



YOUTH ROADMAP




FOR ASSOCIATIONS AND CLUBS FOR UNESCO 2025 – 2030:

BUILDING A SUSTAINABLE FUTURE TOGETHER

2025

Table of Contents



| | | |
|---|---|-----------|
|  | <u>INTRODUCTION</u> | <u>3</u> |
|  | <u>THE ROADMAP – A STRATEGIC TOOLKIT</u> | <u>6</u> |
|  | <u>MISSION STATEMENT OF ASSOCIATIONS AND CLUBS FOR UNESCO FOR 2025 - 2030</u> | <u>9</u> |
|  | <u>OBJECTIVE 1: EDUCATION and LIFELONG LEARNING</u> | <u>12</u> |
|  | <u>OBJECTIVE 2: CLIMATE CHANGE AND ENVIRONMENTAL SUSTAINABILITY</u> | <u>18</u> |
|  | <u>OBJECTIVE 3: DIGITAL TECHNOLOGY AND GLOBAL INNOVATION, INCLUDING ETHICAL STANDARDS</u> | <u>25</u> |
|  | <u>OBJECTIVE 4. INCLUSIVE SOCIETIES, FREEDOM OF EXPRESSION, CULTURAL DIVERSITY, PROTECTION OF HERITAGE AND PEACEBUILDING</u> | <u>28</u> |
|  | <u>OBJECTIVE 5: CRISIS PREPAREDNESS AND RESPONSE</u> | <u>33</u> |
|  | <u>OBJECTIVE 6: PRIORITY AFRICA - AFRICA WE WANT</u> | <u>37</u> |
|  | <u>INSTRUCTIONS ON HOW TO USE THE ROADMAP</u> | <u>46</u> |
| | <u>BIBLIOGRAPHY</u> | <u>55</u> |



INTRODUCTION

YOUTH ROADMAP

INTRODUCTION

Dag Hammarskjöld, the second Secretary General of the United Nations (1953-1961), stated that the United Nations will only be successful when normal people will perceive its contours, shapes and colours as their own drawing, something they created. The force of the united world is not solely in the words of its leaders, but in the actions of its people. This direct involvement is what can and will make a difference, transforming ideas into actions, building connections and enabling change.

In the UN family, the United Nations Educational, Scientific and Cultural Organization (UNESCO) occupies a special place. The Organisation was established in 1945 with a mission to foster peace through international collaboration in education, science, and culture. It can be traced back to the aftermath of the First World War, where the League of Nations initiated efforts to promote intellectual cooperation among nations. This led to the creation of the International Committee on Intellectual Cooperation in 1922, which laid the groundwork for UNESCO's later formation. The Organisation was born from a vision that emphasised the importance of cultural understanding and dialogue as essential components for lasting peace, particularly after the devastating impacts of two world wars.

With its focus on building peace in the minds of men and women, the Organization was often criticised for its high aims, a relentless pursuit of multilateralism and universal appeal. How can one institution inspire the world to unite behind such goals like life-long learning, world heritage, intercultural understanding, intangible cultural heritage, freedom of expression and press freedom, memory of the world, gender equality, scientific cooperation, fighting against racism and discrimination? How can it even be done, at a practical level?

UNESCO's founders understood from the very beginning that to light the torch and lead the way, one must first light the first candle and inspire others to do the same. Julian Huxley, UNESCO's first Director-General (1946-1948) explained this challenge: "Our problem, let me remind you, has been no less than this: How can an international Organisation best envisage the ways in which it can influence or aid all (...) higher creative activities (...), and all their applications, so as to promote the welfare of the entire human species most effectively and most enduringly? Obviously, no single individual or group could tackle the problem alone."¹ To manage this conundrum, the Organization paved way, from the very beginning, for the creation of a complex network of focal points of action. It set the key outlines for the development of a grassroot movement of Associations and Clubs for UNESCO. This initiative answered directly the objective set by UNESCO's founders: "We must go out into the field and adapt our ideas and our practices to the different cultural regions of the world."²

[1] UNESCO C/30, Preparatory Commission Report to the UNESCO First General Conference, November 20th – December 10th, 1946, p. 19.

[2] UNESCO C/30, Preparatory Commission Report to the UNESCO First General Conference, November 20th – December 10th, 1946, p. 22.

<https://unesdoc.unesco.org/ark:/48223/pf0000114580/PDF/114580engo.pdf.multi>

The first Club for UNESCO was founded in Japan in 1947, and since then, the movement has expanded globally, fostering a sense of community and shared responsibility among its members.

Today there are over 5,000 Clubs and Associations for UNESCO in more than ninety Member States, operating under their National Commissions for UNESCO, with support from National Federations of Associations and Clubs for UNESCO where established³. This network of connectors for peace functions as an established intellectual power grid that promotes UNESCO's mission and values around the world. Their work is as diverse as the people and places that brought them to life, while their aspiration remains one: constructing the defences of peace in the minds of men and women.⁴

This is the way in which the Associations and Clubs for UNESCO fulfil their mission: by empowering local communities to approach global challenges by relying on their resources of creativity, innovation and resilience, while promoting UNESCO's mission around the world. But the strength of Associations and Clubs for UNESCO relies also on their united capacity for action, under UNESCO's guidance and support. The exchanges between the different entities, which despite their distinct focus, share UNESCO's commitment to building world peace beyond political and economic agreements, fuels an incredible fertile dynamic. At the heart of their success lies the vision for the future, and implicitly, the involvement of young people in promoting these goals.

Due to their sheer diversity, the Associations and Clubs for UNESCO need tools to match the different circumstances of their members, all around the world. They play a crucial role in youth activities by providing opportunities for young people to engage in meaningful projects that promote social responsibility and cultural awareness. Associations and Clubs are leaders in creating educational programs, workshops, and cultural exchanges that empower youth to become active participants in their communities. By cultivating leadership skills and fostering a spirit of cooperation among young people, every Association and Club contributes to building a more inclusive and peaceful society. In an age marked by rapid globalisation and cultural shifts, the work of Associations and Clubs for UNESCO remains vital in nurturing mutual respect and understanding among diverse populations.

[3] Records of the General Conference, 39th session, Paris, 30 October-14 November 2017, v. 1: Resolutions, Annex VI: Regulatory Framework regarding Associations and Clubs for UNESCO, p. 143, <https://unesdoc.unesco.org/ark:/48223/pf0000260889>

[4] United by UNESCO: Associations and Clubs for UNESCO as a driving force for a sustainable future, 2023, p. 8, <https://unesdoc.unesco.org/ark:/48223/pf0000387420>



THE ROADMAP – A STRATEGIC TOOLKIT

YOUTH ROADMAP

THE ROADMAP – A STRATEGIC TOOLKIT



Johann Wolfgang von Goethe once said, “the world is so empty if one thinks only of mountains, rivers and cities; but to know someone who thinks and feels with us, and who, though distant, is close to us in spirit, this makes the earth for us an inhabited garden.” These words, echo from another century, the work of the Associations and Clubs for UNESCO.

This strategic roadmap was designed with one purpose in mind: empower youth. This statement is connected directly to UNESCO’s stated aim of addressing young people, in all its programmes and at all levels, not only as beneficiaries but also engaging with them as change-makers, knowledge-holders and partners.⁵

The roadmap is the product of intense consultation within the World Federation of Clubs and Associations for UNESCO, with support from the Organisation. The young representatives of the Clubs movement were invited to contribute to the development of this strategy, which is set to be adopted at the Global Youth Forum of Associations and Clubs for UNESCO in February 2025.

The document has also drawn inspiration from the many frameworks for action that guide youth engagement in building

inclusive, resilient societies, such as the 2030 Agenda for Sustainable Development⁶, the UN Youth Strategy 2030⁷, and the Pact for the Future⁸ adopted at the 2024 Summit of the Future. Prior to these documents, UNESCO Member States had already considered the role of youth in the Declaration on the Responsibilities of the Present Generations Towards Future Generations⁹ adopted by the General Conference in 1997. These documents emphasise the importance of youth engagement in sustainable development, ensuring that young people are equipped to address today’s complex challenges. The plan integrates youth-led initiatives, policy advocacy, and strategic partnerships for youth participation and innovation. It aims to enable youth participation and leadership, as real change can only come from young people’s active involvement in building a better future.

The strategical focus is less prescriptive and more inspirational, channelling UNESCO’s mission and vision and adapting them to the lived realities of their communities. This roadmap acts as an international guide towards an impactful change led specifically by youth leaders of Associations and Clubs for UNESCO.

[5] UNESCO Medium-term Strategy, 2022-2029. (41 C/4), 2024, p. 17, <https://unesdoc.unesco.org/ark:/48223/pf0000378083>

[6] Transforming our world: the 2030 Agenda for Sustainable Development, 21 October 2015. <https://documents.un.org/doc/undoc/gen/n15/291/89/pdf/n1529189.pdf>

[7] United Nations Youth Strategy, 24 September, 2018. https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf

[8] Pact for the Future, Global Digital Compact and Declaration on Future Generations, September, 2024. https://www.un.org/sites/un2.un.org/files/sotf-pact_for_the_future_adopted.pdf

[9] Declaration on the Responsibilities of the Present Generations Towards Future Generations, 12 November, 1997, <https://www.unesco.org/en/legal-affairs/declaration-responsibilities-present-generations-towards-future-generations>

This document identifies six priority areas of action:

i) Education and Lifelong Learning, ii) Climate Change and Environmental Sustainability, iii) Digital Technology and Innovation, iv) Inclusive Societies, Freedom of Expression, Cultural Diversity, Protection of Heritage, and Peacebuilding, v) Crisis Preparedness and Response, and vi) the Africa We Want initiative.

Each area aligns with UNESCO’s commitment to building inclusive and sustainable societies and can be successfully implemented by the Associations and Clubs for UNESCO.

The focus on Education continues a time-honoured tradition of the Movement. The first clubs for UNESCO, called “World Citizenship Clubs” started in schools following the end of the Second World War, and were supported by UNESCO through the Education for International Understanding Programme. This was a purposeful decision, which placed youth and young people at the centre. Later developments showed that the participation and leadership of women and youth is invaluable for the complex world before our eyes, beset by multiple crises. The framework offers leadership opportunities and training to empower them in crisis management and conflict prevention, making them active agents of change. The

Africa We Want initiative, inspired by the African Union’s Agenda 2063, invests in education, culture, and technology to harness Africa’s youth potential and engage them in sustainable development.¹⁰

Central to this strategy is the integration of gender equality, a priority that UNESCO has championed across its programs, particularly consistent with its Medium-Term Strategy for 2022-2029 (41 C/4)¹¹. Global gender gaps remain vast, with the UN estimating that closing these disparities could take nearly three centuries at the current pace. The COVID-19 pandemic, conflicts, and climate-induced displacements have disproportionately affected women and girls, reversing much of the progress made in recent decades. This is a key area in which the Associations and Clubs for UNESCO can provide invaluable support through their actions, through youth-led initiatives.

From their very beginning, the Associations and Clubs for UNESCO movement saw partnerships as key for their work. Collaborating with governmental, non-governmental (including youth-led, youth-centred and youth-driven organisations), and private sector entities ensures that these efforts have the support, reach, and sustainability for meaningful outcomes. The work of Associations and Clubs for UNESCO

demonstrated higher impact when establishing fruitful partnerships across the board. This plan emphasises the development of alliances at international, regional, and national levels. Engaging a diverse range of stakeholders ensures greater access to resources and expertise that can also be used to address the needs of marginalised communities, especially those affected by conflict, displacement, or economic hardship.

In summary, the Associations and Clubs for UNESCO 2025-2030 roadmap presents a comprehensive plan that builds on UNESCO’s global priorities of gender equality and Africa, with special attention to youth engagement and support for vulnerable regions including Small Island Developing States (SIDS), to empower future generations and support sustainable development. By aligning with the UN Youth Strategy 2030, the Pact for the Future, and the African Union’s Agenda 2063, it provides a clear and actionable blueprint for fostering sustainable development. With gender equality at its core and partnerships as a foundation, the document ensures that youth-led initiatives contribute to building resilient and inclusive societies, particularly across Africa, setting the stage for a more sustainable and equitable future driven by and for young people.

[10] United Nations Security Council Resolution 1325, S/RES/1325, 31 October, 2000, p. 3, https://www.un.org/shestandsforpeace/sites/www.un.org/shestandsforpeace/files/wps_sres1325.pdf

[11] Medium-Term Strategy for 2022-2029 (41 C/4), 2024, p. 15, <https://unesdoc.unesco.org/ark:/48223/pf0000378083>



MISSION STATEMENT

of ASSOCIATIONS and CLUBS
for UNESCO for 2025-2030

YOUTH ROADMAP

MISSION STATEMENT



OF ASSOCIATIONS AND CLUBS FOR UNESCO FOR 2025 – 2030

The mission of Associations and Clubs for UNESCO is to promote the values and ideals of UNESCO through more active and committed work focused on youth and solidarity. Together, we are dedicated to building peace, reducing poverty, fostering sustainable development, and intercultural dialogue. It is to be noted that the Mission Statement seamlessly connect with the priority areas of the Strategy, identified above.

The Associations and Clubs for UNESCO strive to:

- 1. Encourage education for all:** We support universal access to quality education, thus promoting personal fulfilment and the development of skills necessary to face the challenges of the modern world.
 - 2. Protect cultural heritage:** We work to preserve and promote tangible and intangible cultural heritage, recognizing its inestimable value for the identity and cohesion of communities.
 - 3. Promote scientific research and academic freedom:** We encourage knowledge exchange, scientific research, and innovation while defending academic freedom and the rights of researchers and students.
 - 4. Promote intercultural dialogue:** We facilitate exchanges between cultures, promoting mutual understanding, respect, and international cooperation.
 - 5. Support sustainable development:** We encourage our members to adopt and promote sustainable practices, in line with the United Nations Sustainable Development Goals.
 - 6. Promote freedom of expression:** We support initiatives that enhance media literacy, combat misinformation, and ensure diverse voices are heard, while fostering open dialogue and the free exchange of ideas.
 - 7. Strengthen collaboration and partnerships:** We establish and maintain strategic partnerships with local, national, and international organisations, to maximise our collective impact.
- Together, the Associations and Clubs for UNESCO form a dynamic and inclusive movement, committed to bringing positive and lasting change to the world, in line with the principles and aspirations of UNESCO.

APPLY CROSS-CUTTING APPROACHES IN ALL YOUR YOUTH-LED ACTIVITIES:

- **UNESCO's Gender-Based Resilience Framework, Gender equality or gender transformative approach**
The roadmap advocates for gender-transformative actions that empower women and girls through education, digital skills, leadership training, and meaningful participation in decision-making processes. Addressing gender disparities, particularly in the technology sector where women make up only 28% of the workforce and hold just 20% of leadership positions, is crucial. Integrating women and girls into STEM fields is important not only for individual empowerment but also for fostering innovation and resilience in communities worldwide. Thus, the present strategy encourages the Associations and Clubs for UNESCO to integrate gender as one key consideration when starting their initiatives and using the roadmap.
- **Wellbeing and mental health.**
Another important part of working with young people, wellbeing and mental health need to be at the forefront of activities in this area. With one in seven adolescents experiencing mental disorders, the Associations and Clubs can be advocates for young people's wellbeing and support them in overcoming such challenges.
- **Civic engagement and community development.**
Young people are active in their communities, when offered adequate platforms and trust. However, there is a gap between their interest and actual participation, especially in politics. This is particularly evident in SIDS and across Africa, where youth face unique challenges in civic participation due to geographic isolation, limited resources, and structural barriers. Globally, young people are underrepresented in political decision-making. Less than 2% of parliamentarians are under 30 years old, and the average age in parliament is 53 years old. Thus, the Associations and Clubs for UNESCO can help young people test and expand their civic engagement experience and community development acumen.
- Resources for youth initiatives, emphasising social impact projects and promoting grants and scholarships to enhance educational opportunities, particularly for marginalised communities and groups.

Below there is detailed description of the strategic objectives identified – with their immediate connection to UNESCO's mission and the goals and implementation aims of the Associations and Clubs for UNESCO. The aim of the six objectives is to outline the complexity of both UNESCO's work and inspire action at the grassroots level, through youth empowerment. **The 2025-2030 Agenda is one of renewal: inspiring participation of young people and supporting them in taking leadership in changing the world.**

OBJECTIVE 1:

EDUCATION and LIFELONG LEARNING

| Targets | Outcomes |
|--|--|
| <p>QUALITY, EQUITABLE EDUCATION AND LIFELONG LEARNING IN YOUTH-LED ACTIVITIES</p> | Free and equal access to primary and secondary education |
| | Technical and Vocational Education & Employment, Transition to Adulthood |
| | Sexual and Reproductive Health and Education |
| | Safe, healthy, inclusive learning environments (WASH) |
| | STEM for girls |

Associations and Clubs for UNESCO are urged to implement quality, equitable education and lifelong learning initiatives since this is in line with UNESCO’s mission to promote peace, sustainable development, and cultural understanding through education. By creating activities that drive innovation and entrepreneurship, lead economic diversification and resilience, and lay a foundation for peace and cultural understanding, communities across nations can be transformed through Associations and Clubs into educated and skilled individuals.



Quality, equitable and lifelong education all are central to ensuring a full and productive life for all individuals. It fosters creativity and knowledge and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving, and other high-level cognitive, interpersonal, and social skills. It also develops the skills, values, and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education.

As young leaders, youth are still left behind, especially in regions where education systems are overwhelmed by growing populations. Even when more students enrol, many struggle to learn the basic skills they need. The quality of education is often compromised by a lack of trained teachers and proper facilities. To truly make a difference, youth-led activities must intensify their efforts—particularly in sub-Saharan Africa and Southern Asia—by focusing on those who are most vulnerable: individuals with disabilities, indigenous youth, refugees, and rural communities. Together, we can advocate for change and ensure that every child has access to quality education.¹²

In youth-led activities, advocating for **free and equal access to primary and secondary education** is essential. This empowers youth to create a brighter future where every young person can thrive, contribute, and lead in their communities. The Associations and Clubs for UNESCO can support youth leaders advocating for education access and can create international initiatives that promote this aim.

Associations and Clubs for UNESCO can support access to primary and secondary education by working to break down obstacles such as discrimination, lack of opportunity, lack of materials, raising awareness for communities in need, etc. Free education ensures that every individual, regardless of their background, has the same chance to learn and succeed. In this regard partnerships and community networks are essential in targeting the poverty aspect of educational access.

[12] Incheon Declaration and Framework for Action, 21 May, 2015, p.5

https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf



Technical and vocational education and training (TVET) and the transition to adulthood are essential components for every individual, regardless of their background or region. In today's rapidly changing job market, there is a significant gap between the skills employers need and those that job seekers possess. TVET provides practical, hands-on training tailored to meet these demands, ensuring that young people, particularly girls and young women, are equipped with in-demand skills that enhance their employability and career prospects, empower them to secure better-paying jobs and achieve economic independence and support services like career counselling and mentorship, helping youth navigate this critical phase of life. The Associations and Clubs for UNESCO can bridge the skills and knowledge gap by promoting initiatives and capacity building in this area.

Incorporating sexual and reproductive health education into youth-led activities is vital for empowering young individuals, reducing health risks, promoting gender equality, and fostering healthy relationships. Comprehensive youth-led SRH initiatives from Associations and Clubs for UNESCO equip young people with the knowledge they need to make informed decisions about their bodies, understanding topics like consent, contraception, and sexually transmitted infections (STIs). These should empower youth to navigate their sexual health safely and lower the rates of unintended pregnancies and STIs among adolescents.¹³

Implementing safe, healthy, and inclusive learning environments (WASH) into youth-led activities worldwide is essential for fostering personal growth, academic success, and social cohesion. Safe and healthy learning environments ensure that all young people feel secure and supported. This foundational safety, cleanliness, accessibility and gender sensitivity ensure privacy for all and allow youth to focus on their effective learning and personal development without the distraction of fear or anxiety. Moreover, students in safe and inclusive environments perform better academically and are more likely to engage actively in their education, leading to improved learning outcomes and better preparation for future challenges.

Youth-led activities can focus on celebrating diversity and ensure that every individual, regardless of background or ability, feels valued.. Associations and Clubs can design activities with gender equality as a priority by focusing on reproductive health, menstrual hygiene products, and a clean environment.

[13] SITUATION ANALYSIS OF SRH, 26 July, 2022, p.7

https://www.unicef.org/eswatini/media/1671/file/Eswatini_Situation_Analysis_of_Sexual_Reproductive_Health_Report_2022.pdf.pdf



STEM (Science, Technology, Engineering, and Mathematics) education for girls in youth-led activities worldwide is crucial for challenging outdated stereotypes that have traditionally discouraged girls from pursuing their interests in these fields. Incorporating STEM education is not just about enhancing individual skills; it's about transforming society as a whole. By actively promoting STEM for girls, youth-led activities create an environment that encourages innovation and creativity while opening doors to a wide range of lucrative and fulfilling career paths. This education should enhance girls' analytical and creative problem-solving skills. By empowering young women with the tools, they need to succeed in STEM, Associations and Clubs for UNESCO pave the way for a more equitable future where everyone can contribute to innovation and problem-solving. By focusing their activities on this area, the Associations and Clubs can design activities supporting both youth STEM education and gender diversity in STEM fields.

CASE STUDY 1: In 2021, the Azerbaijan Association for Clubs for UNESCO with the support of Clubs of the Azerbaijan State Pedagogical University and the Baku European High School developed the Educator project. The initiative provided additional training to low-income families and children with disabilities with the help of volunteer teachers to reduce the impact of the COVID-19 pandemic on education.

CASE STUDY 2: In Japan the Clubs created the World Terakoya Movement (WTM). Since 1989, it provided opportunity of learning for more than 1,35 million children in 44 countries. The concept is based on the tradition of TERAKOYAs, which were private literacy classes, operated during the EDO period (17th to 19th centuries) in Japan. The core objective of the WTM is to provide adult illiterates and out-of-school children with opportunities to learn, in cooperation with governmental, non-governmental, local and international Organisations in partner states. About 17,000 classes were conducted at TERAKOYAs including home, school buildings and camps. The most important aim of the World Terakoya Movement is to make sure that everyone can participate in achieving the Sustainable Development Goals.



ACTIVITIES MAPPING 1:

| INTERVENTION | EXAMPLES |
|---|---|
| <p>Contribute to promoting equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, Indigenous peoples, and children in vulnerable situations</p> | <ul style="list-style-type: none"> • social media advocacy campaigns, outlining youth leadership • remote and on-site workshops to promote exchange of experience and development of the creative potential of young people • skill-oriented workshops and trainings • development of training kits for schools and local educational centers, with the input and support of the local communities |
| <p>Increase # of youth literacy and numeracy within communities</p> | <ul style="list-style-type: none"> • international literacy project (ex. World Terakoya Movement led by the National Federation of Clubs for UNESCO in Japan since 1989 in 44 countries) • promotion of best practice initiatives through interactive exchanges between young people • formation and promotion of literacy classes in remote areas • creation of “book drives”, in which Associations and Clubs organise and administrate book donations and local pop-up libraries |
| <p>Promote, build, or upgrade education facilities that are child, disability, and gender sensitive and provide safe, non-violent, inclusive, and effective learning environments for all</p> | <ul style="list-style-type: none"> • awareness building activities in coordination with city and rural administrations • conducting surveys and channelling youth insights to school and city councils, education ministries • collaborations with UNESCO Cities Platform • collaboration with national and international prominent persons to champion the cause, to gain visibility and awareness |
| <p>Collaborate and cooperate in teacher training</p> | <ul style="list-style-type: none"> • promotion of efficient training programmes (ex. Training program on the natural disaster risk reduction for schoolteachers in Japan) • partner with universities and schools around the world, through the Associations and Clubs network, to facilitate teacher training exchanges |



ACTIVITIES MAPPING 2:

| INTERVENTION | EXAMPLES |
|--|---|
| <p>Mentorship programs to connect young people with experienced leaders for guidance and support</p> | <ul style="list-style-type: none"> • remote and on-site skill-oriented workshops and trainings of trainers within and by the Clubs movement (ex. Training for Clubs councils and focal points, organised by the Burkinabe Federation of Associations and Clubs for UNESCO, with the support of the National Commission, in 2022) • international/national summer camp (ex. International Summer University of Clubs for UNESCO hosted by the Belarusian Association of Clubs since 1996) • collaboration with local and regional authorities and governments to support participation of disadvantaged and less represented youth to such programs |
| <p>Strengthen institutions, and increase effectiveness of school leadership and governance by involvement of communities, including young people and parents, in the management of schools</p> | <ul style="list-style-type: none"> • conducting surveys and channelling youth insights to school and city councils, education ministries • capacity-building activities (ex. Workshop for Clubs members on «Working Together for the Development of our Community» organised in 2018 by the Lebanese National Commission in collaboration with the UNESCO Regional Office in Beirut) • creation of youth councils in schools and universities, with the mentorship of Associations and Clubs for UNESCO |
| <p>Collaborate on programs to highlight health and nutrition, stimulation within the home, community, and school environments, protection from violence, and attention to cognitive, linguistic, social, emotional, and physical development</p> | <ul style="list-style-type: none"> • awareness building activities in coordination with city and rural administrations • capacity-building activities (ex. “Asian Clubs for UNESCO for Global Citizenship Education” seminar organised by the Kazakhstan Federation of Clubs for UNESCO in 2019) • creation of youth hotlines for support and community led projects for nutrition and health awareness, domestic violence awareness, etc. • creation of regional networks to support young people’s experiences in educational environment |

OBJECTIVE 2:

**CLIMATE CHANGE and
ENVIRONMENTAL SUSTAINABILITY**

| Targets | Outcomes |
|---|--|
| <p>ENVIRONMENTAL SUSTAINABILITY CLIMATE CHANGE GREEN SKILLS MOBILISING TECHNOLOGY AND INNOVATION IN YOUTH-LED ACTIVITIES</p> | Natural Hazards preparedness and Disaster Risk Reduction (DRR) |
| | Urban Planning for Youth: Creative, inclusive, sustainable learning cities |
| | Communications and information/knowledge sharing |
| | Pandemics and Mental Health Youth Support Services |
| | Diversified and sustainable skills (green skills), especially of girls and young women |

Associations and Clubs for UNESCO should actively pursue the development of international, regional, national, or local initiatives focused on addressing climate change and enhancing environmental sustainability. Associations and Clubs for UNESCO can act as the advocates for essential changes within their communities, thereby fostering resilience. With the knowledge and skills necessary to tackle environmental challenges and climate change, Associations and Clubs prepare young men and women to be proactive leaders in their communities.



Climate change and environmental sustainability are among the most critical challenges facing humanity. Climate change will exacerbate diminishing land and freshwater resources, increase biodiversity loss, and intensify societal vulnerabilities, especially in regions where economies are highly dependent on natural resources. Enhancing food security and reducing malnutrition, whilst also halting and reversing desertification and land degradation, are fundamental societal challenges that are increasingly aggravated by the need to both adapt to and mitigate climate change impacts without compromising the non-material benefits of land.

Associations and Clubs for UNESCO recognize that climate change is affecting young people, who are particularly susceptible to pollution, serious illnesses, and extreme weather conditions. Youth is disproportionately impacted by disasters, environmental degradation, and the climate crisis. Despite this, their needs and viewpoints are largely overlooked in climate policies, actions, and investments across all levels. While 1 in 4 children live in a conflict or disaster-stricken country, 31 million children have been displaced globally by the end of 2018 and 60% of young people believe their views are ignored when important decisions are made, Associations and Clubs for UNESCO should take the lead in empowering young people to fight climate change through their voices and actions.¹⁴

Natural Hazards preparedness and Disaster Risk Reduction (DRR) consist of four main steps: mitigation, preparedness, response, recovery. Each step plays a significant role in empowering young people and enhancing their resilience in the face of disasters. As climate change intensifies the frequency and severity of disasters, youth are increasingly vulnerable yet uniquely positioned to advocate for sustainable practices. Youth, and particularly girls and young women, are often the first and most severely affected during disasters, facing significant challenges to their physical and mental health, nutritional needs, educational access, economic opportunities, and exposure to violence, among other detrimental effects. Those living in poverty or other vulnerable conditions encounter even greater risks. Meeting youth’s needs and incorporating their perspectives into disaster reduction efforts is essential for safeguarding their rights. Their involvement in DRR not only enhances community resilience but also contributes to broader goals such as the Sustainable Development Goals (SDGs).¹⁵ It is of critical importance for the success of any initiative in this area that the skills and needs of young people are put at the forefront. Associations and Clubs for UNESCO have a unique insight into the particular threats affecting their communities and can develop action plans for achieving DRR.

Urban Planning for Youth: Creative, inclusive, sustainable learning cities. SDG 11 aims to make cities and human settlements inclusive, safe, resilient and sustainable. As cities around the globe face the challenges of rapid urbanisation, climate change, and social equity, the need to involve youth in shaping the cities of the future has become increasingly clear. Young urbanists are leading initiatives that transform public spaces and promote sustainable transportation solutions, significantly reshaping urban environments and cultivating more inclusive, resilient communities. Young people are often more attuned to environmental issues and can advocate for green spaces, sustainable transportation, and eco-friendly infrastructure, integrating urban planning into educational curricula allows young people to learn about civic engagement and community development. This initiative, especially when inclusive of girls’ leadership, fosters urban innovation and inclusivity. By incorporating practical experiences—such as workshops or field trips — Associations and Clubs for UNESCO can enhance young people’s understanding of urban issues while fostering skills that will benefit them in the future.

[14] UN DRR SENDAI FRAMEWORK FOR DRR 2015-2030, 18 March, 2015, p. 10 <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>

[15] UN DRR and SENDAI FRAMEWORK FOR DRR 2015-2030, 18 March, 2015, p.18 <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>



Communications and information/knowledge sharing interventions by Associations and Clubs for UNESCO can empower young people to become the leaders of tomorrow, to actively participate in environmental issues and to acquire the knowledge and skills necessary to address future challenges. By fostering awareness and education, these initiatives empower young people to understand the urgency of environmental conservation and climate action and who are often at the forefront of technological innovation, utilising digital tools to create sustainable solutions. Initiatives by Associations and Clubs for UNESCO harness the creativity of young people and their innovative approaches to environmental challenges, such as designing eco-friendly applications, engineering community gardens or mobilising communities to participate in policy decision-making.

Pandemics and Mental Health Youth Support Services are essential for addressing the heightened mental health needs among youth, providing safe spaces for connection, enhancing resilience, promoting inclusivity, encouraging active participation, and facilitating long-term recovery. These initiatives are critical for supporting the overall well-being of young people during and after crises, particularly for indigenous peoples who are marginalised populations living in environments that are highly exposed to climate change impacts, such as arid zones, small islands, high-altitude regions, and the Arctic. And youth, particularly girls and young women from marginalised backgrounds often face greater barriers to accessing mental health services; therefore, implementing targeted support initiatives for all young people, regardless of their circumstances, ensures that they receive the help they need.

Diversified and sustainable skills (green skills) are particularly important for youth-led activities. It cannot be denied that multiple economic crises around the world are threatening jobs and lifestyles. However, there are also opportunities: up to 60 million jobs could be created in the transition to a green economy. Including girls and young women in acquiring green skills is vital for reducing gender disparities in traditionally male-dominated fields, such as environmental sciences, engineering, and technology. Associations and Clubs for UNESCO can help youth understand new employment opportunities, explore the links between the development of, and transition to, an inclusive green economy; understand the inclusive green economy and introduce the actions required to achieve it, and thus help young people create more sustainable lifestyles.¹⁶

CASE STUDY 1: In France, the Club for UNESCO in Troyes partnered in 2022 with the UNESCO Man and the Biosphere programme (MAB) to promote the involvement of young adults in Biosphere Reserves in the region. The starting point was recognizing the need of involving local communities, and especially young people, in the protection of the reserves. MAB is designed to build on local resources, as strategies for sustainable development need to be adapted locally. There are 16 biosphere reserves in France and the collaboration between MAB and Clubs for UNESCO can be very fruitful.

CASE STUDY 2: The Kazakhstan National Federation of Clubs for UNESCO supported a project called “We share the planet Earth,” between 2009 and 2015. It was organized as a nationwide competition for children between 12 and 14 concerning environment protection. In 2020 the Federation supported the organisation of a marathon for sustainability and awareness rising for SDGs. The first edition had as motto “My Eco Footprint.” It gathered over 1300 participants between 12 and 25 years old, with side events such as webinars, musical compositions and video productions. The second edition in 2021 took place under the banner “Sustainability begins with me” and the one in 2022 was entitled the “Green step.”

[16] Shaping tomorrow’s cities – the role of youth in urban design Report, 23 February, 2024
<https://www.childinthecity.org/2024/02/23/shaping-tomorrows-cities-the-role-of-youth-in-urban-design/>

ACTIVITIES MAPPING 1:



| INTERVENTION | EXAMPLES |
|--|---|
| <p>Connect young people with experienced leaders through mentorship programs for guidance and support</p> | <ul style="list-style-type: none"> • remote and on-site skill-oriented workshops and trainings with the participation of experts and practitioners from diverse fields to provide a holistic understanding of sustainable development • capacity-building activities for Club coordinators • create exchanges (online and offline) with seasoned practitioners • design partnerships to support awareness raising for climate change • develop practical help kits for communities affected by climate change and train young people to use them |
| <p>Facilitate youth-led research on mental health and well-being and climate change with attention to local impacts, social consequences, adaptation, resilience, and the promotion of citizen science</p> | <ul style="list-style-type: none"> • awareness building activities on the national mental health programs and relevant international best practices • cooperating with fellow clubs to share scientific research, data, and solutions • design “well-being youth camps” to help young people learn practical skills concerning climate change adaptation and resilience • cooperate with local authorities to partner in offering scholarships for youth to train in reducing climate change impact • create spaces in which young people can meet with mental health professionals that can offer guidance and support |
| <p>Promote educational & environmental awareness programs that emphasise violence and conflicts induced by climate change, the conservation of biodiversity, natural resources, cultural diversity, gender equality and the importance of the interconnection of adopting sustainable practices.</p> | <ul style="list-style-type: none"> • awareness building activities in partnership with educational and scientific institutions as well as MAB and other UNESCO programmes and networks (ex. A publication on a journey among cultural heritage, education and sustainability entitled “From UNESCO to MAB stories: a virtuous synthesis between man and environment”, produced by the Italian Federation of Clubs for UNESCO in cooperation with MAB) • support the creation of local newspapers and information booklets on environmental awareness • design creative competitions promoting young people to imagine solutions to climate induce risks and support for biodiversity • Partner with universities and research institutions to give youth access to the latest research, labs, and fieldwork opportunities to develop and test green innovations |

ACTIVITIES MAPPING 2:



| INTERVENTION | EXAMPLES |
|---|---|
| <p>Form community-based youth groups and eco-ambassador programs on environmental projects to promote tree planting, community gardens, clean-up drives, or water conservation campaigns</p> | <ul style="list-style-type: none"> organising events, workshops, and campaigns that increase local engagement of youth of different age groups (ex. National Social eco-campaign SUSTAINABLE PATH, organized by Kazakhstan National Federation of Clubs for UNESCO since 2020, with the aim of fostering a sense of stewardship for the homeland among the younger generation by instilling cultural, moral and ecological values and has reached approximately 5,000 participants) |
| <p>Organise workshops on green skills, sustainable farming, renewable energy management, waste reduction, recycling techniques, and water conservation. Collaborate with kindergartens and primary schools to build awareness on environmental science and climate change from an early age</p> | <ul style="list-style-type: none"> awareness building activities to train youth to advocate for sustainable practices within their schools and communities (ex. An online webinar on “Eco-friendly lifestyle: Separate waste collection and eco-habits in everyday use” for members of Clubs for UNESCO in Kazakhstan with eco-experts from the PlastNet network and waste experts from the SCD Center) design youth competition and exchanges, prompting participants to seek innovative solutions for communities which are not theirs – in this way, they can understand more about the other areas of the globe and increase empathy, while also understanding that everyone faces the same challenges partner with UNESCO and other UN organisations to train young people acquire practical skills such as sustainable farming, energy management, water conservation use the local knowledge to create targeted training courses, both online and offline, for young people to work in sustainable businesses partner with local authorities and private companies to organise waste management and recycling initiatives design books for school children that promote environmental awareness and partner with local governments to make that part of their curriculum |
| <p>Host competitions where youth can pitch green tech solutions, with winners receiving funding, technical support, and access to networks. Partner with government, international organisations or local NGOs to offer grants to youth-led initiatives addressing environmental issues through innovative approaches</p> | <ul style="list-style-type: none"> partnership building in support of youth-led initiatives on sustainability, renewable energy, or environmental conservation (ex. Online webinar on the theme of “Ecotrends: how to become a part of global changes” by Dina Ogai, Co-founder and CEO of HelloEco, Ecoblogger and mentor of ecohackathons on green startups, organized by the Kazakhstan National Federation of Clubs for UNESCO for the finalists of the Republican Festival of ecological ideas and projects) |

OBJECTIVE 3:

**DIGITAL TECHNOLOGY AND GLOBAL
INNOVATION, INCLUDING ETHICAL STANDARDS**

| Targets | Outcomes |
|--|--|
| <p>DIGITAL TECHNOLOGY GLOBAL INNOVATION INCLUDING ETHICAL STANDARDS IN YOUTH-LED ACTIVITIES</p> | Digital skills, media literacy, online protection |
| | Technological innovations and mitigation of natural hazards, gender-based violence, etc. |
| | Gender sensitive and human rights-based AI |
| | Digital Access and AI-ready |
| | Mental Health: Youth, Parents, Guardians, and Educators |

Associations and Clubs for UNESCO activities should address complexities of today’s digital and technological world in youthful, innovative and impactful approaches. The third objective – digital technology and global innovation with ethical standards – incorporates today’s technological demands with the opportunities that can be presented by the youth-led activities from Associations and Clubs for UNESCO across the regions and countries.



Digital technology is reshaping the world we live in at great speed. As digital technology continues to evolve, it is imperative that youth-led activities are grounded in strong ethical standards. This ensures not only the effectiveness of these initiatives but also the safety and empowerment of young participants. By fostering an environment of integrity and inclusivity, Associations and Clubs for UNESCO can support engagement and innovation among youth globally. Therefore, it is essential to create global innovation access and equality for all with the digital environment that is safe and protected.

In today's digital landscape, equipping youth with essential **digital skills, media literacy, and online protection** strategies is vital for fostering responsible engagement in online activities. These competencies empower young people to navigate the complexities of the internet while ensuring their safety and promoting ethical standards. Digital skills encompass a range of abilities that enable individuals to effectively use technology. For youth-led activities, these skills are crucial for content creation, information management, collaboration tools, identifying fake news and misleading information online, analysing media messages, creating responsible content, digital citizenship education, cyberbullying awareness, and privacy management.¹⁷

Technological innovations and the mitigation of natural hazards, alongside addressing gender-based violence (GBV), are crucial for youth-led activities. These elements not only empower young people but also enhance their capacity to effect change in their communities. The integration of technological innovations, strategies for mitigating natural hazards, and initiatives to combat gender-based violence is essential for empowering youth-led activities. By equipping young people with the necessary tools and knowledge, these efforts can lead to meaningful change in their communities, fostering resilience, equality, and safety for all.

The implementation of **gender sensitive and human rights-based AI** in youth-led activities is vital for promoting equity, enhancing educational experiences, and ensuring ethical technology use. Traditional datasets train AI models can carry historical biases, leading to discriminatory outcomes whereas gender-sensitive AI ensures that technology is inclusive, accurate, and representative, allowing for fair outcomes across genders. These initiatives empower young people to engage meaningfully with technology while advocating for social change in their communities, promoting equity, enhancing learning experiences, and ensuring that technological advancements serve all young people fairly. As youth increasingly engage with technology, the need for unbiased systems becomes critical to foster inclusive and effective environments.¹⁸

[17] UNESCO Digital Competencies and Skills, 21 February, 2022, p.2 <https://www.unesco.org/en/articles/artificial-intelligence-and-digital-transformation?hub=752>

[18] Artificial intelligence and digital transformation, 21 February, 2022, <https://www.unesco.org/en/articles/artificial-intelligence-and-digital-transformation?hub=752>



The integration of **digital access and AI readiness** into youth activities is crucial for equipping young men and women with the skills and resources necessary to thrive in an increasingly digital world. This implementation not only enhances educational opportunities but also prepares youth for future employment and active participation in their communities. Youth need channels for active participation and collaboration, and through digital access, young adults will be able to foster an inclusive, innovative, and engaged generation.

Mental health is a critical aspect of overall well-being, especially for youth engaged in activities that leverage digital technology and global innovation. Understanding the mental health challenges faced by young people, along with the roles of parents, guardians, and educators, is essential for fostering supportive environments that enable positive engagement with technology. Adolescents are spending more time online, which can lead to both positive interactions and negative mental health outcomes. Research indicates a correlation between high digital technology use and increased rates of anxiety, depression, and loneliness among youth. This underscores the need for mental health awareness in digital contexts. Digital platforms can provide crucial resources for mental health support. Many young people utilise online tools to seek help for their mental health issues, making it vital for them to have access to reliable information and services through these technologies. Therefore, incorporating mental health and gender sensitivity helps address inequities and allows youth to participate on a level playing field, especially those from marginalised backgrounds who might face additional mental health or gender-related challenges.¹⁹

CASE STUDY 1: The Global Youth Coding Competition, co-hosted by the Chinese National Federation of Clubs and Associations for UNESCO, and WFUCA and CODEMAO (leading programming education brand in China), is a global platform aimed at inspiring youth aged 7-18 to innovate in technology and coding, emphasizing the critical role of AI in future societal progress. The competition targets primary and secondary school students worldwide, with a special focus on Africa.

CASE STUDY 2: The National Commission for UNESCO of the Republic of North Macedonia supported a project of the Interactive Education and Resource Network - IMOR Association from Bitola entitled “Learning about Cultural Diversity – an Opportunity for Youth Cross-Cultural Cooperation.” The focus of this work was the use of ICTs for cross-cultural cooperation between youth from North Macedonia and Albania.

[19] WHO and mental health, 31 March, 2023, https://www.who.int/news-room/fact-sheets/detail/depression/?gad_source=1&gclid=Cj0KCQjwsc24BhDPArisAFXqAB1dGJ3XOuc21GkGDSQKtvFMiGcIP18A2x7k5aCNGcyehxurYeCuuvwaAjqlEALw_wcB

ACTIVITIES MAPPING 1:



| INTERVENTION | EXAMPLES |
|---|--|
| <p>Promote youth-led research and advocacy to address social issues, with a focus on ethical use of data, privacy and bias awareness</p> | <ul style="list-style-type: none"> • promoting research and surveys by connecting with international organisations and teaching institutions to disseminate their work • help “translate” the results of the research in easily understandable materials • establishing local working groups, particularly in remote areas, that would ensure youth participation in global surveys • partner with companies to ensure access to internet for community and youth centres • promoting programs on creativity, leadership and mentoring (ex. “ART Academy of Clubs for UNESCO” project of the Kazakhstan Federation of Clubs for UNESCO, realised between 2016 and 2021, as a result of which several young talents, including from rural and remote areas, got full scholarship for education in top colleges and universities of Kazakhstan) |
| <p>Provide technical platforms (access to hardware and software) to young researchers and professionals seeking access to resources to develop AI-leveraging solutions along with the opportunities to test them in UNESCO’s programs and activities</p> | <ul style="list-style-type: none"> • collaborations with UNESCO Field Offices (ex. Clubs for UNESCO in Tajikistan implemented the Youth Mobile School project for the development of mobile applications for girls, with the support of the UNESCO Almaty Regional Office) • promoting science fairs (ex. Clubs in Romania promote the Romanian Science and Engineering Fair, which is the National Contest of Science, Technology and Engineering Projects for Students held yearly since 2010) • help increase representation online and in AI software of local communities and promote research focusing on young people in less represented areas • create international competition for youth, by connecting across the board with other Associations and Clubs for UNESCO |
| <p>Conduct capacity-building initiatives to include critical media and technology, information, education, and communication programs and foster ethical digital citizenship. Design awareness programs on the potential risks and benefits of AI and promote safe and responsible technology use</p> | <ul style="list-style-type: none"> • remote and on-site skill-oriented workshops and trainings (ex. Third International UNESCO Model on the topic of “Ethics of the Use of Artificial Intelligence in Education”, which was organised by the Kazakhstan Federation of Clubs and Associations for UNESCO in 2024, bringing together over 80 youth participants from around the world) • partner with local governments and international organisations to offer scholarships for in-depth training of young leaders belonging to local communities • help teacher training in media and technology • enable access to libraries and e-books for children living in remote areas • organise information days for parents within the local communities focused on AI and responsible technology use • connect and build networks among Associations and Clubs to distribute ethical AI content and software • design programs for youth to showcase their technology skills and promotion of ethical digital citizenship |

ACTIVITIES MAPPING 2:



| INTERVENTION | EXAMPLES |
|---|--|
| <p>Offer training in digital storytelling, video creation, and social media advocacy to empower youth to share their experiences and promote awareness around ethical tech use, digital inclusion, and human rights. Support youth-led campaigns that educate communities about responsible tech use, data privacy, and AI ethics, using social media platforms to reach a wide audience.</p> | <ul style="list-style-type: none"> • organising events, workshops, and campaigns that increase local engagement of youth of different age groups • support young people design content that is inclusive and promotes human rights • invite young people from other communities and countries to speak at events organised by Associations and Clubs for UNESCO • celebrate UNESCO / UN international days by creating storytelling competitions on these themes |
| <p>Launch virtual exchange programs to connect youth across regions to discuss ethical standards in technology, share ideas on sustainable innovation, and collaborate on tech projects with a human rights focus. Create networks where young tech enthusiasts can connect with global mentors in ethics, sustainability, and technology to gain insights and guidance for their projects.</p> | <ul style="list-style-type: none"> • webinars and online workshops between countries and organisations (ex. Webinars within the #UNESCOClubsTalks organised regularly by Kazakhstan National Federation of Clubs for UNESCO and online workshops with sister Associations and Clubs) • launch newsletters or journals to promote ethical technology • facilitate access to academic research material by partnering with international learning centres and universities • create videos and visual content on ethical technology use • facilitate translation of content in local languages • create monitoring initiatives for youth that can survey online content and discuss ethical challenges |

OBJECTIVE 4:

**INCLUSIVE SOCIETIES, FREEDOM
OF EXPRESSION, CULTURAL DIVERSITY,
PROTECTION OF HERITAGE AND PEACEBUILDING**

| Targets | Outcomes |
|---|--|
| <p>INCLUSIVE SOCIETIES FREEDOM OF EXPRESSION CULTURAL DIVERSITY PROTECTION OF HERITAGE PEACEBUILDING IN YOUTH-LED ACTIVITIES</p> | Representation of most marginalised youth, and protection of Indigenous cultures and languages |
| | Protection against cyberbullying, hate speech, and disinformation on social media due to AI |
| | Violent extremism and radicalization of youth, gender-based violence |
| | Intercultural and interreligious dialogue across borders |

Associations and Clubs for UNESCO should support inclusive, free to express and diverse societies that protect their own and others’ heritage, and promote peace across international, regional, national and subnational activities. Each Association or Club’s members should design activities that cultivate a generation of informed, engaged, and empathetic leaders who are equipped to promote peace and understanding in an increasingly complex world.



Inclusive societies, freedom of expression, cultural diversity, protection of heritage, and peacebuilding are vital for youth-led activities as they foster environments where young people can thrive, innovate, and contribute positively to their communities. Activities that include all these elements not only enhance the effectiveness of youth-led activities but also contribute significantly to the overall development of young individuals as active, responsible citizens capable of leading their communities toward a more inclusive and peaceful future. Associations and Clubs for UNESCO should have interactive and intercultural exchanges with young people which can be supported by digital platforms to better understand, address, and prevent youth violence and preserve long-lasting peace.

The **representation of marginalised youth and the protection of Indigenous cultures and languages** are critical components in fostering inclusive societies particularly for Associations and Clubs for UNESCO that could support marginalised youth who are underrepresented in media, politics, and community initiatives. By giving them visibility and a platform to voice their concerns and experiences, Associations and Clubs' activities are essential – particularly for girls and young women – for challenging stereotypes and discrimination, allowing young people to advocate for their rights and needs effectively. This fosters a sense of ownership and responsibility, enhancing youths' leadership skills. Through their initiatives, Associations and Clubs for UNESCO ultimately transform social norms, support marginalised groups, emphasise different cultural standards, reduce stigma and discrimination based on gender, ethnicity, or socioeconomic status.

Protecting youth from cyberbullying, hate speech, and disinformation ensures youth's safety and well-being but also empowers them to engage meaningfully in their communities. By fostering an environment where young people can express themselves freely and safely, Associations and Clubs for UNESCO cultivate future leaders who are equipped to navigate the complexities of a digital world shaped by AI.²⁰

Safety and well-being activities create safe spaces and ensure protection for young people from cyberbullying and hate speech. It also engages individuals in an open and encouraging approach: when young people know they are protected from harmful online behaviour, they are more likely to actively participate. Additionally, by developing youth's skills in recognizing disinformation equips young men and women with critical thinking necessary for navigating the digital landscape. Associations and Clubs for UNESCO should engage in discussions about misinformation for youth to learn how to discern credible sources from unreliable ones, which is necessary for future decision-making.

Addressing **violent extremism and gender-based violence** is crucial for the well-being of young people. By understanding the interconnectedness of these issues, youth-led activities can be designed to empower young individuals, promote inclusivity, and foster resilience against both forms of violence. Such initiatives not only benefit the participants but also contribute to building safer, more cohesive communities.

[20] UN Child and Youth Safety Online, 2023, <https://www.un.org/en/global-issues/child-and-youth-safety-online>



Young people are often targeted for radicalization due to factors such as social isolation, lack of opportunities, and exposure to extremist ideologies online. Involving youth in community-building activities fosters a sense of belonging and purpose. When young people feel valued and engaged, they are less likely to be drawn into extremist movements.

Associations and Clubs from UNESCO that promote dialogue, critical thinking, and civic engagement can counteract extremist narratives effectively. Integrating discussions about GBV into programs aimed at preventing radicalization allows for a more holistic approach to youth empowerment and ensures that young people are equipped with the knowledge and skills to combat both forms of violence.²¹

Intercultural and interreligious dialogue across borders is essential for fostering understanding, tolerance, and cooperation among diverse communities by Associations and Clubs from UNESCO. This dialogue is particularly important in today’s globalised world. Engaging in dialogue allows individuals from different cultural and religious backgrounds to share their experiences and perspectives, helping to dismantle stereotypes and prejudices. Such exchanges foster empathy and a deeper understanding of one another’s beliefs and practices. Encouraging respect by recognizing the value of diverse cultures and religions, dialogue promotes mutual respect. This respect is crucial for peaceful coexistence, in multicultural societies.

CASE STUDY 1: In March 2024, on the occasion of International Women’s Day, the European Federation of Associations and Clubs for UNESCO, through the Piraeus and Islands Club for UNESCO (Greece) and the Alumnus Club for UNESCO (Romania), organised under the patronage of the World Federation of Clubs and Associations for UNESCO (WFUCA) the first WFUCA Women’s Academy, with a focus on art through an online exhibition EQUALITY. With posters of works from more than 50 countries of the world, this online exhibition offered a new perspective and exchange of ideas to combat discrimination and violence by creating pro attitudes against extremism of all kinds, towards partnerships and networks of solidarity through the arts, understanding, dialogue, cooperation and peace.

CASE STUDY 2: National Commission for UNESCO and the Club of Friends of UNESCO of the University of Ouagadougou celebrated in 2011 the Cultural Diversity Day. The main theme was Cultural Diversity as a basis for Social Cohesion in Burkina Faso / What contribution of the Youth for the safeguarding of Peace in Burkina Faso. The key objective was to show that culture can be a key factor for reconciliation, social cohesion and tolerance.

[21] UNDP Preventing Violent Extremism Through Promoting Inclusive Development, Tolerance and Respect for Diversity, 1 June, 2016, p.16

<https://www.undp.org/sites/g/files/zskgke326/files/publications/Discussion%20Paper%20-%20Preventing%20Violent%20Extremism%20by%20Promoting%20Inclusive%20%20Development.pdf>

ACTIVITIES MAPPING 1:



| INTERVENTION | EXAMPLES |
|--|--|
| <p>Promote educational programs that emphasise peace, violence, and conflict resolution in both formal and non-formal education systems</p> | <ul style="list-style-type: none"> • social media advocacy campaigns • establishing local working groups, particularly in remote areas, that would ensure youth participation in educational and community processes • partner with UNESCO or other UN organisations to create online training materials for young people pertaining to these topics • use UNESCO materials for teacher training in fighting violent extremism • involve creative industries (and the UNESCO Creative Cities Program) to support young people in exploring innovative ways to express themselves through art (production of plays, music, visual arts, new technologies etc.) |
| <p>Conduct capacity-building initiatives that enable youth to advocate for inclusive policies at local or national levels, such as anti-discrimination laws, protections for minority cultures, or programs that support freedom of expression</p> | <ul style="list-style-type: none"> • remote and on-site skill-oriented workshops and trainings on advocacy, policy engagement, and civic leadership (ex. Workshop «Let us fight against all forms of extremism by the mobilisation of young people in the service of education for tolerance» organised in Mauritania in 2019 for the benefit of Clubs for UNESCO, Associated Schools and civil society) • involve local journalists in events for young people concerning advocacy and understanding of freedom of expression • connect at regional level to organise anti-discrimination campaigns and promotion of minority cultures (language events, celebration of writers and prominent persons from those cultures) • organise attendance to local government offices, participation in meetings and education about elections |
| <p>Organise exchange programs for youth from different backgrounds and countries share their cultures, traditions, and histories, fostering understanding and respect. Focus these exchanges on cultural appreciation, heritage preservation, and collaborative projects</p> | <ul style="list-style-type: none"> • youth festivals and projects contributing towards cultivating international understanding and learning cultural diversity (ex. “Mitsubishi Asian Children’s Enikki Festa”, held by the National Federation of UNESCO Associations in Japan (NFUAJ) since 1990 to provide opportunities for international exchanges and to deepen international understanding to children from 24 Asian countries/region) • invite young people from other countries, through the Associations and Clubs for UNESCO network, to speak about their histories, challenges and particular interests |

ACTIVITIES MAPPING 2:



| INTERVENTION | EXAMPLES |
|---|---|
| <p>Host art exhibitions or film festivals to showcase artwork, photography, or films that reflect cultural identities, opinions, and ideas on social issues</p> | <ul style="list-style-type: none"> • online and offline culture and arts education activities in collaboration with museums, art galleries and companies, libraries and cultural heritage sites (ex. educational project “DNA OF THE STEPPE” organized by Kazakhstan National Federation of Clubs for UNESCO and the group of companies “Sauvage” in 2021 aimed to form a new social consciousness by referring to the historical, cultural, spiritual origins and values of the ancestors) • create platforms for creative expression and cultural exchange (ex. International Youth Festival THE PLANET OF ART, which has been organised by Kazakhstan National Federation of Clubs for UNESCO since 1999 and engaged over 90 000 participants from 34 countries) • create events for young filmmakers and artists to showcase their talents, on specific themes connected to the work of UNESCO |
| <p>Empower youth to document and archive the traditions, oral histories, and significant sites in their communities</p> | <ul style="list-style-type: none"> • create youth-led digital or physical repositories that celebrate and preserve local heritage for future generations • Organise visits to memorial sites, for better understanding of local, regional and international history • Invite people representing other communities to speak about their experiences • Create “heritage tree” projects concerning traditions that are similar across regions • Create virtual libraries with oral histories as told by young people • Study UNESCO programmes such as Memory of the World and draw lists proposals for submissions from the specific countries or other regions |
| <p>Establish dialogue circles for youth from diverse cultural and religious backgrounds to discuss common values, address biases, and find solutions to issues affecting their communities.</p> | <ul style="list-style-type: none"> • projects that encourage individuals and communities to engage in understanding, respect, and cooperation, moving beyond mere conflict avoidance (ex. KaPEACEtahan contest organized by National Coordinating Body of Clubs for UNESCO in the Philippines aimed to foster harmony within society) • partner with local institutions to design exhibitions and exchanges to support youth learning about diverse cultural and religious backgrounds. • create book clubs studying authors representative of other countries and connect with the local Associations and Clubs to gain in-depth knowledge |
| <p>Create cultural mentorship programs that connect displaced or marginalised youth with mentors who support during adjustments to new environments while preserving their cultural identities and traditions</p> | <ul style="list-style-type: none"> • establish youth spaces that provide safe spaces for young people of diverse backgrounds, where they can access resources, share experiences, and feel a sense of belonging • create art and creative events that showcase their background, and in sharing that, they could share their story |

OBJECTIVE 5:

CRISIS PREPAREDNESS AND RESPONSE

| Targets | Outcomes |
|---|---|
| <p align="center">CRISIS PREPAREDNESS AND RESPONSE IN YOUTH-LED ACTIVITIES</p> | Youth as Change Agents |
| | Enhancing Community Preparedness |
| | Recognizing Youth and Gender Specific Needs |
| | Sustainable Change |

By prioritising crisis preparedness and response in youth-led activities, Associations and Clubs for UNESCO foster a proactive, informed, and resilient generation ready to tackle the complexities of a rapidly changing world. Activities should be designed with a focus to strengthen emotional preparedness, design long term impact awareness and education campaigns, and a united approach toward community resilience in times of crises, disasters, emergencies, and hazards. Increasing the young people’s involvement and visibility in crisis preparedness can inspire wider actions and increase support from governments and local authorities. The Associations and Clubs should function as training ground for community work in this area.



Implementing **crisis preparedness and response** strategies within youth-led activities of Associations and Clubs for UNESCO is vital. Such activities empower young men and women, enhance community resilience, address unique vulnerabilities, and foster long-term leadership and sustainable change. And not only do they prepare youth for emergencies but also harness their potential to drive positive change within their communities.

Placing **youth as change agents** in crisis preparedness fosters a sense of empowerment. Young people possess innovative ideas and fresh perspectives that can significantly enhance disaster preparedness efforts. Programs like the FEMA Youth Preparedness Council encourage youth to take leadership roles, allowing them to advocate for effective disaster management strategies within their communities. This engagement develops essential skills such as decision-making, teamwork, and public speaking, which are invaluable as young men and women transition into adulthood. It also builds their confidence in having an action plan during emergencies. This confidence stems from a better understanding of how to respond effectively, which can reduce anxiety in crisis situations.²²

Youth-led initiatives can significantly improve community resilience by disseminating knowledge about disaster preparedness among families and peers. Research indicates that youth can act as positive influencers, effectively communicating preparedness messages to their family members.

Associations and Clubs for UNESCO should involve youth in community risk assessments and planning activities, as they can help identify local vulnerabilities and strengths, leading to tailored strategies to enhance overall community readiness and fostering collaboration among various community stakeholders. For instance, programs like the Community Emergency Response Team (CERT) train youth to assist in local emergency responses, bridging gaps between professional responders and the community. This collaborative approach not only strengthens community ties but also ensures that diverse perspectives are included in emergency planning.²³

[22] UNDRR Children and youth, 2019, <https://www.undrr.org/implementing-sendai-framework/sendai-framework-action/children-and-youth>

[23] Teen CERT: Community Emergency Response Team, 2024, <https://youth.gov/federal-links/teen-cert-community-emergency-response-team#:~:text=The%20Teen%20CERT%20training%20program,without%20endangering%20themselves%20or%20others>



Recognizing youth and gender specific needs are essential because young people face unique vulnerabilities during crises; thus, their involvement in planning is crucial. They often lack the experience and resources that adults may have, making them particularly susceptible to the impacts of disasters. By integrating their voices into preparedness planning, programs can ensure that the specific needs of youth are addressed effectively. Providing educational opportunities focused on crisis management equip youth with practical skills that extend beyond emergency situations. By leading these activities Associations and Clubs for UNESCO teach critical thinking, problem-solving, and emotional resilience—skills that are beneficial in various aspects of life. Furthermore, engaging youth, particularly girls and young women, in simulations and drills helps them practise these skills in a safe environment.

The inclusion of youth in crisis preparedness efforts aligns with global frameworks such as the Sendai Framework for Disaster Risk Reduction 2015-2030, which emphasises the importance of engaging young people in DRR initiatives. By fostering a culture of preparedness among youth, communities can create **sustainable change** that enhances resilience against future disasters.²⁴

CASE STUDY 1: The Kazakhstan Federation of Clubs for UNESCO takes a closer look at the needs of their communities when designing aid strategies. One of them is called “Start the year with kindness,” and is held annually in January. Clubs for UNESCO from 17 regions and 3 cities offer classes, hold concerts, charity fairs to promote goodwill and raise funds for the most vulnerable. The good deed initiative is driven by the belief that the help starts within the community. In this way, they support different good causes, such as donating to homeless shelters, orphanages, people with disabilities and elderly in nursing facilities.

CASE STUDY 2: In Romania, the members of one of the Clubs for UNESCO organised a call centre during the pandemic. Between April and June 2020, the Scientific Society Cygnus and “Ștefan cel Mare” University of Suceava operated a call centre where the public found information about the pandemic, first responses in case of infection and the latest prevention measures advised. In parallel, the Club started a fundraising campaign for purchasing sanitary materials for the biggest hospital in the county, the Suceava County Hospital.

[24] UN DRR Sendai Framework for DRR 2015-2030, 18 March, 2015, p.14
<https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>

ACTIVITIES MAPPING 1:



| INTERVENTION | EXAMPLES |
|--|--|
| <p>Partner with national emergency response agencies to create mentorship programs that connect experienced responders with young volunteers.</p> | <ul style="list-style-type: none"> • remote and on-site skill-oriented workshops and trainings with the participation of experts and practitioners from diverse fields to provide a holistic understanding • capacity-building activities for Club coordinators • Organise workshops on disaster preparedness, including first aid, CPR, fire safety, and evacuation procedures and in creating emergency plans and establishing safety protocols • create games and art installations for younger children to increase awareness about safety and emergency response |
| <p>Cooperate with youth organisations and UNESCO youth networks to exchange global resources, training, and best practices on crises preparedness for local adaptation</p> | <ul style="list-style-type: none"> • joint activities with UNESCO Field Offices • recreate within the Associations and Clubs the UNESCO / UN meetings on these topics • enhanced collaboration with UNESCO Associated Schools and UNITWIN network (ex. Austrian Association for UNESCO ARGE STEIERMARK provides support to the Associated Schools at national level) |
| <p>Promote mental health awareness programs and address issues such as substance abuse and reproductive health.</p> | <ul style="list-style-type: none"> • social media advocacy campaign (ex. In the COVID-19 context, Kazakhstan Clubs for UNESCO were mobilised to promote a culture of peace through an online music challenge led by the country's famous young singer) • youth-led workshops with the involvement of parents, guardians, and educators to ensure support for the youth's well-being • partner with local authorities, foundations to create youth hotlines for mental health support • partner with research centers to develop surveys and gain data on the status of youth's mental health |

ACTIVITIES MAPPING 2:



| INTERVENTION | EXAMPLES |
|--|---|
| <p>Design and conduct training for youth in gender-aware responses, in recognizing and addressing GBV and exploitation, and creating safer environments during crises</p> | <ul style="list-style-type: none"> • youth-led activities aimed at strengthening national and community-based systems that prevent and mitigate GBV, and by enabling survivors and those at risk of GBV to access care and support • promote and publish stories of resilience as well as women authors, in connecting with other Associations and Clubs for UNESCO |
| <p>Establish partnerships with local businesses and NGOs to ensure a continuous supply of resources (water, blankets, masks) for distribution during emergencies. Organise youth groups to assemble and distribute emergency supply kits such as food, water, first-aid items, reproductive health and hygiene products, and basic medicines</p> | <ul style="list-style-type: none"> • capacity-building activities on volunteer work in hospitals, preparation and distribution of protective clothing and distribution of food packets (ex. Between March 2020 and September 2021, in Iran, the Clubs for UNESCO organised several volunteer activities, including creation of a call centre, in which over 200 volunteers responded to questions from the public about COVID-19) • train young people for emergency response • design communication campaigns for emergencies and build on young people’s tech skills in implementing them • connect with other Associations and Clubs to identify common challenges and create best practice response scenarios |
| <p>Run campaigns educating youth on how to identify and counteract misinformation during crises. Develop youth-led communication networks that can relay critical information during crises, such as evacuation routes, emergency contacts, and health resources. Utilise SMS, social media and digital applications, or local radio to reach youth and their families</p> | <ul style="list-style-type: none"> • social media advocacy campaigns • remote and on-site workshops and trainings (ex. Webinar for members of Clubs for UNESCO on the topic of “Child safety on the web” with the participation of Lidiya Beisembayeva, UNICEF National Consultant on Online Safety and Digital Skills, organized by the Kazakhstan National Federation of Clubs for UNESCO in 2024) • create interactive games that outline key needed responses in crisis – find evacuation routes, learning to read maps without the support of internet, understands the nature around, etc. |

OBJECTIVE 6:

PRIORITY AFRICA – AFRICA WE WANT

Since the future of humanity is interlinked with the future of the African continent, Africa is one of UNESCO’s two global priorities and is set as a separate objective in the roadmap. The United Nations’ Agenda 2030 and the African Union’s Agenda 2063 describes “*an integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena*”. This is an approach that centres the young African population at the core of efforts to overcome barriers and unlock the continent’s full potential for sustainable development.²⁵

The region encompasses 54 countries, constituting almost 15% of the world’s population, and presenting the continent with the youngest population worldwide. As of 2023, around 40 percent of the population was aged 15 years and younger, and 60% of Africa’s population is under the age of 25. Approximately 30% of Africa’s total population is female and under 25 years old. With over 2,000 Clubs and Associations for UNESCO represented in 30 African Member States, the continent is at the forefront of this global youth-led grassroots movement.

Demographic growth and sustainable development are important aspects to keep in mind while designing Priority Africa interventions. Africa’s youth population is projected to reach a staggering 850 million by 2050, and by 2063, young people will make up half of the continent’s massive 2 billion working-age population. In other words, one in four people in the world will be from Africa by 2050. This demographic shift presents an unprecedented opportunity to invest in educating, training and employing young people.²⁶ It is essential to empower Africa’s youth to drive sustainable solutions to local challenges and promote long-term growth and development.

Priority Africa is driven by its own citizens who represent a dynamic force in the global arena and are the main actors in addressing the continent’s most pressing challenges, including the five major regional priorities set out in the UNESCO Operational Strategy for Priority Africa (2022-2029): higher education; the general history of Africa as a catalyst; cultural heritage and cultural renaissance, emerging technologies and ethics of AI, and enhancing open science to advance research in climate change and water resources management.

[25] Africa We Want 2063, 10 June, 2013, <https://au.int/en/agenda2063/overview>

[26] AFRICAN DEVELOPMENT BANK, 31 July - 1 August, 2023, p.4 https://www.afdb.org/sites/default/files/2023/08/11/setting_the_scene_presentation_for_g-cop_on_youth_s_.pdf

OBJECTIVE 6:

PRIORITY AFRICA – AFRICA WE WANT

| Targets | Outcomes |
|--|--|
| <p>PRIORITY AFRICA – AFRICA WE WANT IN YOUTH-LED ACTIVITIES</p> | Reinforced Higher Education in Africa |
| | Improved Awareness of the General History of Africa |
| | Promotion of African Cultural Heritage and Museums |
| | Harnessing New and Emerging Technologies to Address Africa’s Needs |
| | Enhanced Open Science |

By prioritising “Priority Africa” and “Africa We Want” in youth-led activities, Associations and Clubs for UNESCO can harness the potential of young people to drive positive change, ensuring a more sustainable and equitable future for the continent. Each Association and Club that is either located within the African region or operates internationally should focus its activities on empowerment, cultural relevance and community cohesion, instil a sense of global responsibility while addressing local challenges, and integrate creative solutions for pressing challenges faced by African communities.



Higher education in Africa is essential to create communities of educated individuals who will influence the development of history, heritage, and research. The most pressing education challenges in Africa include the limited scientific output that contributes to only 1% of global research, students not receiving higher education within their countries of origin and therefore, increasing mobility abroad, and lack of inclusion in higher education.²⁷

In Africa, young people face underemployment and lack of opportunities. Access to information on opportunities is hampered by internet inaccessibility in parts of the continent. The rate of youth unemployment and the rate of youth not enrolled in education, employment, or training (NEET) must be addressed given the long-term negative impacts of unemployment and NEET on youth productivity and well-being. Therefore, interventions by Associations and Clubs for UNESCO should call for innovative, multisectoral approaches that holistically address youth — across the employment, education, health, and governance sectors. The increased emphasis on skills development initiatives that meet the specific needs of the African continent, such as renewable energy, agriculture and technology, would be pivotal to addressing youth unemployment in Africa.

Today's youth have the potential to reshape and rewrite Africa's history, freeing it from the racial prejudices born of the slave trade and

colonization, while promoting a distinctly African perspective. Therefore, it is desired to transform the educational curricula and cultural context by bringing **the general history of Africa** on the African continent and beyond its boundaries and highlight the common heritage of the African peoples.

Associations and Clubs for UNESCO should promote mutual understanding, peace building and regional integration, and strengthen links between Africans and people of African descent. Since the African continent has an abundant and rich history, it is a history that no longer overlooks the pre-colonial period, but instead fully incorporates Africa's destiny into that of humanity, emphasizing its connections with other continents and the contributions of African cultures to the overall progress of humankind.²⁸

With over 2,000 distinct languages and a multitude of customs, arts, and rituals, Africa's cultural landscape is vast and varied and should be explored and appreciated for its diversity as it enhances understanding of cultural essence. African cultural values and traditions must be preserved through youth-led activities and incorporated into the educational experiences of the next generation. By embracing the rich tapestry of heritage and innovation, Associations and Clubs from UNESCO can empower Africa's future leaders to make meaningful contributions to their communities, both locally and globally.²⁹

[27] From Africa to the World, 2020, p.1 <http://jogha.org/documents/issue202001/jogh-10-010321.pdf>

[28] The Operational Strategy for Priority Africa 2022 - 2029, September, 2022, p.22 <https://unesdoc.unesco.org/ark:/48223/pf0000382928>

[29] UNESCO Atlas of the world's languages in danger, 2010, p.12 <https://unesdoc.unesco.org/ark:/48223/pf0000187026>



Fostering cultural heritage and capacity development aims at leading awareness-raising and capacity-building activities, enhancing the visibility of Africa’s rich heritage in line with the African Union’s Agenda 2063 and facilitating the greater involvement of young people, including women and indigenous communities, their empowerment and inclusion to contribute to heritage conservation. Youth-led activities by Associations and Clubs provide the opportunity for young people to exchange experiences, to discuss common concerns, to discover new roles for themselves in heritage conservation and have their voices heard.³⁰

Despite the ongoing African Renaissance and the development of World Heritage capacities, Africa remains underrepresented on the UNESCO World Heritage List. By increasing youth participation and promoting holistic youth development and raising their sense of ownership, there will be an increase in stewardship and accountability for heritage protection and transmission. Facilitating inter-generational dialogues between youth and heritage experts can promote knowledge sharing and enhance understanding of conservation practices, while addressing climate change impact on World Heritage sites, developing proposals for climate heritage projects, and engaging in hands-on sustainability activities. Young people have a key role as innovators, creators, and agents of change at the World Heritage Convention in Africa by serving the continent through capacity-building programmes, inter-state cooperation, and intergenerational collaboration, and having a great impact on the memory, identity and future of peoples.³¹

It is also crucial for Associations and Clubs for UNESCO to organise youth-led activities, workshops and capacity-building sessions, establish strong preventive measures, commit to fostering inter-regional and international cooperation aimed at eradicating the illegal trade of cultural objects, and unite stakeholders in the protection of Africa’s rich heritage because they represent unique instruments of cultural diplomacy.

Africa’s youth have the potential to drive innovation and economic growth through technology. With a demographic that is predominantly young, the continent stands at a pivotal moment where **harnessing new and emerging technologies** can significantly impact development. By 2035, Africa will have more young people entering the workforce each year than the rest of the world combined, and 225 million of them will be young women. This demographic advantage presents unparalleled opportunities for economic transformation, gender equality and life learning activities. However, this potential is connected to significant investments in education, technology, and entrepreneurship. Digital transformation is pivotal in addressing the youth employment challenge in Africa. Access to information and communication technologies (ICT) can bridge the digital divide, providing young Africans with opportunities to acquire knowledge, develop innovative ideas, and connect globally. Yet approximately 75% of African youth lack the relevant skills to participate effectively in an increasingly digitised economy.³²

Equipping young people with technological skills is crucial, requiring initiatives from Associations and Clubs for UNESCO that focus on improving digital literacy and preparing for careers in technology. By enhancing AI skills among youth – particularly in young women – job opportunities are created that drive innovation across various sectors. Additionally, encouraging local innovation addresses specific community challenges with substantial positive impact on development. For example, AI solutions crafted by local youth can effectively tackle issues in agriculture, healthcare, and education. Nurturing startups through incubation hubs provides the mentorship and resources necessary for young innovators to thrive and drive the ethical development and use of such technologies, for the benefit of Africa. Access to digital technology empowers youth by equipping them with tools for education, entrepreneurship, and activism, as evidenced by reports indicating that young people are utilising digital platforms to find work, build communities, and advocate for social change.³³

[30] Fostering cultural heritage and capacity development, 2024 <https://www.unesco.org/en/articles/flagship-program-3-promoting-cultural-heritage-and-capacity-development>

[31] Operational Plan 2024 – 2026: UNESCO World Heritage Convention, 2024 <https://whc.unesco.org/en/africa/>

[32] Projects Supporting Population Evidence and Champions in Africa (SPEC), September, 2019, p.5 <https://www.prb.org/resources/africas-future-youth-and-the-data-defining-their-lives/>

[33] UNESCO Atlas of the world's languages in danger, 2010, p.25 <https://unesdoc.unesco.org/ark:/48223/pf0000187026>



AI technology strengthens water science, innovation, research and engineering and must also encompass environmental protection, ensuring that AI technologies contribute positively to sustainability efforts while minimising ecological impacts. By integrating these elements into their technological pursuits, all African youth can drive innovation that is not only economically beneficial but also socially responsible, environmentally sustainable and disaster risk resilient.

It is important that Associations and Clubs for UNESCO support, strengthen, and promote science and innovation in Africa, including by combining different programme activities, for example related to biosphere reserves and geoparks, with AI technologies. Moreover, the Open Science Recommendation presents opportunities for knowledge and technology transfer between youth, AI experts, educators and African young innovators, contributing to building inclusive knowledge societies and bridging the prevailing cognitive and digital divide on the continent.

Enhancing open science, capacity building in sciences and scientific research, is not just an enabler; it is a critical engine that will drive the transformation of the continent. Without embracing innovation, digitalization, and the technological leap required for the future, any development initiative will remain limited. Innovation hubs and tech ecosystems have emerged across Africa in cities like Nairobi, Lagos, and Cape Town, yet their reach remains limited and African countries rank among the lowest globally in terms of innovation capability, with most nations lacking national STI policies.³⁴

The strong STI ecosystem that includes the involvement of African Diaspora will enable more modern and comprehensive solutions for the continent's future. Therefore, it is essential to design youth-led activities by Associations and Clubs for UNESCO that gather evidence, build capacity, and provide policy support. For African youth to drive sustainable socio-economic evolution, its activities must present environmental transformations (biodiversity conservation, sustainable natural resource management and ocean economy development), policy improvements whilst integrating local and indigenous knowledge systems and a foundation for disaster risk reduction, early warning signs, and climate change adaptation measures.

Beyond the above regional priorities is the broader scope of initiatives underpinned in the Global Priority Africa umbrella, all seeking to contribute to the attainment of Agenda 2063: *The Africa We Want*, and many of which rely on the meaningful engagement of youth in Africa and beyond. Therefore, it is necessary for Associations and Clubs to leverage UNESCO's existing youth-centric initiatives and networks, such as the Youth Coding, Women in Tech and Artificial Intelligence, Youth as Researchers and Fit for Life initiatives, as well as the UNESCO Youth Forum and SDG4 Youth Network to unleash their potential to drive progress towards this ambitious agenda.

CASE STUDY 1: In Madagascar, the ZEN Association empowers young Malagasy girls through promotion of scouting. The work of the Association is mainly focused on the promotion of world citizenship and a culture of peace and non-violence. The project involved other local Associations for UNESCO and took place from August 2021 to February 2022, in the South of Madagascar, targeting four regions: Anosy, (Fort Dauphin), Androy (Ambovombe), Fitovinany (Manakara) and Atsimo Atsinanana (Farfangana).

CASE STUDY 2: In Morocco, the Club for UNESCO Tangier created a remarkable project: the Bibliobus. The Club members realized that schoolchildren in the countryside have limited access to knowledge and books. Libraries are very rare, including in schools. The need for a mobile library, an idea that is very close to UNESCO's work, was obvious. The Club, in agreement with the Regional Academy of Education and Training, organized the bookmobile's tours in the countryside of the Tangier-Tetouan-Al Hoceima region. They have also held science, environmental and artistic workshops, as well as offering books and organizing readings.

[34] UN Transforming Africa with STI-driven solutions, 27 September, 2024, <https://www.un.org/africarenewal/magazine/september-2024/transforming-africa-sti-driven-solutions>



ACTIVITIES MAPPING 1:

| INTERVENTION | EXAMPLES |
|--|---|
| <p>Conduct continuous training aimed at enhancing the technical skills of youth researchers across various fields in Africa (ACCRA Declaration, 2022; Operational Strategy for PA 2022-2029). Establish and reinforce inter-university student exchanges and global student associations to foster collaborations among students</p> | <ul style="list-style-type: none"> • facilitation of research leadership, grant writing skills workshops, mentoring, fellowship funding that supports locally led research, and capacity-building for African research institutions • activities that promote and focus on areas of importance to Africa’s development, including renewable energy, agro-food production and technology • promoting research leadership and grant writing programmes specifically for young women • collaborations among institutions and researchers across different countries in which participants grow their networks, improve research practice and output • designate standardised courses for young people to develop professional skills that facilitate student exchanges • support joint research projects and exchange programmes between African students and those in universities and Clubs for UNESCO outside Africa • creation of virtual inter-university and inter-Club student networks and societies to foster collaborations • organize in collaboration with UNESCO UNITWIN Chairs research seminars to serve as platforms for youth to interact with leading researchers across UNESCO’s fields of competence • Collaborate with UNESCO Associated Schools Network to promote grassroots initiatives for local-led and youth inspired projects |
| <p>Network and establish peer learning opportunities for science, technology, and innovation that improve the skills profile of Africa’s youth</p> | <ul style="list-style-type: none"> • congress of young researchers for the promotion of scientific research and innovation in areas such as technology, science and humanities • regional youth forum on gender equality in access to education and Information and Communication Technologies (ICTs) • identify young local leaders and promote their platforms inside and outside the African continent |
| <p>Provide enrichment support to the General History of Africa (GHA) project, promote and disseminate GHA</p> | <ul style="list-style-type: none"> • organising events, exhibitions, shows, and memorial associations focused on GHA • animations, illustrations, music, drama, e – learning tools, films, documentaries, photography and storytelling • create workshops to raise awareness and train young people to use digital technologies to promote their lived experiences, stories and relation to the past |



ACTIVITIES MAPPING 2:

| INTERVENTION | EXAMPLES |
|---|--|
| <p>Address cultural disconnect through cultural awareness initiatives for African youth diaspora. Foster youth exchange platforms to promote and raise the visibility of Africa’s cultural heritage</p> | <ul style="list-style-type: none"> • cultural workshops and tournaments to engage youth in traditional arts, music, and storytelling to help them connect with their heritage • capacity-building seminars on cultural project management and World Heritage nomination for sustainable development • design opportunities for young people to participate in the local government meetings concerning heritage preservation • collaborating with a peer club or association and promoting “Meet Africa” initiative that stands for African heritage and culture of peace • co-creation of digital content and creative platforms to promote African heritage worldwide (joint design of virtual databases, multilingual songs, short films, blogs, photographs, and art repositories, etc) • support ownership of the digital platforms and ensure access within Africa |
| <p>Involve youth and local communities in the safeguarding process and ensuring cultural heritage is relevant and meaningful to them</p> | <ul style="list-style-type: none"> • workshops to promote cultural heritage expertise in Africa and facilitate the exchange of successful heritage conservation strategies among young experts of various countries (ex. Clubs in various African countries engage in workshops to address local challenges, exchanging ideas and best practices for effective community involvement) • trainings in heritage management practices at African World Heritage sites, prioritising youth and local communities living in and around these sites • create hubs for heritage preservation in which local communities come together to learn more about how safeguarding functions • recreate meetings of the UNESCO heritage conventions to train the youth in understanding the way such international instruments work • celebrate Heritage days attached to UNESCO and UN |
| <p>Combating illicit trafficking of cultural property and promoting adherence to international conventions such as the 1970 Convention</p> | <ul style="list-style-type: none"> • youth-led activities and training workshops organized in collaboration with local museums, focused on awareness raising, capacity-building and empowering local communities to protect Africa’s cultural heritage • promote awareness raising activities, by reaching out to local conservation communities and through partnerships with other institutes inside and outside the African continent • invite practitioners from specific professions in different countries – conservationists, border control personnel specialized in identifying trafficked heritage – to discuss their challenges and the importance of cultural property laws. |

ACTIVITIES MAPPING 3:



| INTERVENTION | EXAMPLES |
|--|--|
| <p>Combating illicit trafficking of cultural property and promoting adherence to international conventions such as the 1970 Convention</p> | <ul style="list-style-type: none"> • youth-led activities and training workshops organized in collaboration with local museums, focused on awareness raising, capacity-building and empowering local communities to protect Africa’s cultural heritage • promote awareness raising activities, by reaching out to local conservation communities and through partnerships with other institutes inside and outside the African continent • invite practitioners from specific professions in different countries – conservationists, border control personnel specialized in identifying trafficked heritage – to discuss their challenges and the importance of cultural property laws. |
| <p>Address challenges such as limited access to technology and skills to ensure that all young Africans can fully participate in the digital economy. Create an enabling environment for youth-led innovation on new and emerging technologies in Africa through peer learning and technology transfer platforms</p> | <ul style="list-style-type: none"> • youth-led scientific events such as conferences, colloquia, forums, and symposiums and cooperate in the fields of ICT, Ethics in AI, Girls and Women in STEM, enhancing Open Science and open research skills • aim to either broadcast such meetings or invite young people to discuss the outcome documents • invite UNESCO / UN / UN agencies representatives to explain the impacts and importance of technology in these fields. • establish a global network of young technology innovators to serve as champions of the flagship programme on emerging technologies, and its contribution to the implementation of the African Union Continental Strategy on AI • partnering with organisations focused on STEM and Open Science to gain access to resources, mentorship, and funding for projects that benefit the community • creating programs that introduce STEM concepts to younger students through fun activities and experiments, promoting early interest in these fields |
| <p>Build capacity of African Member States to advance science and apply it to sustainable natural resource management, ecosystem and biodiversity conservation and restoration, and disaster risk resilience</p> | <ul style="list-style-type: none"> • creating networks among young environmentalists within biosphere reserves and geoparks and facilitating collaboration on projects and initiatives that benefit both the environment and local communities (ex. Clubs for UNESCO of the Universities of Ouagadougou (CAU-UO) organised on October 26-27, 2023, a free training in computer science for the benefit of 40 students) • assisting in designing short courses or workshops on natural emergency management and AI studies with scientific guidelines for application for environmental protection (ex. The International Camp for Cultural Exchanges, Reforestation, and Community Actions (CIECRAC) was held from July 27 to August 5, 2024, in Banfora. This camp included trainings and workshops on natural emergency management, emphasising the application of AI technologies for environmental protection. Participants engaged in reforestation activities, community actions, and discussions under the theme “Clubs for UNESCO in Burkina Faso, 50 years of commitment to building peace and sustainable development: assessment, challenges, and prospects”) • support participation of young people from Africa in key meetings at UNESCO events, so that they can bring their local perspective into the debate |

INSTRUCTIONS ON HOW TO USE THE ROADMAP

This roadmap acts as a guide for the Clubs and Associations for UNESCO in designing activities within the national, sub national, urban and rural contexts of each region.

1. Focus your activities on one of the six objectives:

- EDUCATION and LIFELONG LEARNING
- CLIMATE CHANGE AND ENVIRONMENTAL SUSTAINABILITY
- DIGITAL TECHNOLOGY AND GLOBAL INNOVATION, INCLUDING ETHICAL STANDARDS
- CRISIS PREPAREDNESS AND RESPONSE
- AFRICA WE WANT

2. Apply Cross-cutting approaches:

- UNESCO's Gender-Based Resilience Framework, Gender equality or gender transformative approach
- Wellbeing and mental health
- Civic engagement and community development
- Resources for youth initiatives, emphasising social impact projects and promoting grants and scholarships to enhance educational opportunities, particularly for marginalised communities and groups Integrate these approaches as needed in the designed activities

3. Choose an intervention based on your Club or Association needs or resources available:

- **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
- **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
- **Impactful Youth Solutions:** Community Action and Mobilization Projects
- **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

INSTRUCTIONS ON HOW TO USE THE ROADMAP

- **4. Read case studies** – examples of successful past and current activities implemented in different regions. They are meant to act as an inspiration and a guide of possibilities. You can reach out to the Associations and Clubs that designed these activities to discuss best practices and lessons learnt.
- **5. Analyse activity mapping** - a list of proposed interventions that act as international recommendations and as a guide toward your activity design. Will it be an intersection with another peer international project or based as a regional, national, urban or rural activity?
- **6. Define potential partnerships** – Brainstorm and identify potential partnerships with stakeholders such as government, private sector, non-profit organisations, and others. Collaborate through knowledge sharing and resources or creating a mutual project through a partnership that is international, regional, national/subnational, urban/rural partnership. Sample below:

| ACTIVITY/INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/SUBNATIONAL | URBAN/RURAL |
|---|------------------------------------|--|---|---|
| EDUCATION: TO INCREASE THE LITERACY RATES | WITH A PEER CLUB BASED IN xxxxx | DEFINE A REGIONAL ISSUE & Partnership | FOCUS ON NATIONAL OR SUBNATIONAL INTERVENTION | CHOOSE URBAN VS RURAL INTERVENTION & choose partner |

HOW TO STRATEGIZE PARTNERSHIPS

By defining, locating, and maintaining a partnership with political, economic, cultural and social actors on the national or subnational, regional or sub-regional or international level, an activity could transform into an impactful and long-lasting grassroots movement transforming communities. Therefore, by defining the correct goal and target group, and by locating the appropriate partnerships, there will be a successful longevity of an activity.

The first step is to define the core of your partnership: is it governmental, bilateral, multilateral? Are you interested in reaching out to monetary institutions and developments banks, philanthropists and patrons? Would you develop public private partnerships, mobilisation of domestic resources?

The second step is to create stakeholder partnerships and an effective stakeholder engagement strategy: what is the target audience that the activity is aiming at assisting?

Identify beneficiaries, vulnerable communities, fellow scientists, and government and private sector stakeholders to collect their interest level and feedback.

Based on the collected information from interviews and questionnaires, design the stakeholder engagement strategy on:

- Inquire about the level of interest or engagement from stakeholders and the type of information they would be interested in receiving or how to engage.
- Influence level: Give stakeholders rating labels from very high to very low based on their influence on the project. (Leading: A leading stakeholder is aware of the project's impact and is actively involved. Supporting: A supporting stakeholder is aware of the project's impact and supports the project. Neutral: A neutral stakeholder is aware of the project's impact but neither resists nor supports the project. Resistant: A resistant stakeholder knows the project's impact but resists change. Unaware: An unaware stakeholder doesn't know about the project or its impact.)
- Communication frequency: Identify how often to communicate with this stakeholder.
- Communication channel approach: Identify what communication tool to communicate with a stakeholder.
- Build a stakeholder engagement strategy based on the interest level, influence, frequency, and channel approach.
- Monitor and evaluate the stakeholders' engagement strategy and internal communications strategy by asking for written feedback or providing a formal survey with detailed questions about the engagement process and by asking the internal team what they think about the engagement or communications plan.
- Create an outline for follow-up and best practices

1. EDUCATION and LIFELONG LEARNING

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

2. CLIMATE CHANGE AND ENVIRONMENTAL SUSTAINABILITY

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

3. DIGITAL TECHNOLOGY AND GLOBAL INNOVATION, INCLUDING ETHICAL STANDARDS

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

4. INCLUSIVE SOCIETIES, FREEDOM OF EXPRESSION, CULTURAL DIVERSITY, PROTECTION OF HERITAGE and PEACEBUILDING

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

5. CRISIS PREPAREDNESS AND RESPONSE

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

6. PRIORITY AFRICA – AFRICA WE WANT

CHOOSE YOUTH INTERVENTIONS based on Club or Association needs or resources available:

1. **Setting the youth agenda through new knowledge:** generating data and evidence, youth-led innovation, educational outreach, and knowledge sharing.
2. **Integrating youth needs and solutions in public policies:** Lobby for youth-integrated and inclusive policies and legislation and strategies in coordination with ministries responsible for nutrition, health, social and child protection, water/sanitation, justice, and education, and secure adequate resources for implementation.
3. **Impactful Youth Solutions:** Community Action and Mobilization Projects.
4. **Strengthening skills for youth development and engagement:** mentorship and peer support in developing Job Readiness, vocational and technical skills, leadership and life skills, entrepreneurship and business skills.

| ACTIVITY/ INTERVENTION | INTERNATIONAL | REGIONAL | NATIONAL/ SUBNATIONAL | URBAN/ RURAL |
|---------------------------|---------------|----------|--------------------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

PARTNERSHIPS TO COLLABORATE AND KNOWLEDGE SHARE

BIBLIOGRAPHY

1. Transforming our world: the 2030 Agenda for Sustainable Development, 21 October, 2015, <https://documents.un.org/doc/undoc/gen/n15/291/89/pdf/n1529189.pdf>
2. Pact for the Future, Global Digital Compact and Declaration on Future Generations, September, 2024, https://www.un.org/sites/un2.un.org/files/sotf-pact_for_the_future_adopted.pdf
3. United Nations Youth Strategy, 24 September, 2018, https://www.un.org/youthenvoy/wp-content/uploads/2018/09/18-00080_UN-Youth-Strategy_Web.pdf
4. Medium-Term Strategy for 2022-2029 (41 C/4), 2024, <https://unesdoc.unesco.org/ark:/48223/pf0000378083>
5. United Nations Security Council Resolution 1325, S/RES/1325, 31 October, 2000, https://www.un.org/shestandsforpeace/sites/www.un.org.shestandsforpeace/files/wps_sres1325.pdf
6. Records of the General Conference, 39th session, Paris, 30 October-14 November 2017, v. 1: Resolutions, Annex VI: Regulatory Framework regarding Associations and Clubs for UNESCO, p. 143, <https://unesdoc.unesco.org/ark:/48223/pf0000260889>
7. United by UNESCO: Associations and Clubs for UNESCO as a driving force for a sustainable future, 2023, <https://unesdoc.unesco.org/ark:/48223/pf0000387420>
8. Declaration on the Responsibilities of the Present Generations Towards Future Generations, 12 November, 1997. <https://www.unesco.org/en/legal-affairs/declaration-responsibilities-present-generations-towards-future-generations>
9. Incheon Declaration and Framework for Action, 21 May, 2015, https://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf
10. SITUATION ANALYSIS OF SRH, 26 July, 2022, https://www.unicef.org/eswatini/media/1671/file/Eswatini_Situation_Analysis_of_Sexual_Reproductive_Health_Report_2022.pdf.pdf
11. Shaping tomorrow's cities – the role of youth in urban design Report, 23 February, 2024, <https://www.childinthecity.org/2024/02/23/shaping-tomorrows-cities-the-role-of-youth-in-urban-design/>
12. UNDRR Sendai Framework for Disaster Risk Reduction 2015-2030, 18 March, 2015, <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>
13. Artificial intelligence and digital transformation, 21 February, 2022, <https://www.unesco.org/en/articles/artificial-intelligence-and-digital-transformation?hub=752>
14. WHO and mental health, 31 March, 2023, https://www.who.int/news-room/fact-sheets/detail/depression/?gad_source=1&gclid=Ci0KQCQjwsc24BhDPARIsAFXqAB1dGJ3XOuc21GkGDSQKtvFMiGCiP18A2x7k5aCNGcyeHxurYeCuuvvaAjqlEALw_wcB
15. Child and Youth Safety Online, 2023, <https://www.un.org/en/global-issues/child-and-youth-safety-online>
16. UNDP Preventing Violent Extremism Through Promoting Inclusive Development, Tolerance and Respect for Diversity, 1 June, 2016, <https://www.undp.org/sites/g/files/zskgke326/files/publications/Discussion%20Paper%20-%20Preventing%20Violent%20Extremism%20by%20Promoting%20Inclusive%20Development.pdf>
17. UNDRR Children and youth, 2019, <https://www.undrr.org/implementing-sendai-framework/sendai-framework-action/children-and-youth>
18. Youth.gov Teen CERT: Community Emergency Response Team, 2024, <https://youth.gov/federal-links/teen-cert-community-emergency-response-team#:~:text=The%20Teen%20CERT%20training%20program,without%20endangering%20themselves%20or%20others>
19. Africa We Want 2063, 10 June, 2013, <https://au.int/en/agenda2063/overview>
20. AFRICAN DEVELOPMENT BANK, 31 July - 1 August, 2023, https://www.afdb.org/sites/default/files/2023/08/11/setting_the_scene_presentation_for_g-cop_on_youth_s_.pdf
21. From Africa to the World, 2020, <http://jogha.org/documents/issue202001/jogh-10-010321.pdf>
22. The Operational Strategy for Priority Africa 2022-2029, September 2022, <https://unesdoc.unesco.org/ark:/48223/pf0000382928>
23. UNESCO Atlas of the World's Languages in Danger, 2010, <https://unesdoc.unesco.org/ark:/48223/pf0000187026>
24. Fostering cultural heritage and capacity development, 2024, <https://www.unesco.org/en/articles/flagship-program-3-promoting-cultural-heritage-and-capacity-development>
25. Operational Plan 2024 – 2026. UNESCO World Heritage Convention, 2024, <https://whc.unesco.org/en/africa/>
26. Projects Supporting Population Evidence and Champions in Africa (SPEC), September, 2019, <https://www.prb.org/resources/africas-future-youth-and-the-data-defining-their-lives/>
27. UN Transforming Africa with STI-driven solutions, 27 September, 2024, <https://www.un.org/africarenewal/magazine/september-2024/transforming-africa-sti-driven-solutions>