



UNESCO-mainstreaming

the needs
of youth

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Acting with and for young people



6 Youth can – and must – make a contribution, and a difference. We need your inputs not only on what to do, but on how to do it: guide us in devising programmes and projects in which there is a space for young people; help us define the possible interface between the activities you undertake with your associations and non-governmental organizations and UNESCO’s activities. Let us define ways for establishing a real partnership in order to help us open up for young people’s participation.

A handwritten signature in black ink, which appears to read 'K. Matsuura'. The signature is fluid and cursive, written on a white background.

Koïchiro Matsuura
Director-General, UNESCO

UNESCO and youth: participation, partnership, and empowerment

2

The most ardent wish of young people is to *participate*, as full and equal citizens, in today's world. They perceive themselves as capable of assuming responsible, determining roles in society. They need only be given the opportunity and guidance in order to prove their ability. Historically, where significant social change has taken place, young people have been in the vanguard. But today, what role do young people play in contemporary societies? What types of opportunities exist for them to be taken as serious and reliable partners in the conceptualization, planning and implementation of policies and programmes in their communities and societies while they simultaneously play an active part in effecting social change?

The objective of UNESCO is to help empower young people, reaching out to them, responding to their expectations and ideas, fostering useful, long-lasting skills. The challenge is enormous: young people are a heterogeneous group in constant flux and evolution, with certain groups more at risk, more vulnerable than others. UNESCO is encouraging:

- ▶ the *participation* of young men and women in UNESCO and in partner organizations, to open up opportunities for all to listen to and engage in dialogue with them;
- ▶ *partnerships* between UNESCO and young people, to solicit and integrate their views and priorities and collaborate with them in setting up projects and programmes in the areas of the Organization's competence;
- ▶ the incorporation of youth concerns and issues into the policy agendas of Member States in education, the sciences, culture and communication, in order to create spaces and opportunities for *empowering* young people and giving recognition, visibility and credibility to their contributions.

HIV/AIDS and Human Rights
Asian Regional Training
Workshop, Centre for Indonesian
Medical Students' Activities
(CIMSAs), Indonesia, 2002.



Today there are over 1 billion young people aged 15–24 living on the planet Earth – almost 20% of total world population. This enormous group is a veritable demographic force in constant movement, needing and demanding food and housing, education, training, jobs and cultural inspiration. Youth also represents an essential and dynamic part of the world’s human resources. UNESCO sees young people in the context of their potential creativity and dynamism. Young people must be considered as actors, players and partners. Indeed, they are strategic catalysts for new ideas contributing to peace and human development, as well as to the renewal of the human society, especially in a globalizing world. UNESCO’s strategy of action with and for youth aims to ensure that youth concerns, visions and contributions are fully taken into account in all of the Organization’s programmes and activities, i. e. that they are *mainstreamed*.

The principal objective of UNESCO’s efforts in this regard is the empowerment of young people so as to ensure and enhance their full participation as equal and valuable partners, especially in the design and shaping of the knowledge society. Young people are not only subjects for whom various actions and activities are carried out; they are also agents and actors with whom programmes should be envisaged and implemented.

UNESCO’s policy for mainstreaming youth is guided by the *World Programme of Action for Youth to the Year 2000 and Beyond*, adopted by the United Nations General Assembly in 1995. It has been further inspired and informed by recommendations, declarations and plans of actions emanating from a number of regional and international youth meetings and forums held over the past few years.

Mainstreaming youth into UNESCO’s programmes is thus two-dimensional:

- ▶ it responds to articulated and perceived needs, and
- ▶ it initiates action aimed at empowerment.

UNESCO's 2001 Youth Forum

A renewed commitment

In 2001, the Executive Board decided that a Youth Forum be held in connection with the 31st session of the General Conference – UNESCO's highest decision-making body. This was an important expression of UNESCO's choice and commitment to involve young people in its work at all levels.

This Youth Forum was an opportunity for young delegates from more than a hundred Member States and varied cultural backgrounds, to exchange views, share experiences, reflect together and discuss, and above all, identify common preoccupations and problems. The main objective of the Forum was to yield a qualitative and clear opinion on the *cross-cutting themes* set out in UNESCO's Medium-Term Strategy for 2002–2007: 'Eradication of poverty, especially extreme poverty' and 'The contribution of information and communication technologies (ICTs) to the development of education, science and culture, and the construction of a knowledge society'.



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The expectations were high, and it was hoped that participants would develop practical and concrete proposals on how UNESCO and youth can work together in order to contribute to these challenging objectives. UNESCO will work towards bridging the inevitable gap between a huge and complex international Organization, with its many partners and networks, and young people. The National Commissions for UNESCO will be a crucial actor in this.

The Youth Forum served as a multicultural encounter demonstrating how dry concepts can be filled with life and colour. Indeed UNESCO considers young people as messengers of tolerance and intercultural understanding, joining the Organization in its efforts to promote cultural diversity.

UNESCO has always found a place for youth in its activities, in addition to the Organization's work in education, one of its main domains. Since 1946, right after the Second World War, UNESCO helped organize international volunteer youth work camps in the efforts to rebuild a devastated Europe. In the 1970s, in response to the various student demonstrations of the sixties, UNESCO's action in favour of youth took a new turn, acquiring a

specificity and a particular visibility. The programmes for youth continued to be reinforced within the activities of the Organization. Today, the Organization is mobilizing support from Member States and other partners (non-governmental organizations (NGOs), civil society organizations and associations) and is moving even further to integrate youth in terms of participation, partnership and empowerment (see page 2).

Youth Forums at major UNESCO Conferences

As an expression of the commitment to encourage the participation of young men and young women in conferences and major events organized by UNESCO and its partners, Youth Forums were held during the World Conference on Higher Education (Paris, France, October 1998), the World Conference on Science (Budapest, Hungary, June 1999), the Second Session of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) (Berlin, Germany, December 2001) and during the 30th and 31st sessions of the UNESCO General Conference. The Final Report of the Proceedings of the UNESCO Youth Forum during the General Conferences are available as documents 30 C/INF.44 and 31 C/INF.17, respectively. The latter can be accessed at www.unesco.org/confgen/youth_forum/index.shtml; for the former, see www.unesco.org/confgen/en_documents.shtml.

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The 2001 Youth Forum – an assessment by the Director-General of UNESCO

'It is noteworthy how much the deliberations of the Youth Forum focused on the digital divide, along with other key themes and issues. I was very happy that we managed, with a minimum of resources, to organize this Forum. And I was even happier when I learned of the relevance of the Forum's recommendations. Let me just single out three of them, as they are pertinent to the agenda of this General Conference:

- ▶ With respect to poverty, the youth delegates proposed "a new vision of globalization, putting people before material values" and stressed that "poverty is a denial of basic human rights". While they called for specific action, they also offered themselves as a resource, emphasizing that peer education and non-formal education in general are essential to achieve development goals.
- ▶ With regard to the role of information and communication technologies, the Youth Forum underlined that "using the appropriate technology is vital and ICT projects must not be limited to the Internet". Traditional media will remain important instruments to spread information, and UNESCO should support training and networking of student radio stations and assist in creating telecentres.
- ▶ In the Youth Declaration on Terrorism and War, the Forum delegates expressed their wish "to build a future based on education for all, a culture of peace, scientific co-operation, respect for cultural diversity and call for a permanent dialogue among cultures and civilizations".

We all should be proud of having created this opportunity for exchange and dialogue and for seeking solutions. I wish to commend all the participants, organizers and sponsors for this successful event, for their dedication and for the quality of their deliberations. I hope we can organize such a Forum again in the future.'

UNESCO is actively seeking collaboration with the major players in the area of youth.

The Organization is present at the consultations and initiatives of intergovernmental organizations such as the Council of Europe and the Iberoamerican Youth Organization. UNESCO is a member of the Working Group on Youth Development that unites major donors – the Inter-American Development Bank (IDB), the International Youth Foundation and youth NGOs – engaged in joint activities in the Latin American and Caribbean region.

Special collaboration is sought with United Nations agencies. UNESCO has worked on youth and sustainable development with the United Nations Population Fund (UNFPA), youth and sustainable consumption with United Nations Environment Programme (UNEP), and it has collaborated with UNICEF in the preparations for the United Nations General Assembly Special Session on Children (8–10 May 2002). Finally, it is continuously involved in the implementation of the World Programme of Action for Youth to the Year 2000 and Beyond adopted by the United Nations General Assembly in 1995.

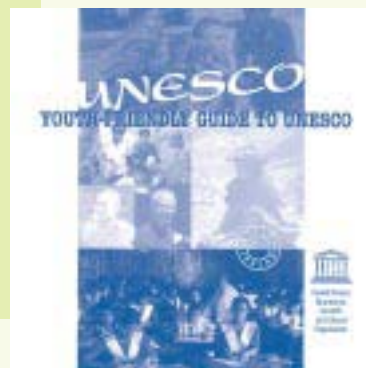
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The World Programme of Action for Youth to the Year 2000 and Beyond (United Nations General Assembly resolution 50/81, 1995) highlights ten

priority areas for youth-related actions, namely, education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women, and the full and effective participation of youth in the life of society and in decision-making. It is addressed to governments, but support from the international community – non-governmental organizations (NGOs), the public and private sectors and youth organizations, in particular – is encouraged.

www.un.org/esa/socdev/unyin/library/index.html



the international context



The **World Youth Forums (WYF)** serve to channel the voices of youth into the United Nations system. UNESCO plays a major role in organizing these events, which are a mechanism to evaluate the World Programme of Action for Youth to the Year 2000 and Beyond. There have been four Youth Forums so far, the first two of which were held in 1991 and 1996 in Vienna, Austria.

The **Third World Youth Forum** of the United Nations system was held in Braga, Portugal from 2 to 7 August 1998. Over 500 participants debated the general theme of Youth Participation for Human Development. They insisted that young people can and should be part of the solution to the problems in the world and listed a series of recommendations in the Braga Youth Action Plan (www.un.org/events/youth98/yforum98/wyforum.htm).

The **Fourth World Youth Forum** of the United Nations system was held in Dakar, Senegal from 6 to 10 August 2001. Over 250 young people, many representing international or national NGOs, youth networks or associations, came together with a call for the establishment of a central purpose, which was the empowerment of youth to participate more effectively in every aspect of society. They approved the Dakar Youth Empowerment Strategy which recommends, among other things, the establishment of an Education and Information and Communications Technologies (ICT) fund to promote North-South and South-South co-operation (www.un.org/esa/socdev/unyin/forum/index.htm).



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The **First World Conference of Ministers Responsible for Youth**, held on 8–12 August 1998, took place in Lisbon, Portugal immediately after the Third World Youth Forum. The ten priority areas of the World Programme of Action for Youth to the Year 2000 and Beyond were reviewed with a view to identifying possible directions for government action supported by all interested parties. Several recommendations on peace and development were adopted and included in the 1998 Lisbon Declaration (www.un.org/events/youth98).

A new dimension: linking youth via videoconferences . . .

In order to extend the World Youth Forum's (WYF) impact to more young people and to enrich its thematic debates, UNESCO organized a series of videoconferences in collaboration with the World Bank Institute (WBI) and the Bank's Global Development Learning Network (GDLN), which has its studios in different parts of the world. These conferences gave groups of representatives of youth organizations around the world the opportunity to be directly linked up to the WYF and to discuss the issues that were on the Forum's agenda with the young people present in Dakar.

UNESCO mobilized participants in each country taking part in the videoconferences, relying on National Youth Councils, international youth NGOs and UNESCO National Commissions and Field Offices. Youth representatives prepared, animated and led the debate in each of the studios.

Four 90-minute videoconferences were organized around specific themes.

- ▶ The opening day, 6 August 2001, linked young people in Senegal, Egypt and the United Kingdom with Dakar for a discussion of the purpose and relevance of the WYF in general.
- ▶ The next day, youth in Benin, Côte d'Ivoire linked to the participants in Dakar debated about 'Culture of Peace'.
- ▶ On 8 August 2001, 'Youth, Sports and Leisure-time Activities' were discussed by participants of the WYF and youth in France.
- ▶ On 9 August 2001, a lively exchange on 'Education and ICTs' took place between WYF participants and young people in Chile, Costa Rica, Bolivia, Peru, Nicaragua and the Dominican Republic.

These videoconferences helped increase participation substantially (the videoconferences gathered more people than the WYF itself!) and contributed important insights through the process: Dakar participants were made aware of their responsibility in representing other young people and their concerns. Ever since Dakar, participants continue to exchange and network around projects and initiatives. Indeed, youth in all the studios were proud to contribute, even from a distance, to the WYF. Participants were unanimous in considering the videoconferences as a fantastic tool for intercultural youth exchange: an easy, inexpensive way to link up and discuss, sharing views and experiences. They invited UNESCO and the World Bank to provide this kind of opportunity to youth on a regular basis and independently of major events such as the WYF.

For more information on the UNESCO/World Bank videoconferences, visit www.unesco.org/youth/progvideoconf.doc

. . . an innovation to be continued

the international context

Some facts and figures

Over 1 billion young people live in the world today. This means that approximately one person in five is between the ages of 15 and 24. But in geographical terms, young people are not distributed in the same way across the face of the planet. Today, nine out of ten births take place in the developing countries, and eight out of ten young people aged 15–24 live in these same countries. Currently, population growth is highest in Africa and the Arab States. While population growth has been reduced in several large-population countries such as China, Brazil, India and Mexico, these countries and many others continue to have huge youth populations. International organizations, policy-makers, governments and their agencies, and funding partners worldwide must bear these challenging demographic facts in mind. Overall, young men outnumber young women by almost 50 million, but that gap reverses among illiterate populations in developing countries, where there are 96 million young women and 57 million young men.

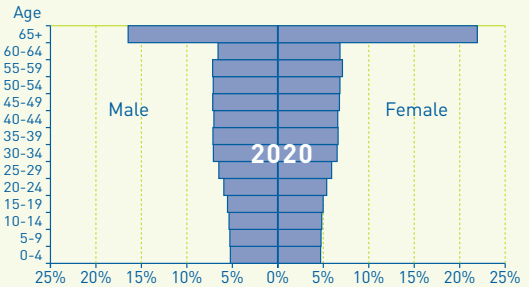
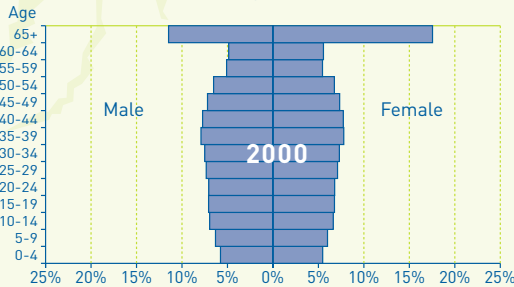
Youth projects in UNESCO's: regular budget, 2000-2001

Education	\$4,239,500
Sciences	\$8,505,989
Culture	\$3,933,169
Communication	\$3,294,850
Culture of Peace	\$2,244,400
Total	\$22,217,908

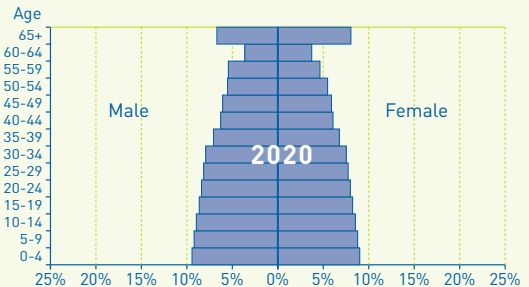
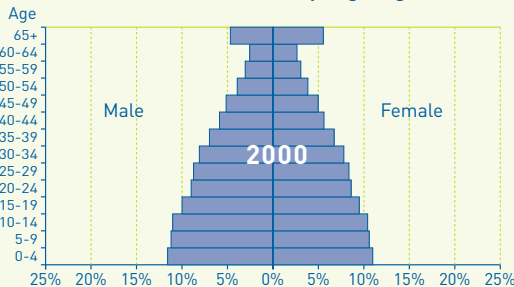
(4% of budget for the 2000–2001 biennium)

World population disaggregated by age and sex, industrialized regions and developing regions, showing comparison between 2000 and 2020

Industrialized regions: Europe, Northern America, Australia, New Zealand and Japan



Developing regions (all countries not mentioned above)



Source: Population Division, Department of Economic and Social Affairs, United Nations, *The World at Six Billion*, Part 3, fig. 3, p. 34: <http://www.un.org/esa/population/publications/sixbillion/sixbilpart3.pdf>, 19 September 2001.

Young people and world heritage

Cultural heritage is a key component of identities and is rapidly becoming a key factor for both economic growth and social cohesion. It plays an increasingly important role in providing young people in particular with a sense of who they are, where they have come from and what their lives mean. Heritage buildings, locations and sites, artworks and artefacts, as well as languages, customs, communal practices and traditional skills articulate identity and meaning at local, national and regional levels. The notion of cultural heritage itself has become more inclusive to encompass cultural landscapes, living cultural traditions, and symbolic and spiritual values.

Medium-Term Strategy 2002–2007, UNESCO

This booklet, a prototype for similar youth conservation efforts, complements a large-scale UNESCO special project entitled *Young People's Participation in World Heritage Preservation and Promotion*, a joint endeavour launched in 1994 by the UNESCO World Heritage Centre with the Associated Schools Project network (www.unesco.org/cpp/ecp/asp.htm).

This special project seeks to empower young people to voice their concerns and become actively involved in safeguarding natural and cultural heritage. World Heritage youth forums, summer camps and on-site conservation courses are also organized to involve students in the protection of heritage.

10 Youth participation in heritage conservation is not only vital for heritage protection and the promotion of young people's self-esteem, it is a vehicle for job creation, poverty alleviation and economic empowerment of youth, women and minority groups. As a follow-up to the first Viet Nam Youth Forum held in Hanoi in 2000, the UNESCO *Guidebook for the Participation of Young People in Heritage Conservation* was published. The region chosen for the development of the book was Quang Ninh Province, home of the World Heritage area of Ha Long Bay. Examples are given of youth voluntary action, conservation techniques and contacts with relevant organizations. The book is a tool to encourage readers to play a part in heritage protection, as individuals and in groups.

In 1999 a resource kit for teachers, *World Heritage in Young Hands*, was created to bring heritage education into the classroom and complement existing curricula. The kit has been used in schools in over 130 countries and has been translated into 15 languages. A new edition is being prepared for publication in 2002. ■



→ The World Heritage Education project, and the first edition of the kit, may be consulted in English and French on this website www.unesco.org/whc/education/index.htm

Youth, information and communication

Access to information for young people implies access not only to technologies and media, but also to the kind of information youth need for full participation in society. UNESCO actively assists young people by supporting youth media, facilitating the creation of media education and youth information and communication networks. It also provides appropriate technologies to youth organizations. UNESCO's mainstreaming efforts draw inspiration and guidance from the Working Group on Education and Information and Communication Technologies of the Fourth World Youth Forum (Dakar, Senegal, 6–10 August 2001).

InfoYouth, a flagship project for UNESCO, is a worldwide information network of government authorities, relevant agencies and youth organizations on youth-related issues. InfoYouth was created in 1991 following the 26th Session of the General Conference at UNESCO, as an international service for the exchange of information and data on youth issues. It operates in conjunction with the National Commissions for UNESCO, youth organizations, governmental and non-governmental institutions and information research agencies. InfoYouth not only provides an Internet gateway to youth-related issues, but also encourages and sponsors concrete projects in favour of youth. Run by a Steering Committee made up of representatives from UNESCO's Information Society Division (CI/INF), the French National Commission for UNESCO, the Youth and Community Education Unit of the French Ministry for Youth and Sports and the National Institute for Youth and Community Education, it makes tools and guidelines available and exchanges knowledge, experience and analysis pertaining to youth policies and



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issues. This inventory of ideas, trends and issues relating to youth matters is designed to enable decision-makers to keep up with current thinking and information, as well as to have a reference point and feedback in formulating corresponding national, regional and international strategies.

InfoYouth also seeks to raise awareness and to facilitate the acquisition of new information and communication technology skills by young people, particularly in developing areas and post-conflict zones. In the Balkans, two Internet Educational Centres for young people were established in the Former Yugoslav Republic of Macedonia and in Albania. In Burkina Faso, regional training shops were organized for African youth leaders on new information and communication technologies. In Peru, information and training were provided to encourage young people to develop a spirit of entrepreneurship and start up small businesses.

InfoYouth further provides access to information and supports the global effort against HIV/AIDS. In Romania, an information network was created and for young people involved in HIV/AIDS prevention. In South Africa, youth organizations received logistical back-up in their combat against the pandemic. ■

→ For more information, visit us at www.infoyouth.org

Education for peace

Education for peace (EP) has increasingly focused on teaching methods and practices to resolve conflicts in a non-violent way. This is a new approach to peace education ('Education for Conflict') and is based on the assumption that conflict, in terms of opposing viewpoints – but not violence – can often be a positive force for change to transform society and human relationships, and as an educational opportunity in preparation for life.



to prevent them before they break out in the open. This may take place during classes, tutorials, in the playground or within a specific conflict resolution and mediation programme. In creating suitable materials to educate youth for peace, it should be kept in mind that all conflicts, both at the micro-level (interpersonal conflicts in our personal surroundings: classroom, home, neighbourhood, etc.) and at the macro-level (social and international conflicts, among others), can be resolved in a non-violent manner. A booklet in three languages has been developed by UNESCO in collaboration with the UNESCO Chair on Peace and Human Rights at the Universitat Autònoma de Barcelona (Spain), entitled *education in and for conflict*, intended for use in classrooms and in youth organizations. ■

12 Educating young people for conflict is about learning to analyse conflicts and discovering their complexity. One seeks solutions to confront conflict without violence, as well as to developing non-violent aggressiveness, assertiveness and empowerment. In an educational environment where teachers and students are confronted every day with different potential sources of conflict, EP means creating spaces in which all protagonists can prepare and develop tools that enable them to deal with and resolve conflicts with greater creativity so as to prevent future ones. EP is also about practising democracy in the classroom and ensuring that everybody takes part in the resolution of conflicts that arise in the educational environment. Working together to resolve conflicts enables people to learn to analyse and to deal with conflicts in a more reflective, non-violent manner,

→ To download the brochure: visit www.unesco.org/youth/EduquerANG.pdf

→ Additional information on peace education may be obtained from the following website www.unesco.org/cp

Young people say 'no' to the discrimination associated with HIV/AIDS

Since the HIV/AIDS epidemic began, over 60 million people have been infected, and more than 20 million have died, one-third of whom are young people. Every day 8,000 individuals under the age of 25 are infected. Thus, young people are, and must increasingly be, at the centre of action on HIV/AIDS. HIV/AIDS is preventable and controllable. But stigma and human rights violations, if not abuses, have resulted from ignorance. The destructive force of silence, taboos and myths surrounding the epidemic means that HIV/AIDS is far more than a health catastrophe – it impacts not only the physical and mental well-being of young people, but also their social identity and condition. This contributes to a reduction of their human rights, leaving youth particularly vulnerable to other infections, stigma and discrimination.

Young people are often in the best position to launch a response to the pandemic and take care of themselves. But they need an enabling environment, tools and resources. The *UNESCO Youth Initiative on HIV/AIDS and Human Rights* aims at empowering young people and their organizations to deal with the challenge of HIV/AIDS related discrimination in their communities. This joint project with UNAIDS benefits from the participation of youth organizations, in particular the International Federation of Medical Students' Association and from the International Pharmaceutical Students'

Federation. By providing and sharing information, experiences and resource tools, the Youth Initiative offers young people a starting point for action to campaign, peer educate, advocate and provide care and support.

The Youth Initiative has produced a comprehensive, practical HIV/AIDS and human rights information pack for youth organizations. It also organizes regional training workshops and maintains an interactive web-site. All of this is designed to directly complement the HIV/AIDS preventive activities undertaken by UNESCO's Culture, Communication and Information and Education Sectors through other respective programmes and with other partners, including UNAIDS. ■

13

HIV/AIDS AND HUMAN RIGHTS



→ For Youth responses to counter HIV/AIDS-associated discrimination, see: www.unesco.org/human_rights/index.htm

Young people and sustainable development

Young people are concerned about the world in which they live, about the resources of tomorrow and about the prospects for sustainable development. In fact, environmental issues mobilize youth more than any other cause: young people are willing to involve themselves in actions to preserve a healthy and sustainable environment, and the quality of life for themselves and for future generations today. UNESCO seeks to ensure that young people take an active part in knowledge sharing and reflection among themselves, scientists, intellectuals and civil society in matters related to sustainable development, including pollution, environmental safety and the preservation of eco-systems. Young people are also deeply concerned by health challenges and observance of human rights.

At the second World Water Forum (The Hague, March 2000) young people were given an opportunity to present their concerns during the Youth Day organized by the World Water Vision Project. At the next World Water Forum in 2003, UNESCO will again take the lead in ensuring youth participation in the discussions and to influence recommendations emanating from the Forum. Visit www.ywwf.net/link/group/7/ and UNESCO's water portal, www.unesco.org/water/ Young people will also meet at a Youth Forum that is part of the World Summit on Sustainable Development (Johannesburg, August–September 2002). UNESCO is preparing a brochure to share the Organization's objectives and activities in this area with participants in the Forum and another event is scheduled for the 2003 World Summit on the Information Society (WSIS).

14



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UNESCO and the United Nations Environment Programme (UNEP) are seeking to raise the awareness of youth, especially in the industrialized countries, to show that consumer choices do make a difference. As part of awareness-raising activities, UNESCO and UNEP are building a website and creating a training kit that encourages responsible consumerism and sustainable consumption patterns of behaviour.

UNESCO is also contributing to the capacity-building of young people through education and training, reinforcement of science education and increasing awareness of science through youth-friendly materials. Noteworthy initiatives include the Man and the Biosphere (MAB) Young Scientist Awards and eco-job training under the UNESCO MAB Programme. The aim of the MAB Awards is to support young scientists to carry out interdisciplinary research on ecosystems, natural resources and biodiversity in UNESCO-designated Biosphere Reserves. To date, some 200 MAB Awards have been allocated to young scientists from 77 countries, predominantly from developing countries. The eco-job training centres established in Biosphere Reserves provide young people from economically disadvantaged families with professional training that will help them find jobs designed to safeguard the environment. The jobs are to be economically sustainable and culturally and socially acceptable, such as those in the agro-forestry, waste and water management and eco-tourism sectors. ■

UNESCO-L'Oréal Partnership for Women in Science

In the context of the UNESCO-L'Oréal Partnership for Women in Science, ten fellowship grants of \$10,000 each have been awarded annually since 1999 to young women working in doctoral or post-doctoral research in the life sciences to help them start new research projects. In addition, the Scientific Education for Young Girls for Sustainable Development project encourages science and technology careers for girls aged 14–18, in co-operation with the UNESCO Associated Schools Project network.
www.loreal.com and www.unesco.org/science/



Rebecca Salu Livingstone (Nigeria) and Reine Raïssa Note (Congo), two of the 2001 UNESCO/L'Oréal Fellowship winners.

© Jean-Jacques Paillo/L'Oréal

→ Visit these sites for more information on what UNESCO is doing for young people and the environment
www.unesco.org/mab
www.unesco.org/mab/capacity/mys/awarmab.htm
www.unesco.org/education/youth_consumption/

Education to fight exclusion

Basic education, in the context of the quest for education for all (EFA), is the heart and foundation of all education levels, and a key in motivating people to pursue education throughout their lives. Basic education means the acquisition of life skills in order to become responsible citizens, empowered to act and choose in a globalized world. While formal educational systems are critical, they are increasingly complemented by initiatives in non-formal education. UNESCO carries out actions in close association with student and youth NGOs that have been producing creative materials and demonstrating leadership in initiatives such as literacy campaigns, work training, human rights, citizenship and preventive education.

recycling techniques, energy technologies, or creating alternative forms of education such as learning through audiovisual means, night and street schools, youth camps, house construction programmes or slum improvement. Each project initiative takes young peoples' knowledge and willingness as the starting point. In the informal economy, where solidarity and entrepreneurial skills are vital for survival, young people can acquire literacy skills and see the concrete results of learning, working together and setting up businesses.

The experience gathered from various projects has shown that young people, especially in developing countries and countries in transition, have already begun to take initiatives on their own and are not waiting for answers to be given to them. They are coming together in networks, creating associations and developing small businesses. UNESCO will help to reinforce their work and use it as a means to elaborate strategies for change and create renewed impetus for basic education for youth. ■

A Special Youth Project, entitled *The Enhancement of Learning and Training Opportunities for Marginalized Youth*, is a good example of non-formal education responding to youth needs. It was designed to identify, promote and link up particular projects around the world that are indicative of new trends that might hold valuable lessons in combating youth marginalization. These projects are found in over twenty countries; they cover a variety of activities, such as developing practical skills like food processing,

→ For more information, visit the Education to Fight Exclusion website www2.unesco.org/ece/

Global concerns translated into local action: selected youth projects in the field

Headquarters and UNESCO field offices maintain regular contact and close relations in mainstreaming youth needs and concern, and this has led to the development and implementation of youth activities and projects in many countries. Such activities are conceived in an adaptable manner, capable of being adjusted according to local practice and customs. This is a clear expression of the diversity of UNESCO's action in favour of youth.

In the **Asia-Pacific Region**, priority is given to issues such as youth marginalization and the campaign against HIV/AIDS (notably in Cambodia, India, Kazakhstan, Uzbekistan and Viet Nam). These themes have been approached by using non-formal and vocational educational methods, with the aim of integrating young people through education and jobs. Debates, open discussion forums and information campaigns have been organized to sensitize young people about their vulnerability to HIV/AIDS. Environmental education addressing young people's needs is a priority in Pakistan and Kazakhstan. Projects and discussions focusing on youth participation, peace and human rights education has received much attention in the offices in Thailand and Samoa, and they match the growing interest there for information and communication technologies (ICTs). A Guidebook (see p. 10) was published following a rewarding Youth Forum held for the first time in Viet Nam in 2000.

Field offices in the **Arab States** emphasize leadership education as well as combating exclusion through education and ICTs (particularly in Egypt, Jordan, Lebanon and **Palestinian Autonomous Territories**). In Morocco and **Palestinian Autonomous Territories**, activities have been organized around the theme of peace.

In **Latin America**, activities have concentrated on three main areas: non-formal education to complement school and work requirements (Chile, Peru); peace activities (Central America, Chile and Brazil) and research on youth and violence (Brazil). Brazil has both excelled in its AIDS-prevention campaign and produced an impressive list of research and publications in the area of youth and violence that are attracting attention from policy makers and other interested partners.

In **Africa**, UNESCO can rely on a wide network of Youth NGOs and UNESCO Clubs as partners in promoting a culture of peace. Training courses and sub-regional meetings have been organized to build capacities and exchange experiences. UNESCO has also supported special events such as the 7th Festival of West African UNESCO Student Clubs – FESCUAO – on the theme 'Searching for Tools for a Culture of Peace and African Integration', as well as the 'Caravan for African Integration and Peace', linked to the Fourth World Youth Forum (Dakar, August 2001). UNESCO also facilitated the participation of African youth representatives in international meetings such as the Francophone Intergenerational Conference, the World Fellowship Conference Youth Forum, the World Youth Parliament and the SADC Conference on Youth Policies. Further projects include training out-of-school youth and providing educational materials for young refugees (Burundi), youth media and AIDS prevention (Cameroon), ICT workshops for young leaders (Burkina Faso), a television encounter for young programme producers and directors (South Africa) and a multi-media campaign to mobilize people against racism (Namibia).

Milestones

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- 1985 ▷ International Youth Year: Participation, Development, Peace
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- 1991 ▷ First World Youth Forum of the United Nations system (Vienna, Austria)
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- 1993 ▷ UNESCO's General Conference at its 27th session adopts a series of recommendations focusing on young people's needs and potential
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- 1995 ▷ The United Nations General Assembly adopts the World Programme of Action for Youth to the Year 2000 and Beyond
- ▷ UNESCO's General Conference at its 28th session declares young people as a priority target group for UNESCO's actions
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- 1996 ▷ Second World Youth Forum of the United Nations system (Vienna, Austria)
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- 1998 ▷ Third World Youth Forum of the United Nations system (Braga, Portugal)
- ▷ First World Youth Festival (Lisbon, Portugal)
 - ▷ First World Conference of Ministers responsible for Youth (Lisbon, Portugal)
 - ▷ UNESCO Youth Forum held at the World Conference on Higher Education (Paris, France)
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- 1999 ▷ UNESCO Youth Forum held at the World Conference on Science (Budapest, Hungary)
- ▷ Rassemblement de la jeunesse de la Francophonie [French-speaking youth assembly] (Geneva, Switzerland)
 - ▷ UNESCO Youth Forum held at the 30th session of the General Conference
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- 2001 ▷ Fourth World Youth Forum of the United Nations system (Dakar, Senegal)
- ▷ UNESCO Youth Forum held at the 31st session of the General Conference
 - ▷ UNESCO Youth Forum held at the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) (Berlin, Germany)
 - ▷ Launching of the European White Paper on Youth (European Commission)
 - ▷ Second World Youth Festival (Panama City, Panama)
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UNESCO youth publications

There are over 1,000 documents on youth and their concerns (books, publications, brochures, case studies, speeches, etc.) in the documentary archives of UNESCO's collections (UNESBIB), which may be searched at <http://unesdoc.unesco.org/ulis>. Listed below are a few of the downloadable documents from the Youth Co-ordination Unit. For regular updates on availability, please visit www.unesco.org/youth/publications.htm

■ Information Kit: Acting with and for Youth

2000. Includes the United Nations World Programme of Action for Youth, the Lisbon Declaration and the Braga Youth Action, as well as information about youth participation, empowerment, research and development, the culture of peace and young people at UNESCO.

■ UNESCO Youth-friendly Guide

2001. This small booklet is a guide through the labyrinth of UNESCO. Gives a clear presentation of UNESCO's structure, history and activities, and various youth programmes within the Organization.

■ Strategy of UNESCO's Action with and for Youth

A concise explanation of why UNESCO has a strategy for youth and how it functions.

■ WHO'S WHO: Directory of International Youth-led/ Youth-serving Organizations (2002)

■ Education in and for Conflict

Written by Paco Cascón Soriano, member of the Seminar on Education for Peace of the Human Rights Association, in co-operation with UCJ. In English, French and Spanish.

■ Youth, Education and Action to the New Century and Beyond

Report prepared by UNESCO for the First World Conference of Ministers responsible for Youth (August 1998, Portugal).

Publications on other sites:

■ HIV/AIDS and Human Rights: Young People in Action

UNESCO/UNAIDS kit. To obtain a copy, please consult the following website: http://www.unesco.org/human_rights/index.htm or contact the Social and Human Sciences Sector at UNESCO: human.rights@unesco.org

■ International Social Science Journal

Founded in 1949 by UNESCO, scholarly and professional quarterly published in six language editions: English, French, Spanish, Arabic, Chinese and Russian. Of special interest, issue number 164: *Youth in Transition*. To obtain a copy: <http://www.unesco.org/issj/index.htm>

■ The UNESCO Courier

Special issue, June 2001: *Teens Talking to Teens*. To obtain a copy: http://www.unesco.org/courier/2001_06/uk/doss22.htm



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