

PIECE BY PEACE

A Collaborative UNESCO Youth Movement to a Brighter Future

We - young people engaging with UNESCO from Canada, Finland, Germany, Iceland, the Netherlands, New Zealand, the Philippines, and Sweden - believe that every National Commission would benefit from a youth participation format that invites young people¹ to think through and contribute to the decision-making processes, the programmes, and the actions that UNESCO initiates grounded in the mandate to strengthen ties between people to build peace; to strengthen international cooperation in the fields of education, science, culture, and information². Our creative and unique perspectives are valuable to UNESCO's present and future.

There is a multitude of possibilities falling under our operationalised umbrella term "youth participation format". Depending on national and regional contexts, individual youth focal points, youth commissions, youth forums, or other forms of meaningful youth engagement³ might be established. Examples of existing youth participation formats are highlighted in Appendix 1. Through listening to each other and reflecting on each other's approaches to meaningful youth engagement in UNESCO's decision-making processes, programmes, and actions, we not only build friendships and trust, but we can also see that inclusion of young people's opinions is realistic and can be achieved in meaningful and generative ways.

We advocate for three points of action:

1. Establish or strengthen permanent youth participation formats with at least an advisory role in, but preferably an equal position within their National Commission.
2. Facilitate international exchange and peer-to-peer learning sessions between National Commissions to implement successful youth participation formats that suit national and regional contexts.
3. Create a flexible directory of youth participation formats that forms the basis of a platform that enables youth participation formats to directly contact each other. This platform will allow youth participation formats to collaborate and to learn from each other, recognizing that personal connection is the ultimate deterrent to conflict.

As existing youth participation formats, we commit to helping implement these three points of action. We have experience in and knowledge about meaningful youth engagement, making us valuable to be included in the process of actualising these points of action. In the process of talking about us, do not forget to talk with us.

¹ While the age group of 15 to 24 years old has often been used by the UN and by UNESCO for statistical purposes, UNESCO's programmes respect context specificities (including regional and national age limits) in their definition of youth. More information can be found in the [UNESCO Toolbox for Youth Policy and Programming \(2024\): "Because Youth Perspectives Matter"](#) in the chapter "Who is youth" on pp. 32-44.

² More information and an explainer video can be found on the UNESCO web page ["About us"](#).

³ "Meaningful youth engagement" is further defined in Appendix 2. We operationalise "youth engagement" as the process of involving youth, whereas "youth participation format" is used to indicate a specific format that allows youth to participate actively within National Commissions through an advisory or participatory role. This format may vary depending on national contexts and is always specific to each country's realities and culture of engagement with youth.

Our lived realities

We, as young people, do not inhabit a world of abstract theory, but live our complex realities with both common aspirations, and unique situations. We live in a time of profound geopolitical, environmental, and social insecurity. Young people are facing their futures carrying along a heavy burden of insecurity. We have only experienced a fraction of our lives, and are not in the position of knowing whether we can embark on the rest of our life's journey with the faith that our freedom, our rights, and our well-being will (continue to) be safeguarded. For many of us, whether our freedom and security will be protected is not a given, but an open-ended question.

In spite of the challenges that we encounter daily, we show up. Existing UNESCO youth participation formats are making audible the opinions of a group of people whose voices often remain unheard. As existing youth participation formats, we are committed to contributing to decision-making processes, programmes, and actions in a dedicated manner that reflects our hope for a brighter future. We commit ourselves to laying out the foundations and strengthening the safeguards for ourselves and our successors to be supported as we continue in this movement of youth empowerment and youth engagement.

As our generation and generations to come form the present and the future, we should not only be allowed, but actively encouraged to involve ourselves in the continuous shaping of that world. UNESCO was founded on the belief that the defences of peace must be constructed in the minds of people. We assert that, for peace to be sustainable, these defenses must be constructed now, in the minds of the generation of young people who are and will continue to be responsible for creating and sustaining peace, through active participation rather than passive observation.

Our call for inclusion is not a new request, but a reminder of existing commitments. Under the [UNESCO Operational Strategy on Youth \(2014-2021\)](#), Member States committed to ensuring that youth are addressed as change-makers, knowledge-holders, and equal partners in the design and delivery of policies. Such recognition of, and approach to youth, remains present in [UNESCO's current Medium-Term Strategy \(2022-2029\)](#), and is reflected in the sustained, over 30 years now, recognition of Youth as a Priority Group in UNESCO's work. Furthermore, at the [13th \(2023\)](#) and [14th UNESCO Youth Forum \(2025\)](#), mechanisms that ensure meaningful participation within National Commissions for UNESCO were called for and promoted. We are here to provide approaches to bridge the gap between these high-level commitments and the practical reality of our daily collaboration.

Youth engagement at a National Commission-level

Throughout the world, different UNESCO Member States have forms of meaningful youth engagement. The [Toolkit on Youth Engagement in UNESCO National Commissions \(2021\)](#) offers descriptions of existing youth participation formats. This toolkit forms a first step towards the creation of a flexible and sustainable directory and platform that enables youth participation formats to contact each other and to work together.

An example of a meaningful youth participation format is that of the Netherlands. The Netherlands has a national UNESCO Youth Commission that consists of eleven members aged between 16 and 24. They independently organise events and projects based on UNESCO values. They give guest lectures at UNESCO schools. And most importantly, they represent young people's voices through the attendance of the Chair and Vice-Chair at National Commission meetings. The successes of the UNESCO Netherlands Youth Commission are visible through the increase in partnerships and collaborations on projects and advice sessions that it engages in. This practical example - alongside the examples found in Appendix 1 - shows how youth engagement is not a "risk" to be managed, but a resource to be harnessed.

We believe that we can fortify the sustainability of the peaceful world that we as youth would all want to live in through an approach that focuses on expanding possibilities for young people to voice their opinions at a National Commission level. As acknowledged in [UNESCO's Network of National Commissions: Delivering for the People \(2026\)](#), National Commissions are the connective factors between international UNESCO policy and national contexts. They embody the idea that intergovernmental decision-making is strengthened through the engagement of people all across the world. To increase UNESCO's visibility and perceived value among young people, it is crucial to have them see that young people - people like them - are involved in the work UNESCO does. Other Member States can draw inspiration from the examples offered by Member States that have established a youth participation format suiting their national context. We propose that we can learn from each other best on the basis of friendship - a belief that has brought and kept us together throughout the youth-led, collaborative process of realising this statement.

Approach to meaningful youth engagement: friendship and mutual learning

Our collective work began not with a mandate, but with a series of online coffees and informal exchanges. We learned about how each of our countries organises youth engagement, and these conversations allowed us to learn from each other. We have found that when you meet someone as a friend, you will no longer regard them as a stranger. The personal contact that we initiated transformed strangers into colleagues, and colleagues into friends. Through these connections, we found friends across the world with entirely different backgrounds, languages and personal networks.

A basis of friendship and trust allows for openness and safety in discussions of differing values, and even of different interpretations of what friendship means. Laying out the foundations for safe spaces of dialogue allows collaborations to emerge and thrive. When you work from a basis of peaceful connection, harmful and disruptive conflict will move further and further away from our reality. Feelings of shared responsibility and of security in regard to our shared futures, combined with our movement to create a safe space for everyone, form an effective approach to sustainable peace

Youth engagement is often treated as a symbolic gesture, and it should not be. Youth engagement can form a bridge for knowledge transfer between UNESCO and grassroots communities, and between generations. In policy-making processes, the interests of all affected populations should be taken into account. We believe that including young voices early on will help generations before us to share their knowledge and lifelong experience with current and younger generations at an early stage. This can help safeguard traditions, beliefs, best practices, and skills that already contribute to our shared cause. It will allow for critical and collaborative reflection from a multitude of lived realities, so that we can continue to work in meaningful ways.

In conclusion, we imagine a future in which a youth participation format is established in every UNESCO Member State in the world. Youth participation formats, as applicable in their respective contexts, would be welcomed with open arms by their National Commission to give advice both when asked for it and when they consider it necessary. Friendships would be built between National Commissions, focused on young people taking inspiration and providing peer support for one another in the common causes that form the mandate of UNESCO. Finally, UNESCO would benefit from a platform that can easily connect youth participation formats to enable them to collaborate on local, regional, and international levels. This platform and the synergies following from it would enhance the inclusivity and impact of UNESCO's work, and further help to track UNESCO's impact on young people around the world.

In a world where our differences are often emphasised, learning on the basis of friendship can help shift this emphasis to what we share as human-beings, while retaining the beauty of difference. In the convergence of friendship and willingness to learn, we will find ourselves in a world where young people carry a slightly lighter burden of insecurity with them. Let us continue building peace in the minds and hearts of people, piece by piece.

The International UNESCO Youth Statement “Piece by Peace: A Collaborative UNESCO Youth Movement to a Brighter Future” is a youth-led initiative that launched in September 2025. The initiative was created and coordinated by Tobya Monté (Chair of the UNESCO Netherlands Youth Commission 2025-2026) with the help of Emma Steinbrück (Chair of the German Youth Forum 2024-2026), Rajee Florido (UNESCO Philippines Youth Delegate to the 13th UNESCO Youth Forum and Philippine Youth Focal), and Luis Alberto Placencio Villalobos (Representative of the Curaçao UNESCO Youth Committee).

The International UNESCO Youth Statement is a co-created product developed based on several rounds of input and feedback from a broad coalition of existing national UNESCO youth participation formats. The creative process of the International UNESCO Youth Statement brought together many national UNESCO youth participation formats, forming a valuable first step towards the creation of an international network.

The International UNESCO Youth Statement is co-signed and created collaboratively by the following national UNESCO youth participation formats:

UNESCO Netherlands Youth Commission
German UNESCO Youth Forum
UNESCO Philippine Youth Focal, and Delegate to the 13th UNESCO Youth Forum, Rajee Florido
UNESCO Aotearoa Youth Leaders, New Zealand
Youth Chair of the Canadian Commission for UNESCO
UNESCO Youth Delegates of Finland
Iceland’s UN Youth Delegate to Education, Science and Culture (UNESCO)
Sweden’s Youth Representative to UNESCO

We are grateful for the feedback from the following people and organisations:

UNESCO Headquarters Youth Coordination Section, Souria Saad-Zoi and Maria Kypriotou
UNESCO Netherlands National Commission
Julian Lo Curlo, former Youth Representative to the Danish UNESCO National Commission
Kaarina Harkonmäki, former UNESCO Youth Delegate of Finland 2024-2025
Luis Alberto Placencio Villalobos, UNESCO Curaçao Youth Delegate to the 14th UNESCO Youth Forum
Adigao Alvin Wenia, UNESCO Ghana Delegate to the 14th UNESCO Youth Forum
Ongoing review and validation of the Philippine National Commission for UNESCO Youth Focals

The International UNESCO Youth Statement “Piece by Peace: A Collaborative UNESCO Youth Movement towards a Brighter Future” was published on 30/07/2026.

Appendix 1: Examples of existing national youth participation formats

Aotearoa New Zealand, UNESCO Aotearoa Youth Leaders

The UNESCO Aotearoa Youth Leaders are a team of 7 young people aged 18 to 25 who serve a two-year term with the New Zealand National Commission for UNESCO. New members join the team each year, so Youth Leaders overlap across cohorts rather than starting and finishing together.

Each year, one member takes on the role of 'Special Advisor Youth' for a one-year term. The Special Advisor Youth attends all National Commission meetings and acts as the point of communication between the secretariat, commissioners and Youth Leaders rōpū (group), as well as facilitating Youth Leader contributions back up to the secretariat's mahi (work).

1. Youth Leaders act as advisors to the National Commission, helping to shape inclusive ways for young people to be engaged across the Commission's key themes and programme areas.
2. Youth Leaders serve as ambassadors of UNESCO's objectives, working to build UNESCO's profile in Aotearoa New Zealand and initiatives that align with UNESCO's mandate.
3. Youth Leaders advocate for Aotearoa New Zealand youth voices in UNESCO discussions and contribute insights from Aotearoa New Zealand's youth at regional and international platforms.

Written by Madiha Ali, Mary Ieremia-Allan, Ryn Peni Matenga, Tara Sheperd, Wesley Tanuvasa and Zana Monaghan, UNESCO Aotearoa Youth Leaders

Canada, Youth Advisory Group and Youth Chair to the Canadian Commission for UNESCO

The Canadian Commission for UNESCO (CCUNESCO) engages with youth in Canada through a Youth Advisory Group model and the Youth Chair.

Youth have been invited to participate in the Youth Advisory Group (YAG) to identify areas of concern in the communities and nationally, to develop projects, and to make recommendations based on their perspectives and experiences periodically over several years. This group of 25 members has represented all regions of Canada and has been at the heart of CCUNESCO's activities for several years. As CCUNESCO evolves to meet the ongoing needs of Canadians, the future of youth engagement is adapting to ensure that youth voices are more meaningfully included at all levels and in all sectors of CCUNESCO's initiatives.

Youth are also represented by a Youth Chair at CCUNESCO's Board level who advocates for youth priorities in Canada and represents Canadian priorities internationally with wider UNESCO youth initiatives.

Written by Kimberley Fraser-Airhart, Youth Chair of the Canadian Commission for UNESCO

Curaçao, The UNESCO Curaçao Youth Committee

The UNESCO Curaçao Youth Committee is a strategic advisory body that bridges the National Commission and the island's youth population. Composed of nine members aged 16 to 30, the Committee convenes bimonthly to ensure young voices are formally integrated into national policy-making. Our mission centers on the belief that sustainable progress requires meaningful youth participation.

Operating as a consultative liaison, we provide evidence-based insights across UNESCO's core pillars: Education, Science, Culture, and Communication. We translate global mandates into localized initiatives, utilizing guest lectures, workshops, and school outreach to ensure our advisory efforts remain grounded in the contemporary needs of Curaçaoan youth.

Beyond our advisory functions, the Youth Committee cultivates future leaders by preparing representatives to advocate for national interests at local, regional, and international forums. We are dedicated to ensuring Curaçao's youth are informed, active partners in shaping the island's future.

Written by Luis Alberto Placencio Villalobos, Representative of The UNESCO Curaçao Youth Committee

Denmark, Youth Representatives to the Danish UNESCO National Commission

Currently, there are two youth representatives on the Danish UNESCO National Commission. They participate in the Commission as full members, with the same rights and responsibilities as the other members.

One of the youth representatives is selected by the National Union of Students in Denmark, as stipulated in the internal regulations of the National Commission. Until now, the second youth representative has also been selected by the same organization, although there is no regulation requiring this.

Like the other members of the National Commission, the youth representatives serve four-year terms. Their mandates follow a "senior/junior" system, with the two terms overlapping by two years. As a result, whenever a new youth representative begins their term, they serve alongside a representative who has already been in the role for two years, ensuring continuity and knowledge transfer.

Written by Julian Lo Curlo, former Youth Representative to the Danish UNESCO National Commission

Finland, Finland's UNESCO Youth Delegates

Young people are engaged in UNESCO decision-making through Finland's UNESCO Youth Delegate Programme, which ensures that youth perspectives are represented in both national and international UNESCO processes. The Youth Delegate Programmes in Finland are coordinated by the Finnish National Youth Council.

Finland's UNESCO Youth Delegates participate in the UNESCO General Conference as members of the Finnish delegation and attend the UNESCO Youth Forum. In addition, they take part in UNESCO's Nordic Countries' yearly meeting held in a Nordic country. Whenever possible, they also contribute to the preparation of other UNESCO-related activities, particularly in the fields of science and research.

In addition, the UNESCO Youth Delegates have been invited to participate as an expert in meetings of the Finnish National Commission for UNESCO, which is a way of strengthening youth voices in the Finnish government's advisory body, the Finnish National Commission for UNESCO.

Appointed by the Finnish National Youth Council, UNESCO Youth Delegates serve as elected youth representatives who bring the perspectives, priorities, and aspirations of their generation into policy discussions. They facilitate dialogue between young people and decision-makers and contribute to shaping political processes at both the national and international levels.

The Youth Delegates collaborate closely with one another as well as with young people, youth representatives, and stakeholders across national, Nordic, European, and global networks, strengthening youth participation and international cooperation. In the field of UNESCO, the Nordic Youth Delegate collaboration is particularly strong and facilitated by the Nordic UNESCO Youth Coordination Network, a network coordinated by the Nordic UNESCO Youth Delegates themselves.

The Youth Delegate mandate lasts for two years. During the first year, the delegate serves as a Junior Youth Delegate, followed by a second year as a Senior Youth Delegate, during which they mentor and support the newly appointed junior delegate. This model aims to promote continuity, peer learning, and the sustained integration of youth perspectives into UNESCO's work.

Written by Kaarina Harkonmäki (former UNESCO Youth Delegate of Finland 2024-2025), Iina-Lotta Kuisma (UNESCO Youth Delegate of Finland 2025-2026), and Senja Tertsunen (UNESCO Youth Delegate of Finland 2026-2027)

Germany, German UNESCO Youth Forum

The German UNESCO Youth Forum consists of 18 young people aged 18 to 30 who serve a three year mandate. Members meet twice a year and are represented in the expert committees and governing bodies of the German Commission for UNESCO.

The Forum brings young people's perspectives into UNESCO related discussions and contributes ideas and recommendations to the Commission's work. Members can raise topics they consider underrepresented, develop their own projects, and organize exchanges with actors from across the UNESCO family, including UNESCO Chairs, Associated Schools, Biosphere Reserves, Geoparks, and World Heritage sites.

Written by Emma Steinbrück, Chair of the German UNESCO Youth Forum

Ghana, Youth Representatives to the Ghana Commission for UNESCO

The Ghana Commission for UNESCO promotes youth participation by identifying, nominating, and supporting young people to engage in UNESCO programmes, forums, and initiatives at the national, regional, and international levels. Through open calls for applications, the Commission provides opportunities for young Ghanaians to participate in UNESCO processes, selecting youth representatives based on their leadership, experience, expertise, and commitment to advancing UNESCO's mandate.

The Ghana Commission for UNESCO works closely with several government institutions, civil society organizations, and academic institutions to implement UNESCO programmes and initiatives across the country. These partnerships support the promotion of education, science, culture, communication, and sustainable development while creating platforms for young people to contribute to national and global conversations.

Ghanaian youth representatives serve as ambassadors of UNESCO values, bringing youth perspectives into discussions on issues such as sustainable development, climate action, education, cultural preservation, and social inclusion. They contribute through advocacy, community initiatives, research, knowledge-sharing, and engagement with other young people.

The Commission continues to strengthen meaningful youth participation by creating pathways for young people to move beyond participation as beneficiaries and become active partners in shaping UNESCO-related programmes, policies, and initiatives in Ghana.

Written by Adigao Alvin Wenia, Ghana's Youth Delegate - 14th UNESCO Youth Forum

Iceland, Youth Representative in the Icelandic National Commission of UNESCO

The UNESCO youth delegate from Iceland is appointed by the National Youth Council of Iceland (ice: Landssamband Ungmennafélaga), where its member organisations democratically vote among candidates nominated by the National Youth Council's member organisations. The one who receives the most votes is elected to serve as youth delegate to the Icelandic UNESCO National Commission for two years.

While serving as a full-fledged board member of Iceland's UNESCO National Commission, the youth delegate also sits on the board of the Vigdis International Centre for Multilingualism and Intercultural Understanding, which operates under the auspices of UNESCO. The youth delegate also participates in the UNESCO Youth Forum and is a part of the Icelandic delegation to the UNESCO General Conference.

The Youth Delegate collaborates closely with youth representatives, the UN office in Reykjavík, and with stakeholders across national, Nordic, European, and global networks, strengthening youth participation and international cooperation. In the field of UNESCO, the Nordic Youth Delegate-collaboration is particularly strong and facilitated by the Nordic UNESCO Youth Network, a network coordinated by the Nordic UNESCO Youth Delegates themselves.

Written by Arna Dís Heiðarsdóttir, Iceland's UN Youth Delegate on Education, Science and Culture (UNESCO)

The Netherlands, UNESCO Netherlands Youth Commission

The UNESCO Netherlands Youth Commission is a group of 11 young people of 16-24 years old who dedicate four hours per week for one year to UNESCO. The Chair dedicates 10 hours per week. The Youth Commission is appointed by two members of the UNESCO Netherlands Bureau; the organ supporting the National Commission.

1. The UNESCO Netherlands Youth Commission gives advice to the UNESCO Netherlands National Commission. The Chair and Vice-Chair attend National Commission-meetings, and there are online advisory sessions at an early stage of the development of a project or programme.
2. They give guest lectures at UNESCO Schools throughout the country, disseminating the importance of UNESCO topics to a broader public of young people.
3. They independently organise events and projects with support of the National Commission. Examples are a film and panel evening about women's rights, a project to provide better access to free menstrual products in schools, and a panel event on inclusivity in STEM.

The UNESCO Netherlands Youth Commission makes UNESCO ideas accessible to a broad public through her activities and through an independent social media account coordinated by two of the members of the Youth Commission.

Written by Tobya Monté, Chair of the UNESCO Netherlands Youth Commission

The Philippines, Youth Focal to the UNESCO Philippine National Commission

The UNESCO Philippine National Commission designates a Youth Focal in its organization from 2024. The youth focal point is responsible for ensuring that youth engagement and empowerment are mainstreamed and promoted in all of the National Commission's role. He/She also prepares the Youth Section for the Annual Report of the office where all Filipino youth engagement in UNESCO-platforms is highlighted.

Moreover, The UNESCO Philippine National Commission assigns an "MAB Youth Focal" for the Man and Biosphere Program. The National Commission also harnesses the UNESCO Clubs and Associated Schools Network to engage young Filipinos in its initiatives.

Written by Rajee Florido, UNESCO Philippine Youth Delegate to the 13th UNESCO Youth Forum

Sweden, Youth Representative to the Swedish UNESCO National Commission

The Swedish Youth Representative to UNESCO is formally appointed by the Ministry of Education. LSU – the National Council of Children and Youth Organisations – initially nominates two candidates, from whom one is selected for the role.

The representative serves as a link between the Swedish Children and Youth movement, the Swedish National Commission for UNESCO and UNESCO-related processes at national, nordic and international level. The role brings youth perspectives into discussions across UNESCO's fields of education, science, culture, communication and information.

The representative engages in dialogue with children and youth organisations, contributes to meetings and policy discussions with the Swedish National Commission for UNESCO, and participates in international exchanges and UNESCO forums. The work focuses on meaningful youth participation and on creating stronger pathways for diverse young people's experiences and ideas to inform decisions.

Written by Brendan R. Joseph, Youth Representative to the Swedish UNESCO National Commission

Appendix 2: What is meaningful youth engagement?

1. Genuine youth engagement recognizes young people as **active rights-holders** that have both a unique and valuable perspective of the world, and the competence to share this perspective in a substantiated and respectful way.
2. Youth engagement should be **permanently and structurally embedded**. Youth should at least be appointed an **advisory role**, and preferably a **participative role**, allowing them to have a position equal to other National Commission members. They should be welcomed to form a substantiated opinion on national programmes, actions and decision-making processes, and this opinion should be listened to and reflected on.
3. Meaningful youth engagement requires **a lived culture of mutual respect and appreciation** between generations. This safe environment should be co-produced and regularly reflected on.
4. National Commissions should provide transparent, **tangible follow-ups** to their youth participation format to show how their perspectives were incorporated into next stages of decision-making processes.
5. Youth participation formats should continuously develop themselves through internal evaluation, and through international peer-to-peer learning. To achieve this, **visibility** on the National Commission website and/or on social media is crucial. On an international level, an **international platform** should be created that enables direct connections.
6. Youth engagement should actively **reduce systemic barriers** for underprivileged and vulnerable young people. Frameworks must explicitly represent young people from diverse socio-economic backgrounds, genders, locations (rural vs. urban), local communities and need to take prior discriminatory experiences into consideration.

Appendix 3: Reference list and relevant sources for further consideration

Reference list

Conclusions of the 13th UNESCO Youth Forum: "The social impact of climate change and the need to achieve an equitable climate transition" (2023). Link:

<https://unesdoc.unesco.org/ark:/48223/pf0000387726.locale=en>

Conclusions of the 14th UNESCO Youth Forum: "Climate action and social impacts, particularly for young people" (2025). Link:

<https://unesdoc.unesco.org/ark:/48223/pf0000396223.locale=en>

UNESCO Canadian Commission: Toolkit on Youth Engagement in UNESCO National Commissions: "Towards a Model of Meaningful Youth Engagement, Intergenerational Dialogue, and Partnerships" (2021). Link:

https://publications.gc.ca/collections/collection_2021/canadacouncil/K34-9-2020-eng.pdf

UNESCO Medium-Term Strategy for 2022-2029 (41 C/4) (2022). Link:

<https://unesdoc.unesco.org/ark:/48223/pf0000378083.locale=en>

UNESCO's Network of National Commissions: "Delivering for the people" (2026). Link:

<https://unesdoc.unesco.org/ark:/48223/pf0000397897.locale=en>

UNESCO Operational Strategy on Youth 2014-2021 (2014). Link:

<https://unesdoc.unesco.org/ark:/48223/pf0000227150.locale=en>

UNESCO Toolbox for Youth Policy and Programming: "Because Youth Perspectives Matter" (2024). Link: <https://unesdoc.unesco.org/ark:/48223/pf0000387755>

Relevant sources for further consideration

Future Agents NOW (2021-2024). Link:

<https://duf.dk/en/international-work/future-agents-now/>

UNESCO Canadian Commission: Toolkit for Youth Engagement in UNESCO Designated Sites (2024) Link:

<https://en.ccunesco.ca/resources#sort=%40commoditypublishdate%20descending>

UNESCO Youth: "Because Youth Matter". Link: <https://www.unesco.org/en/youth>

United Nations Secretary-General's Policy Brief: Meaningful Youth Engagement in Policymaking and Decision-making (2023). Link:

<https://www.un-ilibrary.org/content/papers/10.18356/27082245-26>

United Nations Youth Strategy: Youth 2030. Link: <https://www.unyouth2030.com/>