

37 C/4

2014–2021

DRAFT MEDIUM-TERM STRATEGY



United Nations
Educational, Scientific and
Cultural Organization



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seven objectives have guided me in elaborating the draft documents:

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

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

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

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

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

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

These include :

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

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

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

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

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

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

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

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

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

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

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

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

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

Throughout all of this, focus must remain our mainstay.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A handwritten signature in black ink, reading "Irina Bokova". The signature is fluid and cursive, with the first name "Irina" and the last name "Bokova" clearly distinguishable.

Paris, February 2013
Irina Bokova

I. The evolving international environment and development landscape

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

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

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

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

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

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

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

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

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

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

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

III. Mission statement

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

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

IV. Functions

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

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

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

V. Global priorities

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

Priority Africa

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

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

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

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

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

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

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

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

UNESCO will therefore take action in two priority areas:

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

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

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

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

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

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

Gender Equality

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

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

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

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

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

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

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

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

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

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

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

VI. Overarching objectives

15. As decided by the Executive Board, all strategic objectives and thematic focus areas must respond to the following two overarching objectives:
 - ▮ Peace – Contributing to lasting peace;
 - ▮ Sustainable development - Contributing to sustainable development and the eradication of poverty.
16. The overarching objectives must also guide the Organization's work with respect to activities for youth, LDCs, SIDS and countries in transition.
17. The needs and aspirations of youth are central concerns to UNESCO. Young people carry the greatest burden of change across the world, especially young women. They

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

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

VII. Strategic objectives

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

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

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

Major Programme I

Education for peace and sustainable development

Major Programme II

Science for peace and sustainable development

Major Programme III

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

Major Programme IV

Building peace and sustainable development through heritage and creativity

Major Programme V

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

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

Mission statement

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

Overarching objectives

Peace

Sustainable development

Global priorities

Africa

Gender equality

Strategic objectives

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

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

SO 3: Shaping the future education agenda

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

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

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

SO 7: Protecting, promoting and transmitting heritage

SO 8: Fostering creativity and the diversity of cultural expressions

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

Responding to Post-Conflict and Post-Disaster Situations

Introduction to Strategic Objectives 1, 2 and 3

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

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

Strategic Objective 1

Developing education systems to foster quality lifelong learning opportunities for all

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

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

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

Expected outcomes

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

Strategic Objective 2

Empowering learners to be creative and responsible global citizens

38. UNESCO will promote education that empowers learners to understand societal challenges and to develop effective and creative responses to them; contribute to the creation of peaceful, equitable and sustainable societies based on the principles of social justice and respect for human rights, gender equality, diversity and the environment; participate actively in democratic processes; and lead decent lives.
39. This will be achieved through supporting Member States to ensure that learning content, environments, practices and processes foster the acquisition of relevant competencies to tackle local and global challenges, such as critical thinking, creativity, understanding of the ethical dimensions of human development, and active and responsible citizenship. In particular, the Organization will promote education for peace and human rights; strengthen education for sustainable development (ESD) and enhance health education to support Member States to develop safe and inclusive learning environments that foster learners' overall well-being and achievement.
40. UNESCO will promote peace and human rights education for global citizenship, notably within the framework of

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

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

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

Expected outcomes

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

Strategic Objective 3

Shaping the future education agenda

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

Expected outcomes

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

Introduction to Strategic Objectives 4, 5 and 6

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

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

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

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

Strategic Objective 4

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

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

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

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

Expected outcomes

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

Strategic Objective 5

Strengthening international science cooperation for peace, sustainability and social inclusion

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

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

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

Expected outcomes

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

Strategic Objective 6

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

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

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

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

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

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

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

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

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

96. UNESCO has a unique role to play in providing support to societies undergoing transformation and transition at a time of globalisation. UNESCO has the mandate and experience to accompany the design and implementation of policies of inclusion and access to all members of society – access to quality education, access to cultural life, access to the creation and sharing of knowledge, including scientific advances, access to information and means of communication. Policies for inclusion in education, culture, the sciences, communication and information are essential for strengthening social resilience and providing individuals with the tools and knowledge they need to make the most of the opportunities of change. Such policies are vital also for building greater respect and mutual understanding. UNESCO must continue to work as a catalyst of policies to enhance and release the full potential of all individuals and all societies.

97. In ever more diverse societies, UNESCO will take forward its core humanist mandate to foster “mutual understanding and a truer and more perfect knowledge of each other's lives.” UNESCO has an unparalleled experience to support Member States in designing innovative policies for deeper dialogue and mutual understanding. UNESCO works to strengthen the fabric for open and inclusive societies, through activities across a broad range -- including intercultural exchanges, cultural networks, the arts, sport, the integration of young people and the promotion of inter-generational dialogue. The promotion of inter-cultural dialogue is especially vital at a time when societies face new forms of inequality, exclusion, violence and bigotry, compounded by local tensions and conflicts. Promoting respect, tolerance and mutual understanding requires education for all, sharing of scientific knowledge, resilient cultures, and accessible communication and information networks. These are the foundations for lasting peace and sustainable development between and within societies.

98. UNESCO will strengthen its support to Member States through a more focused, higher-profile, more forward-looking and rights-based strategic approach. To create new synergies and enhance effective delivery, it is proposed to establish in the framework of the 37 C/5 a Centre for Social Transformations and Intercultural Dialogue. The mission of the Centre will be to support Member States in developing innovative policies to accompany and anticipate social transformations, on the basis of sharper work to map out social needs and stronger foresight in its fields of competences.

99. The new Centre for Social Transformations and Intercultural Dialogue will bring together and redeploy a number of activities, currently dispersed throughout the Secretariat, that work to promote social cohesion, intercultural dialogue and foresight and anticipation, in order to support Member States and to provide UNESCO's action with greater coherence, impact and visibility and bring it closer to the field.

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

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

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

Expected outcomes

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

Introduction to Strategic Objectives 7 and 8

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

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

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

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

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

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

113. At the multilateral level, UNESCO will capitalize on recent achievements in promoting culture as a driver and an enabler of peace and sustainable development, notably the outcome Document of the 2010 World Summit, the 2010 and 2011 Resolutions of the United Nations General Assembly on culture and development, the outcome document of the 2012 UN Conference on Sustainable Development (Rio +20), the conclusions of the 2013 Economic and Social Council's Annual Ministerial Review on 'Science, technology and innovation, and the potential of culture, for promoting sustainable development and achieving the Millennium Development Goals' and the report of the United Nations Task Team to the Secretary General on the Post-2015 United Nations Development Agenda. Action will build on the Organization's flagship programmes and standard setting instruments, thus ensuring the protection, conservation and safeguarding of heritage, the promotion of creativity and the heritage of the future through international cooperation and intercultural dialogue.

114. Within the UN system, UNESCO has a unique mandate and expertise to promote heritage and creativity as forces for peace and sustainable development. This enables the Organization to pursue functions at global, regional and national levels, from policy advice to capacity-development, in areas ranging from heritage – in all its manifestations – to cultural expressions and cultural industries. UNESCO will strengthen the impact at country level of its unique suite of normative instruments through the effective and integrated implementation of its cultural conventions on inclusive social and economic development, thereby alleviating poverty, generating income, and sustaining livelihoods at the individual and community levels. This will involve developing capacities of institutions, culture professionals and individuals, and providing advice for policy design and development. The Organization will continue to build evidence of the contribution of culture to inclusive societies through intercultural dialogue, reconciliation and peace at regional, national and local levels and within an equitable economic development perspective. This effort will include the continued implementation of initiatives to strengthen national ownership through the preservation and promotion of shared history and heritage, as well

as the contemporary cultural expressions they have generated, in particular among diaspora communities.

115. Special attention will be given to countries experiencing crisis and tensions, countries in transition and following situations of conflict, as well as countries impacted by natural disasters, where the revitalization of culture and the rehabilitation of cultural and documentary heritage are essential for creating the conditions for recovery by building national identity, lasting peace and sustainable development.

116. In developing innovative and culturally appropriate responses to the challenges of sustainable development, UNESCO will reach out widely to civil society and local communities, including NGOs, with a particular emphasis on youth as a priority group. Empowering young people to drive positive change by promoting policies and investments in the artistic and creative potential of the entrepreneurs and creators of tomorrow is a policy imperative. In equal measure, youth participation and volunteerism in heritage projects and the promotion of heritage values will be encouraged as a vector of dialogue, for preventing conflict and building socially inclusive societies.

117. Particular attention will be given to the Organization's two global priorities, Africa and Gender Equality. UNESCO will give priority to working with African Member States and regional and sub-regional partners and networks to promote the contribution of heritage and creativity to sustainable development and regional integration. In this context, UNESCO will enhance its cooperation with the African Union and contribute to the achievement of its objectives. Renewed emphasis will be placed on strengthening policies as well as the institutional and professional capacities necessary to assure the effective protection, safeguarding and promotion of heritage, respect for cultural identities and the development of viable cultural and creative industries as drivers of growth and peace. In this vein, the International Decade for People of African Descent (2013–22), is an important opportunity to strengthen efforts to combat prejudice and discrimination handed down from history and to foster reconciliation and new ways of living together by promoting new perspectives on the history of Africa, the slave trade and slavery, as well as appreciation of the cultural expressions generated by the diaspora communities. Inspired by the growing international momentum around the culture and development agenda and the recognition that sustainable development is best achieved through ensuring equality between women and men in all fields of social, political, economic and cultural life, UNESCO will seek to make an original and significant contribution to the post-2015 development agenda, by promoting the conditions to ensure equal access to cultural heritage, equal participation in the transmission of cultural values, gender equality in vocational education and training and the social empowerment of women.

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

Strategic Objective 7

Protecting, promoting and transmitting heritage

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

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

Expected outcomes

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

Strategic Objective 8

Fostering creativity and the diversity of cultural expressions

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

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

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

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

Expected outcomes

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

Introduction to Strategic Objective 9

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

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

Strategic Objective 9

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

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

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

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

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

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

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

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

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

Expected outcomes

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

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

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

Leading for Effectiveness and Managing for Results

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

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

The Five Strategic Directions of the Independent External Evaluation

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

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

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

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

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

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

2 – Developing a results culture

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

The crucial role of evaluation

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

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

3 – Working closer to the Field

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

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

4 – Strengthening UNESCO's participation in the United Nations

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

5 – Implementing the new partnership strategy

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

6 – Partnership with non-governmental organizations (NGOs)

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

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

7 – Mobilize extrabudgetary resources

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

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

8 – Cooperation with National Commission for UNESCO

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

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

9 – Visibility and public information

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

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

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

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

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

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

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

10 – Implement an effective human resources management

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

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

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

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

11 – Knowledge Management (KM) and Information and Communication

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

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

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

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

12 – Towards smart, green practices

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

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



United Nations
Educational, Scientific and
Cultural Organization

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2014–2021

DRAFT MEDIUM-TERM STRATEGY CORRIGENDUM

PARIS, April 2013
All languages

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

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

