**40 C/5 SISTER Fields required for the Regular Programme-funded Workplan**

**[RP Workplan]**

**RP Workplan n° xxx:** *Strengthening National, Institutional, and Human Capacities for Inclusive and Equitable Development In West Africa Sahel.*

1. **Overview**

**Summary Description**

*Brief description of the overall development challenge and its results.*

In order to address the challenges to inclusive and equitable development on the continent, SHS DAK will invest in capacity building of institutions by implementing capacity development activities including research capacity to formulate and implement policies, monitoring and evaluation, and policy dialogue between government and non-state actors. It will also provide technical assistance for projects and programs targeting capacity development; this includes supporting needs assessments, program design, and monitoring and evaluation. It will foster the sharing and development of knowledge; promote coordination and synergy (including networking); provide access to capacity building resources; and conduct outreach to facilitate capacity building at the three cross-linked levels. All capacity building initiatives will be country-owned, results-oriented and evidence-based.

**NEW Total (RP) Budget: 78,680 USD**

**Responsibilities:**

* **Responsible Officer:** Marèma Touré Thiam
* **Deputy:** Lamin Abdul Rahmane
* **Assistant: Dimitri SANGA**

**Implementing Unit (in HQ or FO):** Social Human Sciences

**Associated Implementing Unit(s):** Education

**Sector:** Social Human Sciences

1. **Implementation Strategy and C/5 expected result(s)**

**Contribution to Major Programme C/5 expected result (C/5 ER):**

* Select the most relevant C/5 ER (dropdown list): ER 2
* Select the most relevant PI(s) (multi-selection possible)

**If intra- or intersectoral: Contribution to other C/5 expected result(s):**

* Select the Sector, the C/5 ER and the most relevant PI(s)
* Indicate % of budget (for each of the above ‘other’ C/5 ERs)

The capacity of public services and research institutions to bolster development in Africa remains a major challenge. For inclusive and equitable development to take place in the region, capacity building both at the individual and institutional levels must be a priority. Indeed, from a right-based perspective, inequality and exclusion are one form of violence that can, in extreme cases, assault on the dignity of people. From an economic point of view, it is scientifically demonstrated that “prosperity” cannot proceed from extreme inequalities and exclusion. Yet in 2015, 1% of the world populations own nearly the half of the global wealth. According to the Oxfam report in 2017, 82% of the wealth produced in the world benefited to the richest individuals that represent only 1% of the world populations. The 2016 World Social Sciences Report indicates that inequalities can be as much economic, political, and social, as cultural, environmental, geographical, and in relation with knowledge and technologies. Inequalities are often socially reproduced in individual minds, families, schools and societies in general, so much so that discriminatory social norms often appear as definitive. This holds true notably in the gender social relations in most of the countries whereby power relations exclude or discriminate women in different aspects of life, while a culture dominated by patriarchy and gerontocracy can degenerates in gender-based violence and youth powerlessness.

In order to ensure prosperity and equitable peaceful societies as is stipulated in the African Union’s Agenda 2063, UNESCO shall build the capacities of the various stakeholders in the African member States to be able to foster social inclusion and a right-based approach to development, and fight against inequalities that are essential in developing any social policy. Social inclusion entails basic notions of solidarity and sharing (growth benefits to all), involvement (consider everyone’s needs and aspirations), and empowerment (fill the capacity gaps), while fighting inequalities is a deliberate effort in annihilating all kinds of discriminations, whether economic and social, or gender-based, racial, etc. Efforts will made to focus the initiatives and resources to the most vulnerable groups, in compliance with the 2030 Agenda on Leaving No-one Behind.

Evidence-based policy, inclusive and participatory approaches to knowledge creation/production, and ethical challenges in facing societal issues are considered under this work plan. These challenges facing Member States across the region underscore the importance of approaching capacity building in the continent as a core objective.

The rapid transformation of Africa today offers both challenges and opportunities. This is more the case when it comes to the formulation of evidence-based policies in a fast changing environment, and their effective implementation to address arising and yet volatile issues. In this context, a new systemic approach is needed in the design, implementation and monitoring of policies.

Most Schools and Inclusive Policy Lab will be valuable tools to support this process, while a generation and gender sensitive approach will be mainstreamed throughout, not only to ensure that policy making involves women and youth groups at all stages, but also that gender equality and youth empowerment are stated as an objective and backed by specific actions for implementation.

The safety and accessibility of neutral public space is a key concern for those living in slums and impoverished urban areas, particularly for vulnerable and marginalized groups. Rapid development is transforming the fabric of cities, and in countries unprepared for urbanization, public green spaces are often the first to disappear impacting community engagement especially with regard to sport, recreation and the like.

In a region under rapid development in all the fields such as sciences, technology, economy, health, and research, the added-value of bioethics, ethics of climate change and ethics of sciences and technology mainly artificial intelligence are numerous. However, the understanding of concepts, approaches, effective use of bioethics and ethics of sciences and technology, and the issues they address is not yet a reality in Africa.

Concerning the bioethics infrastructure, there has been an unprecedented increase in international collaborative biomedical research in the region due to the high rate of diseases and naive patients. As such, the work-load for National Bioethics Committees (NBCs) has significantly increased. This increase in collaborative research utilizing human participants underscores the importance of ameliorating the ethics oversight and review capacity of NBCs (including RECs) to ensure the protection of participants and their rights. It is concerning to note that the growth of biomedical research activities has not been followed by corresponding research ethics capacity enhancement in the region.

In view of addressing the aforementioned challenges to inclusive and equitable development in the continent, SHS DAK will invest in capacity building institutions by implementing capacity development activities including research capacity to formulate and implement policies, monitoring and evaluation, and policy dialogue between government and non-state actors. The sector will also provide technical assistance for projects and programs targeting capacity development; this includes supporting needs assessments, program design, and monitoring and evaluation. It will foster the sharing and development of knowledge; promote coordination and synergy (including networking); provide access to capacity building resources; and conduct outreach to facilitate capacity building at the three cross-linked levels. It is important to note that all capacity building initiatives will be country-owned, results-oriented, and evidence-based.

In the current global landscape, increased social tensions among and within societies have called on the need for greater intercultural competences and cultural literacy. It is therefore vital that citizens are equipped with adequate tools to assess and respond to today’s realities in proactive, constructive and holistic ways. The unprecedented growth of communication and information technologies provides vast opportunities to access and exchange information and to promote interreligious and intercultural dialogue.

Against this background, UNESCO SHS/ICD will support the Internet and new ICTs as platforms for positive engagement, peace, promoting respect for human rights and dignity, enabling dialogue and mutual understanding. New educational modules namely the UNESCO Manual on Intercultural Competencies based on Human Rights and the Writing Peace Manual and new tools and methods are developed.

The activity will contribute directly to the national, regional and global implementation of the 2030 Agenda, the AU Agenda 2063, and the UNESCO Operational Strategy on Youth (2014-2021), Priority Africa (2014-2021), as well as the 3 normative instruments developed by UNESCO, in the field of ethics and bioethics, science and technology.

Specifically, SHS DAK plans to renew its impact on the progress of SDGs 5, 11 and 16 and aspirations 1, 3 and 6 of Agenda 2063 by achieving the following outputs and activities:

1. MOST Schools + FLL pertaining to intercultural and intracultural dialogue and tools ; gender equality, human rights, social inclusion, global citizenship and inclusive cities are organised in at least 2 countries and networking through concerned stakeholders duly effective and supported ;
2. One (01) MOST Schools for postgraduate students and policy researchers in research design and gender-sensitive multidisciplinary and multireferential methodologies and approaches, to enhance their capacities to conceptualize and produce inclusive humanities and social sciences research informed by African epistemologies and perspectives ;
3. Two (2) MOST National Committees and Inclusive Policy Lab to improve member state capacities and mechanism for valorisation of evidence in inclusive policy making and planning are supported
4. Member states are assisted to develop their capacities on Ethics and Bioethics through establishment of at least 1 NEBCs (Senegal ), 01 consultations for setting NEBCs (Burkina Faso or Mali), the organisation of at least 1 consultation on ethic of AI and ethic of climate change in collaboration with CI and SC, 1 ETTC or Training of Journalists on Bioethics based on the tools and training courses developed by UNESCO

**Theory of change**

If SHS Programme in Africa is well coordinated and available resource polled together for more synergized and impactful actions, notably through capacity building; if more focused attention is provided to enhance capacity building for more, inclusive, gender equitable and right based effective public policies; if main stakeholders in the region are fully equipped with intercultural competences and capacity to develop a concrete action-oriented plan in Intercultural and intracultural Dialogue around socio-cultural exclusion, if the Inclusive Policy Lab - analytical frameworks and technical is duly used to improve member state capacities and mechanism for valorisation of evidence in inclusive policy making and planning and MOST National Committees functional, then the West-Africa Sahel region (ECOWAS and Africa broadly) will be enriched with national, institutional, and human capacities to build more inclusive, gender sensitive, right based and equitable societies, to reach 2063 and 2030 agendas.

**Gender marker:**

To determine the GEM, we must first take into account the intrinsic link between the four (4) ERs proposed by SHS which are complementary and are all designed to contribute to the transformation of the social and cultural reality of the societies in which activities are conducted. Beyond the allocated budget, it is crucial to also look at the philosophy of action. The transformational gender perspective is fully integrate since the conception of the whole intervention.

The present Dakar WP under ER2 is indeed, essentially built around the MOST developed tools mainly MOST Schools + FLL, which will be use to strengthen the capacities of the main states and cities stakeholders, including civil society organizations, to implement evidence-based public policies.

In addition to the fact that all the activities are design to equip the stakeholders with gender sensitive capacities to transform the society 3 activities are specially devoted to mobilize both male and female involvement and youth participation programs to address marginalization of women and girls, and bring about more gender equitable communities. Following the important MOST research which will be undertaken in Burkina Faso to focus on "Sociocultural Exclusion of women", one MOST Schools + FLL on intercultural competences and to develop a concrete action-oriented plan in Intercultural and intracultural Dialogue around socio-cultural exclusion will be organized in this country. The established “plate forme citoyenne contre l’exclusion” will be also duly supported. This will ensure a specific women empowerment action within the WP.

Also, since 2013, studies aiming to evaluate the level of inclusiveness of public policies were undertook in the region followed by sustained interventions in Burkina Faso, Senegal, Niger and Mali, focusing on excluded women and young men and women new literate. The result is much appreciated in the region however; there is limited knowledge and empirical evidence to inform policy development, civil society programming and community practices. SHS DAK will respond to this by using the Inclusive Policy Lab - analytical frameworks and technical to improve member state capacities and mechanism for valorization of evidence in engendered and inclusive policy making and planning. The process of creation or revitalization and the composition of MOST National Committees and National Bioethics and Ethics committees will also take into account the necessary gender balance to ensure both men and women participation and sensitivity.

Finally, at least two MOST School pertaining to gender equality, human rights, social inclusion global citizenship and establishment of networks (through concerned cities stakeholders and duly supported by UNESCO) both in French speaking (Senegal or Mali) and Lusophone countries (Guinea Bissau and /or Cabo-Verde) will be organized to support the gender transformative effect of this present WP.

Key partnerships for evidence-based research and the production of knowledge will be developed around: a) various regional bodies including the West African Development Community (ECOWAS); b) social and human science networks such as CODESRIA, the African Association of Women for Research and Development (AAWORD), Institut National des Sciences Sociales du Burkina Faso (INSS), Faculties of Social Sciences and Humanities in the region, c) agencies and programs of the United Nations system.

Cooperation with United Nations sister agencies has proven more cost-effective than individual, isolated activities, which lead to duplication and competition, instead of complementarity and synergy. Such cooperation will be enhanced, particularly within UNDAF and CCA processes. At the UNESCO level, this includes collaboration with ED on Higher Education and specific research activities, but also with Natural Science on sustainability science research and relevant initiatives to review the status of bioethics, ethics education and research to prepare a solid foundation targeting bioethics engagement. Collaboration with relevant UN sister agencies will also be strengthened, particularly in this biennium that will offer the opportunity to celebrate the 70th anniversary of the Universal Declaration of Human Rights (1948-2018). Assessing the status of human rights in West Africa Sahel will therefore be factored, while placing a focus on research on the rights of excluded persons (UNDP, UNFPA, UNICEF, FAO), on research on migration (ILO, IOM), and bioethics and ethics of science and technology (WHO and UNU-IIGH).

**NEW:**

In the same vein as for your initial RBB preliminary workplan, and taking into account available resources and the extrabudgetary resources that must be mobilized to achieve the C/5 expected results, please provide in a word document (as an attachment) a short description of your unit/office overarching programme at global, regional/sub-regional, or country level to which this RP workplan will contribute. Where available, indicate the on-going extrabudgetary projects that are linked to and/or complement this RP workplan.

**TO BE ATTACHED:**

**Contribution to National, Regional, and Global Frameworks**

SHS DAK evidence-based research activities will directly contribute to the national, regional, and global contextualization of Agenda 2030, AU Agenda 2063, the UNESCO Operational Strategy on Youth (2014-2021), Priority Africa (2014-2021), Priority Gender (2014-2021), the Action Plan for the International Decade for the Rapprochement of Cultures (2013-2022), Pedagogical Use of the General History of Africa and the Programme of Action of the International Decade for People of African Descent (2015-2024). More specifically, the activities will advance Sustainable Development Goal 5, 11, 13, and 16. A detailed analysis of SHS contribution to major regional frameworks is available.

**Extra-Budgetary Linkages**

There are numerous linkages between SHS DAK activities and extra-budgetary proposals. Activities empowering marginalized groups such as research on persons with disabilities could fall under the United Nations Partnership on the Rights of Persons with Disabilities proposal. Moreover, activities focusing on ICT and employment, violence prevention, or the consolidation of peace can be supported under the Promoting Constructive Youth Engagement.

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**NEW:** Develop the **Results Framework:**

*[the following Template is available on Unesteam; to be attached to the RP workplan once completed]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcome N° 1:** *National institutional and human capacities strengthened at all levels to generate, manage and apply knowledge for inclusive, equitable development that is based on ethical values and human rights* | | | | | |
| **Performance indicator (PI)** | | **Baseline (B)** | **Target (T) 2021** | **Progress as at *date*\*** | **Likelihood that target will be attained\*** |
| **1.** Number of countries with strengthened stakeholders’ capacities to apply relevant UNESCO and UN normative frameworks and recommendations | | 0 | *– At least 3 countries of which 1 in SIDS* |  |  |
| **2.** Number of countries with strengthened educational, research systems, institutional mechanisms and models, as well as human capacities, to domestically generate and apply knowledge | | 0 | *– At least 2 countries of which 1 in SIDS* |  |  |
| **3.** Number of new or improved capacity-building networks created, and gender responsive tools and training courses developed and used/ implemented | | 0 | *– At least 1* |  |  |
|  | | | | | |
| **Performance indicator (PI)** | | **Baseline (B)** | **Target (T) 2021** | **Progress as at *date\**** | |
| . | |  |  |  | |
| . | |  |  |  | |
| ***Activities:*** | | | **Status\*** | |
|  | | |  | |
| **Output N°1: MOST Schools pertaining to intercultural and intracultural dialogue and tools ; gender equality, human rights, social inclusion, global citizenship and inclusive cities are organised in at least 2 countries and** **networking through concerned stakeholders duly effective and supported** | | | | | |
| **Performance indicator (PI)** | | **Baseline (B)** | **Target (T) 2021** | **Progress as at *date\**** | |
| **PI 1** and **PI 3** | |  |  | . | |
| ***Activities:*** | | | **Status\*** | |
| Act. 1 : 2 MOST Schools + FLL pertaining to gender equality, human rights, social inclusion global citizenship are organized and a network through concerned cities stakeholders duly establish and supported | | |  | |
| Act. 2: 1 MOST School mainly based on the UNESCO “Manual on Intercultural Competencies based on Human Rights” and/or “Writing Peace Manual” and 1 network on peace building duly supported in Burkina Faso | | |  | |
| Act. 3: *1 MOST Schools for postgraduate students and policy researchers in research design and gender-sensitive multidisciplinary and multireferential methodologies and approaches, to enhance their capacities to conceptualize and produce inclusive humanities and social sciences research informed by African epistemologies and perspectives* | | |  | |
| **Output N°2: *Two (2) MOST National Committees and Inclusive and 1 Policy Lab to improve member state capacities and mechanism for valorisation of evidence in inclusive policy making and planning are* functional *and duly supported*** | | | | | |
| **Performance indicator (PI)** | | **Baseline (B)** | **Target (T) 2021** | **Progress as at *date\**** | |
| **PI 1.** | |  |  |  | |
| **PI 2.** | |  | . |  | |
| **Activities:** | | | **Status\*** | |
| Act. 4: revitalization and functioning of MOST National Committees in Mali | | | The MOST comite functional but still waiting for the law to be passed | |
| Act. 5: revitalization and functioning of MOST National Committees in Burkina Faso | | | The MOST comite functional but still waiting for the law to be passed | |
| Act. 6: 1 Inclusive Policy Lab - analytical frameworks and technical to improve member state capacities and mechanism for valorization of evidence in inclusive policy making and planning | | |  | |
| **Output N°3: *Member states are assisted to develop their capacities on Ethics and Bioethics through establishment of at least 1 NEBCs (Senegal ), 01 consultations for setting NEBCs (Burkina Faso or Mali), the organisation of at least 1 consultation on ethic of AI and ethic of climate change (Senegal), 1 ETTC or Training of Journalists on Bioethics based on the tools and training courses developed by UNESCO*** | | | | | |
| **Performance indicator (PI)** | | **Baseline (B)** | **Target (T) 2021** | **Progress as at *date\**** | |
| **PI 1.** | |  |  |  | |
| **PI 2.** | |  |  |  | |
| ***Activities:*** | | |  | |
| *Act. 1: Finalize the process for the establishment NEBC in Senegal* | | | The working group is functional – A Project of Decree was transmitted to the relevant authorities, but still waiting for a law to be passed | |
| *Act. 2: Organize 1 workshop/consultation of stakeholders to shape the process and issue a plans of concrete actions for the establishment of NEBC in Burkina Faso or Mali* | | | The work was done for Niger but it seems that the authorities are not ready to establish NEBC | |
| *Act. 3: Organize at least 1 consultation on ethic of AI and ethic of climate change (Senegal) in collaboration with CI and SC* | | |  | |
| *Act.4: Organize 1 ETTC or 1 training for journalists in the region* | | |  | |

1. **Geographical Scope/Beneficiary countries**

Please indicate **the region(s) or country(ies) benefitting from UNESCO’s** **support**.

**NEW** If of a sub-regional nature, please indicate the countries concerned, and % of the total budget:

| **Type:**  (Global, Regional, National) | **Region:** | **Country:** | **% budget**  **(indicative)** |
| --- | --- | --- | --- |
| Global | Africa, West Africa | Countries in specific TBD |  |
| Regional | Africa & West Africa | Countries in specific TBD |  |
| National | West Africa | Senegal |  |

* Directly benefits SIDS No
* Part of a common country programming document Yes
* Partnerships (List)

Key partnerships for evidence-based research and the production of knowledge will be developed around: a) various regional bodies including the Southern African Development Community (SADC); b) social and human science networks such as CODESRIA, the African Association of Women for Research and Development (AAWORD), Human Sciences Research Council (HSRC – South Africa), and the Center of Interdisciplinary Research in the Sciences and Humanities (Namibia); c) agencies and programs of the United Nations system.

1. **NEW Contributions to Global Strategic Frameworks and/or Action Plans**

NEW Sustainable Development Goals (2030 Agenda)

- Please indicate the 2030 Agenda Sustainable Development Goals (SDGs) and Targets to which this workplan/project will contribute.

[*To select from a dropdown list of SDGs and Targets identified at the ER level in the 39 C/5].*

**3.3, 3.4 3.5, 3.7, 3.8, 3.9, 3b, 3c, 3d, 4.5, 4.7, 4.b, 4.c, 5.1, 5.2, 5.3, 5.6, 9.5, 9. b, 10.2, 10.7, 11.3, 15.6, 15.9, 16.2 & 16.3**

- Please indicate the proportion of the budget contributing to each SDG target.

| **SDG and Targets** | **% of total budget** |
| --- | --- |
| 3.5, 3.7, 4.5, 4. b, 5.1, 5.2, 5.3, 5.6, 10.2, 10.7, 11.3, 16.2 & 16.3 | 70% |
| 3.3, 3.4, 3.7, 3.8, 3.9, 3.b, 3.c, 3.d, 4.7, 4.c, 9.5, 9.B, 15.6 & 15.9. | 30% |
|  |  |

Relevance and Contribution to global UNESCO’s Strategies and Action Plans

As applicable, please indicate the contribution to the implementation of the following Organization’s global Strategies and Action Plans:

1. **Operational Strategy for Priority Africa/Flagships**

* Please select from a Dropdown List of 6 flagships, (multi-selection possible)

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

**Flagship programme 3:** Harnessing STI and knowledge for the sustainable socioeconomic development of Africa

**Flagship programme 5:** Harnessing the power of culture for sustainable development and peace in a context of regional integration

* Please indicate the % of total budget for each

| Africa Flagship | **NEW** % of budget |
| --- | --- |
| Flagship programme 1 | 42% |
| Flagship programme 3 | 17% |
| Flagship programme 5 | 41% |

1. **GEAP II**

Please select the appropriate GEM marker, and indicate the proportion of budget contributing to gender equality:

[0 - gender neutral; Budget range: 0-10%

1 - is gender-sensitive; Budget range: 10-30%

2 - is gender-responsive; Budget range: 30-50%

3 - is gender-transformative; Budget range: 50-100%]

| GEM | **NEW** % of budget contributing to GE |
| --- | --- |
| 1 | 33% |
| 2 | 42% |
| 3 | 25% |

Please select the relevant expected result in the GEAPII to which the project will contribute

[Select from a drop-down list]

**NEW**

1. **Operational Strategy on Youth**

No

- If yes, Please select the relevant Axis and briefly describe the contribution of your project (200 words), clarifying how young people will be engaged:

*Axis 1: Policy formulation and review with the participation of Youth*

*Axis 2: Capacity development for the transition to adulthood*

*Axis 3: Youth civic engagement, democratic participation and social innovation*

- please indicate the % of total budget:

1. **Strategy for action on Climate Change**

Yes

- If yes, please select the relevant Axis:

*ii.      Promoting interdisciplinary climate knowledge and scientific cooperation for climate change mitigation and adaptation*

*iv.      Supporting inclusive social development, fostering intercultural dialogue and promoting ethical and gender mainstreaming principles in relation to climate change mitigation and adaptation*

- Please indicate the % of total budget:

1. **UNESCO’s Policy on Engaging with Indigenous Peoples**

No

If yes, please indicate the % of total budget

1. **WSIS Plan of Action**

Will this project foster the use of ICTs? No

1. Other (please specify).
2. **BUDGETARY INFORMATION**

**Workplan Allocation (US$)**

| **Year** | **Current Allocation** | **Expenditure** | **Available Allocation** | **EXP%** |
| --- | --- | --- | --- | --- |
| **2020** | 45.680 |  |  |  |
| **2021** | 33.000 |  |  |  |
| **Total** | 78680 |  |  |  |