All

FOSS – Free and Open Source Software

GAMG – Global Alliance on Media and Gender

GBV – Gender-based violence

GE – Gender Equality

GEAP – Gender Equality Action Plan

GFP – Gender Focal Point

GSIM – Gender Sensitive Indicators for Media

ICT – Information and Communication Technologies

IFCD – International Fund for Cultural Diversity

IICBA – International Institute for Capacity Building in Africa

ILO – International Labour Office

IPDC – International Programme for the Development of Communication

OER – Open Educational Resources

SIDS – Small Island Developing States

SISTER – System of Information on Strategies, Tasks and Evaluation of Results

STEM – Science, Technology, Engineering and Mathematics

STI – Science Technology and Innovation

UNECA – United Nations Economic Commission for Africa

UN-SWAP – United Nations System Wide Action Plan

UN Women – United Nations Entity for Gender Equality and the Empowerment of Women

WSIS – World Summit on the Information Society

UNESCO

REVISED PRIORITY GENDER EQUALITY ACTION PLAN: 2014-2021

PART A: Context and Background

Purpose

1. Gender Equality continues to be one of two global priorities of UNESCO.¹ The UNESCO Priority Gender Equality Action Plan for 2014-2021 (GEAP II), provides an operational framework for the implementation of Priority Gender Equality. It explains what gender equality means for UNESCO, provides guidance on how the Organization will ensure that a gender equality perspective is reflected in all its policies, programmes and processes so that gender equality is advanced both within the institutional processes of the Secretariat and its work with Member States.

2. The Action Plan is a companion document to the new Medium-Term Strategy 2014-2021 (37 C/4) and the Programme and Budget 2014-2017 (37 C/5) and aims to operationalize the priorities and objectives in those strategic documents in order to ensure that there is a comprehensive and coherent approach to the promotion of gender equality within UNESCO and with Member States.

3. This second Action Plan builds on the lessons learnt from the first Gender Equality Action Plan (2008-2013) identified through an internal assessment process by the Division for Gender Equality in the Office of the Director-General (ODG/GE) and EX/4 reporting to the Executive Board, and through recommendations stemming from the findings of the Internal Oversight Service (IOS) review of Priority Gender Equality and the International Labour Office's (ILO) Participatory Gender Audit Report. Following lessons learnt, GEAP II is much more closely aligned with C/4 and C/5 documents to enable clear and consistent implementation and monitoring of actions to promote gender equality, and it contains clear and realistic targets and plans for implementation, as well as structures and chains of responsibility for achieving the expected results. This Plan was developed through wide-ranging consultations and with the involvement of UNESCO staff from Headquarters, field offices and institutes. Member States and the network of United Nations agencies were also consulted. A summary of responses to lessons learnt from the evaluations and from GEAP I is contained in the tables below:

Background to the revised Gender Equality Action Plan II (2014-2021): Challenges and Lessons Learnt

IOS evaluation of Priority Gender Equality

Recommendations of the IOS evaluation of the implementation of UNESCO's Priority Gender Equality conducted in 2013, are grouped under three major themes:

1. The integration of Priority Gender Equality in the overarching strategic framework
2. Gender mainstreaming and gender-specific programming as well as organizational structures and processes
3. Monitoring and evaluation

The GEAP II has considered these recommendations closely and has responded to them in the following ways:

¹ Gender Equality was designated as one of two global priorities of the Organization for the 2008-2013 Medium-Term Strategy period. This priority status is maintained for the next Medium-Term Strategy which will span eight years from 2014 to 2021.

Recommendations	Follow-Up
Integration of Priority Gender Equality into the overarching strategic framework	
UNESCO's future Gender Equality Action Plan which will succeed the current GEAP should be fully in line with the C/4 and C/5	All of the strategic objectives and Expected Results in GEAP II are aligned with those in the 37 C/4 and 37 C/5
The purpose of the new Action Plan should be to communicate UNESCO's vision with regard to Priority Gender Equality and to facilitate coordination and cooperation across sectors and offices, and to clearly outline roles and responsibilities and implementation modalities	In providing a clear definition of gender equality (which highlights the roles and responsibilities of women and men in achieving this equality), GEAP II provides a clear vision for Priority Gender Equality. In addition, the focus areas highlighted will enhance collaboration and cooperation between sectors and offices, in line with the joint United Nations priorities on gender equality for the post-2015 framework. The accountability framework and the table of roles and responsibilities set out in the GEAP II outline roles and responsibilities of all staff in relation to the implementation of Priority Gender Equality.
Priority Gender Equality needs to be integrated and coordinated with Priority Africa	This has been achieved in GEAP II through the integration of gender equality into Priority Africa's flagship programmes
Gender Mainstreaming and Gender-Specific Programming	
Each sector's niche and flagship should be identified with regards to gender-specific programming.	This has been done and is reflected in GEAP II in the introduction by each major programme as a contribution to their expected results.
The capacities of the Gender Focal Point (GFP) Network need to be strengthened and better utilized to help integrate Gender Equality into the work of Sectors.	GEAP II contains details of a new long-term capacity development plan, which will include strengthening of the gender focal point network, a mapping of gender equality expertise, and a revision and updating of staff training programmes. Mapping of staff expertise and a renewal of the GFP network has already been started by ODG/GE. Regular meetings will be coordinated with the GFP network to ensure harmonization and providing support to meet challenges.
Gender expertise existing in sectors and other parts of UNESCO should be mapped and brought into the GFP network	
GFP's responsibilities need to be recognized as an integral part of their respective jobs	DG/Note/11/05Rev dated 28 March 2011 instructed that an allocation of GFPs time be allocated to GFP tasks. In GEAP II, this time allocation is further specified as 20%.
Capacity-building efforts need to be scaled up and new forms of capacity building such as gender equality clinics should be given priority in the future	GEAP II stresses the importance of capacity building and recognizes the success of UNESCO's Programme for Capacity-Building and Training, started in September 2005 and new modalities such as Gender Equality Clinics, both of which will be continued and scaled up.

Monitoring and Evaluation	
Progress made towards the Expected Results related to Priority Gender Equality must be measured and reported on in SISTER	ODG/GE is working with the SISTER team to ensure that reporting on the Expected Results related to Priority Gender Equality (including the four new overarching Expected Results) will be streamlined and coordinated in SISTER
A mechanism should be established to track financial resources spent on Priority Gender Equality	The new gender marker which is outlined in GEAP II and which will be introduced from the beginning of 2014, will enable tracking of resource allocation to Priority Gender Equality

International Labour Organization: Participatory gender audit

Recommendations	Follow-up
A mapping expertise of gender expertise at UNESCO is called for at all levels	A mapping of expertise has already been started, and this point is integrated into GEAP II as part of the capacity development plan
Continued training and capacity-building for GFPs	GEAP II includes the development of an up-dated capacity development plan for the next four years which will include training and capacity building for GFPs. A second review of the GFP network – first review undertaken in 2011 – has already been initiated to ensure the expertise of this network.
Capacity-building for all members of staff	Capacity-building for all staff has been ongoing since September 2005. GEAP II includes plans for an up-dated capacity development plan which is currently being developed and put in place by ODG/GE
Cross-sectoral activities on gender equality issues should be encouraged and supported	The development of four overarching expected results in the GEAP II will ensure that cross-sectoral activities are encouraged. ODG/GE will coordinate, support and monitor these activities
Gender equality considerations should be mainstreamed into the programming cycle	Gender equality considerations are mainstreamed throughout the programming cycle in GEAP II
Link the next GEAP more specifically with the Organization's strategy (C4 and C5)	GEAP II explicitly links to UNESCO's strategy, through the harmonization of Expected Results in GEAP II with the expected results of the C5 document, and the reflection of strategic objectives of the C4 document in GEAP II
Identify good practices and lessons learnt on mainstreaming gender equality through monitoring and evaluation	The new knowledge base for Gender Equality which is described in GEAP II will bring together examples of good practice and lessons learnt which will be shared across the Organization

Decentralize analysis of work plans to the Sectors in order for these to take ownership of their contributions to Priority Gender Equality	Work plans have been analysed by EOs for GE for the last few biennia. GEAP II contains an accountability framework and a table of roles and responsibilities which outline the ways in which the sectors will be expected to take more responsibility for gender mainstreaming within their work plans
Continue to build on the success of private partnerships to promote visibility for gender issues and the work of UNESCO	GEAP II provides details of private partnerships which are already successful (L'Oréal Prize, Global Partnership for Girls' and Women's Education) and explains how these partnerships will be promoted
Reinforce capacity-building efforts to reach a maximum number of staff in an optimum fashion	The updated capacity-building plan outlined in GEAP II will include all staff across UNESCO sectors, field offices and Central Services, as well as institutes.
Collect and analyse UNESCO good practices on gender equality from different Sectors, field offices, institutes, etc.	The development of a knowledge base for gender equality as outlined in GEAP II will provide a means of collecting and analyzing good practices from across the Organization, and for analysing and sharing these good practices

Lessons learnt from the first Gender Equality Action Plan

Lessons Learnt	Follow-Up
GEAP I contained too many expected results (over 80 in total) and it was thus impossible to implement and monitor all of them	GEAP II has chosen to focus on a more limited number (23) of expected results to ensure implementation and monitoring of these results
GEAP I was not fully aligned with the C/4 and C/5 documents which made monitoring very difficult	GEAP II is fully aligned with documents 37 C/4 and 37 C/5. All expected results in GEAP II are in the same as those in document 37 C/5 and will be monitored in SISTER
GEAP I did not specify roles and responsibilities of all staff clearly enough and so accountability was difficult to obtain	The accountability framework and table of roles and responsibilities contained in GEAP II will ensure that there is accountability across the Organization for working towards priority gender equality
Some colleagues were unsure of the definition of gender equality and of the approach to gender equality within their Sector	GEAP II provides a strong definition of gender equality, and also a paragraph which presents each sector's niche and approach with regard to gender equality
Up to now there has been no mechanism for monitoring resource allocation for Priority Gender Equality	GEAP II introduces the gender marker system which will be put in place from January 2014 and will enable tracking of resources allocated to Priority Gender Equality

Better alignment with the United Nations System would be necessary for advancing Priority Gender Equality	UNESCO has always aligned its work on GE with the United Nations system. This will be further enhanced in GEAP II through the integration of the UN SWAP indicators against which all United Nations agencies report.
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4. While the Division for Gender Equality will continue to provide overall leadership and coordination for the implementation of Priority Gender Equality, (see Parts B and C for more details on the roles and responsibilities), the Action Plan applies to all staff in Headquarters, field offices and the institutes, and is led by the Director-General. Engagement by senior management, all staff and systematic and substantive contributions by all programme areas and central services are critical for the achievement of concrete and sustainable results.

What is gender equality?

5. For UNESCO, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.² Gender equality is a human rights principle, a precondition for sustainable, people-centered development, and it is a goal in and of itself.³ UNESCO's vision of gender equality is in line with relevant international instruments such as the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)⁴ and the Beijing Declaration and Platform for Action.⁵ It is also informed by the reflections concerning the post-2015 development framework.⁶

Rationale

6. All United Nations agencies, including UNESCO, are required to promote gender equality within the framework of their mandates. UNESCO has a unique role to play in this area as the agency with five distinct major programmes, each with a specific mandate, who can work together to promote gender equality in a holistic manner and thus make an original contribution to development outcomes in terms of gender equality. Gender equality is inextricably linked to the Education Programme where efforts to promote the right to education for all. The Programme aims to address persisting gender disparities and to promote gender equality throughout the education system: in participation *in* education (access), *within* education (contents, teaching and learning context and practices, delivery modes, and assessments) and *through* education (learning outcomes, life and work opportunities). In Natural Sciences, UNESCO works towards providing strong role models for women in science, building capacities of women in natural sciences and engineering, and supporting the unique contributions of men and women to scientific knowledge generation and dissemination to advance sustainable development. In Social and Human Sciences, UNESCO works to ensure that gender equality considerations are fully integrated into policies for social inclusion and social transformation. In policies and programmes aimed specifically at young women and men, express consideration is given to the distinct needs, expectations, and aspirations of young women in disadvantaged positions. Through its various programmes, the Programme will also develop capacity-building activities that target men and young boys to become strong gender equality advocates. In the field of Culture, gender equality signifies ensuring that women and men equally enjoy the right to access, participate and contribute to cultural life. This human rights-based principle guides the implementation of the Culture Conventions at the international, national and local levels. In recognition of the importance of gender equality for both human rights and cultural diversity, the Conventions aim to include all

² For example, women and men belonging to ethnic minorities, women and men with different sexual orientations and/or identities, indigenous women and men, or women and men with disabilities.

³ For full definitions of gender equality related terminology please see Annex 1.

⁴ <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

⁵ <http://www.un.org/womenwatch/daw/beijing/platform/>

⁶ As a "rolling document", the GEAP may be modified or updated once the specific gender equality goals and indicators for the post-2015 framework have been agreed upon.

members of communities in their implementation, and thereby to encourage women and men to equally benefit from heritage and creativity. The Communication and Information Programme is spearheading various interventions that are unique within the United Nations system to empower women and girls, through initiatives such as the Gender Sensitive Indicators for Media (GSIM) and the promotion of gender-sensitive Open Educational Resource policies.

Vision and timelines

7. The long-term vision of this Action Plan is fully aligned with the policy statement in the Medium-Term Strategy 2014-2021; that is, “[T]he ultimate goal of UNESCO’s Priority Gender equality is to strengthen the Organization’s ability [...] to support the creation of an enabling environment for women and men from all walks of life, to contribute to and enjoy the benefits of sustainable development and peace. UNESCO also commits itself to ensure that the Organization’s contributions to sustainable development and peace have a positive and lasting impact on the achievement of women’s empowerment and gender equality around the globe.”

8. The Gender Equality Action Plan II will thus build on the Organization’s Medium-Term Strategy (37 C/4) and delineate how UNESCO will contribute to its strategic objectives in the following manner:

- (a) Ensuring that gender equality is a constituent element of the global education agenda with a focus on “equality of opportunity” as well as “equality of outcome”, especially in the post-2015 agenda;
- (b) Identifying gender specific targets and timelines within the framework of inclusive, quality, and lifelong learning opportunities for all in support of creative and global citizenship for women and men (from all walks of life);
- (c) Ensuring that international science cooperation for peace and sustainability allows for representation and voice for women and men and provides the conditions for both women and men to be agents of mitigation, adaptation, resilience and sustainability;
- (d) Ensuring that policies for sustainable development are gender transformative by including both women and men in capacity building efforts in order for those policies to serve the needs of as broad a constituency as possible;
- (e) Supporting efforts by Member States aimed at expanding the creative horizons of women and girls and ensuring their equal access to and participation in cultural life, including tangible, intangible, and documentary heritage, the capacity for creative expression, and the enjoyment of cultural goods and services;
- (f) Ensuring that processes supporting social transformations and intercultural dialogue acknowledge and take into consideration the roles, contributions, and voices of women and men (from all walks of life);
- (g) Supporting the development by Member States of cultural policies that respect gender equality, recognize women’s equal rights and freedom of expression, and ensure their access to decision making positions;
- (h) Ensuring freedom of expression to all, irrespective of gender or other social identity, and supporting a gender transformative media development.

Source: Draft Medium-Term Strategy 2014-2021 (37 C/4).

9. *While this vision will inform the Action Plan for the eight-year term, activities and results identified in this document are based on a 4-year planning cycle to allow the Organization to undertake an internal mid-term assessment of its progress in 2017 and to adjust the operational*

plan, as well as the activities, based on evidence and realities on the ground. Priority actions for the first 4-year phase have been carefully selected for measurable impact and multiplier effect. The selection process has also taken into consideration staff competencies and the human and financial resources as proposed in Draft Programme and Budget 2014-2017 (37 C/5). In order to take into account the varying contexts for gender equality and women's empowerment in the different regions in which UNESCO operates. Special attention will be paid to cooperation with Africa within the framework of Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa 2003 and the Solemn Declaration on Gender Equality in Africa.

The United Nations System-Wide Action Plan (UN-SWAP):

10. As an integral component of this second Action Plan, concerted effort is made to ensure UNESCO's coherence to the United Nations System-wide Action Plan (UN-SWAP) developed under the leadership the CEB and coordinated by UN Women.⁷ UN-SWAP is a system-wide framework designed to enhance *accountability* and measure progress towards the achievement of gender equality and the empowerment of women by United Nations agencies. The development of the UN-SWAP was a response to the CEB's request for a "United Nations system-wide action plan that includes indicators and timetables, allocation of responsibilities and accountability mechanisms and resources essential to mak[ing] the strategy of gender mainstreaming operational" (CEB/2006/2).

11. The UN-SWAP includes a set of 15 system-wide performance indicators that establish a common understanding of what it means to achieve gender equality and the empowerment of women, and a common method of how to work towards it. The indicators are designed to promote accountability, enhanced coherence, systematic self-assessment, and a steady targeted and progressive approach to which the United Nations system entities can aspire and adhere in their work on gender equality and the empowerment of women at the corporate level. The UN-SWAP also establishes a progressive sliding scale of standards, including the minimum. Reporting on these indicators will facilitate an analysis of strengths and weaknesses across the United Nations system and an identification of the resources and capacity needed to build on these strengths and fill in the gaps.

12. UNESCO, as every other United Nations entity, is required to report on the structures and processes in place to promote women's empowerment and gender equality on the basis of the indicators of UN-SWAP. A baseline report was submitted in February 2013, and annual reports will have to be submitted until 2017, when all United Nations entities will be expected to exceed the requirements of all 15 UN-SWAP indicators. The 15 indicators cover the structural aspects of the work of UNESCO and are divided into six categories: accountability; results; oversight; human and financial resources; capacity; and coherence, knowledge and information management (please see Annex II for full presentation of UN-SWAP indicators and levels of requirement). As UNESCO is required to report on the basis of the UN-SWAP indicators, these are also used as an internal framework within which ODG/GE will monitor accountability for promoting gender equality (please refer to Section C).

Approach

13. Gender equality is central to UNESCO's work, and thus is a pillar of programming and activities in all Major Programmes. In order to achieve concrete and sustainable results for the promotion of gender equality across all its fields of competence, UNESCO will continue to employ a two-pronged approach: (i) gender mainstreaming in all programmes and activities; (ii) gender-specific programming,

14. **Mainstreaming** a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral

⁷ UN SWAP Indicators are presented in Annex II.

dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and that inequality is not perpetuated. The ultimate goal is to achieve gender equality. (ECOSOC 1997).

15. Gender mainstreaming is a specific methodology which is being applied to all of UNESCO's programmes and activities in an ongoing effort. The goal of mainstreaming is to fully integrate gender-equality considerations into our programme strategies and activities including policy advice, advocacy, research, normative and standard setting work, capacity development, monitoring and evaluation/assessment and any other technical assistance work. As part of its capacity-building programme, ODG/GE has organized training on the methodology for gender mainstreaming across all of UNESCO's Major Programme Sectors. This capacity-building training will continue to ensure that all staff are familiar with the methodology used for gender mainstreaming across the Organization (which is also a common methodology for all United Nations agencies). ODG/GE will continue to offer support to all colleagues, through gender-equality clinics, work plan analysis, inputs into programme implementation, publication checklists, etc., to ensure that all activities undertaken by UNESCO are gender-mainstreamed as far as possible.

16. Gender-specific programmes aim to reduce specific inequalities faced by women or men, girls or boys, in a particular situation. The aim of this approach is to address specific and significant instances of discrimination and to reduce inequalities through support to a particular group. This includes, for example, activities aimed at women's empowerment in situations where women suffer particular forms of inequality and discrimination. UNESCO's Major Programmes will continue to undertake gender-specific programming where appropriate, with technical support from ODG/GE for planning, implementation and monitoring of these activities. These initiatives will be developed with a maximum of intersectoral collaboration to optimize the achievement of results. Current leading gender-specific programmes pursued by UNESCO include the Global Partnership for Girls' and Women's Education, the UNESCO-L'Oréal 'For Women in Science' Programme, Women in the Media, the collection and analysis of gender-sensitive indicators in UNESCO's fields of competence, etc.

PART B: Programmes and Activities to Promote Gender Equality

17. Programmes and activities to promote gender equality will be developed within all of UNESCO's five functions as decided by the Executive Board at its 190th session, namely:

- (a) Serving as a laboratory of ideas and generating innovative proposals and policy advice in its field of competence;
- (b) Developing and reinforcing the global agenda in its fields of competence through policy analysis, monitoring and benchmarking;
- (c) Setting norms and standards in its fields of competence and supporting and monitoring their implementation;
- (d) Strengthening international and regional cooperation in its fields of competence, and fostering alliances, intellectual cooperation, knowledge-sharing and operational partnerships;
- (e) Providing advice for policy development and implementation, and developing institutional and human capacities.

18. UNESCO's Division for Gender Equality (ODG/GE) will ensure both overall coordination of activities for the promotion of gender equality and women's empowerment, and capacity development of staff within the Organization.

Capacity development for Global Priority Gender Equality:

19. For gender mainstreaming to be successful, all staff must have the requisite understanding and capacities to assess the gender-equality implications of their work, and to take steps to ensure that gender equality becomes an integral part of programme design, implementation and monitoring. ODG/GE will continue to lead work in assessing staff capacities for gender mainstreaming, and in providing tailored and relevant capacity development and training along with basic tools to all staff on how best to integrate gender equality concerns into their programming. Building on lessons learnt from previous training programmes, a revised programme for capacity development and training for the implementation of Global Priority Gender Equality is being developed. ODG/GE will thus continue to:

- **Support efforts to develop staff competencies and capacities for promoting gender equality** – ODG/GE will take the lead in developing staff capacities for the promotion of gender equality through various means, including revision and updating of staff training programmes. In order to identify existing competencies and training needs, the Division will further develop and update a mapping of gender equality expertise across the Organization on a regular basis, to identify existing expertise and, in addition gaps where further capacity development and training is required. Following this process, the Division will revise and develop new training and capacity development programmes. As part of this process, the Division is collaborating with UN Women and other United Nations agencies in the development of a new online training programme for all United Nations staff. In addition to this online training, in-person training, tailored to particular needs of the Major Programmes and/or field offices, will be offered. Specific training on issues such as gender and RBM, monitoring and evaluation of gender equality, and gender-responsive budgeting will also be offered. Briefing notes on these subjects will be prepared and seminars and debates will be organized to enable discussions of the latest developments and issues concerning gender equality. The already established gender-focal point network will be reinforced through the creation of an online platform for discussion and debate, in order to provide peer support and access to information for gender-focal points. Stronger networking among the gender focal points will be supported to ensure that they are anchored in an organization-wide network which will share examples of good practice, and provide help and support in gender mainstreaming.
- **Provide technical and strategic support to staff at all levels of the programming cycle** – The Division will continue to provide individual and group support upon request to ensure that, across the Organization, staff members have access to advice and information on the integration of gender equality into their programmes and activities. Assistance and backstopping will be provided through a devoted email box and gender equality clinics.
- **Develop a knowledge base for gender equality** – Collecting systematic data and information, and sharing good practices are critical components for building an evidence-based knowledge base for more effective and efficient implementation of Global Priority Gender Equality in the next medium-term period. To this end, ODG/GE has developed and started pilot testing of an assessment/monitoring/consultation framework that aims to improve UNESCO's knowledge base on initiatives that focus on gender equality. The framework has been launched at the level of field-based initiatives and will later be extended to Headquarters and institutes. The aim of this framework will be to assess and comprehensively record – through visual and print media – UNESCO's gender-specific and gender-mainstreamed projects/initiatives and achievements at the field level. These records will document evidence-based good practices, as well as draw lessons learnt in specific realities and situations, for scaling up and/or for adaptation to different contexts. ODG/GE will upscale this work to provide a methodology for collecting information and building a comprehensive knowledge base for gender equality across the Organization.

Expected results

Expected result 1: UNESCO's areas of expertise contribute systematically and comprehensively to gender equality and women's empowerment.

Performance Indicators	Benchmarks	Baseline
% of UN-SWAP indicators where UNESCO meets requirements	100% of UN-SWAP indicators	33% of SWAP indicators
Percentage of relevant work plans that mainstream gender equality considerations through the project cycle	50% of work plans	15.5%
Number of gender specific programmes and/or work plans across the Organization	5 gender specific programmes 60 gender specific work plans	28 work plans
Number of activities focusing on gender stereotypes, women's leadership or gender-based violence	10 activities	4 activities
Quality of activities in Indicators 2, 3, 4 above as determined by the framework for building a knowledge base for GE	30% exceeding quality requirements	Not available
Percentage of UNESCO gender equality trainees who use the newly acquired knowledge and skills throughout the programme cycle	75% of GE trainees	Not available
Number of UNESCO staff who participate in trainings on gender equality by grade and by sex	250 staff participate in trainings of whom 50% are women and 50% men, and at least 30% are grade P-4 and above	Over 200 staff trained in the last reporting period (sex-disaggregated data not yet available)

Expected result 2: UNESCO is a visible actor at the international, regional and country levels in promoting gender equality in all its areas of competence

Performance Indicators	Benchmarks	Baseline
Number of inter-agency coordination mechanisms related to gender equality to which UNESCO is invited to make a substantive contribution.	6 inter-agency networks	3 inter-agency networks

Number of new partnership agreements concluded across the Organization with a focus on gender equality or women's empowerment	10 new partnership agreements	0
Number of new research centres and networks supporting research and training on gender equality in UNESCO's domains of competence which are established	3 new research centres and networks	0
Number of citations of research by members of UNESCO supported networks	25 citations in peer reviewed publications	0

Expected result 3: UNESCO's organizational culture promotes gender equality

Performance Indicators	Benchmarks	Baseline
Percentage of male and female staff D level and above	50% of women at D level and above	33%
Percentage of supervisors who include gender equality in the criteria for the performance appraisals of staff under their supervision	40% of supervisors	Not available (ODG/GE is working with HRM to develop a system for gathering this data)
Percentage of Gender Focal Points who have 20% of their time allocated to GFP functions in their job description	30%	Not available (ODG/GE is working with HRM to develop a system for gathering this data)
% of overall resources allocated to GE	20% of overall resources	Not available (the new gender marker which will be introduced will enable tracking of resources allocated to GE from January 2014)

Focus areas for coordination

20. With a view to making a real impact in all of UNESCO's key functions, Global Priority Gender Equality will focus on the four domains in which UNESCO's major programmes will continue to undertake coordinated and intersectoral work. To complement activities identified for implementation by Major Programmes (please see below), a limited number of multidisciplinary and multi-focus areas have been identified by staff across the Organization, in Headquarters, in category 1 institutes and in field offices, as being key issues for gender equality in their areas of work. Developing collaborative and complementary work around these focus areas will strengthen the focus of UNESCO's work on gender equality in line with a strategic vision, harmonized with international development goals and activities of other United Nations agencies. Major Programmes' ability to work in these areas will depend on available funding and resources, and not all Major Programmes will be expected to work in all of the areas. Nevertheless, better coordination on already ongoing work in Headquarters and field offices in these areas should provide a solid

basis for further development of and better visibility for work which is already ongoing in many places. These focus areas are:

- Developing research and training capacities on gender equality through a network of research and documentation centres and through increased attention to data gaps – ODG/GE will coordinate work with the Major Programmes and the Institute for Statistics to develop initiatives for new methods of collection of data on gender equality and sex-disaggregated data on all forms of gender equality touching on UNESCO's domains of competence. Production of data and research will also be achieved through the strengthening of the UNESCO network of Chairs on Gender Equality and through the establishment and development of a series of research and documentation centres located in different regions, to act as "centres of excellence" for addressing research and data gaps on gender equality and for promoting gender equality studies and research in UNESCO's fields of competence. These centres will develop gender-sensitive research and training, providing sustainable and long-term resources to support the work of UNESCO and other international, regional and national partners.
- **Preventing gender-based violence through research and action** – Gender-based violence (GBV) remains one of the key barriers to the achievement of gender equality at a global level, and to the achievement of a sustainable peace. All United Nations agencies are mandated to work towards the elimination of GBV as a major step towards achieving gender equality. The exclusion of a goal on GBV from the MDGs has been widely criticized, and it is expected that this will be a central issue in the post-2015 development framework. UNESCO's work across Major Programmes can make vital contributions towards the elimination of GBV. ODG/GE will coordinate existing work among Major Programmes and develop synergies for collaborative work. This work will be strengthened through the development of outside partnerships with academic institutions and civil society organizations as well as with other United Nations agencies.
- **Promoting positive gender images in order to promote gender equality** – The persistence of stereotypical representations of masculinity and femininity which underlie and reinforce unequal power relations and structures between women and men is a continuing problem. These stereotypes exist in all UNESCO's domains of competence; for example, stereotypes within media representations or in school textbooks, or stereotypes regarding women's participation in the sciences. Major Programmes will thus work to analyse such stereotypes, to try to deconstruct them and to replace them with more gender equal representations.
- **Capacity development and training for women's leadership** – A recurring theme arising from consultations on gender equality has been the lack of women's leadership in UNESCO's domains of competence. Lack of women's leadership is not only in itself a sign of inequality, but it tends to perpetuate unequal gender relations through a lack of role models for young women, and through the absence of women's voice and input into the decision-making processes. UNESCO will therefore develop programmes to enhance women's leadership capacities in all its domains. Developed throughout the regions in collaboration with field offices, higher education institutions and government/civil society organizations, relevant category 1 and 2 institutes and centres, these programmes will ensure that women acquire the necessary skills to take on leadership roles and to advance gender equality in their respective domains.

21. In view of the new focus areas proposed, and in order to provide a coherent approach to gender-equality programming across the organization, four new overarching Expected Results have been proposed. ODG/GE will coordinate the reporting and monitoring of progress towards these expected results with contributions from all of the Major Programmes. The new overarching results have also been designed to coordinate with the gender equality agenda in the post-2015

framework (and in particular UN Women’s transformative stand-alone goal on achieving gender equality, women’s rights and women’s empowerment⁸).

Expected result 1: UNESCO contributes to promoting gender-responsive policies for women and girls, men and boys in all its areas of competence

Performance indicators	Benchmark	Baseline
Number of countries supported by UNESCO where education policies have been reviewed with gender analysis to integrate a lifelong learning perspectives	20 Member States	Not available
Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality	100% of the reports submitted by Member States	40 out of 58 countries reporting on girls right to education during the 8th consultation on the Convention Against Discrimination in Education (CADE)
Number of Member States which undertake surveys of science, technology, engineering and mathematics (STEM) policy instruments to promote gender equality	30 countries	0
Number of gender responsive policies addressing the impact of social transformations based on data and research developed and/or reviewed	10 policies from different regions	0
Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation	At least 100 community radio stations adapt programming guidelines to strengthen women and young people’s representation	0

Expected result 2: UNESCO’s activities contribute to changing perceptions, attitudes and behaviours in favour of gender equality, including in eliminating gender-based violence

Performance Indicators	Benchmark	Baseline
Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative	30 Member States	Not available

⁸ UN Women (2013), A transformative stand-alone goal on achieving gender equality, women’s rights and women’s empowerment: Imperatives and key components.

education/learning including global citizenship, life skills education, education for sustainable development and others.		
Number of women scientists receiving special recognition that makes them role models	At least 25 in particular in Africa and the Arab States' region	0
Percentage of trainees who developed awareness raising activities on gender-based violence	75%	0
Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality in all regions	At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality	50
Media organizations supported by UNESCO which use their capacities to improve safety of women journalists	At least 10 organizations improve safety of women journalists	0
International/regional partnerships established among media relevant civil society actors to promote awareness on existing gender inequalities and to contribute to change.	At least two international/regional partnerships strengthened and agreement reached to cooperate on joint projects relating to gender equality and media	1

Expected result 3: Capacities and resources for equal participation and leadership in decision making by men and women in all UNESCO's domains of competence are developed

Performance Indicators	Benchmark	Baseline
Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective	20 Member States	10 Member States
Number of SIDS climate change capacity development events with at least 50% women participants	3 regional and 10 national events	0
Number of women participating in national bioethics committees.	At least 30% women in four national bioethics committees and at least one female Chair	Not available

Improved participation of young women in community building and democratic processes	At least 50% of the participants in the actions undertaken are young women	Not available
Increased percentage of UNESCO – trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations)	At least 25% based on post-training impact monitoring	Not available
Media institutions taking up UNESCO’s gender sensitive media indicators or other gender sensitive actions including gender balance at leadership levels	At least 60 media partners contribute each year to the action Women Make the News At least 30 media institutions and 40 journalism schools are applying GSIM At least 12 international/regional associations of media organizations promoting GSIM a	20 26 4

Expected result 4: Knowledge and data on gender equality is improved in all UNESCO’s domains of competence

Performance Indicators	Benchmark	Baseline
Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective.	At least 50% of studies foreseen.	Not available
Inventory and gap analysis of STEM policy instruments and gender indicators	One inventory	0
Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.	At least three projects have improved or initiated the collection and analysis of reliable sex disaggregated data.	0
No. of periodic reports that demonstrate policies promoting gender-balanced access to and participation in cultural life	50 Periodic Reports 50 best practices collected and disseminated	11 Periodic Reports under the 2005 Convention

<p>Member States are supported to access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists.</p>	<p>4 strategies and best practices developed and piloted in Member States on access to information and use ICTs including for women and girls with disabilities. 20 women figures central to African history integrated into the e-learning platform dedicated to women in African history. Ten cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>	<p>0</p>
<p>Open Access articles and Open Data repositories for gender equality research created</p>	<p>At least 200 new Gender Equality peer-reviewed scholarly articles released as Open access and associated research datasets released with the relevant Open Data license</p>	<p>0</p>

Major Programme I: Education

Gender equality in education: a goal and a means

22. Gender equality is inextricably linked to UNESCO's Education Programme efforts to promote the right to education for all. As education is increasingly considered as one of the most effective investments for achieving equitable and sustainable development, realizing gender equality must become a priority in the effort to promote not only the right to education for all; It is critical to the achievement of education for all (EFA) and Millennium Development Goals (MDGs), and continue to be at the core of the post-2015 education agenda, hence Major Programme I places gender equality at the core of its programme support and monitoring progress in education.

23. Significant progress has been made in expanding access to education for girls and women over the last decade; the net enrolment rate in primary education at the global level increased from 79% in 1999 to 88% in 2010, and steady improvements in enrolment in secondary education were achieved (with the gross enrolment rate rising from 56% in 1999 to 69% in 2010). Despite such progress, many girls and women continue to be deprived of good quality education since addressing gender inequalities in education is a complex task, especially as inequalities take many forms, vary in magnitude depending on the context, and are manifested in all aspects of education – infrastructure, access, retention/completion, curricula, learning materials, pedagogy, school life, learning outcomes, and education and career choices – affecting girls and boys, women and men.

24. Typically, the most extreme forms of discrimination tend to be experienced by girls and women living in rural areas, in urban peripheries and in slums, within low-income countries. As a result girls continue to make up the majority of out-of-school children, and women still represent two thirds of the adult population who lack basic literacy and numeracy skills. However, evidence

also indicates that gender disparities – both in terms of school access, education quality and achievement – can be to the disadvantage of boys and men, especially at the secondary and higher levels of education. Gender-based stigma, discrimination, violence and stereotyping in education, as well as gender disparities in learning outcomes, are visible in all countries, regardless of the status of their economic or educational development. Gender inequality in education is not only a concern of girls and women, or of developing countries; it is of global significance and of everyone's business.

25. The actions of the Major Programme I for the second Gender Equality Action Plan (GEAP II) therefore aim to address persisting gender disparities and promote gender equality in education throughout the education system, in participation in education (access, promoting safe and empowering learning environments), within education (contents, teaching and learning context and practices, delivery modes, and assessments) and through education (learning outcomes, life and work opportunities). In doing so, Major Programme I will ensure that the common understanding and consensus on the meaning of gender equality in education will be translated into action with a strong sense of commitment among all staff members, including the senior management, to implement gender equality to, in and through education.

26. With strengthened capacity and knowledge within UNESCO, Major Programme I will work closely with Member States and partners to ensure that policies and strategies in education whether related to formal, non-formal or informal modes of delivery move beyond the question of numbers and conventional approaches to expanding access to schools.

27. Greater attention will be paid to enhancing quality and relevance of learning so that education systems including non-formal education become more gender-sensitive and -responsive to meet the needs and aspirations of girls and boys, women and men. It will support Member States in ensuring that a gender analysis is applied at every level, in all areas of education and in every context, since failure to do so can result in gender-blind and ineffective policies that do little to correct gender inequalities.

28. Gender equality issues will also be considered in broad terms in the context of UNESCO's efforts to inspire new approaches to education and guide policy development worldwide in the field of education beyond 2015. This implies making sure that the future education agenda and global education policies are informed by research and foresight studies that examine challenges from a gender equality perspective.

GEAP II and documents 37 C/4 and 37 C/5

29. In recognition of the challenges ahead, and drawing on the lessons learnt from the implementation of the GEAP I, Major Programme I will scale up its actions in favour of gender equality during 2014-2021.

30. In respect of the focus of UNESCO's Global Partnership for Girls and Women's Education, and given the magnitude of the challenge, the Education Programme will pay particular attention to reducing gender gaps in youth and adult literacy and in post-primary education (in terms of access, quality and learning outcomes). Focusing on these two areas for gender-specific programming however does not exclude actions targeting other levels and areas of education. Gender mainstreaming will be ensured across all education activities as relevant and concrete gender indicators and targets will be defined, in all areas of education.

31. At the same time, we will work jointly with our partners at global, regional and national levels to increase our understanding on the various barriers to advancing gender equality, to expand and strengthen our expertise and knowledge base on what works and what does not, as well as our financial resources to translate commitments into action.

32. Particular attention will be paid to promoting a more holistic and intersectoral approach to quality education, at all levels, in all forms of learning, and in methodologies for measuring the learning outcomes of students, so that broader forms of inequality that influence girls' and women's, as well as boys' and men's educational opportunities are addressed.

33. Capitalizing on the significant achievements made during the period of GEAP I, special attention will continue to be given to global advocacy and partnerships aimed at promoting education for girls and women, in particular through UNESCO's Global Partnership for Girls' and Women's Education.

Expected results

34. Actions will be delineated across MLAs 1, 2 and 3 of Major Programme I during 37 C/5, which will be further reviewed and updated during 38 C/5 as relevant.

35. Under document 37 C/5, approximately 7.2% of the total activity budget under the Regular Programme will be specifically allocated to the Global Priority Gender Equality and the following expected result will guide the implementation of GEAP II, with the set of performance indicators proposed for monitoring progress and achievement.

Expected result 1: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment⁹

Performance Indicators	Benchmarks	Baseline
1. Number of countries supported by UNESCO where education policies have been reviewed <i>with gender analysis</i> to integrate a lifelong learning perspectives (<i>adaptation of ER1-PI1</i>)	20 Member states	Not available
2. Number of countries supported in the implementation and scaling-up of gender responsive literacy policies, plans and actions, through formal and non-formal programmes, taking into consideration the specific circumstances and needs of women and girls with no or low literacy skills (<i>original PGE ER-PI1, elaboration of ER2-PI1,</i>)	25 Member states	5 Member States
3. Number of countries supported and have developed and/or implemented gender responsive policies and programmes that ensure equal opportunities to diversified choices of learning and skills development for girls and women at post-primary level. (<i>original PGE ER-PI2, adaptation of PI of ER3</i>)	20 Member states	10 Member States

⁹ Expected result proposed under MPI for the Global Priority Gender Equality (PGE).

4. Number of Member States supported by UNESCO where policies and programmes for the professional development of education personnel are systematically reviewed from a gender-equality perspective (<i>combination of ER5-PI 1&2</i>)	20 Member States	10 Member States
5. Number of Member States where gender mainstreaming in national education systems is accelerated through the promotion of all forms of gender transformative education/learning including global citizenship, life skills education, education for sustainable development and others. (<i>combined and adapted PIs in ER7,8 &9</i>)	30 Member States	Not available
6. Number of Member States supported which are delivering good quality health education, HIV and comprehensive sexuality education that contribute to healthy lifestyles and gender equality. (<i>adaptation of MPI ER10</i>)	10-15 Member States	Not available
7. Number of Member States reporting on their compliance with the normative instruments on the right to education, with a focus on gender equality (<i>adaptation of ER12-PI1</i>)	100% of the reports submitted by Member States	40 countries (out of 58 submitting country reports for the 8th consultation on Convention Against Discrimination in Education (CADE))
8. Percentage of foresight and research studies produced by UNESCO that examine the future education agenda and global education policies from a gender equality perspective (based on MPI ER 11)	At least 50% of studies foreseen	Not available

Major Programme II: Natural Sciences

36. Gender equality aims to give equal opportunity to women and men to achieve their potential. It is now recognized as being integral to sustainable and equitable development. In most regions, there remains a continued need to increase the participation of women in the sciences, particularly the physical sciences and engineering, in which women count for less than one quarter of the global workforce. Creating and supporting a critical mass of women who participate in sciences and engineering is crucial to promote the contribution of half of humanity to scientific knowledge generation, dissemination and sharing, to facilitate change in decision-making in the fields of science, technology and innovation and related national policies and strategies, as well as to ensure that the concerns and abilities of both men and women in relation to natural sciences are addressed. In the GEAP I, Major Programme II made great strides to mainstream gender in all its

programme areas, including through using a gender lens to review work plans, reporting and evaluation. This effort will be continued and refined. MP II learned that not enough has been measured and analysed to be able to select the best policy instruments to improve the status of women in the sciences. For some countries there are not even internationally comparable data available on the number of female researchers as a share of the total. In this regard, the social sciences have a crucial role to play in enhancing understanding of the barriers to inclusion and equitable participation at every career level, which can be considered implicit policies.

Addressing persisting gender inequalities in the natural sciences

37. In the GEAP II Major Programme II aims to improve data collection and assess the data for eventual selection of the best policy interventions which then can be shared as best practices. MP II will also continue to support capacity-building of women in the natural sciences and promote women scientists as role models in all regions including in SIDS in its areas of scientific expertise. The UNESCO-L'Oréal 'For Women in Science' partnership will continue to be an outstanding vehicle to celebrate role models and to support and inspire women and girls to engage in and develop scientific careers, while networks such as the Organization for Women in Science for the Developing World, hosted by The World Academy of Sciences – for the advancement of science in developing countries, serve to strengthen dialogue and lessons learned among women in science. MP II will also continue to set standards through its own actions in support of the global science agenda, thus ensuring that the unique perspectives of women scientists and women knowledge holders, including of indigenous and traditional knowledge, are incorporated in solutions to the various challenges – such as climate change, biodiversity loss, freshwater management, health of the oceans, developing green industries and societies – of advancing sustainable and equitable development.

GEAP II and documents 37 C/4 and 37 C/5

38. Major Programme II will scale up its actions in favour of gender equality during 2014-2021 with at least 10.7% of MP II's total activity budget allocated to priority gender equality, aiming to achieve four strategic expected results for priority gender equality in the 37 C/5. Rather than falling under a unique Main Line of Action or expected result, these will contribute to both of MP II's Strategic Objectives and to all Main Lines of Action.

Expected results

Expected result 1: Women's capacities in UNESCO's scientific domains strengthened including through women scientists as role models and mentors to female students and young scientists promoted

Performance Indicators	Benchmarks	Baseline
Number of female students and young scientists receiving mentoring as a result of UNESCO activities	At least 500	250
Number of women scientists receiving special recognition that makes them role models	At least 25, in particular in Africa and the Arab States' region	5 per year
Increased percentage of students/trainees in UNESCO-sponsored degree and training programmes that are women	At least 5% increase over end-36 C/5 baselines	As available at end 2013

Number of SIDS climate change capacity development events with at least 50% women participants	At least three regional and 10 national events	0
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Expected result 2: Networks of women scientists in various scientific domains and regions strengthened, including through UNESCO-UNITWIN Chairs

Performance Indicators	Benchmarks	Baseline
Number of existing networks of women in science strengthened	At least 10	2
Number of new networks working on women in science	At least 3	0

Expected result 3: Sex-disaggregated data determined, measured and assessed, and an inventory of policy instruments that affect gender equality in science undertaken

Performance Indicators	Benchmarks	Baseline
Inventory and gap analysis of STEM policy instruments and gender indicators	1 inventory	0
Number of Member States which undertake surveys on STEM policy instruments to promote gender equality	30 countries	4

Expected result 4: Effective participation of women in high-level processes shaping the science agenda and science policies promoted

Performance Indicators	Benchmarks	Baseline
Percentage of women participants in UNESCO-led scientific conferences, meetings and in science policy workshops	40%	30%
Percentage of women named by UNESCO to high level scientific committees	40%	2011 UNESCO High Panel on S&T for Development 33%

Major Programme III: Social and Human Sciences

GEAP II and documents 37 C/4 and 37 C/5

39. While acknowledging the upcoming challenges and drawing from the lessons learnt of the implementation of GEAP I, four expected results for the Global Priority Gender Equality in Major Programme III have been aligned to document 37 C/5, aiming at increasing the efficiency and the visibility of the work across all areas of programme delivery. The expected results will cut across all

MLAs. 39.4% of the total budget in the 37 C/5 will be allocated to activities contributing to the promotion of gender equality.

40. Mainstreaming of gender equality considerations and the development of gender-specific activities across the below expected results, with due regard to Internationally Agreed Development Goals relating to social cohesion, will include the following specific activities:

Expected results:

Under MLA 1

- Ensure that the gender equality dimension including gender-based violence is fully taken on board in assessing the level of inclusiveness of public policies.
- Promote data and research on the impact of social transformations on women and men in order to inform evidence-based and targeted policies.

Expected result 1: Level of inclusiveness of public policies assessed through the use of a gender lens.

Performance Indicators	Benchmarks	Baseline
<ul style="list-style-type: none"> • Number of inclusive public policies assessed having integrated a gender equality dimension. • Percentage of trainees who are involved in awareness raising activities on gender based violence 	10 policies from different regions 75% of trainees	0

Expected result 2: Policies advised on the various effects and impact of social transformations on both women and men.

Performance Indicators	Benchmarks	Baseline
Number of gender-responsive policies informed based on data and research.	10 policies from different regions	0

Under MLA 2

- Ensure that women’s contributions and roles, as agents of change, are duly taken into consideration in challenges pertaining to bioethics, including their equal and inclusive participation in decision-making processes, research and capacity building.

Expected result 3: Women’s participation in bioethics committees and relevant capacity-building activities promoted.

Performance Indicators	Benchmarks	Baseline
Number of women participating as active members in national bioethics committees and in bioethics trainings.	At least 30 % women in four national bioethics committees and at least one female Chair. At least 30 % women benefitting from capacity-building activities pertaining to bioethics.	To be completed

Under MLA 3

- The UNESCO Youth Programme will apply and promote gender-sensitive approaches and gender equality both at policy and programming levels.

Expected result 4: The gender equality dimension is duly integrated in the public youth policies, as well as in community building and democratic processes

Performance Indicators	Benchmarks	Baseline
Number of public youth policies including a gender equality dimension	At least 5 out of the 10 foreseen public policies on youth	Not available
Improved participation of young women in community building and democratic processes	At least 50% of the participants in the actions undertaken are young women	Not available

Expected result 5: Member States design and implement multi-stakeholder and inclusive public policies in the field of physical education, sports and anti-doping

Performance Indicators	Benchmarks	Baseline
<p>Number of Member States that revise national sport policy frameworks that guarantee access to sport for all, gender equality and improve the situation of physical education at school</p> <p>Number of projects that include data disaggregated by sex in the areas of bioethics, youth, and anti-doping in sport.</p>	<p>6 national sport policy frameworks; 10 countries where the situation of physical education at school is improved, with 8 countries having improved access for persons living with disabilities, and having integrated a gender equality dimension in the frameworks</p> <p>At least 3 projects have improved or initiated the collection and analysis of reliable sex disaggregated data.</p>	Not available

Major Programme IV: Culture

Introduction

41. For Major Programme IV, gender equality signifies ensuring that women and men equally enjoy the right to access, participate and contribute to cultural life. UNESCO's approach to promoting gender equality in cultural life is based on a commitment to cultural rights and cultural diversity, and guided by the international human rights framework.¹⁰ Moreover, field experience and research have demonstrated how gender relations come into play in the transmission of cultural knowledge and skills, the protection and safeguarding of heritage, and the emergence and strengthening of vibrant cultural and creative sectors.

¹⁰ Art 27, Universal Declaration of Human Rights; Art 15, International Covenant of Economic, Social and Cultural Rights and Art. 13, Convention for the Elimination of Discrimination against Women); The Stockholm Action Plan on Cultural Policies for Development (1998), the *UNESCO Universal Declaration on Cultural Diversity (2001)*, and the Report by the UN Special Rapporteur in the field of cultural rights (2012).

Challenges

42. Major Programme IV will aim to address existing challenges in achieving gender equality in cultural life identified from lessons learnt during GEAP I, and internal analysis of programme impact. These include, *inter alia*, unequal value attributed to the roles of women and men in heritage protection and transmission (tangible and intangible); unequal opportunities for women to share their creativity with audiences; “glass ceiling” for women to reach senior management positions or to participate in decision-making processes; negative stereotypes and limitations on freedom of expression based on gender; and sex-specific challenges accessing technical and entrepreneurial training as well as financial resources. Furthermore, limited knowledge about how gender can be meaningfully integrated in heritage safeguarding and the availability of sex-disaggregated data is restricting the potential of cultural policies to reduce these inequalities and to ensure that women and men can equally enjoy and benefit from heritage and creativity.

GEAP II and document 37 C/5

43. In order to enhance programme efficiency and impact, actions have been closely aligned to MLA 1 and MLA 2 of Major Programme IV during the 37 C/5. 12.7% of the indicative budget for document 37 C/5 will be allocated to gender equality. These activities will be structured around three axes:

- (a) Individual and institutional capacity-building: UNESCO will support Member States and the governing bodies of its normative instruments in establishing gender-sensitive, gender-responsive and gender-transformative policies and practices in the fields of heritage and creativity. Main activities will include providing policy guidance on the integration of gender equality into national cultural policies, developing gender planning tools that are respectful of cultural rights of communities, encouraging equal access to capacity-building and specialized training in the fields of culture, and supporting other measures that promote the greater involvement of women in decision-making mechanisms related to heritage and creativity;
- (b) Advocacy and awareness-raising: UNESCO will work with Member States to raise awareness of the importance of gender equality in heritage and creativity at the local, national and international levels. This will be achieved by mainstreaming gender-sensitive perspectives in capacity-building manuals and programmes, and other operational documents of the Culture Conventions, as well as by the organization of specialized gender sessions at workshops, seminars and conferences; and
- (c) Research and knowledge management: UNESCO will launch a multi-media initiative on gender equality and culture. UNESCO will collect best practices from Member States, generate new research, mobilize networks, and centralize information on policies, practices and data related to gender equality and culture in a report (paper and e-publication).

44. Intra-sectoral knowledge-sharing on gender equality will be increased through the Cultural-Conventions Liaison Group, and knowledge management of gender-related activities, including sex-disaggregation of data.

45. The introduction of the systematic collection of information on gender from the Periodic Reports of the relevant Culture Conventions will further serve to underpin baseline data to inform future programmatic strategy, impact assessments and monitoring in support of gender mainstreaming.

Expected results

Expected result 1: Increased recognition of women’s contributions to cultural life through enhanced advocacy, improved data collection and knowledge management

Performance Indicators	Benchmarks	Baseline
Number of periodic reports that describe policies promoting equal access to and participation in cultural life	50 periodic reports	11 periodic reports
Number of UNESCO-led workshops, events and capacity-building programmes that raise awareness of gender principles, especially women’s roles in heritage or creativity	At least 30	No data available
Number of Member States whose policies/measures to promote women’s contributions to cultural life are disseminated as best practices	50 best practices collected and disseminated	None
Number of statutory operational documents related to the Conventions that reflect gender equality principles	At least 1	Application forms for the IFCD include several questions about gender

Expected result 2: Creative horizons of women and girls broadened and encouraged

Performance Indicators	Benchmarks	Baseline
Number of supported Member States that have introduced capacity-building policies aimed at broadening the creative horizons of women and girls	At least 4	None
Percentage of beneficiaries of UNESCO-funded activities that empower women and girls	Over 20% of beneficiaries of UNESCO-funded activities on creativity and cultural diversity (including specific Funds)	An estimated 10%
Partnerships and collaboration with gender-related networks initiated	At least 5 new or renewed partnerships/collaborations	2 new partnerships/collaborations

Expected result 3: Cultural policies that respect gender equality, women’s rights and freedom of expression and ensure women’s access to decision-making posts and processes

Performance Indicators	Benchmarks	Baseline
Enhanced gender balance amongst experts/participants in human and institutional capacity workshops related to the implementation of the 1954, 1970, 1972, 2001, 2003 and 2005 Conventions enhanced.	At least 40% of experts/participants are women	Average (1972, 2003 and 2005 Conventions) 36.6% – 40% are women
Percentage of UNESCO – trained female cultural professionals who then contribute to national-level decision-making processes in the field of culture (e.g. trainers or experts identified by UNESCO, governments and civil society organizations)	At least 25% based on post-training impact monitoring	No data available
Number of supported Member States that have introduced national gender-sensitive and gender-responsive cultural policies	At least 15	No data available

Expected result 4: Women’s and girls’ access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services enhanced.

Performance Indicators	Benchmarks	Baseline
Number of governments, institutions and civil society organizations that use UNESCO research on gender equality in the fields of heritage and creativity for advocacy, policy-making and research purposes	At least 10	No data available

Major Programme V: Communication and Information

Overcoming gender imbalances universally and promoting sustainable development and reducing poverty through communication and information

46. As recognized by the World Summit on the Information Society (WSIS), access to information and knowledge is a powerful catalyst for providing women and girls, especially those with disabilities, with equal opportunities for expansion and prosperity in the societal, political, economic and cultural areas. Mindful of this fact and committed to the creation of inclusive knowledge societies, the Communication and Information Major Programme has developed a Gender Lens and will ensure that all programmatic interventions are analysed, reviewed and mainstreamed from inception including the accessing, creating, sharing and preserving information and knowledge, in particular through ICTs and Open Solutions, and the promotion of freedom of expression (both online and offline), freedom of the press and freedom of information.

47. Progress in peace and democracy for individuals, communities, and countries will be driven by the free flow of access to information and ideas. Subsequently, people's abilities to convert these assets into knowledge will facilitate development and reduce gender inequality. In order to build partnerships to promote gender equality, the Major Programme V will work with UN Women and other partners to develop a global mechanism for follow-up on the Beijing Declaration and Platform for Action; and women and the media. Such follow-up is not being led systematically by any other United Nations or international development agency. Hence, UNESCO is well-positioned to take on the leadership mantle, given its mandate on media development.

MP V's approach to the Gender Equality Action Plan (GEAP) in 2014-2021 will focus on the following programmatic areas:

48. Open Solutions – Through a Flagship Initiative: *Girls Mobile* led by UNESCO in partnership with the United Nations and development agencies, a comprehensive set of locally relevant, openly-licensed training materials and capacity-development programmes will be delivered to at least 1,000 young girls and boys to develop up to 200 mobile applications (apps) for addressing issues of sustainable development and gender equality. Organizations working on Gender Equality especially female scientists will be encouraged to release all research articles under Open Access and associated datasets with an Open Data license.

49. World Summit on the Information Society (WSIS) follow-up: UNESCO will – in its role as coordinator, facilitator and implementer of the WSIS outcomes, continue to advocate for and promote gender equality in the United Nations Group on the Information Society (UNGIS), and in international fora, such as the WSIS Forum or the WSIS+10 Review process, in close cooperation with UN Women and other key players.

50. Gender-Sensitive Media Indicators (GSIM) – Through the GSIM, UNESCO will encourage media organizations, particularly those which are public service institutions, to address gender inequalities. Empowerment through the media – MP V's intervention in the area of gender equality includes action to empower women in and through the media, through enhanced freedom of information, and through the promotion of safety of women journalists, particularly in post-conflict situations.

51. Global Alliance on Media and Gender will be led by UNESCO cooperation with other United Nations agencies, media partners and other stakeholders globally. The GAMG will be a multi-stakeholder group of partners agreeing to combine efforts and resources to promote gender equality in and through media and to promote citizens'- media dialogue. It will have multiple strands and include a donor framework; media partnerships on gender, partnerships on gender mainstreaming in journalism education globally and endorsements of governments.

52. Online Media and Information Literacy Course for Women and Girls will provide training for women and girls in media and information competencies and how to use this new knowledge, skills and attitude to advocate for gender equality.

53. Community media: through this work, UNESCO makes community broadcasters – in particular community radios, aware of both gender policies in the workplace and gender focus in content production. Radio stations, for example, will apply gender-sensitive indicators to monitor news gathering, and in reporting at the radio, adjust programming schedules to increase time allocated to gender-specific programmes, encourages the participation of women and that news sources and correspondents are not only men. World Radio Day, is an important day to leverage gender equality, by promoting the balanced presence of women and men in media coverage as well as the elimination of stereotypes and multi-dimensional portrayal.

54. The Information for All Programme (IFAP) will give priority to integrating gender equality approaches into policies and strategies and building the capacity of women and girls through ICTs.

55. The Memory of the World Programme (MoW) will ensure that the contribution of women to the development, use, and preservation of knowledge, continues to be mainstreamed as a development priority and promoted through cooperative networks. International Programme for the Development of Communication (IPDC): Gender equality perspectives will continue to be a key criterion in the approval of projects by the IPDC Bureau, including proposals for the establishment of community radio stations and other media development initiatives.

56. Information and Communication Technologies (ICTs): MP V will enhance the active role of women and girls in the area of information and communication technologies in Education, Science and Culture by strengthening networks of cooperation and communities of practice in Member States, harnessing the potential of FOSS (free and open source software) approach to ICTs.

57. 28.3% of the MPV's total budget in document 37 C/5 will be allocated to activities promoting gender equality.

Expected results

Expected result 1: Gender-sensitive journalism and gender-sensitive media policies and indicators developed and implemented

Performance Indicators	Benchmarks	Baseline
Media institutions taking up UNESCO's gender-sensitive indicators or other gender-sensitive actions, including gender balance at leadership levels.	At least 60 media partners are contributing each year to the action <i>Women Make the News</i> At least 30 media institutions and 40 journalism schools are applying GSIM At least 12 international/regional associations of media organizations promoting GSIM	20 26 4
Member States who are supported and have developed good practices and enabling policies for pluralistic media, particularly community media, to enlarge inclusion and participation.	At least 100 community radio stations adapt programming guidelines to strengthen women and young people's representation	0
Journalists trained who use new reporting techniques and report on science and development.	At least 2000 journalists, of whom 50% are women, are empowered in reporting on science and development At least 1000 journalists, of whom 50% are women, are empowered in new reporting techniques	0
Youth, adults and professionals who use media and information literacy as a tool to advocate for gender equality.	At least 200 youth, adults and professionals trained on media and on MIL and use the new competencies to advocate for gender equality	50
International/regional partnerships established among media relevant	At least two international/regional partnerships strengthened and	1

civil society actors to promote awareness on existing gender inequalities and to contribute to change.	agreement reached to cooperate on joint projects relating to gender equality and media	
Media organizations supported by UNESCO who use capacities to improve safety of women journalists, and develop relevant partnerships.	At least 10 organizations improve the safety of women journalists	Not available

Expected result 2: Gender equality approaches integrated into strategies and practices for building capacities of women and girls in ICT and into ICT and Knowledge Societies Fora; and gender inclusive access to information and knowledge reinforcement.

Performance Indicators	Benchmarks	Baseline
Young girls and boys are trained with open-licensed OER and materials, and develop locally relevant FOSS mobile applications for sustainable development and gender equality.	Through the YouthMobile Initiative – at least 2,000 young girls and boys fully trained with openly-licensed OER training materials to develop locally relevant FOSS Mobile Apps for Sustainable Development and gender equality; At least 400 mobile apps promoted through new and existing App development competitions and “hackathons” and uploaded to local and international App markets, and other Cloud-based repositories; At least 2 partnerships established with mobile device manufacturers and software makers, network operators, schools; Training materials and courses uploaded on the UNESCO Open Training Platform.	0
Percentage of usage of UNESCO databases providing free and easy access to gendered knowledge and data disaggregated by sex	50% increase in the number of online databases providing free and easy access to gendered knowledge	Not available
Open Access articles and Open Data repositories for gender equality research created.	At least 200 new Gender Equality peer-reviewed scholarly articles released as Open Access and associated research datasets released with the relevant Open Data license	0

<p>Member States supported who access, develop and share knowledge resources including through broadband-enhanced ICTs, mobile devices and Open Solutions, with special emphasis on teachers, researchers, information professionals and scientists.</p>	<p>4 strategies and best practices developed and piloted in Member states on access to information including for women and girls with disabilities.</p> <p>20 women figures central to African history integrated into the e-learning platform dedicated to women in African History, a complementary part of Phase II of the General History of Africa; and similar initiatives in other regions gradually introduced.</p> <p>10 cases of best practice illustrating quality teaching and learning harnessing ICT in educational environments with a strong gender focus and an accent on the strengthening of the capacity of women and girls.</p>	<p>0</p>
<p>Number of sessions with an explicit gender perspective organized in WSIS-related fora.</p>	<p>At least 4 gender sessions organized</p>	<p>1</p>

Global Priority Africa

58. In order to ensure the greatest possible coherence and interaction between UNESCO's two global priorities, this plan is aligned with the Operational Strategy on Priority Africa (191 EX/15). ODG/GE will work closely with the Africa Department as well as with major programmes, to ensure that gender equality is mainstreamed throughout the six flagship programmes identified in the Operational Strategy on Priority Africa, namely:

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

59. Gender equality will be mainstreamed across all six flagship programmes, through the encouragement of equal participation of women and men in promoting a culture of peace, supporting gender sensitive education policies and in particular gender-sensitive quality literacy

programmes, promoting women's participation in mathematics and physics hubs, and enhancing capacity of women journalists and women's representation in community media.

60. Details of the expected results and indicators concerning gender equality in each of these flagship programmes can be found in the Operational Strategy on Priority Africa.

61. The aim is to develop a gender mainstreaming approach in all programmes and activities, without overshadowing the activities on gender specific projects implemented in Africa in particular: – IICBA – specialized institutions such as category 2 centres – UNESCO Chairs for the gender equality in Africa, non-governmental organizations – the private sector and other partners.

62. UNESCO will seek to strengthen cooperation in favour of gender equality, with bilateral and multilateral governmental actors, including the African Union and the Gender Units of Regional Economic Commissions. Within the United Nations system, synergies will be created through the sub-regional offices for the implementation of specific projects at the national level while at the regional level will be established cooperation with UNECA, the African Development Bank (AfDB) and other subregional financial institutions.

The UNESCO Institute for Statistics (UIS)

63. The Institute will ensure that, where possible, all UIS data and indicators are disaggregated by sex and integrated within a gender parity index. This priority goes beyond data processing and requires ongoing efforts in the areas of methodological work and capacity development of national statisticians in order to produce timely and relevant indicators reflecting gender issues in UNESCO's fields of competence.

UNESCO Programme-related and Corporate Services

Bureau of Strategic Planning

64. The Bureau of Strategic Planning (BSP) is the central focal point for all strategic, programmatic and budgeting issues, as well as for cooperation with extrabudgetary funding sources and public-private sector partnerships, and it provides advice to the Director-General thereon. As such, it is responsible for preparing, in close cooperation with all Secretariat units, the Organization's Medium-Term Strategy (37 C/4) and its Programme and Budget (37 C/5). It provides overall programmatic coherence to ensure that all areas of concern, including global priority gender equality, are adequately reflected therein and that UNESCO's second Priority Gender Equality Action Plan for 2014-2021, prepared by ODG/GE, is in alignment with the Strategic Objectives of the Medium-Term Strategy (37 C/4) and the expected results in document 37 C/5.

65. BSP is also responsible for RBM and RBB-based monitoring, assessment and reporting on the implementation of the Approved Programme and Budget (37 C/5) to UNESCO's governing bodies (EX/4, C/3 reports), which includes information on the implementation of global priority gender equality, coordinated by ODG/GE with all Secretariat units.

66. BSP also provides support for meeting the requirements of the United Nations System-Wide Action Plan (UN-SWAP) indicators, which is designed to enhance accountability and measure progress towards the achievement of gender equality and the empowerment of women by United Nations agencies.

Bureau of Financial Management

67. The Bureau of Financial Management (BFM) is committed to applying gender balance mechanisms for the recruitment of the Administrative Officers (AOs) in field offices and for its senior staff. Out of a total of 83 staff at Headquarters 58 are female. Six staff are graded from D-2

to P-5 where three are female. In the field offices, for AO positions out of 40 international AO posts for 55 offices, 11 are female 19 male and 10 are vacant.

Bureau of Human Resources Management

68. Gender parity within the Secretariat remains one of the critical areas for the Organization. While having achieved overall gender parity among staff of the Secretariat, progress remains to be made for staff at P-4 and above levels. Therefore, the actions as established in the Action Plan for Gender Parity (2008-2015) and confirmed by the Human Resources Management Strategy (2011-2016) shall be sustained through three areas of action (recruitment; training and mentoring; retention and work life balance). In addition, the organizational culture on promotion of gender parity and the empowerment of women shall be enhanced. In particular, senior management shall demonstrate leadership and public championing and advocacy. To this end, HRM will continue to draw attention of the senior management to gender parity when taking decisions on HR-related issues. HRM will also continue to closely monitor the workforce within the Secretariat, including the situation in each Major Programme, Bureau and Institute, and inform senior management through periodic dashboards.

Internal Oversight Service

69. The Internal Oversight Service (IOS) contributes to Global Priority Gender Equality in UNESCO in several ways: By mainstreaming gender equality into each evaluation conducted by IOS, it encourages learning and increases awareness of the global priority among stakeholders. Mainstreaming includes, inter alia, the integration of gender equality into evaluation Terms of Reference (TOR), the collection of and analysis of sex-disaggregated data, the presentation of evaluation findings and recommendations that address gender equality as it relates to the policy, programme or project evaluated, and the follow-up on the implementation of these recommendations. Evaluations draw the attention of programme managers to how Gender Equality has (or has not been) integrated into the policy, programme or project evaluated and to the results achieved, and where appropriate, recommends better mainstreaming of Gender Equality into future programming and implementation. IOS also backstops evaluations managed by Major Programmes with the aim to ensure the quality of these evaluations and to encourage mainstreaming of gender equality into them.

External Relations and Public Information

70. External Relations and Public Information promotes and supports the Organization's cooperation and partnership with its key stakeholders groups (Member States and Associate Members, National Commissions, civil society, the media and the general public). As such, it works closely with all Major Programmes and other services. It acts as a watchdog within its remit and responsibilities to ensure that gender equality is respected in publications and all other public information products and that proper consideration is given to gender issues in correspondence with governments and civil society institutions, as well as the organization of conferences and seminars.

71. The following specific activities in promoting and mainstreaming gender equality and increasing the visibility of UNESCO's actions will be undertaken:

- Information on gender equality systematically included in the Director-General's briefings ;
- Information access provided to Permanent Delegations and National Commissions through all trainings for new appointed ambassadors and Secretaries of National Commissions;

- Ensure the application of the new Resolution on the Participation Programme that states that one request among the three first priorities must be gender-specific or gender mainstreaming (this will boost the percentage from 10% to 33% of projects);
- Programme Fellowship beneficiaries sensitization to gender equality (57% of fellowships are granted to women);
- Gender-equality sensitiveness requested for new NGOs admissions;
- Ensure that an assessment of the publication proposals from the gender perspective is undertaken and taken into account during the meetings of the Publication Board for final approval of the publications;
- UNESCO's activities on gender equality given increased coverage in leading national and international media;
- Dissemination of knowledge and information facilitated via the integrated web content management platform.

Management for Support Services

72. Management of Support Services (MSS) will continue efforts to develop a policy on gender neutral language and to update the guidelines for gender neutral language for different purposes and levels – administrative manual; time-bound documents; external/internal communications; official keynote addresses, speeches, presentations. The Administrative Manual Secretariat proposes to include a chapter in the Administrative Manual that would contain the most general policy choices and clear definitions that would be generally applicable throughout the Secretariat. At a later stage, it is proposed that the existing items of the Administrative Manual, Human Resources Manual, Correspondence Manual, etc. be revised with a view to eliminate sexist language.

PART C: Implementation Modalities

Coherence and partnerships

73. The advancement of gender equality within UNESCO's programmes and activities will be complemented with full engagement in all joint United Nations activities on promotion of gender equality, and in particular a close collaboration with UN Women. UNESCO will continue to contribute to and actively engage in key global processes and programmes on gender equality within the post-2015 development framework. Partnerships with other relevant academic and civil society organizations will also be developed and strengthened.

Institutionalizing gender equality in UNESCO's organizational culture, structure and processes

74. UNESCO will also continue to pursue gender equality within its internal organizational structures and processes, including human resource management, administrative functions and technical services, where applicable.

Resource allocation

75. To demonstrate a real commitment to Priority Gender Equality, all major programmes, corporate and central services will aim to allocate a significant amount of resources to gender mainstreaming and to gender specific activities. Current resource allocations for document 37 C/5 per major programme are indicated in Part B above under each MP. The amounts indicated are to be taken as a minimum commitment, and sectors will aim to increase their allocation of resources

to gender equality in the next budget cycle. The introduction of a gender marker under the UN-SWAP should facilitate the measuring of budget allocated to Priority Gender Equality.

Accountability framework

76. Based on the UN-SWAP Indicators, UNESCO has developed the following accountability framework for the implementation of GEAP II:

Accountability	Element	Responsible Unit	Source of Information
	1. Policy and plan	- ODG/GE, in collaboration with BSP, Major Programmes, Central Services, Field Offices and Institutes in collaboration with ODG/GE; - ODG/GE with Major Programmes, Central Services, FOs and Institutes	- C4 and C5 - GEAP II and its updates
	2. Gender responsive performance and management	- DG for Senior Management (SM); - All supervisors and HRM for all staff; - ODG/GE in collaboration with supervisors for the GFP network	- SM Compact - PERFOWEB (or its replacement) - GFP assessments
Results	3. Strategic planning	ODG/GE, in collaboration with BSP, in collaboration with Major Programmes, Central Services, field offices, institutes and ODG/GE	C4 C5 Other strategic and planning documents
	4. Monitoring and reporting	- Programme Specialists, Directors, EOs validated by ADGs; - Reviewed by ODG/GE, in collaboration with BSP; - ODG/GE monitoring through the “building knowledge base for GE” initiative; - ODG/GE with input from Major Programmes, Central Services, FOs, institutes	- SISTER, EX/4 - SISTER, EX/4 - ODG/GE special reports - Stand-alone DG report on GE for the General Conference
Oversight	5. Evaluation	IOS	- IOS evaluation reports
	6. Gender responsive auditing	IOS	- IOS/Audit reports
	7. Programme review	Programme specialists, Directors, EOs and ADGs	- Work plan analyses, SISTER, Ex/4
Human and financial resources	8. Financial resource tracking	BFM in collaboration with BKI and BSP (and technical support from ODG/GE)	- C5, EX/4, SISTER, BFM financial reports
	9. Financial resource allocation	ADGs, Directors/Heads of Central Services, FOs and Institutes in collaboration with BSP and BFM	- C5, Ex/4, SISTER
	10. Gender architecture – (a)GFP Network,	- ODG/GE and all supervisors for the GFP	- GFP JDs and ToRs

	(b) Gender Parity in the Secretariat and (c) Gender Department/Unit	Network; - HRM for gender parity in the Secretariat - DG for the Gender Department/Unit	- HRM reports for ExB - Number of posts and budget allocations to the Gender Department/Unit in C5 and Ex/4
	11. Organizational culture	All staff led by senior management and HRM	- Compacts, Perfoweb and GEAP implementation evaluations
Capacity	12. Assessment	ODG/GE	- Capacity Assessment survey results; Capacity Development Programme for 2014-2017
	13. Development	ODG/GE in collaboration with all units of the Secretariat at HQ and FOs, Institutes, including SMT	Training plans, training reports, training certificates, training materials and tools
Coherence, knowledge and information management	14. Knowledge generation and communication	- ERI with input from all units of the Secretariat in HQ and FOs; - ODG/GE	- Websites, social media, publications, visual and print information materials; GE communication plan - Building Knowledge Base for GE initiative reports and visual material; stand-alone GE reports for the General conference
	15. Coherence	ODG/GE and all ADGs, Directors/Heads of Central Services, FOs, Liaison Offices and Institutes	- Mission reports; reports and other communication material on joint initiatives

Roles and responsibilities

77. In order for gender mainstreaming to be effective and successful, all staff of UNESCO, and the Member States have a role to play. The following table highlights the structure of roles and responsibilities within the Organization for contributing to Priority Gender Equality.

Senior Management –DDG; ADGs; Directors of Bureaux, Offices and Divisions at Headquarters; Directors and Heads of Established Offices and Institutes away from Headquarters, Heads	<ul style="list-style-type: none"> - Senior Management will be responsible for providing overall leadership for the implementation of priority gender equality through: - Integrating gender equality into the strategic objectives, documents and key activities of their sectors/services/field offices/institutes; - Ensuring that ODG/GE is informed and consulted on all programmes, events, activities pertaining to gender equality in their sector, bureau, office, division, Institute - Creating an enabling environment for gender focal points under their supervision by including this task in their job descriptions, with a relevant allocation of working time, and involving them in relevant meetings and processes; - Providing opportunities for capacity development for staff under their supervision; - Incorporating gender mainstreaming as a criteria for performance evaluation for staff under their supervision; - Advocating for gender equality with partners for UNESCO
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	<p>programmes and activities.</p> <ul style="list-style-type: none"> - Reporting to the Director General on specific actions to promote gender equality within their sector/service/field office/institute on a six monthly basis.
Executive Offices	<ul style="list-style-type: none"> - The Executive Offices play a vital role in the process of gender mainstreaming through their work on C4 and C5 and their function of overseeing work plans for the Major Programmes. Each Executive Office should have a gender focal point (see below), to ensure gender equality perspectives are integrated into this work. This GFP should inform and liaise with ODG/GE on an on-going basis on all GE-related matters.
Division for Gender Equality	<p>The Division for Gender Equality will continue to:</p> <ul style="list-style-type: none"> - Provide policy advice and strategic guidance to senior management for effective implementation of Priority Gender Equality; - Coordinate work towards implementation of Priority Gender Equality across UNESCO; - Forge within UNESCO, with Member States and other partners, political commitment to gender equality at global, regional and country levels through advocacy and visibility activities; - Provide input for key conferences, meetings in all UNESCO domains to ensure that gender equality considerations are systematically and regularly addressed; - Provide technical support and capacity building for all staff to enable effective gender-mainstreaming and gender-specific programming; This technical support should be provided at all stages of the programming cycle with ODG/GE members available for support in work-planning, implementation and monitoring. Tailored capacity building will be provided to staff following a needs assessment to enable sector specific trainings which meet the needs of all staff. - Monitor and report on implementation of the GEAP and all gender equality related activities and programmes; - Represent UNESCO in the United Nations and other international fora on matters related to women's rights, women's empowerment and gender equality; - Coordinate UNESCO efforts towards the achievement of all UN-SWAP indicators and ensure active participation of programmes and central services to reporting processes and requirements; - Continue to develop and strengthen existing partnerships and networks and establish innovative new networks for collaboration to promote gender equality; - Communicate on achievements on Priority Gender Equality within UNESCO and to external partners; - Provide technical support to Member States and other

	partners in promoting gender equality, in UNESCO domains of competence
Consultative Group on Gender Equality	Chaired by the Director of the Division for Gender Equality, a consultative group composed of senior level staff from across UNESCO will be convened to act as a consultative committee for implementation of this Priority.
Gender Focal Point Network (GFP Network)	<p>GFP Network will be strengthened through an assessment of capacities of all GFPs and a renewal of GFPs where necessary. All GFPs will receive terms of reference which should be incorporated into their job descriptions and performance evaluations. Supervisors should ensure that GFPs are able to devote 20% of their working time to GFP activities. GFPs are responsible for:</p> <ul style="list-style-type: none"> - Supporting senior management and staff within their Sector, Bureau, Institute, Office to implement gender mainstreaming; - Acting as a contact point and channel of information between ODG/GE and their unit; - Reporting on progress in gender mainstreaming within their sectors, and identifying areas of best practice for replication, and challenges and needs to be addressed
Programme specialists – Headquarters, field offices and Institutes	All programme specialists are required to integrate gender equality concerns within their programming and activities at all stages of the programming cycle.
Member States and civil society	Representatives of Member States (Permanent Delegates, National Commissions, Parliaments, UNESCO Clubs, NGOs) will be involved as partners in the implementation of the GEAP through organization of joint activities on gender equality with the UNESCO Secretariat, and through advocacy for gender equality within their States.

ANNEX I

KEY GENDER EQUALITY CONCEPTS AND DEFINITIONS

Gender:

What it is:

Social meaning given to being a woman or a man

Social characteristics – not biological differences – used to define a woman or a man

What it does:

Defines the boundaries of what women and man can and should be and do

Shapes and determines the behavior, roles, expectations, and entitlements of women and men

Provides rules, norms, customs, and practices

Sex: The biological differences between men and women.

Gender Analysis: An assessment exercise to understanding the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is critical step towards gender-responsive and gender- transformative planning and programming.

Sex-disaggregated data: Data that is collected and presented separately on men and women.

Gender parity: Numerical concept for representation and participation. Necessary but not sufficient step on the road to gender equality.

Gender Equity: Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality.

Gender Equality: Women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

It is the equal valuing by society of both the similarities and the differences between women and men and the different roles they play.

Discrimination against women means “any discrimination, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field;” Article 1 of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Empowerment: Collective and individual process of women and men having control over lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.

Gender division of labour is the result of how each society divides work among men and among women according to what is considered suitable or appropriate to each gender.

Women in development (WID) The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women's multiple roles or that they miscalculate the elasticity of women's time and labour. Another, is that such projects tend to be blind to men's roles and responsibilities in women's (dis)empowerment.

Gender and development (GAD) The GAD approach focuses on seeking to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. The biggest difference between WID and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven. There is definitely a need for women-specific and men-specific interventions at times.

These complement gender initiatives. Research shows that the success of both sex-specific and gender activities are directly linked with the depth of the gender analysis that informs them. A successful GAD approach requires sustained long-term commitment.

Practical needs refer to what women (or men) perceive as immediate necessities such as water, shelter and food.

Strategic (gender) Interests Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making. The notion of "strategic gender needs", first coined in 1985 by Maxine Molyneux¹, helped develop gender planning and policy development tools, such as the Moser Framework, which are currently being used by development institutions around the world.

Gender Aware – knowing that there are issues, differences and inequalities between women and men

Gender Sensitive – acknowledging differences and inequalities between women and men as requiring attention

Gender Responsive – above + articulating policies and initiatives which address the different needs, aspirations, capacities and contributions of women and men

Gender Transformative – Policies and initiatives that challenge existing and biased/discriminatory policies, practices, programmes and affect change for the betterment of life for all.

Violence against women is defined in Article 1 of the Declaration on the Elimination of Violence against Women (1993). The term refers to "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or in private life".

Gender Focal Point (GFP): GFPs are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations. Some use the term to refer to National Ministries of Women's Affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.

ANNEX II

UNITED NATIONS SYSTEM-WIDE ACTION PLAN (SWAP) FRAMEWORK

Accountability

Element	Approaches requirements	Meets requirements	Exceeds requirements
1. Policy and plan	1a. Gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans in the process of being developed.	1b. Up to date gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans implemented.	1ci. Up-to-date gender equality and women's empowerment, including gender mainstreaming and the equal representation of women, policies and plans implemented. and 1cii. Specific senior level mechanism in place for ensuring accountability for promotion of gender equality and the empowerment of women.
2. Gender responsive performance and management	2a. Core values and/or competencies being revised to include assessment of gender equality and the empowerment of women.	2b. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above.	2ci. Assessment of gender equality and the empowerment of women integrated into core values and/or competencies for all staff, with a particular focus on levels P4 or equivalent and above including decision making positions in all Committees, Missions and Advisory Bodies. and 2cii. System of recognition in place for excellent work promoting gender equality and women's empowerment.

Results

Element	Approaches requirements	Meets requirements	Exceeds requirements
3. Strategic planning	3a. Gender analysis in the central strategic planning document and main country programme documents or 3a The central strategic planning document includes at least one specific outcome/expected accomplishment and one specific indicator on gender equality and women's empowerment	3bi. Gender analysis in the central strategic planning document and main country programme documents and 3bii. The central strategic planning document includes at least one specific outcome/expected accomplishment and one specific indicator on gender equality and women's empowerment	3ci Gender analysis in the central strategic planning document and main country programme documents and 3cii. The central strategic planning document includes more than one specific outcome/expected accomplishment and more than one specific indicator on gender equality and women's empowerment

<p>4. Monitoring and reporting</p>	<p>4a. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document or 4b. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex</p>	<p>4bi. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document and 4bii. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex</p>	<p>4ci. Reporting on gender equality and women's empowerment results in relation to the central strategic planning document and 4cii. All key entity data is sex-disaggregated, or there is a specific reason noted for not disaggregating data by sex and 4ciii. Entity RBM guidance mainstreams gender equality and the empowerment of women.</p>
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Oversight

Element	Approaches requirements	Meets requirements	Exceeds requirements
<p>5. Evaluation</p>	<p>5a. Meets some of the UNEG gender-related norms and standards.</p>	<p>5b. Meets the UNEG gender-related norms and standards.</p>	<p>5ci. Meets the UNEG gender-related norms and standards and 5cii. Demonstrates effective use of the UNEG guidance on evaluating from a human rights and gender equality perspective.</p>
<p>6. Gender responsive auditing</p>	<p>6a. The risk related to the organization's strategy and plans to achieve gender equality and the empowerment of women are considered as part of the risk based annual planning cycle.</p>	<p>6b. Consultation takes place with the gender focal point/department on risks related to gender equality and the empowerment of women, as part of the risk based audit annual planning cycle.</p>	<p>6ci. Consultation takes place with all levels of the organization on risks related to gender equality and the empowerment of women as part of the risk based audit annual planning cycle and 6cii. ILO Participatory Gender Audit or equivalent carried out at least every five years.</p>
<p>7. Programme review</p>	<p>7a. Programme quality control systems partly integrate gender analysis.</p>	<p>7b. Programme quality control systems fully integrate gender analysis.</p>	<p>7ci. Programme quality control systems fully integrate gender analysis and 7cii. Recognition in place for programmes that excel on gender equality and women's empowerment.</p>

Human and financial resources

Element	Approaches requirements	Meets requirements	Exceeds requirements
8. Financial resource tracking	8a. Working towards a financial resource tracking mechanism to quantify disbursement of funds that promote gender equality and women's empowerment	8b. Financial resource tracking mechanism in use to quantify disbursement of funds that promote gender equality and women's empowerment	8c. Financial resource tracking mechanism in use to quantify disbursement of funds that promote gender equality and women's empowerment and 8ci. Results of financial resource tracking influences central strategic planning concerning budget allocation
9. Financial resource allocation	9a. Financial benchmark is set for implementation of the gender equality and women's empowerment mandate	9b. Financial benchmark for resource allocation for gender equality and women's empowerment mandate is	9c. Financial benchmark for resource allocation for gender equality and women's empowerment mandate is exceeded
10. Gender architecture	10ai. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P-4 and above for both mainstreaming and representation of women b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions or 10aaii. Plan in place to achieve the equal representation of women for General Service staff and at P-4 and above levels in the next five years	10bi. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P4 and above for both mainstreaming and representation of women b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions and 10bii. The entity has reached the equal representation of women for General Service staff and also at P4 and above levels and 10biii. Gender department/unit is fully resourced according to the entity mandate.	10ci. Gender focal points or equivalent at Headquarters, regional and country levels are: a. appointed from staff level P-4 and above b. have written terms of reference c. at least 20% of their time is allocated to gender focal point functions d. specific funds are allocated to support gender focal point networking and 10cii. The entity has reached the equal representation of women for General Service staff and also at P-4 and above levels including the senior most levels of representation in field offices, Committees and Funds linked to the entity irrespective of budgetary source and 10ciii. Gender department/unit is fully resourced according to the entity mandate.

11. Organizational culture	11a. Organizational culture partly supports promotion of gender equality and the empowerment of women.	11b. Organizational culture fully supports promotion of gender equality and the empowerment of women.	11c. Organizational culture fully supports promotion of gender equality and the empowerment of women and 11ci. Senior managers demonstrate leadership and public championing of promotion of the equal representation of women.
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Capacity

Elements	Approaches requirements	Meets requirements	Exceeds requirements
12. Assessment	12a. Assessment of capacity in gender equality and women's empowerment for individuals in entity is carried out.	12bi. Entity-wide assessment of capacity of staff at Headquarters, regional and country levels in gender equality and women's empowerment is carried out and 12bii. A capacity development plan is established or updated at least every five years.	121ci. Entity-wide assessment of capacity of staff at Headquarters, regional and country levels in gender equality and women's empowerment is carried out and 12cii. A capacity development plan is established or updated at least every three years.
13. Development	13a. Working towards ongoing mandatory training for all levels of staff at Headquarters, regional and country offices.	13bi. Ongoing mandatory training for all levels of entity staff at Headquarters, regional and country offices.	13ci. Ongoing mandatory training for all levels of entity staff at Headquarters, regional and country offices and 13cii. Senior managers receive tailored training during orientation.

Coherence, knowledge and information management

Element	Approaches requirements	Meets requirements	Exceeds requirements
14. Knowledge generation and communication	14a. Internal production and exchange of information on gender equality and women's empowerment.	14b. Knowledge on gender equality and women's empowerment is systematically documented and publicly shared and 14bi. Communication plan includes gender equality and women's	14ci. Knowledge on gender equality and women's empowerment is systematically documented and publicly shared and 14cii. Communication plan includes gender equality and women's empowerment as an integral component of internal and public information dissemination

		empowerment as an integral component of internal and public information dissemination.	and 14ciii. Entity is actively involved in an inter-agency community of practice on gender equality and the empowerment of women.
15. Coherence	15a. Participates in an <i>ad hoc</i> fashion in inter-agency coordination mechanisms on gender equality and the empowerment of women.	15bi. Participates systematically in inter-agency coordination mechanisms on gender equality and the empowerment of women.	15ci. Participates systematically in inter-agency coordination mechanisms on gender equality and the empowerment of women and 15cii. Participates in the United Nations SWAP peer review process.



United Nations
Educational, Scientific and
Cultural Organization

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

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Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

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OPERATIONAL STRATEGY ON YOUTH (2014-2021)

ADDENDUM 3

SUMMARY

Source: 36 C/Resolution 1; 190 EX/Decision 19 Part I; 191 EX/Decision 15 (I) Part B.

Background: In the context of the Organization's Medium-Term Strategy for 2014-2021 (37 C/4) and Programme and Budget for 2014-2017 (37 C/5), the Director-General submitted to the Executive Board an Operational Strategy on Youth for 2014-2021, outlining substantive aspects and implementation modalities for UNESCO's Youth Programme, elaborated in consultation with sectors, bureaux and field offices. This document is brought to the attention of the General Conference of UNESCO in the context of the Organization's Medium-Term Strategy for 2014-2021 (37 C/4) and Programme and Budget for 2014-2017 (37 C/5).

Introduction

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

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

I. LEARNING FROM THE PAST

3. UNESCO’s longstanding commitment to youth has taken on a new impetus with the recognition of youth as a priority group for the Organization’s action³ and the UNESCO Strategy for Action with and for Youth in 1998.⁴ Since 2008, the Secretariat has undertaken exercises⁵ to review UNESCO’s work on youth and analyse information that would allow identifying UNESCO’s comparative advantage, positioning and role in this field. The cross-analysis of the results of these exercises has revealed important findings that are addressed throughout the present document.

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

5. While UNESCO recognizes youth as equal partners and actors for development and peace⁶, this has not been sufficiently reflected within all programmatic aspects. The Organization’s work needs to promote effective methodologies and mechanisms for Member States to engage youth in policy and programme design and delivery, particularly through youth organizations. UNESCO’s

¹ 36 C/Resolution 1.

² 190 EX/19 Part I, paragraph 26.

³ 1993 General Conference resolutions and consecutive Mid-Term Strategies from 1995 onwards.

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

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

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

work on youth, including with national governments, should also promote youth-led action, strengthen the capacities of young leaders and youth-led organizations, as well as enable partnerships with them on programme activities, particularly at country level and within UNESCO Country Programming (UCP) exercises.

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

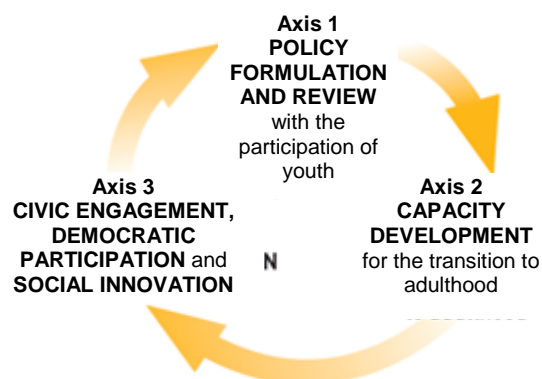
II. LOOKING AHEAD: A RENEWED FOCUS FOR THE 37 C/4 PERIOD (2014-2021)

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

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

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

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



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

Axis 1: Policy formulation and review with the participation of youth⁸

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

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

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

Axis 2: Capacity development for the transition to adulthood¹⁰

12. Complementary to the upstream policy work (under Axis 1), UNESCO will work with Member States and youth development actors, including youth organizations, young researchers, teachers and trainers, on a variety of interventions to provide an enabling learning environment that can

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

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

¹⁰ See the document prepared for the Director-General's consultative meeting with UNESCO Member States (21 November 2012) at http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BPI/EPA/images/media_services/Director-General/ConceptNoteEmpoweringYouth-for-Peace-and-SustainableDevelopmentFR.pdf.

equip youth with skills and competencies to go through four major interconnected life transitions:¹¹ continuing to learn; starting to work; exercising citizenship; and developing a healthy lifestyle.

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

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

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

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

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

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

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

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

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

Axis 3: Civic engagement, democratic participation and social innovation¹²

20. In collaboration with international experts, youth organizations and other youth development actors, UNESCO will develop and advocate the concept of youth civic engagement, its impact on youth and community development and its correlation with democratic consolidation and social innovation. The consolidation of case studies, successful experiences and policy briefs will be used to inform policy and programme development on youth, linking to the work under Axes 1 and 2. In parallel, UNESCO will focus on three specific types of youth engagement:

- (i) *Youth participation in decision-making and democratic consolidation:* complementary to axis 1, UNESCO will advocate, associate its networks with, and facilitate the development of youth participation processes from the local (school, community, municipality) to the global level (regional and international fora, consultation processes etc.), emphasizing leadership development opportunities for marginalized youth. These efforts will be complemented by initiatives enabling youth to express themselves, understand their rights and responsibilities and play an active role in democratic processes, including through ICTs, youth media or forms of cultural expressions.
- (ii) *Youth leadership, entrepreneurship and innovation for sustainable livelihoods and poverty reduction:* UNESCO will mobilize partners and networks and will provide technical advice and training to support young women and men in leading action for sustainable livelihoods and community development. Support will be provided to three categories of youth: (i) young innovators who have initiated a social project or NGO and who need support in scaling it; (ii) mainstream youth, young creators or innovators who have an idea for a start-up in UNESCO's fields of competence; (iii) highly

¹² See the document prepared for the Director-General's consultative meeting with UNESCO Member States (21 November 2012): http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BPI/EPA/images/media_services/Director-General/ConceptNoteEmpoweringYouth-for-Peace-and-SustainableDevelopmentFR.pdf.

vulnerable and marginalized youth engaging within their communities. Across these activities, opportunities for cultivating youth creativity will be provided, particularly through ICTs.

- (iii) *Youth engagement to promote mutual understanding, prevent conflict and participate in building and consolidating peace.* UNESCO will develop comprehensive rights-based interventions, engaging youth through artistic, cultural, entrepreneurial and sport activities, as a means to prevent violence affecting them. Youth engagement in conflict prevention, reconciliation and the consolidation of peace, particularly in countries in transition, will be supported through evidence-based training, youth exchanges, dialogue initiatives and action-oriented research, including via non-formal vectors (museums, artistic and sport interventions etc). UNESCO will engage youth in leading dynamic heritage preservation projects and in volunteering in awareness-raising in this field as a vector of dialogue and inclusion. The role of youth in promoting a culture of peace and non-violence will also be prioritized within the 37 C/4 Priority Africa flagship programmes.

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

III. MAKING IT HAPPEN: IMPLEMENTATION MODALITIES

III.a Guiding principles, target groups and countries

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

22. Across the three axes of work and subject to contextual analysis and assessment of needs and capacity gaps for each activity, specific attention will be placed to benefiting and engaging with, inter alia, young leaders, entrepreneurs and members of community youth organizations, adolescent girls and young women, vulnerable and marginalized youth and youth with disabilities. Priority will be given to African countries, in line with the African Union Decade on Youth Empowerment and Youth Development (2009-2018) and the International Decade for People of African Descent (2013-2023), and building on the UNESCO Strategy on African Youth (2009-2013). Least-developed countries (LDCs) and small island developing States (SIDS) will also

benefit from the youth programme work. In specific cases, a combination of settings (high-, middle- and low-income countries; countries in transition) will be favoured as a means to build critical and comparative mass.

III.b Engaging youth in UNESCO's work

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

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

III.c UNESCO-wide programme planning and delivery

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

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

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

28. Rather than developing isolated actions, UNESCO will prioritize rights-based scale economy interventions with critical mass impact that can engage its vast network of partners,¹³ *strengthen international and regional cooperation within the areas of its mandate, and foster alliances, intellectual cooperation, knowledge-sharing and operational partnerships.*¹⁴ Existing key **partnerships** will be reinforced and new ones will be pursued, through increased advocacy and a comprehensive communication strategy, leveraging ICTs and media. North-South-South approaches and inter-regional collaboration will be prioritized. Continued *interagency collaboration*, particularly through the Interagency Network on Youth Development and at UNDAF level, will be pursued to avoid duplications and maximize results. Cooperation with *National Commissions* will be strengthened in terms of: (i) advocating with national governments; (ii) supporting field projects; (iii) developing youth-focused or youth-led initiatives, including through the Participation Programme; (iv) supporting mechanisms for young women and men to participate in UNESCO's work; (v) reaching out to different categories of partners at national and regional level to support UNESCO's work on youth; (vi) developing and sharing experiences and good practices.

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

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

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

¹⁴ UNESCO functions identified in 190 EX/Decisions, page 29.