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Organización
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para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
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منظمة الأمم المتحدة
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PREPARATION OF THE DRAFT PROGRAMME AND BUDGET FOR 2018-2021 (39 C/5)

OUTLINE

Source: 29 C/Resolution 87.

Background: In accordance with the provisions of 29 C/Resolution 87 of the General Conference dealing with its structure and function, the General Conference is invited to deliberate about various aspects of the preparation of the subsequent Draft Programme and Budget for 2018-2021 (39 C/5). In the context of the quadrennial programme cycle, this will be the second, and final, C/5 document falling within the period of the current Medium-Term Strategy for 2014-2021 (37 C/4), which had been adopted by the General Conference at its 37th session.

Purpose: Pursuant to 197 EX/Decision 7, the Director-General submits the present document containing a brief summary of the Executive Board's debate at its 197th session on Item 7, "UNESCO's participation in the preparations for a post-2015 development agenda", as well as preliminary indication of major issues that could be discussed by the different programme commissions in relation to the future Programme and Budget for 2018-2021, with a particular focus on UNESCO's role in the implementation of the 2030 Agenda for Sustainable Development.

For ease of reference, this document is accompanied by three Annexes which contain: the integral text of the discussion paper presented in 197 EX/7 Part II and its annex, as well as the Executive Board related decision; the integral text of document 197 EX/40 on "MOST Programme Contributions to the Post-2015 Development Agenda", and the related Executive Board decision; as well as the integral text of document 197 EX/5 Part (IV, A) on "Proposal for the organization of regional consultation meetings concerning the C/4 and C/5 documents: Roadmap for the 2016 consultations on the preparation of the Draft Programme and Budget (39 C/5)", and the related Executive Board decision.

Decision required: proposed decision in paragraph 46.

Background

1. Pursuant to 29 C/Resolution 87 of the General Conference, the cycle of preparations for a draft programme and budget will begin two years prior to the preceding General Conference. Accordingly, the present document shall facilitate the reflection by the General Conference at its 38th session on the future programme orientations for the Draft Programme and Budget for 2018-2021 (39 C/5). The debates, as well as Member States' decision at the 38th session of the General Conference will mark the first phase of a series of consultations, which will be organized along the proposed roadmap (see Annex III), leading to the formulation of the Director-General preliminary proposals concerning the 39 C/5. The roadmap has been examined and welcomed by the Executive Board at its 197th session, which recommended that it be adopted by the 38th session of General Conference (reference: 197 EX/Decision 5 (IV, A) reproduced in Annex III of this document).

2. By its 197 EX/Decision 7, the Executive Board requested the Director-General to transmit a summary of the debates on item 7, held during its 197th session, along with a broadened version of the discussion paper (197 EX/7 Part II and its annex), to the General Conference at its 38th session for its consideration and further decision on the future Programme and Budget for 2018-2021 (39 C/5), along with guiding principles on how to structure the debate (See Annex I).

3. The present document aims to respond to this request.

I. Summary of the 197th session of Executive Board's debate

4. During the debates at the 197th session of the Executive Board on Item 7: UNESCO's Participation in the Preparations for a Post-2015 Development Agenda, Member States thanked the Secretariat for the excellent, well-structured document and recommended that it serve as the basis for the General Conference debates on the 39 C/5. They noted, however, that more emphasis was needed on the Organization's contribution to promoting gender equality and human rights, and on how the Organization could further capitalize on its multidisciplinary expertise and enhance its intersectoral approach to support Member States in implementing the Sustainable Development Goals (SDGs) and targets.

5. The leadership role of UNESCO in contributing to the implementation of SDG 4 on education, including in areas relating to global citizenship education, gender equality and education for sustainable development, was widely recognized. The importance of education in achieving the other SDGs and in promoting social inclusion and peaceful societies was also emphasized. It was recalled that SDG 4 on education includes a specific target (4.5) to "eliminate gender disparities and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations," and that UNESCO would be deepening and broadening the scope of its work in this area, in close cooperation with other partners, in particular with UN Women. It was further recalled that a new global coordination mechanism for Education 2030 would be set up to ensure strong coordination, as outlined in the Education 2030 Framework for Action (FFA), which will be discussed and adopted at the 38th session of the General Conference.

6. Member States further emphasized the role of UNESCO in **promoting STI as a critical means of implementation for the entire set of SDGs in the 2030 Agenda, as well as its role in contributing to the SDGs on the ocean, biodiversity, climate change, and water.** The 2030 Agenda recognizes the need to mobilize science at multiple scales and across disciplines to gather or create the necessary knowledge and lay the foundations for practices, innovations and technologies needed to address global challenges today and in the future. Indeed, for it to succeed, the

implementation of the 2030 Agenda needs to be based on an integrated scientific approach and grounded in the best available knowledge.

7. Some Member States inquired about how UNESCO could contribute to better position the profession of scientific researchers and called for broadening of the ocean-related part of the document. The importance of the availability, at national level, of accurate indicators concerning policies, institutions and funding allocated to scientific research, including human resources, was underscored in this regard. It was recalled that the UNESCO Science Report provides such a global overview of the latest figures available in these areas. The importance of the ocean SDG (SDG 14) for SIDS, as well as the role of IOC, in supporting SIDS in this regard and in addressing other important issues for SIDS, was also highlighted. It was further recalled that all the SDG 14 ocean science-related targets are well covered by the IOC-based data and indicators.

8. Member States stressed the importance of the social dimensions of the 2030 Agenda and the relevance of UNESCO's mandate to contribute to the various targets on social inclusion, eradication of extreme poverty, reduction of inequalities, and inclusive policies for cities, among others. The promotion of social inclusion and the protection of vulnerable and marginalized populations were considered as essential for the consolidation of peaceful and resilient societies. Member States noted the importance of the MOST programme in designing evidence-based policies to achieve the development goals set in the 2030 Agenda, as well as the need to promote the programme's activities at all levels in order to strengthen its Ministerial Forums, its Schools and its Committees. (Reference: the related Executive Board decision in Annex II).

9. Intercultural and interreligious, as well as inter-civilizational dialogues were considered essential for understanding contemporary social transformations and in ensuring peaceful societies. This fits well within the framework of the International Decade for the Rapprochement of Cultures, led by UNESCO, and its practical implementation, including ongoing work to identify appropriate indicators. The importance of further enhancing the active participation of youth was also stressed, building on the potential of various intersectoral initiatives, which had proven to be successful in setting up youth networks that can mobilize young women and men for positive transformations. The importance of promoting intersectoral cooperation to meet the social dimensions of the SDGs and targets was highlighted. Some examples of UNESCO's intersectoral approaches to promote global citizenship education and youth empowerment in this regard were provided.

10. It was recalled that **culture**, for the first time, is now integrated in the international development agenda at the operational level, within the framework of targets under some 9 SDGs - a major achievement for UNESCO. The international community thus acknowledged the role of culture for economic growth and sustainable consumption and production patterns, quality education, sustainable cities, environmental sustainability, food security, and peaceful and inclusive societies, while stressing, in the political declaration of the 2030 SDG Agenda, the role of culture and cultural diversity for sustainable human development. In this regard, Member States stressed that UNESCO's cultural conventions should be at the service of the 2030 agenda. They also emphasized the important role of UNESCO in fighting the illicit trafficking of cultural objects and in promoting cultural diversity, as well as the need to promote intersectoral cooperation. The "Unite for Heritage" campaign was cited as a good example of intersectoral collaboration in this regard.

11. Member States also stressed the **transversal role of ICTs in achieving the SDGs and targets and UNESCO's role in this regard**. The role of UNESCO in contributing to SDG 16, particularly target 16.10, to address the dual aspect of (i) "fundamental freedoms" (via the safety of journalists and the issue of impunity) and (ii) "public access to information" (via enabling media environments) was also emphasized. These issues were recognized as a key facet of UNESCO's mandate in promoting freedom of expression and media development, particularly through its International Programme for

the Development of Communication (IPDC). UNESCO's ongoing work to promote gender equality through the media, including through dedicated media indicators, was also underscored.

12. Member States also highlighted the role of UNESCO in providing upstream policy advice, supporting data collection, providing normative and operational support, and promoting policy coherence, including through Delivering as One UN. The need to ensure the relevant human resource capacity in this regard was also emphasized. Questions were also raised about the field reform and the role of field offices, financing of the SDGs, and support to national systems. The role of UNESCO, with support from its specialized Institute for Statistics (UIS), in supporting the follow up and review of the 2030 agenda, was also highlighted. This includes providing support for the elaboration of the Global Indicator Framework for the SDGs and targets, as well as support to countries in developing their national indicators.

II. Strategic directions for the Programme and Budget for 2018-2021 (39 C/5)

13. During the discussions held at the 197th session of the Executive Board concerning UNESCO's positioning for the 2030 Agenda (see Summary above), the Member States drew attention to some issues which would deserve enhanced reflection in the General Conference's discussions on 2030 Agenda, in particular the following areas:

The relevance of UNESCO's mandate

14. As emphasized in the course of the debates, UNESCO is not a development institution in the classical sense. It is a universal multilateral organization set up in London in 1946 to **"contribute to peace and security** by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms" (Article 1.1 of the Constitution).

15. The experience and expertise of UNESCO in the promotion of a culture of peace and dialogue among cultures, the promotion of cultural diversity, the fight against violent extremism, and access to information and freedom of expression, is unique and well established, globally as well as at regional and national levels. This constitutes an invaluable comparative advantage for the Organization to support Member States in the promotion and development of **peaceful and inclusive societies** – a core principle of 2030 Agenda and the subject of **Goal 16 and its related targets** which aim to prevent conflict and build peaceful, just, and inclusive societies. UNESCO's work is particularly relevant in this area, and more specifically through: (a) building a culture of peace at all levels by promoting democratic governance, global citizenship, cultural diversity, pluralism and social justice; (b) combatting illicit trafficking; (c) institution-building in UNESCO's areas of competence; and (d) promoting freedom of expression, independent and pluralistic media, and universal and inclusive access to information and knowledge.

16. For instance, through the implementation of the International Decade for the Rapprochement of Cultures (2013-2022), Major Programme III will provide support to national initiatives, including for post-conflict peace building, with a focus on "dialogue capacity" and "dialogue options" at the national or individual levels with a view to enhancing strategic choices in policy-making and programming, as well as the development of special initiatives related to the broader Intercultural Dialogue domain. UNESCO will also reinforce its activities related to the 2030 Agenda's specific goals on **cities as enablers for peace and sustainable development** ("*Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable*" and "*Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*"). UNESCO will continue to foster increased collaboration between city-level actors in promoting inclusion, diversity and combatting all forms of discrimination, including

racism. UNESCO, together with member cities, is contributing to the proposed *New Urban Agenda* which will be adopted at the United Nations Conference on Housing and Sustainable Urban Development (HABITAT III), which will take place in Quito (Ecuador) from 17 to 20 October 2016.

17. More broadly, the values UNESCO delivers through its work on quality education and lifelong learning, the collaboration of the scientific communities in various fields including climate, water, ocean, biodiversity, the advocacy for freedom of expression and the free flow of information, the protection of tangible and intangible cultural heritage, the culture of peace and tolerance, etc. is for the benefit of all of humanity irrespective of their level of economic development. UNESCO's continued support to **international and regional cooperation** in its domains also contributes significantly to sustainable development through policy dialogue, the design of shared norms and standards, as well as the development of joint projects.

18. This specificity of UNESCO should be taken into account when reflecting about its broader contribution to 2030 Agenda, in particular its interdisciplinary mandate and unique role in the areas of international cooperation, the development of norms and standards, policy dialogue, policy advice, capacity development, advocacy, and the provision of support and services related to statistics in its areas of competence.

19. The unique role of the Culture Conventions in this regard, as well as that of the international science programmes, cannot be over-emphasized. They constitute the **normative and policy framework necessary for sustainable development** in a broad range of areas ranging from the protection and promotion of tangible heritage to the fight against illicit trafficking in cultural objects, to the protection of water security and freshwater resources, to cooperation in the area of ocean and biodiversity. These unique resources constitute as many entry points for the achievement of the SDGs.

Questions:

- How can UNESCO's unique mandate in the area of norms and standards be harnessed effectively to assist its Member States in achieving the goals of 2030 Agenda?
- How can UNESCO's recognized expertise in promoting a culture of peace, intercultural dialogue, cultural diversity, the fight against violent extremism, access to information and freedom of expression and media development be effectively mobilized to contribute to the achievement of inclusive and peaceful societies, which is core to the overall 2030 Agenda and particularly Goal 16?

Promoting and mainstreaming gender equality

20. Gender equality and women empowerment is a cross-cutting concern for the entire 2030 Agenda: *“Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels”*. The SDGs incorporate the two-track strategy that has long been advocated for gender equality: (i) a stand-alone goal on gender equality, women's empowerment and women's rights (SDG 5); and (ii) integration of gender equality concerns in other key goals.

21. One of the critical issues for the implementation of the SDGs, including SDG 5: “Achieve Gender Equality and empower all women and girls”, is financing. In July 2015, the Third International Conference on Financing for Development concluded with a clear recognition of gender equality as a critical element in achieving sustainable development, with States adopting the Addis Ababa Action Plan. The comprehensive gender equality targets included in the SDGs are a positive step forward for the 2030 Agenda. The promise of this framework, however, will only be realized if Member States and development partners are held accountable for financing and implementing progress toward the equality of women and girls.

22. For its part, UNESCO recognizes gender equality and the empowerment of women and girls as one of its two Global priorities. It has intensified its efforts to mainstream gender equality considerations in its programmes, and will continue to do so in the context of the implementation of the 2030 Agenda.

23. SDG 4 on education includes a specific target (4.5) to “eliminate gender disparities and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations”.

24. UNESCO is also exploring and establishing synergies between its work in the sciences, culture and communication and information and the relevant SDGs, in particular SDG 5. For example UNESCO’s inventory of policy instruments that affect gender equality in science, technology, engineering and mathematics (STEM) will contribute to a special thematic report in 2017 (Target 5.5) on women’s leadership. The Communication and Information Sector will enhance its action for gender equality in and through the media aims at increasing the participation of women and access to decision-making in the media, as well as promoting a balanced and non-stereotyped portrayal of women and men in the media.

Questions:

- How can UNESCO best contribute to gender equality and the empowerment of women and girls in the context of 2030 Agenda?
- What specific programme areas should UNESCO focus on in its pursuit of gender equality and the empowerment of women and girls? How to ensure that UNESCO’s action in this area is focused, coherent and achieves sustainable and transformative results for the benefit of its Member States?

Enhancing support to countries most in need, especially least developed countries, Africa, SIDS, countries facing conflict, post-conflict and disaster situations

25. The 2030 Agenda starts from the premise of “**no one left behind**” and commits that “we will endeavour to reach the furthest behind first”,¹ regardless of the location. However, a significant part of 2030 Agenda is devoted to ensuring that populations and countries most in need, including countries facing conflict, post-conflict and disaster situations, can receive appropriate and timely support from the international community, especially in terms of relevant policy assistance and capacity development.

¹ “The most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, deserve special attention, as do countries in situations of conflict and post-conflict countries. There are also serious challenges within many middle-income countries” (paragraph 22 in “*Transforming our world: the 2030 Agenda for sustainable development*”).

26. Recognizing the importance of education as a public good, a fundamental human right and a basis for guaranteeing the realization of other rights, and a key to achieving full employment and poverty eradication, the international community has committed to Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. SDG 4 reflects a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability.

27. UNESCO’s Medium-Term Strategy for 2014-2021 places the **eradication of poverty** as one of its overarching goals, a strategic orientation which translates in UNESCO’s operational action placing emphasis on Africa, the Least Developed Countries (LDCs) and small islands developing States (SIDS), as well as youth and the most vulnerable. It is translated in the Organization’s programmes with the promotion of inclusive public policies and mainstreaming human rights in all UNESCO fields of competence; focusing and targeting support on countries most in need (e.g. UNESCO’s capacity-building programme (CAP-EFA)); or, in devoting the attention towards addressing the issues of marginalized social groups in the media, particularly to access multilingual information available in public domain.

28. **Africa** is one of UNESCO’s two Global Priorities. UNESCO is particularly well positioned to contribute to the SDGs since the 2030 Agenda fully integrates the Agenda 2063 of the African Union, which is also the case for the Operational Strategy. The UNESCO **Operational Strategy for Priority Africa** is aligned with the 2030 Agenda for Sustainable Development: the 33 expected results of the six Flagship Programmes of the Operational Strategy for Priority Africa have a corresponding target among the 169 targets of the 17 SDGs. Moreover, UNESCO’s Operational Strategy for Africa is in line with Africa’s official position for 2030 Agenda, namely the Common African Position (CAP), focusing on six pillars: (i) structural economic transformation and inclusive growth; (ii) science, technology and innovation; (iii) people-centred development; (iv) environmental sustainability, natural resources management, and disaster risk management; (v) peace and security; and (vi) finance and partnerships, which are all part of the SDGs.

29. The strategic alignment of the Operational Strategy for Africa and the SDGs will therefore enable UNESCO to increase the scope of its action in and for Africa, and to improve the commitment of its Sectors, Institutes and specialised networks, as well as the mobilization of external actors, including strategic and financial partners. The ability of UNESCO to work with the wide array of stakeholders involved in Africa will be an important comparative advantage for the implementation of the 2030 Agenda, which promotes South-South, North-South, and North-South-South cooperation, both regionally and internationally.

30. UNESCO’s draft Action Plan for Small Island Developing States, defined in harmony with the commitments and recommendations contained in the SIDS Accelerated Modalities of Action (S.A.M.O.A.) Pathway of September 2014 will ensure enhanced efforts and greater coherence to address to the growing needs of small island developing States in UNESCO’s areas of competence.

31. The 2030 Agenda also recognizes the challenges of **conflict and post-conflict countries**. UNESCO’s role in support to countries facing conflict and post-conflict situations has increased over the years. The 2030 Agenda also recognizes that the world today has become more fragile and is marked by increased complexity of crises, with increased occurrence of relapse back into conflict and the rolling back of fundamental development gains in social sectors, such as education. These situations raise a series of challenges with which with which UNESCO is particularly concerned:

- **Cultural heritage at risk:** whether by intentional destruction, by collateral damage or by looting and illicit trafficking of cultural objects. Cultural diversity is also at risk:

persecution based on religious, ethnic or cultural affiliation risks altering in an irreversible manner the social fabric of societies and the ability of different communities to live together.

- **Educational crises:** millions of children and youth have been forced out of school due to conflict – 42% of out-of-school children live in conflict-affected countries. With the increasing average duration of crises, and educational services under strain, the future of these children and youth is uncertain.
- **Promoting peaceful, just, and inclusive societies and preventing conflict** (see above).
- **Renewed focus on prevention:** the United Nations system has a shared responsibility for sustaining peace, preventing conflict, and responding immediately and effectively in post-conflict recovery and humanitarian assistance. UNESCO, with its unique mandate, has some of the most effective preventive tools for the building of peaceful societies, from education to girls' education to media literacy. Such tools should be adequately funded and systematically integrated into the United Nations's prevention, peace-building and crisis response efforts.

32. The 2030 Agenda also recognizes the challenges of those countries and populations facing disasters and commits to building the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events", in line with the commitments in the Sendai Framework for **Disaster Risk Reduction 2015-2030**, ensuring holistic disaster risk management at all levels. UNESCO's intersectoral action on disaster risk reduction led by the Natural Sciences Sector will continue to provide a significant integrated contribution to the Sendai Framework for DRR, one of the cross-cutting targets of the 2030 Agenda.

Working with partners at country level

33. The 2030 Agenda places a **premium on national ownership and on assistance at the country level**. An important element of this approach must be engagement at the country level. In its country-level programmes, UNESCO will prioritize providing advice for policy development and implementation, and the development of relevant institutional and human capacities. For instance, in the area of social and human sciences, UNESCO will support Member States to develop appropriate institutional and human capacities (policy and strategy frameworks, knowledge and skills) to promote inclusion and diversity, and mainstream human rights in their strategies, policies and programmes; The Education 2030 Framework for Action has been developed to serve as a guide to Member States in designing policies and strengthening their education systems for the achievement of SDG 4; Human and institutional capacities will be strengthened to design, implement and monitor appropriate and scientifically sound science, technology and innovation (STI) strategies in support of the SDGs; IOC will provide normative support to countries to establish, implement, monitor and report on the implementation of the ocean SDG (14) and its related targets. Instruments such as the World Water Development Report (WWDR), GO-SPIN (the Global Observatory of Science Policy Instruments), Global Ocean Science Report or the UNESCO Science Report will be promoted as tools for monitoring and assessing progress towards relevant targets through well tested indicators and metrics at the country, regional and global levels.

34. Country-level engagement will be rooted in robust cooperation with the rest of United Nations and other partners. In this regard, UNESCO's Natural Sciences Sector has developed a strategy to strengthen the capacities of Natural Sciences staff, namely in field offices, to enable them to be better equipped to effectively participate in the processes of United Nations reform and common

programming at country (UNDAF), subregional and regional levels. This strategy, which is strongly focused on the recently-adopted SDGs and on priority Africa, responds to Member States' request of a sharpened programme focus, an improved field presence, an enhanced collaboration with the United Nations system, improved governance and the establishment of stronger partnerships including the private sector.

Questions:

- How can UNESCO position itself to effectively assist the countries and populations most in need of assistance?
- How should the Organization best assist countries in conflict, post-conflict situations?
- In general, how can UNESCO best position itself at the country level, strengthening its cooperation with the UN and other relevant partners?

Further strengthening interdisciplinary approaches and intersectoral programming

35. As emphasized in the 2030 Agenda, the SDGs and targets “are integrated and indivisible”; “the interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized”. They call for enhanced intersectorality, interdisciplinarity, enhanced partnerships and innovative solutions across traditional sectors.

36. UNESCO, with its holistic mandate, has the opportunity to harness its experience and expertise acquired in its fields of competence and capitalize on synergies in supporting its Member States to develop and adopt integrated and comprehensive approaches to implementing the 2030 Agenda for Sustainable Development.

37. At the 197th session of the Executive Board, UNESCO Member States have highlighted several themes to be of a cross-cutting nature, calling for enhanced cooperation and coherence throughout the Organization. These included (this brief list is indicative and given for illustration purposes only):

- (i) **Climate change and Education for Sustainable Development:** the challenges of climate change, which are identified by COP 21, call for integrated and innovative approaches cutting across traditional disciplines and sectors, and involving the several Major Programmes of UNESCO in a concerted and coherent manner. This work is ongoing and will develop further.
- (ii) **Youth and social inclusion:** the 2030 Agenda identifies several challenges and vulnerabilities faced by youth today – including unemployment, skills development, literacy and numeracy, access to higher education – as well as the need to better recognize their contribution through empowerment and their recognition as “critical agents of change”. In the implementation of the 2030 Agenda, the active participation of youth is of utmost importance and UNESCO’s programme on youth should be further enhanced, building on the potential of the various intersectoral initiatives, which have proven to be successful in setting up youth networks that can mobilize young women and men for positive transformations.
- (iii) **Global citizenship – Human rights education:** 2030 Agenda is rooted in a transformative, human-rights based vision of “a just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met”. Promoting and

developing this vision will require contribution from and synergetic action by all of UNESCO's five Major Programmes.

38. Internal efforts are currently being conducted to improve intersectorality at UNESCO as well as to map the contributions of UNESCO to different 2030 SDGs and targets across sectors. It is recognized that these efforts will need to require attention to a range of issues, including the mobilization of interdisciplinary and integrated SDGs-related knowledge; the harnessing of the wide networks and numerous UNESCO Centers and Chairs as key partners for the implementation of SDGs; the building of human and institutional capacities; and the strengthening and enhancing of coordination and collaboration with the United Nations and other partners. Several examples are contained in annexed document (197 EX/17 Part II). One such effort concerns the efforts of the Natural Sciences Sector to focus existing intergovernmental science programmes, IHP and MAB, towards mobilizing interdisciplinary and integrated knowledge for concrete solutions in response to local needs and capacities.

39. In addition, it is recognized that **country-level activities would benefit from greater intersectoral engagement and programming** to enhance the impact of the Organization's activities. Support will be provided to UNCTs and national counterparts in selected UNDAF rollout countries in order to further integrate the range of UNESCO's domains. In this regard, for instance, the promotion by SHS of a human rights culture as a key goal of the UNDAF process and to achieve relevant outcomes (within this broader framework a promising area of intersectoral cooperation is of the implementation of the third phase of the World Programme on Human Rights Education, which places emphasis on the promotion of human rights training for journalists and media professionals).

Questions:

- In what areas should UNESCO reinforce intersectoral activities?
- What changes are needed to achieve effective intersectorality?

Strengthening coordination, partnerships and capitalizing on UNESCO's convening role and its specialized networks and institutes

40. **UNESCO cannot act alone in taking forward 2030 Agenda.** It will need to develop its ability for **engaging with partners and capitalizing on our specialized networks and institutes.** As an illustration, in the area of research-policy nexus, SHS will continue to engage with its traditional partners, such as the International Social Sciences Council (ISSC), which will maintain its leadership in the production of the World Social Science Report, Council for the Development of Social Science Research in Africa (CODESRIA), and the Latin American Council of Social Sciences (CLACSO). Strengthening collaboration with UNESCO Chairs will be pursued across all programmes including in the promotion of intercultural dialogue and human rights; IOC's convening role will be further enhanced by strengthening its association with NGOs, regional science organizations, practitioners and the public through the IOC regional and other subsidiary bodies, and by strengthening links with scientific communities.

41. The successful implementation of the 2030 Agenda will require enhanced coordination and cooperation among United Nations Specialized Agencies and international stakeholders. To this end, UNESCO will aim at reaffirming its central role in United Nations coordinating mechanisms, such as the UN-Water, UN-energy, UN-Oceans, HLCP's Working Group on Climate Change and the newly established Technology Facilitation Mechanism's (TFM) Interagency Task Team on STI for the SDGs.

The Organization will further enhance its work on strengthening the science-policy interface through inter alia, its engagement with the Secretary-General's Scientific Advisory Board, Future Earth Initiative, the Intergovernmental Panel on Climate Change (IPCC) and the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES).

42. The new document 39 C/5 will also be informed by the upcoming Quadrennial Comprehensive Policy Review (QCPR) of United Nations operational activities for development, which will be adopted by the United Nations General Assembly in 2016 for the period of 2017-2020. The QCPR, which is currently under development in an attempt to enhance its strategic nature, is intended to provide an overall framework for a coherent and effective United Nations development system, in support of implementation of the 2030 Agenda for Sustainable Development.

43. UNESCO will further strengthen partnerships at the national and regional levels, through:

- fostering regional and cross-regional South-South cooperation, in the form of exchange of good practices in areas of utmost priority, such as for example, for specific subregions in Africa (e.g. in disaster risk reduction, ocean governance and management, conflict prevention, peace and security, environmental sustainability, etc.);
- facilitating multi-stakeholder partnerships (public, private and civil society partners) at country level around priority areas (peace, inclusive education, natural resource management, etc.);
- mobilizing international and national partners, especially for LDCs, including anticipating needs and future development priorities through foresight activities.

44. UNESCO will also need to mobilize **extrabudgetary resources to support its role and assist Member States to achieve the SDGs**. The mobilization of all stakeholders, public and private, domestic and international as well as the strategic combination of all financial instruments and means of implementation will be crucial. In this context, UNESCO's resource mobilization efforts will have to be adapted to the outcomes and principles adopted by the Third International Financing for Development Conference, which aims to set a renewed global financing architecture to support the future SDGs.

45. The Organization will thus need to engage in a strategic structured financing dialogue with its Member States and relevant partners, towards ensuring long-term predictability, flexibility and alignment of both regular and extrabudgetary resources the implementation of its programmes; and broadening the donor base and improving the adequacy and predictability of resources flows.

Questions:

- How to partner more effectively with the United Nations system organizations at the global, regional and national levels? What partnerships should UNESCO foster and support as a priority?
- How can UNESCO ensure adequate, sustainable and predictable financing for areas only partly recognized in the SDG framework?
- How to address the specific opportunities and challenges of new funding sources (working in MIC, new donors, etc.)?

IV. Proposed decision

46. The General Conference may wish to adopt the following resolution:

The General Conference,

Having examined document 38 C/7,

1. *Expresses its satisfaction* with the contributions made by UNESCO in its fields of competence to the preparation of 2030 Agenda;
2. *Underscores* the abiding relevance of UNESCO's mandate to the achievement of the 2030 Agenda, *and stresses* the importance for UNESCO to contribute to the implementation and follow-up of the 2030 Agenda at appropriate levels, in particular by delivering assistance and technical support to Member States in its various domains;
3. *Further underscores* the continued relevance of UNESCO's Medium-Term Strategy for 2014-2021, of its two overarching goals of peace and sustainable development, and of its two Global Priorities – Africa and Gender equality;
4. *Emphasizes* the importance for UNESCO to harness its multidisciplinary expertise and experience in its fields of competence towards the achievement of the Sustainable Development Goals;
5. *Welcomes* the Director-General's efforts to focus the Organization's programme and resources on the implementation of the 2030 Agenda for sustainable development, and the initial mapping provided in this regard in document 38 C/7,
6. *Invites* the Director-General, when preparing draft document 39 C/5, to:
 - (a) take into account the debates and decision on this item at the 197th session of the Executive Board and at the 38th session of the General Conference,
 - (b) proceed with the consultations of Member States and relevant stakeholders on the preparation of the Draft Programme and Budget for 2018-2021 (39 C/5) according to the roadmap presented in Annex III of document 38 C/7.

ANNEX I

Annex I contains the Executive Board's decision taken at its 197th session (197 EX/Decision 7) on Item 7: "UNESCO's participation in the preparations for a post-2015 development agenda", and the related text (Part II and annexes) as in document 197 EX/7.

197 EX/Decision 7

The Executive Board,

1. Having examined document 197 EX/7,
2. Reaffirming 191 EX/Decision 6, 192 EX/Decision 8, 194 EX/Decision 14, 195 EX/Decision 8 and 196 EX/Decision 8,
3. Welcomes the discussion paper presented in Part II of the document and the annex thereto;
4. Calls on Member States and all relevant stakeholders to support the implementation of the sustainable development goals (SDGs) and targets related to UNESCO's priorities in education, the sciences, culture, and communication and information;
5. Requests the Director-General, through the UNESCO Institute for Statistics, to continue developing appropriate indicators that could be included in the draft indicator and monitoring framework for the 2030 Agenda for Sustainable Development, so as to position UNESCO as a leader in monitoring the sustainable development goals (SDGs) and targets related to its areas of competence in education, culture, the sciences, and communication and information;
6. Also requests the Director-General to continue her reform efforts so as to strengthen UNESCO's competitive edge and organizational delivery capacity so as to support Member States in delivering on the sustainable development goals (SDGs) in the 2030 Agenda for Sustainable Development globally, regionally and nationally;
7. Further requests the Director-General to report to it at its 200th session on the various functions, activities and roles envisaged by UNESCO as part of its participation in the progressive implementation of the 2030 Agenda for Sustainable Development within the framework of preliminary document 39 C/5;
8. Requests the Director-General to transmit a broadened version of the discussion paper (197 EX/7 Part II and its annex), along with the summary of its debates on this subject, to the General Conference at its 38th session for its consideration and further decision on the future Programme and Budget for 2018-2021 (39 C/5), along with guiding principles as to how to structure the debate.

197 EX/7 PART II:

THE POST-2015 DEVELOPMENT AGENDA: WHAT ROLE FOR UNESCO? – DISCUSSION PAPER

Background

47. In the past 15 years, the Millennium Development Goals have dominated the world's development agenda. The coming adoption of sustainable development goals (SDGs) by the General Assembly of the United Nations will mark a significant evolution and broadening of the development agenda, building on a long process of intergovernmental negotiations and consultations with a broad range of stakeholders. The adoption of the post-2015 agenda and the SDGs as the new agreed international development framework, as well as the point of reference for future national development strategies, is likely to transform in depth the scope and practice of development work in the coming years. As such, it has considerable importance for the entire United Nations system, including for United Nations specialized agencies such as UNESCO.

48. The new post-2015 development agenda⁸ is not simply, and indeed not primarily, a United Nations agenda. "Strengthened national ownership and leadership at country level" is recognized as key for the implementation and follow-up/review of the post-2015 agenda. It is an agenda for the Member States themselves and for their populations, designed to eradicate poverty, to fight hunger and disease, to increase educational levels, to protect and manage the planet's natural resources and biodiversity, and to contribute to the development of just and peaceful societies. It is designed as a universal agenda, integrating the three branches of economic, social and environmental change. As outlined by the United Nations Secretary-General,⁹ the SDGs call for a transformational approach to development:

- Commit to a universal approach, including solutions that address all countries and all groups;
- Integrate sustainability into all activities, mindful of economic, environmental and social impacts;
- Address inequalities in all areas, agreeing that no goal or target should be considered met unless it is met for all social and economic groups;
- Ensure that all actions respect and advance human rights, in full coherence with international standards;
- Address the drivers of climate change and its consequences;
- Base our analysis on credible data and evidence, enhancing data capacity, availability, disaggregation, literacy and sharing;
- Expand our global partnership for means of implementation to maximum effect and full participation, including multi-stakeholder, issue-based coalitions;
- Anchor the new compact in a renewed commitment to international solidarity, commensurate with the ability of each country to contribute.

⁸ The following is based on the draft outcome document agreed upon by Member States at the United Nations in New York on 2 August 2015: "Transforming our world: the 2030 Agenda for sustainable development", Finalized text for adoption (1 August 2015).

⁹ "The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet: Synthesis report of the Secretary-General on the post-2015 sustainable development agenda" (2014).

49. Importantly for UNESCO, the new agenda gives pride of place to the fundamental contribution of quality education at all levels and to the importance of learning achievement (SDG 4). It breaks new ground in acknowledging the growing importance of science, technology and innovation for development (SDG 17). It contains ambitious targets in the areas of freshwater (SDGs 6 and 15) and ocean (SDG 14) which are recognized priorities for the Organization. It recognizes the role of ICTs and of the media. It promotes culture as a key enabler of sustainable development, and contains a target on the preservation of cultural heritage (SDG 11) as well as a target on the recovery and return of stolen assets (SDG 16). It upholds a vision of just, peaceful, equitable and inclusive societies recognizing the value of knowledge, heritage and diversity. It promotes human rights.

50. This ambitious and transformative agenda will require a well-coordinated, nimble and flexible United Nations system, able to support countries collaboratively to deliver on their sustainable development commitments, overcoming remaining institutional and operational obstacles. Coherence and coordination across policy areas and at the global, regional and country levels will be of paramount importance, as well as the ability to deliver real change in core areas such as education. Initial consultations on the longer-term positioning of the United Nations system have already been held at the ECOSOC, focusing on a wide range of issues including the functions, governance, funding, capacity, impact and partnerships of the United Nations system. UNESCO has actively participated in this process.

51. For UNESCO, both in its normative and operational roles, the new post-2015 development agenda will constitute an essential and foundational reference in future engagement with its Member States at the global, regional and country levels. To this end, it needs to take a comprehensive look at the Organization's objectives, priorities, operations and funding, to ensure that it is well positioned to support the world community in achieving sustainable development.

52. This brief discussion paper is designed to elicit the views of Member States on these opportunities and the challenges they raise, contributing also to the initial discussions on the future Programme and Budget for 2018-2021 (39 C/5), and in continuation of the Programme and Budget for 2016-2017 (38 C/5), which will represent the second phase of the Organization's Medium-Term Strategy (2014-2021).

A. Relevance and comparative advantages: the post-2015 sustainable development framework: what relevance to UNESCO? What comparative advantages does the Organization contribute to the new framework?

53. As stated above (para. 49), the post-2015 development agenda is of considerable importance for UNESCO. A preliminary mapping of sustainable development goals shows that many are relevant to the Organization at different levels, whether it is for areas of recognized leadership (education, culture, STI, freshwater, and ocean) or for areas where UNESCO can make contributions (see Annex I).

54. At the same time, the post-2015 development agenda and the SDGs build on the achievements of the MDGs "and seek to address their unfinished business". In particular, it considers that "**eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development**". But it also goes far beyond. The agenda is:

- (a) **Universal** – for developed and developing countries;
- (b) **Transformative** – encompassing 17 sustainable development goals (compared with eight MDGs) regrouped under the five categories of "People, Planet, Prosperity, Peace, Partnership";

- (c) **Integrated and indivisible**, around the three pillars of sustainable development (economic, social and environmental);
- (d) **Based on shared principles**: it commits to realizing the **human rights** of all, to mainstreaming **gender equality and the empowerment of all women and girls** across all the Goals and targets, and it reaffirms the Millennium Declaration and the 2005 World Summit Outcome Document;
- (e) **Ambitious and innovative**: it sets out a wide range of economic, social and environmental objectives, including new ones (e.g. concerning inequalities, or more peaceful and inclusive societies);
- (f) **Premised on a “revitalized Global Partnership for Sustainable Development**, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable”;
- (g) **Committed to a strong follow-up and review process based on quality data**, with “a particular focus on the poorest, most vulnerable and those furthest behind”.

55. “Where the MDGs were largely vertical and somewhat siloed, this agenda has the potential to be much more comprehensive, integrated and horizontal, bringing together the social, environmental and economic dimensions of sustainable development, and combining climate change and development in one framework. Where the MDGs reflected and drove a largely North-South agenda, the post-2015 development agenda is universal and will apply in all countries, regardless of their development status”.¹⁰

56. In this new framework, UNESCO can claim a variety of **comparative advantages**:

- (a) *A truly universal and global mandate and convening power*, concerning both developing and developed countries, with balanced services at the global, regional and national levels, and priority given to the most disadvantaged and to the two Global Priorities (Africa and Gender Equality);
- (b) *A multisectoral mandate*, spanning most of the post-2015 agenda, anchored in United Nations values and human rights, with high potential for intersectorality;
- (c) *A recognized field expertise, structure, and presence in some 85 countries*, working in full cooperation with the United Nations system, facilitating response to direct requests for assistance.
- (d) *A set of operational world-wide programmes* in core SDG areas with established track record and leadership experience in some domains;
- (e) *Robust capacities for analysis, benchmarking and monitoring* for several core SDG areas, based on internationally comparable data (the EFA *Global Monitoring Report*, world trends in freedom of expression and media development, role of UIS, involvement in several key review mechanisms, among others).
- (f) *Strong capacity development programmes* relying on a rich network of specialized category 1 institutes and a broader network of specialized category 2 institutes and centres, Chairs, etc.
- (g) *Active participation and leadership in relevant United Nations inter-agency coordination mechanisms*,

¹⁰ “UNDG Perspectives on Functions”, 20 March 2015.

- (h) *A proven outreach capacity* with ability to mobilize specialized networks as well as significant portions of civil society.

Indicative questions for discussion:

- How can UNESCO best build on its comparative advantages? Which ones would need to be reinforced?
- What is the relevance for UNESCO's mandate of the post-2015 framework?
- Which goals and targets should UNESCO concentrate on, and give the highest priority to?
- What other emerging areas require UNESCO's attention?
- What are some of the implications of universality for UNESCO's role?
- How should the Organization approach new issues emerging out of the new Agenda, such as inequalities and integration?

B. What functions for UNESCO?

57. UNESCO's functions are defined in its Medium-Term Strategy for 2014-2021. Will they be affected by the post-2015 development agenda? Are they adequately financed? Which functions will be essential to support Member States in their efforts to implement the sustainable development vision?

58. Initial discussions within the United Nations system on the subject tend to confirm the relevance of the type of functions carried out by UNESCO and other specialized agencies (norms, policy advice and related capacity development, analysis and monitoring, international/regional cooperation, etc.). The following core functions are considered key for the United Nations development system to implementing the post-2105 agenda:¹¹

- **Normative support to countries** to establish, implement, monitor and report on normative standards and agreements, and most critically of all, human rights commitments. This includes much greater focus on all forms of inequality and discrimination, including gender inequality, as well as on leaving no-one behind. This role is only becoming more critical including in response to rapidly increasing inequalities within and between countries and regions.
- **Integrated policy advice** including providing "thought leadership" and analysis on critical policy issues, working across governments and societies to address and respond to cross-cutting challenges, and providing support to generating data and evidence to support policy making, implementation and monitoring of national development priorities and the SDGs, drawing on the diversity and expertise available across the United Nations system, and the tools and analysis utilized by the different pillars of the United Nations – human rights, humanitarian, peace and security, political, climate change etc. Demand for such integrated, upstream policy advice will continue to grow, in particular among middle-income and higher middle-income countries.
- **Capacity development, brokering innovation and learning, and South-South and triangular cooperation.** Capacity development, piloting and operational support to support countries to implement the SDGs will be a critical function of the United Nations

¹¹ The following is based on "UNDG Perspectives on Functions", March 20, 2015, which reflects UNESCO's inputs.

development system going forward, as will ensuring innovation and continuous learning at all levels, including through South-South and triangular cooperation and knowledge and technology transfer.

- **Maximizing the United Nations’ convening role** – bringing together stakeholders across sectors to implement, monitor and report on the new development agenda, ensuring inclusiveness, participation and continuous engagement of and consultation with stakeholders, and convening issues based multi-sectoral partnerships.
- **Leveraging partnerships and resources** – in support of implementation of the SDGs, to ensure effectiveness and maximize impact.
- **Integrated development and humanitarian support** – including maximizing synergies, integration of planning cycles, more pooled funding, and investment in development and resilience building in situations of protracted crises.

59. It is also generally recognized that a core area of activity in the post-2015 period (including in the immediate months following the adoption in New York of the post-2015 agenda) will be **support to planning, data, and monitoring and evaluation** at the national level including support to development and implementation of national sustainable development and poverty reduction strategies and plans. This also includes support to data collection and analysis, and to evidence-based policy-making at the national level. The **data revolution** required for the post-2015 development agenda will include more integrated capacity development support to National Statistical bodies, use of disaggregated data, developing greater analytical capacity for measuring and understanding inequalities, risks and vulnerabilities, and using data and evidence more effectively and transparently.

60. **International cooperation, including at the regional level**, is also considered necessary to support countries in the post-2015 period, including through policy dialogue, the exchange information of and experience, the monitoring of emerging trends, and the mobilization of support.

Indicative questions for discussion:

- What are the core functions needed to implement the post-2015 agenda for UNESCO?
- How can funding effectively support these functions?
- What approaches/improvements will be needed in these areas at UNESCO?

C. **Efficiency and effectiveness: ensuring UNESCO’s efficient and effective contribution to post-2015 and identifying key drivers for UNESCO’s success**

61. In recent years, UNESCO made significant improvements in its programme delivery, guided in large part by the recommendations of the external Independent Evaluation (IEE). In the context of post-2015, a review is needed (as outlined in document 197 EX/5 Part IV-(D)) (i) to establish **operational modalities that are better suited** to deliver, both globally, regionally and locally and tailor-made UNESCO programmes, and (ii) to achieve **a better, clearer and more strategic global, regional and country-level positioning and leadership** of UNESCO within the context of the post-2015 agenda, investing in staff training as required. In its approach, UNESCO will aim at supporting the effective delivery of the sustainable development goals and ensure that its approaches are **in line with the initiative of the United Nations Secretary-General to prepare the United Nations system to be transformative** in supporting Member States and implementing the post-2015 agenda – through continuous improvement to do more for less, optimize delivery, and embed **a learning culture** in the Organization and across the system.

62. In addition to the governance issues – which are currently being reviewed by the Member States – the current review should encompass a broad range of issues. It should aim to keeping programme delivery at our core and better aligning organizational work with the post 2015 agenda whilst reforming the Organization along **four major axes**:

- **Reducing overhead costs** (cost saving) and achieving cost efficiencies, achieving synergies where possible and streamlining work processes;
- **Ensuring structured delivery in the field** to meet SDG goals and targets, including in the context of Delivering as One (DaO);
- **Streamlining overall structures** and re-aligning to become more effective and accountable;
- **Optimizing resource mobilization** and use of extrabudgetary funds received.

63. This will also include **engagement with national authorities** in the design, development and review of post-2015 national commitment frameworks, as well as an enhanced **strategic engagement with the UNDAFs** and other United Nations country-level common programming documents. As the post-2015 agenda will be driven by the countries themselves, a premium will be placed on adaptability and responsiveness to a set of much more differentiated country priorities, United Nations country teams, as well as United Nations office models and support. The role of the **regional level** will also be critical for promoting post-2015 coherence, facilitating regional exchange of information and reviews, and providing policy analysis and support.

64. Another issue of interest will be that of “**organizational arrangements**”. The term refers to “formal interagency structures, processes, accountabilities and systems – in other words the way the United Nations development system (UNDS) collectively organizes itself (the how) to support a new sustainable development agenda and deliver results on the ground (the what)”.¹²

Indicative questions for discussion:

- What field structure can best help UNESCO deliver on its post-2015 commitment?
- How to best streamline structures to ensure effective and efficient delivery?
- What organizational arrangements are required in support of a universal post-2015? What partnerships need to be more specifically developed?
- How to focus the Organization on providing high-quality and effective support to its Member States?
- How to enhance regional coherence and ensure integrated regional policy analysis and support?
- Do countries experiencing conflict, disasters, fragility and vulnerability require new innovative approaches for post-2015?

¹² “UNDG Perspectives on Organizational Arrangements”, 19 May 2015.

D. Financing and partnerships

65. The financing of the United Nations system has been the subject of recent discussions at the ECOSOC and within the United Nations system.¹³ UNDG emphasized that “for the United Nations Development system to most effectively support a universal, transformative, integrated, rights-based post-2015 agenda, predictable, sustainable, flexible multi-year funding is an absolute prerequisite” and stressed the growing importance of non-core resources (“the proportion of non-core resources for operational activities for development has increased significantly from 56 percent in 1998 to 75 percent in 2013”). There is recognition that traditional ODA will remain important, but that post-2015 will require a greater diversification of funding and the development of issues-based coalitions and global partnerships (including around global thematic and vertical funds). Innovative financing, such as blended finance, and the harnessing of new financing for development from emerging donors will also be of importance.

66. At UNESCO, the discussion on the issues of alignment, transparency, predictability and flexibility, and the broadening of the donor base will continue at the 197th session of the Executive Board. Structured financing dialogues may also be held in the future.

67. UNESCO recently adopted a partnership strategy. The post-2015 agenda will place an ever-growing demand on the ability of United Nations organizations, including UNESCO, to partner with diverse stakeholders, to act as a broker and facilitator, and to facilitate dialogue and partnerships at the global, regional and country levels. There is growing interest in the role of United Nations organizations in facilitating and supporting South-South, North-South, and North-South-South cooperation.

Indicative questions for discussion:

- How best to ensure the mobilization of traditional voluntary contributions, global thematic/vertical funds, innovative financing, and emerging donors in support of UNESCO’s work for post-2015?
- How to partner more effectively with the United Nations system organizations at the global, regional and national levels? What partnerships should UNESCO foster and support as a priority?
- How can UNESCO ensure adequate, sustainable and predictable financing for areas only partly recognized in the SDG framework?
- How to address the specific opportunities and challenges of new funding sources (working in MIC, new donors, etc.)?
- How should UNESCO best partner with civil society and other communities?

¹³ ECOSOC Dialogue on Financing, May 2015. UNDG Perspectives on Funding, April 20, 2015

ANNEX

MAPPING UNESCO’S CONTRIBUTION TO THE SDGS: SOME INITIAL HIGHLIGHTS

The Annex below provides **initial information and background about the overall positioning of UNESCO in post-2015 areas**, including comparative advantages and challenges. It also indicates relevant correspondence with Expected results in the draft document 38 C/5, and indicates indicative areas for possible integrated, cross-sectoral work to address the challenges of sustainable development.¹⁴

Sustainable development goals

Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts*
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development

* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

¹⁴ N.B.: This analysis is based on the pre-Summit Outcome document (“Transforming our world: the 2030 agenda for sustainable development – Outcome document for the UN summit to adopt the post-2015 development agenda – Finalized text for adoption”, 1 August 2015).

EDUCATION

(a) Overall positioning

- UNESCO is **well positioned to make leading contributions to the proposed SDG 4**, as well as to contribute to the achievement of other goals (gender equality, reduction of inequalities, etc.) through intersectoral engagement.
- The WEF (Incheon Declaration) has confirmed the necessity to strengthen **UNESCO's global coordination role in education**. The Incheon Declaration confirms UNESCO's mandated role to lead and coordinate the 2030 education agenda and to develop an appropriate global coordination mechanism in consultations with others. UNESCO has been asked "to undertake advocacy to sustain political commitment; facilitate policy dialogue, knowledge sharing and standard setting; monitor progress towards the education targets; convene global, regional and national stakeholders to guide the implementation of the agenda; and function as a focal point for education within the overall SDG coordination architecture".
- As such, UNESCO will play an active role in the **delivery on the post-2015 commitments in education in cooperation with the education community**. In particular, the co-conveners of WEF, based on the comparative advantages of each agency, should each play an important role in ensuring that technical assistance and capacity development is offered on each of these targets. UNESCO should prioritize among the SDG targets.

(b) Specific comparative advantages in education

- A **universal, holistic, system-wide approach**, and extensive experience in core education areas, from planning to quality, from education for sustainable development to education for global citizenship.
- A **significant level of contributions** to the various education areas covered by the SDG targets (summarized below in the table).
- **Convening power and mandate**; demonstrated ability to lead a coordinated global education movement (EFA).
- **Demonstrated monitoring and benchmarking capacities** (including through the Global Monitoring Report, through the development of statistical and policy capacities and the work carried out by UIS, IIEP, and overall policy assistance to countries and policy dialogue).
- **Expertise in capacity development** in areas vital for the effective management of education systems and data, policies and capacities, especially through its unique **category 1 centres**.
- Growing opportunities to work **intersectorally** (e.g. ESD, youth).

(c) Challenges – Opportunities

- The Education Sector should ensure that its programme is geared and resourced to better serve the new agenda at country level, especially in its role as coordinator and facilitator.
- A premium will be placed on collaborative engagement with other partners.
- UNESCO will need to reflect how to contribute from an education perspective to the other SDGs.

- UNESCO should be ready to assume a coordination role with the financing mechanisms.
- The financing of education may raise a challenge in countries not belonging to the LDC category.

SDG Targets	Key thematic areas	Expected Results in 38 C/5	Comments
Target 4.1	Quality primary and secondary education	ER 1 (SWPP) ER 5 (Teachers) ER 6 (Learning) ER7 (ICT in ED)	UNESCO is expected to continue to provide services at country level and in some regions, in particular through cross cutting themes such as teachers, ICTs, or as part of gender equality projects. It will also provide assistance to these levels via its work on sector wide policy and planning. Other education partners, such UNICEF and the World Bank, are expected to play lead roles.
Target 4.2	ECCE		UNESCO is expected to continue to play a role in this area, focusing in particular on work at the country level and in some regions. Other education partners, such as UNICEF, are expected to play a lead role.
Targets 4.3 and 4.4	TVET and higher education	ER 3 (TVET) ER 4 (HED)	UNESCO is expected to be very active and to provide leadership in these areas, also encouraging other education partners to assume significant roles. An entry point for higher education would remain quality assurance and the global and regional conventions.
Target 4.5	Equity and gender equality	Mainstreamed	UNESCO is expected to deepen and broaden the scope of its work in this area, in close cooperation with other partners, including UN Women.
Target 4.6	Literacy	ER 2 (Lit)	UNESCO is expected to continue to exert leadership in this area, especially through targeted assistance to countries, policy advice and advocacy. Current work and capacities will need to be reviewed to identify stronger entry points and to demonstrate impact.
Target 4.7	ESD and GCE	ER 8 (GCE) ER 9 (ESD)	This is a growing and relatively new area, of great relevance to the overall post-2015 agenda, where UNESCO has been able to demonstrate its leadership and needs to continue to do so. Work in this area may be enriched through enhanced intersectoral cooperation and cooperation with existing capacities in category 1 institutes and category 2 centres/institutes.
Target 4.a	Learning environments	N/A	This target deals more with infrastructure, which is not UNESCO's comparative advantage, except in some unique situations. Learning environments are recognized to be of great importance, but can be dealt with cross-sectorally.
Target 4.b	Scholarships	N/A	Not a comparative advantage of UNESCO.
Target 4.c	Teachers	ER 5 (Teachers)	UNESCO is expected to provide leadership in this area. It needs to continue to strengthen the cooperation between HQ, the International teacher task force, and IICBA. It also needs to continue to expand cooperation with external partners such as EI. A new global initiative on teachers has just been launched.

1.	Learning	ER 6 (Learning)	This is a strategic area where UNESCO needs to build its capacity and demonstrate it can be focused and impactful in its interventions. All of the Headquarters divisions and institutes can contribute to this effort. It will be necessary to have one overall internal coordination and managing mechanism.
2.	Education in emergencies	Response to needs in line with UNESCO's comparative advantage	UNESCO is already involved in most countries in emergencies and post-conflict. UNESCO will seek to strengthen and consolidate its global coordination and intervention in countries in emergencies.
3.	ICT in education	ER 7 (ICT in Ed)	UNESCO is well positioned to play a key role here both via mobile learning week, via extrabudgetary funding, and via higher education. This area could evolve to include innovations in education, in cooperation with other concerned organizations. This would include identifying and designing new ways of learning using ICTs in pedagogy. Beyond that, it is recognized that ICTs should be an integral component of all thematic areas and mainstreamed throughout the SDG targets.
4.	Sector-wide policy, planning and monitoring systems	ER 1 (SWPP)	UNESCO has a unique role to play here both at the global level with IIEP and Headquarters, and at regional and country level, and in cooperation with UIS, including the key monitoring and review functions. UNESCO's technical capacity in this area needs to be maintained. UNESCO will seek to develop a strategic alliance with GPE where policy and planning will play a key role.

NATURAL SCIENCES

(a) Overall positioning and opportunities

- The new post-2015 agenda represents **a significant step forward in the recognition of the contribution of science, technology and innovation to sustainable development**. Science is present in a large part of the SDG agenda covering specific SDGs, core principles, Means of Implementation (MOI) and follow-up review mechanisms:

Figure 1: Science in the SDG agenda

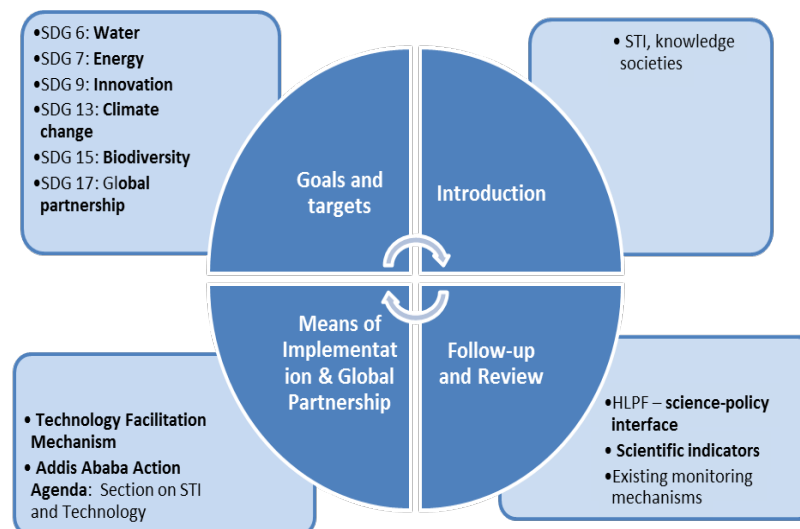


Table 2: UNESCO science areas in the SDG agenda (indicative)

	Goals and Targets (indicative)	MOI	Follow-up and Review
STI	Draft Declaration: <ul style="list-style-type: none"> • “The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy.” • “Governments, international organizations, the business sector and other non-state actors and individuals must contribute to changing unsustainable consumption and production patterns, including through the mobilization, from all sources, of financial and technical assistance to strengthen developing countries’ scientific, technological and innovative capacities to move towards more sustainable patterns of consumption and production.” 		
	Targets 4.b, 9.5, 12.a, 17.6, 17.8,	The entire paragraph on Technology Facilitation Mechanism contains specific mention of UNESCO. Addis Ababa Action agenda, as actions supporting post-2015 agenda, refers to science, technology, innovation and capacity-building , and data, monitoring and follow-up.	Commitment that the HLPF will also be informed by the Global Sustainable Development Report, which shall strengthen the science-policy interface and could provide a strong evidence-based instrument to support policy-makers in promoting poverty eradication and sustainable development.
DRR	Draft Declaration: <p>“We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife. We are also determined to promote sustainable tourism, tackle water scarcity and water pollution, to strengthen cooperation on desertification, dust storms, land degradation and drought and to promote resilience and disaster risk reduction.”</p>		
	Targets 1.5, 2.4, 11.5, 11.b, 13.1		
Water	Goal 6 (see table below for details)		
Biodiversity	Draft Declaration: <p>“We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife.”</p>		
	Goal 15 and its targets 15.1-15.9 and 15a-15c		

Climate change	<p>Draft Declaration:</p> <ul style="list-style-type: none"> • “Climate change is one of the greatest challenges of our time and its adverse impacts undermine the ability of all countries to achieve sustainable development.” • “We acknowledge that the UNFCCC is the primary international, intergovernmental forum for negotiating the global response to climate change. We are determined to address decisively the threat posed by climate change and environmental degradation. The global nature of climate change calls for the widest possible international cooperation aimed at accelerating the reduction of global greenhouse gas emissions and addressing adaptation to the adverse impacts of climate change. We note with grave concern the significant gap between the aggregate effect of Parties’ mitigation pledges in terms of global annual emissions of greenhouse gases by 2020 and aggregate emission pathways consistent with having a likely chance of holding the increase in global average temperature below 2 °C or 1.5 °C above pre-industrial levels.” • “Looking ahead to the COP21 conference in Paris in December, we underscore the commitment of all States to work for an ambitious and universal climate agreement. We reaffirm that the protocol, another legal instrument or agreed outcome with legal force under the Convention applicable to all Parties shall address in a balanced manner, inter alia, mitigation, adaptation, finance, technology development and transfer, and capacity-building, and transparency of action and support.” • “We will work to minimize the impact of cities on the global climate system.” 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #c6e0b4; padding: 2px;">Goal 13 and its targets 13.1-13.3 and 13a-13b</td> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td style="background-color: #c6e0b4; padding: 2px;">Targets 1.5, 2.4, 11.b</td> <td></td> <td></td> </tr> </table>	Goal 13 and its targets 13.1-13.3 and 13a-13b			Targets 1.5, 2.4, 11.b		
Goal 13 and its targets 13.1-13.3 and 13a-13b							
Targets 1.5, 2.4, 11.b							

- A **commitment to research and development and innovation** (“Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending”, target 9.5.).
- The post-2015 framework places strong emphasis throughout on the importance of **scientific information and evidence**.
- Added impetus given to science from the **Sendai Framework** and **COP21**, and from other mechanisms (such as the **United Nations Secretary-General’s Science Advisory Board**).
- The **Addis Ababa Action Plan** makes prominent references to science areas relevant to SDG 17.6 – 8 in its Action Area G on STI and Capacity-Building:
 - Adopting STI strategies as part of national sustainable development strategies – scaling up SC’s deliverables on STI strategies/policies
 - Promoting science collaboration – intergovernmental science programmes, Future Earth ...
 - Enhancing STEM education – through science education initiatives and in collaboration with ED
 - Recognizing ILK and its contribution to sustainable development – through LINKS and in collaboration with CLT

- Technology Facilitation Mechanism – through United Nations Task Team (UNESCO, WIPO, UNCTAD, ITU, UNIDO, UNEP, WB, DESA) and in collaboration with CI, ED, IOC

(b) *Specific comparative advantages in the Natural Sciences*

- A **universal, global and multisectoral mandate** and convening power in the sciences, with both normative and operational expertise (see Table 2 below concerning freshwater);
- **Shared leadership in core areas** of the post-2015 agenda (water, science-policy and interface, biodiversity, climate change) supported by intergovernmental/international scientific programmes and related partnerships fully operational with established track record;
- **Significant policy assistance to countries for the development of science systems and related capacities** for assistance in the area of Means of Implementation, in particular through its category 1 science institutes (IHE, ICTP), through national chapters of science programmes (IHP, MAB, etc.), as well as network of category 2 centres and Chairs in the sciences;
- **Demonstrated monitoring and benchmarking capacities** in core post-2015 areas (WWAP and the World Water Report, SDG6; UNESCO Science Report, with UIS, transversal and SDG 17); the Global Observatory of Science, Technology and Innovation Instruments (GOSPIN) for SDG 9 and SDG 17; the MAB Programme and the World Network of Biosphere Reserves for SDG 15).
- **Recognized capacity to work intersectorally** (e.g. gender equality, climate change, youth, ESD ...).

(c) *Challenges – Opportunities*

- Ensure a coherent response of SC in light of the clear, direct relevance but also scattered nature of natural sciences throughout several SDGs and targets. This will entail both the application of a common conceptual approach and methodology as well as coordination among SC programmes and initiatives, and with the other UNESCO sectors.
- Ensure that the pending work on indicators is scientifically robust as well as ILK-sensitive, as appropriate.
- Maintain an active cooperation with relevant United Nations organizations and other partners in relation to synergies in support to specific goals and targets.
- Promote the best possible alignment of Member States' priorities with the post-2015 development agenda by systematically informing them how the current Expected Results will support specific goals and targets, through a dedicated mapping exercise.
- Identify opportunities for UNESCO's ISPS and other relevant programmes and activities to play a leadership role in the coordination of activities aimed at reaching specific agreed Goals/Targets in UNESCO's areas of competence and interest, as well as in the monitoring and implementation of progress achieved in meeting the agreed Goals and Targets.
- Design a strategy for mobilizing and building the needed capacity in Member States so as to meet the challenges posed by the post-2015 development agenda.

Table 3: Mapping UNESCO’s contribution in science: correspondence between SDGs and current activities in freshwater (indicative)

	MLA 6: Strengthening freshwater security	
SDGs and targets and MOI	ER 10: Responses to local, regional and global water security challenges strengthened	ER 11: Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	There is a strong potential for ER11 to contribute to solving issues at the nexus of water with food. This applies to the contribution of IHP to both water management measures (ER10) as well as to building the knowledge basis for the design of adequate water policies (ER11). Moreover, this is an area of potential importance for synergy with United Nations organizations, namely FAO.	
SDG 3: Ensure healthy lives and promote well-being for all at all ages	Water-sanitation activities under ER10 are of direct relevance to Target 3.9 (substantially reduce death and illness from water pollution and contamination)	
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	There seems to be a clear potential for water education-related activities under ER10 to contribute to SDG4. It is suggested that SC/HYD identifies relevant targets to which such a contribution would contribute. SDG4 also provides a strong enabling framework for strengthened cooperation with UNESCO-IHE.	
SDG 6: Ensure availability and sustainable management of water and sanitation for all	Perfect correspondence between this SDG and ER10 and ER11, including at the level of ALL targets (concrete examples by SC/HYD). Due to the very good coordination between UNESCO and other members of UN-Water in aligning their respective priorities while defining the scope and specifics of the Goal and Targets.	
SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all	Relevant activities under ER10 and ER11 contribute, albeit indirectly, to targets 7.1, 7.2 and 7.3 (access to energy, renewable energy and energy efficiency). A more systematic assessment of such a contribution is encouraged, mainly for communication purposes.	
SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable	Water sanitation-related activities under ER10 are relevant to Targets 11.1 (access to basic services) and 11.6 (waste management). The water disaster element of ER10 is of direct relevance to Target 11.5 (water-related disasters).	
SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development		WWAP will contribute to element 19 (data, monitoring and accountability) of SDG17.

Intergovernmental Oceanographic Commission of UNESCO (IOC)

(a) Overall positioning

- The post-2015 agenda introduces a **stand-alone ocean goal**: “Conserve and sustainably use the oceans, seas and marine resources for sustainable development” (Goal 14), building on long preparatory work (Rio+20) and IOC’s recognition as United Nations mechanism for global cooperation on ocean science.
- Recognition of **UNESCO-IOC’s standard-setting role**: IOC Criteria and Guidelines on Transfer of Marine Technology (CGTMT) explicitly acknowledged.
- A number of other goals are also relevant to the area of ocean (from SDG 2 on food security and improved nutrition, to SDG 13 on climate change, etc.).

(b) Specific comparative advantages in IOC

- The **only intergovernmental body in the United Nations specializing in ocean science, services, observations, data exchange and capacity development** (founded 1960, 147 Member States) with broad objectives relevant to the post-2015 agenda: healthy ocean; early warning for ocean hazards; resilience of society and ecosystems to climate change & variability; knowledge of emerging issues).
- **Global monitoring role**: building on its current contribution to the monitoring of ocean science, potential development of a **global monitoring report on ocean science** (decision by IOC Executive Council in 2014 to launch the preparation of Global Ocean Science Report). No global mechanism exists for assessing and reporting on the level of human capacity, technology, investments, and needs of nations in ocean and coastal science, observations and services.
- Three complementary pillars of activity in pursuit of the post-2015 agenda:
 - (a) **Ocean SDG**: Increase scientific knowledge, develop research capacity, support transfer of marine technology;
 - (b) **Post-2015 Disaster Risk Reduction Framework**: tsunami warnings, multi-hazard early warning systems (MHEWSs), sea-level rise; harmful algal blooms (HABs);
 - (c) **Blue Growth** – Blue Economy – translation into the role of the Ocean, and further translation into the value of ocean sciences, observations, services, CD/education, technology transfer.

(c) Challenges – Opportunities

- Developing UNESCO’s vision and positioning within the wider United Nations system to play lead roles in the SDGs for the post-2015 agenda up to 2030;
- The post-2015 agenda needs to be mainstreamed in all IOC programmes;
- Improved programme delivery (adequate resourcing, operational work, appropriate level of private sector funding vs. other funding sources, etc.).

- How to best support Member States?

SOCIAL AND HUMAN SCIENCES

(a) Overall positioning

The post-2015 agenda contains key provisions relevant to UNESCO's work in social and human sciences:

- Acknowledgement of the **social dimensions of the sustainable development agenda**: various targets included under the various SDGs on **social inclusion, eradication of extreme poverty, social protection systems, reduction of inequalities**, inclusive policies for cities, as well as inclusive and participatory decision-making.
- **Focus on “peaceful, just and inclusive societies”** (Goal 16, “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels”), acknowledgement of **cultural diversity, promotion of a culture of peace and non-violence**, and a commitment to end all forms of violence.
- **Goal 11 (“Make cities and human settlements inclusive, safe, resilient and sustainable”)** offers several entry points for UNESCO, including work on the social dimension of exclusion and discrimination in urban spaces.

(b) Specific comparative advantages in the Social and Human Sciences

- SHS aims to firmly **entrench universal values and principles**, such as global solidarity, inclusion, anti-discrimination, gender equality and accountability in the efforts of Member States and other key stakeholders to implement the post-2015 development agenda. To this end, it is important to reinforce existing and develop new interdisciplinary, cross-sectoral and results-oriented initiatives that foster increased international collaboration and participation, with due account of its evolving dynamics, in order to:
 - (a) Build a global partnership against all forms of discrimination;
 - (b) Shape attitudes and behaviours conducive to inclusion and to address discrimination and intolerance among young women and men; and
 - (c) Develop tools and strengthen capacities for measuring and monitoring progress towards SDGs.
- The implementation phase of the SDGs presents an opportunity for SHS to **promote research, and standard-setting activities, as well as to disseminate knowledge on human rights that are within the competence of UNESCO**.
- Through research, foresight and management of social transformations, SHS will strengthen the link between knowledge, policy and practice, by drawing on the competences of the social sciences to advance innovative thinking that holds the potential for transforming societies across different facets of the SDGs. Foresight will introduce the use of the future in comprehending the nature of the SDGs and developing a wider range of human responses to the challenges and aspirations of the post-2015 agenda.

- In relation to the contribution of science and technology to sustainable development, SHS will work on the right to enjoy the benefits of scientific progress and its applications (REBSP) and the principle of the sharing of benefits, with a view to enhance capacities of Member States to respond to sustainable development challenges (climate change, widening inequalities, including in access to science, technology and innovation, unsustainable consumption and production patterns, etc.). SHS will continue to work on bioethics and ethics of science and technology.
- Through its membership in the UNDG Human Rights Working Group, UNESCO is also active in developing a system-wide reflection on positioning human rights in the implementation of the SDGs.
- **Engaging youth** is “the human development agenda for the next decade”. Around the world, young women and men are driving change and claiming respect for fundamental freedoms and rights; improved conditions for them and their communities; opportunities to learn, work and participate in decisions that affect them. At the same time, due to persistent crises, they are faced with acute challenges affecting important aspects of their lives. More than ever, it is now time to improve investment in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of community, and engage as responsible social actors and innovators.
- Cultural **literacy** needs be strengthened at a large scale and new opportunities and spaces for dialogue and cooperation created through the development of intercultural competences based on shared values, mutual understanding and respect, empathy, reconciliation and trust.
- A **culture of peace** should be promoted as a key enabler for sustainable development, bearing in mind that values and practices of mutual respect and tolerance, reinforced through intercultural and interreligious dialogue and a commitment to non-violence and reconciliation, are essential to realize everyday peace for all members of society. UNESCO has been charged with the Secretary-General’s report to the 70th session of the General Assembly: “Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace”. The report will reflect the responses of United Nations agencies to Resolutions 69/139 “Follow-up to the Declaration and Plan of Action on a Culture of Peace”, and 69/140 on “Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace”.

(c) *Challenges – Opportunities*

- **Policy coherence:** given the complexity of the post-2015 agenda, there is a need to stress the critical importance of ensuring policy coherence in addressing the SDGs – by ensuring stronger linkages between social science research and public policies. This also calls for stronger intersectoral cooperation within UNESCO and broader collaboration with the United Nations system and other partners, particularly at the country level. SHS activities can contribute to the post-2015 tasks of other sectors due to the cross-cutting characteristics of several components of the new agenda which can be rigorously comprehended on the basis of social science knowledge.
- **Development of indicators:** a central challenge will be to develop a credible set of indicators to measure progress towards the implementation of the post-2015 agenda, specifically for Goals 5, 10, 11, 16. Metrics and indicators to assess the work on values, inclusion and human rights are lacking in analytical frameworks. This include the establishment of a

framework for good practices of city-level initiatives against discriminations; the **development of parameters and frameworks for an enhanced understanding of the complexity of contemporary multicultural societies**; the establishment of achievable targets for building more peaceful and inclusive societies; and the definition of **indices and indicators to “backstop” intercultural dialogue** and with a view to promoting peaceful and inclusive societies for sustainable development.

- **Country-based approaches during SDG implementation (Priority countries):** the implementation phase of the SDGs presents an opportunity for SHS to highlight both group- and country-based inequalities in the way targets are set and monitored. New work on target setting offers the potential to incorporate a strong country emphasis, both to mitigate inequalities between countries and to bolster national efforts to leave no one behind.

*Mapping UNESCO's contribution through the Social and Human Sciences:
correspondence with SDGs 1,4,8,10,11, and 16 & related targets (indicative)*

SDG 1: End poverty in all its forms everywhere

SDG Targets	Key thematic areas	Comments
Target 1.5	Sustainability Science (ER1)	The MOST Programme will contribute to the research-policy nexus through the mobilization, contextualization, and dissemination of sustainability science.

SDG Targets	Key thematic areas	Comments
Target 8.3	Research-policy nexus (ER1) Social inclusion (ER3) Youth (ER5)	UNESCO will continue to advocate for improved investment in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of community, and engage as responsible social actors and innovators.

SDG Targets	Key thematic areas	Comments
Target 10.3	Social inclusion (ER1, ER3)	UNESCO is expected to assist Member States to review legal norms, policies and programmes with the objective of developing inclusive societies, as well as to facilitate platforms for dialogue on the issue.

SDG 11: Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

SDG Targets	Key thematic areas	Comments
Target 11b	Promotion of inclusion and diversity	Building on existing networks of local governments and drawing on the outcomes of the forthcoming Habitat III conference, in which the Organization is involved, UNESCO is expected to continue to provide advice and technical assistance for the purpose of reinforcing the regulatory frameworks and implementation mechanisms pertaining to the fight against discrimination and exclusion at the city levels.

SDG Targets	Key thematic areas	Comments
Target 16.7	Support the design and implementation of inclusive policies at the city level (ER3)	UNESCO will continue providing technical support and capacity-building for policy formulation towards promoting inclusion and non-discrimination, especially at the municipal level, by mobilizing all stakeholders and promoting participatory and inclusive policy-making
Target 16.10	Promoting a culture of living together (ER3)	Changing mindsets and shaping behaviours to foster inclusion and tackle discriminatory attitudes and prejudices is a prerequisite for the building of peaceful and inclusive societies. Mobilizing its category 2 centres, UNESCO Chairs and other relevant partners, UNESCO will develop advocacy and pedagogical initiatives across regions to reduce inequalities experienced by disadvantaged groups.
16 b	Tackling discrimination (ER3)	UNESCO will continue to provide advice and technical assistance, particularly on monitoring and evaluation, as well as for advocacy work and building partnerships at country level, targeting different levels of government, for the purpose of strengthening the implementation of non-discriminatory laws and policies.

SDG Targets	Key thematic areas	Comments
Target 4.7 10.2 16.1 and 16.10	Intercultural Dialogue Culture of Peace Learning to live together (ERs 2 and 3)	<ul style="list-style-type: none"> In an evolving multicultural environment, and with a view to addressing emerging socio-cultural challenges, UNESCO works towards the building of a framework for commonly shared values, which can strengthen social cohesion and the underlying principles and tools of intercultural dialogue for fostering sustainable development in its ethical, social and cultural dimensions. UNESCO's lead role in the "Promotion of Interreligious and Intercultural Dialogue, Understanding and Cooperation for Peace" through the overall coordination of the International Decade for the Rapprochement of Cultures (2013-2022) along with its Action Plan and the Programme of Action for a Culture of Peace and Non-Violence will serve as an enabling environment for fostering dialogue for sustainable development. Through the development of intercultural competences, which consist of a combination of attitudes, knowledge, understanding and skills, UNESCO will contribute to the empowering of individuals to "learn to live together" and create opportunities and spaces for dialogue and cooperation based on shared values, empathy, respect and trust.

CULTURE

(a) Overall positioning

- For the first time, the international development agenda contains specific mentions of and entry points for culture;

- **The role of culture as an enabler of sustainable development is fully acknowledged in the political declaration** which introduces the transversal role of culture throughout the agenda thereby reflecting the definition of culture adopted at the Mondiacult World Conference on Cultural Policies in Mexico City in 1982;
- **Recognition of cultures, cultural diversity and inter-cultural understanding:** “We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity ...” (paragraph 8). “We pledge to foster inter-cultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility. We acknowledge the natural and cultural diversity of the world and recognize that all cultures and civilizations can contribute to, and are crucial enablers of, sustainable development” (paragraph 36). “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (4.7);
- **A significant reference to cultural and natural heritage:** “Strengthen efforts to protect and safeguard the world’s cultural and natural heritage” (target 11.4, under Goal 11 “Make cities and human settlements inclusive, safe, resilient and sustainable”);
- **Several targets aim to promote culture for sustainable development:** “By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products” (target 8.9) and “Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products” (target 12.b);
- **The role of the culture conventions in achieving sustainable development through heritage and creativity is clear in several goals and targets.** This builds on the four UNGA resolutions (from 2010 to 2014) and resolutions of UNESCO’s Governing Bodies which recognize the role of culture as an enabler and a driver of the economic, social and environmental dimensions of sustainable development. For example: culture is mentioned in several other places of the post-2015 agenda (see Table 4 below), including on sustainable tourism, food security, education, economic growth and sustainable consumption and production patterns, the environment.

*Table 4: Mapping UNESCO’s contribution in culture:
SDG targets and follow-up activities (indicative)*

SDGs – Targets	Follow-up activities
<p>“Strengthen efforts to protect and safeguard the world’s cultural and natural heritage” (target 11.4)</p>	<p>In the framework of CLT Expected Results 1, 2, 3, 4 6 and 7</p>
<p>“By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products” (target 8.9) and “Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products” (target 12.b)</p>	<p>UNESCO Initiative on Culture and Sustainable Urban Development:</p> <ul style="list-style-type: none"> • Global Report on Culture and Sustainable Urban Development • International Conference on “Culture for Sustainable Cities” (Hangzhou, China, 10-12 Dec. 2015) • Presentation of the Report to Habitat III (Quito, Ecuador, Oct. 2016) • Conference on Culture and the Megalopolis (Bangkok, Thailand, spring 2016)
<p>SDG-Target 16.4: By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime.</p>	<p>In the framework of CLT Expected Result 2</p> <p>Ratification and Implementation of the Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property – 1970 and the monitoring of the implementation of UNSC Resolution 2199 adopted in February 2015.</p>
<p>“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (target 4.7)</p>	<p>In the framework of CLT Expected Results 1-7</p> <p>Coordination with ED and SHS and reinforcement of CLT’s capacities for the development, within education systems, of the appreciation of culture, cultural heritage, cultural diversity and creativity.</p>
<p>“Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services” (target 8.3)</p>	<p>In the framework of CLT ER 5 in particular</p> <ul style="list-style-type: none"> • Establishing a cooperation framework with other international entities to promote creativity and innovation (EU, UNDP, World Bank, IADB, ADB, etc.) • Pursuing the promotion of the cultural and

	<p>creative industries in the digital era and encourage the formalization and growth of small- to medium-sized enterprises</p> <ul style="list-style-type: none"> • Global Report on the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. (To be published December 2015)
<ul style="list-style-type: none"> • “By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes” (target 6.6) • “By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information” (target 14.5) • “By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism” (target 14.7) 	<p>In the framework of CLT Expected Results 1 and 6 in particular</p> <ul style="list-style-type: none"> • Coordination with the Natural Sciences Sector and reinforcement of the World Heritage Centre’s capacities on natural heritage sites as well as on traditional knowledge, • Establishing a cooperation framework with other international entities for the management of sustainable tourism (cultural and natural sites; safeguarding of intangible heritage)
<ul style="list-style-type: none"> • “By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements” (target 15.1) • “By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally” (target 15.2) • “By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development” (target 15.4) • “Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species” (target 15.5) 	
<ul style="list-style-type: none"> • “By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that 	<p>In the framework of CLT Expected Results 1 and 6 in particular:</p> <p>Coordination with the Natural Sciences Sector and reinforcement of intangible</p>

<p>strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality” (target 2.4)</p> <ul style="list-style-type: none"> • “By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and ensure access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed” (target 2.5) 	<p>cultural heritage on this issue</p>
<p>Other areas</p>	
<p>Monitoring of the culture entry points in the post-2015 framework</p>	<p>In the framework of CLT Expected Results 1-7:</p> <ul style="list-style-type: none"> • CDIS: Culture and Development Indicators Suite • Culture Conventions’ monitoring mechanisms • Cooperation with UIS on the relevant indicators to be developed

(b) *Specific comparative advantages in the field of culture*

- **Clear leadership and comparative advantage within the United Nations system in the field of culture** at both normative and operational levels based on the Culture Conventions;
- **A clear mandate and convening power** in the area of culture, based on and legitimated by UNESCO’s normative instruments and their implementation and interpretation;
- **Significant expertise in assisting Member States** in the area of culture, especially for capacity-building at the national level and technical assistance at international and national levels;
- A recognized role for the **protection of culture in emergency and conflict situations**;
- Lively networks of **specialized centres and experts**, fostering innovation and information exchange;
- Growing capacities for the **monitoring** of culture.

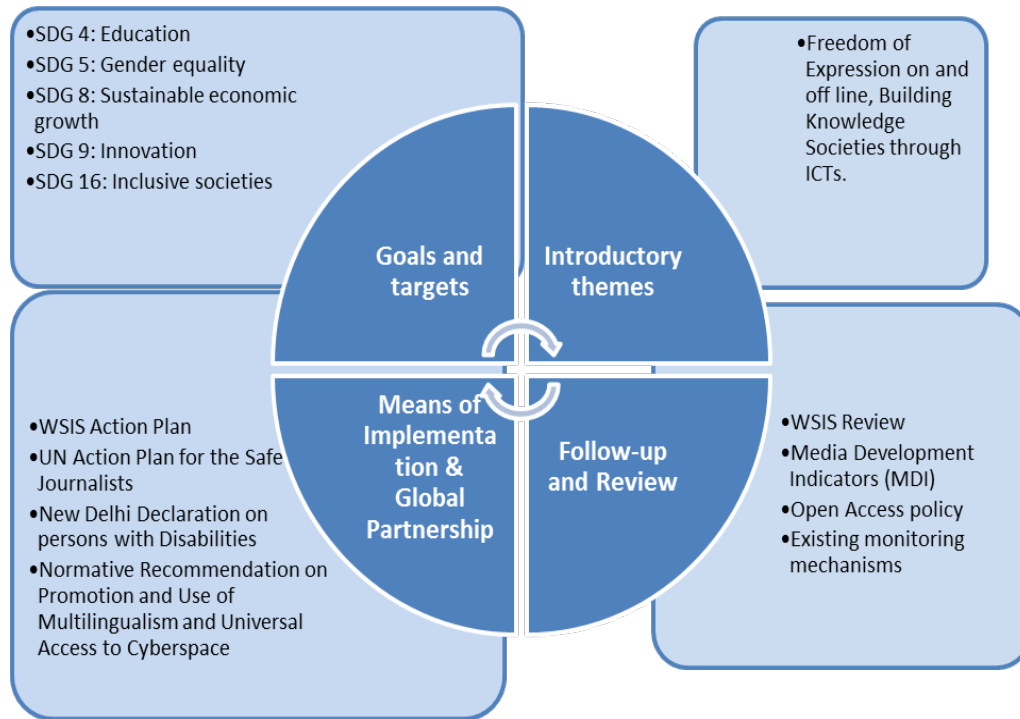
(c) *Challenges – Opportunities*

- Need to fulfil the role of UNESCO in the field of culture within the post-2015 development agenda by developing new strategic partnerships and tools with other United Nations organizations and international entities for that purpose;
- Streamlining the implementation of the Culture Conventions with a holistic vision;
- Developing a new resource mobilization strategy including through close cooperation with other international entities for the financing of the culture entry points of the post-2015 development agenda;
- Reinforcing and enlarging the scope of technical advisory bodies expert networks and UIS in the implementation and monitoring of the culture entry points in the post-2015 development agenda.

COMMUNICATION AND INFORMATION

(b) Overall positioning

- The post-2015 agenda places **strong emphasis on access to information and fundamental freedoms** and is entirely consistent with UNESCO’s Medium-Term Strategy for 2013-2021 (“promote freedom of expression, media development and access to information and knowledge”, Strategic objective 9, 37 C/4):
 - *“Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements”* (target 16.10)
 - *“Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020”* (target 9.c)
- Due to the cross-cutting nature of information and communication technologies (ICTs) especially the rapid acceleration of highly-capable and affordable smart mobile devices, the CI Sector is very well-gearred to effectively contribute to potentially all the SDGs. The CI Sector is an expert and symbiotic intersectoral partner within UNESCO and with many external organizations with comprehensive, holistic, and well-resourced programmes that enhance universal access to knowledge and information for sustainable development.
- The CI Sector also answers to a key goal, SDG 5, “Achieve gender equality and empower all women and girls” by its full-fledged action to achieve gender equality in media.
- Overall emphasis on poverty eradication, social inclusion, gender equality, cultural diversity and peaceful societies is **consistent with UNESCO’s strategy and approaches** in the area of communication and information that contribute to SDG 8, 9 and 16.
- The CI Sector is well positioned to make crucial contributions to SDG 4 through its programme related to ICT in education which has been recognized worldwide for its innovation and cutting edge strategies.



(b) *Specific comparative advantages in Communication and Information*

- UNESCO is the **United Nations agency responsible for six of the (18) Action Lines of the Geneva Plan of Action**, which was agreed upon at the first WSIS Summit in 2003: Access to information and knowledge; e-learning; E-science; Cultural diversity and identity, linguistic diversity and local content; Media; Ethical dimensions of the Information Society. It has an acknowledged role as **vice-chair of the United Nations Group on the Information Society (UNGIS)**.
- Demonstrated expertise and networks in promoting an enabling environment for a key fundamental freedom (SDG Goal 16.10) namely, **freedom of expression**, which also encompasses **press freedom and journalistic safety**, and has a clear Member State mandate and capacity to monitor progress in regard to attacks on journalists and ending impunity for such attacks. It also has a role in facilitating pluralism, gender equality, women empowerment and citizen participation in media, and in supporting sustainable and independent media institutions. UNESCO is the only United Nations agency responsible for community media, which is the media closer to rural, hard-to-reach and marginalized populations.
- Dedicated programmes designed to enable **universal access to and preservation of information and knowledge**. In this framework, and related to UNESCO’s responsibility for WSIS elements on e-learning, work in the effective use of ICT for teaching and learning are implemented with partners in all regions.
- Co-created with numerous other agencies a matrix which maps how information and communications technologies (ICTs) may contribute to the implementation of the proposed Sustainable Development Goals (SDGs). The mapping exercise was published by UNGIS at the WSIS Forum 2015 and describes the interfaces between the Action Lines adopted at the

World Summit on the Information Society (WSIS) with the proposed SDGs. The matrix identifies where the potential for ICTs to promote and realize the development goals is the greatest.

- So how can UNESCO's WSIS and SDG work best be linked? This Matrix is a 95-page compendium (for all Action Lines) which spells out how media has for example made particular contributions to SDGs 5, 9, 12 and 16.
- UNESCO's Director-General serves as vice chair of the **Broadband Commission for Digital Development**, jointly with the Secretary-General of ITU.
- UNESCO's Open Access to Scientific Information and Research Initiative as approved by the General Conference at its 36th session is a multi-year dedicated initiative to open both scientific research and scientific data to enhance their accessibility and use across the world. The initiative assists governments to develop policies, bridges knowledge pools with where it matters most and enhances capacities of relevant stakeholders. This initiative coupled with knowledge management initiative for sciences provides a framework to use and benefit from Open Access, Open and Big Data.

(c) *Challenges – Opportunities*

- Through leadership of the United Nations Plan of Action on the Safety of Journalists and Issue of Impunity, there is potential to improve the broader environment for access to information and fundamental freedoms. This includes building on UNESCO's existing mandated monitoring about trends in journalism safety, by highlighting how such data relates to Sustainable Development, especially SDG Goal 16. Underlining this view has been the Intergovernmental Council of UNESCO's International Programme for the Development of Communication (IPDC).
- Continued work to strengthen the worldwide trend towards Freedom of Information laws is a direct contribution to helping Member States achieve access to information, as well as fulfilling this fundamental freedom.
- Once indicators are agreed for SDG 16.10, CI can contribute regular monitoring information about progress on this target.
- Facing the human capacity challenge: technologies to get to the information one wants to find or create, to deal with the information overflow – and the competencies of teachers to use technologies for teaching and learning, and teach pupils skills for the online world.
- The lack of relevant content is for example linked to **available languages online**: Out of a roughly 6,000 languages in use today, the top 10 Internet languages make up 82% of the total of the content on the Internet. CI work in promoting multilingualism on the Internet helps to increase the usefulness of Internet content for sustainable development purposes.
- Many technology choices are in fact **discriminating in terms of gender, age and disabilities**. The potential of ICT for people with disabilities is enormous – but this calls for the right policies and legislation and for applying accessibility standards to the development of content, product and services. CI research in this area as well as work via the Broadband Commission makes a difference here.

- **Affordability** is a key, and concerns for example the access to publicly financed scientific information, to open educational resources, to free and open source software, which are areas of attention in CI.
- **Ethical and societal challenges** are numerous in our increasingly connected world, and link for example to privacy, to artificial intelligence and linked ethical decisions.
- Since WSIS, the global landscape of knowledge has benefitted because of an improved connectivity, especially due to the availability of cheap mobile networks and inexpensive handheld devices. A very encouraging scenario is noted for Africa and other developing regions of the world and proliferation of ICT use has opened new opportunities for development. Notwithstanding, technology is alone not the ultimate accelerator for knowledge dissemination, as it does not fix everything. There is a need to address the basics and not just regulatory issues but also the fundamental issues – such as power to charge mobile phones in developing countries. There is a need to examine available technological solutions from their affordability, sustainability, and practicality points of views.
- Good governance and development of tools and approaches are absolutely essential to improve access, with clear linkages to human rights and the rule of law.
- There is a critical role that empowerment can play. Especially in getting beyond the talk of “people-centred, inclusive development-oriented information societies” and actually achieving the “people-centred and inclusive” dimension of the knowledge societies.

*Mapping UNESCO’s contribution in communication and information correspondence
with SDGs and related targets (indicative)*

<p>Main Lines of Action and Expected Results</p>	<p>MLA 1: Promoting an enabling environment for freedom of expression, press freedom and journalistic safety, facilitating pluralism and participation in media, and supporting sustainable and independent media institutions.</p> <p>ER1. Member States have adopted and/or applied relevant policies and normative frameworks to strengthen the environment for freedom of expression, press freedom and safety of journalists.</p> <p>ER2. Member States have enhanced pluralistic media and empowered audiences.</p>	<p>MLA 2: Enabling universal access and preservation of information and knowledge.</p> <p>ER4. Member States have advanced Universal access to information through Open Solutions.</p> <p>ER6. Member States’ capacities for the use of ICT for a sustainable, knowledge-based development enhanced through the implementation of the World Summit on the Information Society (WSIS) outcomes and of the Information for All Programme (IFAP) priorities.</p>
<p>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>		<p>Open Solutions activities under ER4 and ICT capacity enhancing activities under ER6 are of relevance to SDG 4 generally and particularly relate to Target 4.3 (ensure equal access for all women and men to affordable quality technical, vocational and tertiary education,</p>

		<p>including university), Target 4.4 (increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship) and Target 4.6 (ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy), and Target 4.7 (ensure all learners acquire knowledge and skills needed to promote sustainable development)</p>
<p>SDG 5: Achieve gender equality and empower all women and girls</p>	<p>ER2 directly contributes to this SDG through gender-sensitive policies and the application of UNESCO’s Gender-Sensitive Indicators for Media (GSIM) by media institutions. It thereby particularly relates to Target 5.5 (ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life) and Target 5.c (adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels).</p>	<p>Gender-related activities under ER6 directly relate to this SDG, and particularly to Target 5.b (enhance the use of enabling technologies, in particular ICT, to promote women’s empowerment).</p>
<p>SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>		<p>ER4 contributes to this SDG and particularly Target 8.2 (achieve higher levels of productivity of economies through diversification, technological upgrading and innovation, including through a focus on high value added and labour-intensive sectors) through its Open Solutions for Knowledge programme and ICT accessibility.</p>
<p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</p>		<p>Advanced universal access to information through Open Solutions under ER4 is directly relevant to promoting. Target 9.b (support domestic technology development, research and innovation in developing countries including by ensuring a conducive policy environment for inter alia industrial diversification and value addition to commodities) as well as Target 9.c (significantly increase access to ICT and strive to provide universal and affordable access to internet in LDCs by 2020).</p>

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	The strengthening of freedom of expression, press freedom and safety of journalists under ER1 directly contributes to this SDG and its Target 16.10 (ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements).	Advanced Universal access to information through Open Solutions under ER4 and enhanced ICT capacities under ER6 indirectly contribute to this SDG through facilitating Target 16.7 (ensure responsive, inclusive, participatory and representative decision-making at all levels).
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UNESCO Institute for Statistics (UIS)

(a) Overall positioning

- **Quality data recognized as essential** for the achievement of the post-2015 agenda and its proper follow-up and review: “We recognize that baseline data for several of the targets remain unavailable, and we call for increased support for strengthening data collection and capacity-building in Member States, to develop national and global baselines where they do not yet exist. We commit to addressing this gap in data collection so as to better inform the measurement of progress, in particular for those targets below which do not have clear numerical targets.”
- **Acknowledgement of the need for building capacities in this area:** “We will support developing countries, particularly African countries, LDCs, SIDS and LLDCs, in **strengthening the capacity of national statistical offices and data systems** to ensure access to high-quality, timely, reliable and disaggregated data.”
- **Dedicated targets** under Goal 17’s section on “Data, monitoring and accountability”:
 - ✓ “By 2020, **enhance capacity-building support to developing countries**, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts” (target 17.18)
 - ✓ “By 2030, build on existing initiatives to **develop measurements of progress on sustainable development** that complement gross domestic product, and support statistical capacity-building in developing countries” (target 17.19)

(b) Specific comparative advantages

- UNESCO Institute for Statistics
- Recognized institutional expertise in the development, collection, analysis of internationally comparable statistics and related capacity-development and policy.

(c) Challenges – Opportunities

- Broader focus of the sustainable development goals:
 - Equity, poverty

- More goals, targets and indicators
- Areas not included before (e.g., learning outcomes)
- Diverse issues:
 - Lack of use of data to design, implement and assess policies
 - Misunderstanding of data and their use
 - Skills of technical staff and lack of equipment for sustainable statistical units

ANNEX II

Annex II contains the Executive Board's decision taken at its 197th session (197 EX/Decision 40) on Item 40: "MOST Programme Contributions to the Post-2015 Development Agenda", and the related text as in Document 197 EX/40.

197 EX/Decision 40

The Executive Board,

1. Having examined document 197 EX/40,
2. Taking note with satisfaction of document MOST/IGC/2015/DEC, containing the decisions adopted at the twelfth session of the Intergovernmental Council of the Management of Social Transformations Programme Programme (IGC-MOST),
3. Taking into account 37 C/Resolution 64 (III) and 194 EX/Decision 14 (III, 27) on UNESCO's participation in the preparations for the post-2015 development agenda,
4. Recalling the importance of the social sciences in understanding social transformations and the need to build bridges between academic research and public policies,
5. Also recalling that the objective of the MOST Programme is to produce and transmit important social sciences research findings and data to policy-makers in order to encourage positive social transformations,
6. Recognizing that the MOST Programme might be an invaluable resource for achieving the sustainable development goals (SDGs) set under the 2030 Agenda for Sustainable Development,
7. Notes with satisfaction the results achieved by the MOST Programme, namely the establishment of regular forums of ministers of social development, and MOST schools that make possible the design of informed public policies;
8. Welcomes the initiative of the Intergovernmental Council of the MOST Programme (IGC-MOST) in drawing up a comprehensive strategy for the Programme and awaits with interest the discussion to take place thereon at its 199th session;
9. Encourages Member States to establish and develop MOST National Committees so as to strengthen multisectoral relations, in particular between academic research and public policies;
10. Recommends that the experience of the MOST Programme be disseminated throughout the United Nations system and its specialized agencies, as well as in other relevant regional organizations;

11. Encourages the MOST Programme to strengthen its links with civil society, with a view to fostering its participation in policy dialogues at all levels;
12. Invites the Director-General, with the support of the MOST Secretariat, to continue the MOST Programme reforms approved by the Member States in the framework of the Intergovernmental Council, in the light of the guidelines set out herein;
13. Recommends that the General Conference, at its 38th session, examine, under item 3.4 “Preparation of the Draft Programme and Budget for 2018-2021 (39 C/5)”, the role of the MOST Programme in the achievement of the 2030 Agenda for Sustainable Development.

197 EX/40

**MOST PROGRAMME CONTRIBUTIONS
TO THE POST-2015 DEVELOPMENT AGENDA**

I. INTRODUCTION

1. The social sciences provide an accurate description of the world around us and are of vital importance in understanding social transformations. By definition, social sciences are the engine that makes those transformations possible.
2. One of the main objectives of social knowledge production is to enhance our capacity for collective action. The knowledge that emerges from the social sciences may be used to face up to the practical problems of human life. To this end, it is essential to build bridges between academic research and public policies.
3. It was in this spirit that the MOST Programme was launched in 1994 with the aim of producing and transmitting relevant social sciences research findings and data to policy-makers in order to encourage positive social transformations.
4. MOST’s basic functions are as follows:
 - to reinforce the links between social sciences and public policies;
 - to encourage governments to recognize the importance of the social sciences;
 - to promote the social sciences, especially in least developed countries;
 - to encourage the exchange of best practices and cooperation between government authorities.

II. THE ROLE OF UNESCO’S MOST PROGRAMME IN POST-2015 DEVELOPMENT

5. The sustainable development goals (SDGs), set at the time of the adoption of the post-2015 agenda, have been drawn up in response to development challenges that are interlinked and global in nature. They may only be achieved if their planning and implementation are envisaged both nationally and internationally. In this sense, UNESCO’s MOST Programme has a very important role to play

because it can already provide essential global tools, the only ones of their kind, with a view to achieving the objectives of the post-2015 development agenda.

6. For more than 20 years, the MOST Programme has been contributing to policy design and implementation in the fields covered by the SDGs. The Programme has established expertise in connecting knowledge and country-specific policy design in relation to the objectives of the international community in such diverse areas as poverty, hunger and inequalities, inclusive and equitable quality education, gender inequality, sustainability, social justice, inclusive and quality education, gender equality, sustainability, and social justice and governance, among others.

7. The MOST Programme is thus well-positioned to assist Member States in the effective translation of the global agenda to the national level, through MOST frameworks and mechanisms that can help deliver progress in the fields covered by the SDGs pertaining to UNESCO's fields of competence.

8. The MOST Programme has managed to establish a two-way dialogue between academics and decision-makers by means of:

- Its **Forums of Ministers of Social Development**, whose main objective is to strengthen existing ties of cooperation in social development by exchanging experiences on programmes that have proved to be efficient in reducing economic and social inequalities. Initiated in Latin America in 2001, these Forums spread rapidly to other regions. They became institutionalized and now take place regularly. In the past three years, Forums have been held in Accra, Ghana (16-17 December 2013) for the Economic Community of West African States (ECOWAS); in Hanoi, Viet Nam (20 December 2013) for the Association of South-East Asian Nations (ASEAN), and in Nairobi (24-26 February 2015) for the East African Community (EAC).
- Its **Schools**, which are meeting spaces for reflection and theoretical and methodological development among renowned researchers, professors and heads of institutional, scientific, social and political programmes, concerning the link between research in social sciences and public policies. They allow the exchange of experiences at the regional level on the development, implementation and evaluation of public policies on topics chosen by each Member State. The schools are for young professionals from diverse backgrounds (academia, government and civil society) with the capacity, the will and the time to train other individuals of Member States in the development of public policies based on empirical facts.
- To date, eight sessions of MOST Summer Schools have taken place in Latin America and the Caribbean, and two more in Africa. It is worth noting that the mechanism is currently being revamped to expand its implementation to all regions of the world.
- Its National Committees, comprising personalities contributing to the strengthening of social science research at the local level, provide a space for reflection, analysis and creation of tools to facilitate the implementation of public policies in an integrated approach. The Committees, with their scientific analysis of existing social policies, serve as guides for the policy-makers in the implementation of policies helping to strengthen social inclusion strategies and leading to greater equality. They also play an important role in addressing critical local social issues and in ensuring national ownership and development of MOST activities.

III. THE WAY FORWARD

9. Given that UNESCO was established to promote international cooperation in education, science, culture and communication, its contribution to the post-2015 development agenda is vital. In order to achieve sustainable development, holistic forward-looking policies must be created and in this sense the experience of MOST is a key tool, notably in view of the needs expressed in the post-2015 development agenda for empirical data concerning the implementation of public development policies.

10. The MOST Programme should henceforth make a special contribution to reflection on the design of policies aimed at achieving the SDGs, taking into account local and national realities as well as emerging trends and long-term perspectives. In this respect, the Intergovernmental Council of the MOST Programme (IGC-MOST), at its twelfth session, requested the Director-General to prepare a comprehensive strategy for the Programme that takes into account the international context afforded by the emerging post-2015 development framework.⁹ The strategy would be submitted to the Intergovernmental Council at its extraordinary session, to be held during the 38th session of the General Conference, and subsequently submitted to the Executive Board at its 199th session. In the meantime, the Intergovernmental Council has recommended that action be taken in order to improve understanding of the new scenario.

11. The establishment of MOST National Committees should be encouraged so as to strengthen social science research capacities and better contribute to achieving national priorities.

12. National Committees that already exist should deepen their relationships with UNESCO National Commissions and UNESCO regional offices so as to provide their opinions on current social matters and ensure that the MOST Programme's findings are widely communicated.

13. Furthermore, the MOST Programme has also a very important role to play on both regional and international scenes. By establishing inter-agency consultation mechanisms, the MOST Programme can make valuable contributions to the post-2015 development agenda, not only because of its experience in certain specific fields but most importantly because of its cross-cutting nature. One of the elements in this nature is human rights which should explicitly permeate every function and objective of the Programme. The MOST Programme's inputs may be of great value for other United Nations specialized agencies and might even help to boost their programmes.

14. Finally, strengthening linkages with civil society may also be useful to the MOST Programme in order to have an even more comprehensive vision of reality.

15. The benefits of undertaking these initiatives will thus be twofold. On the one hand, the MOST Programme's experience and advice would contribute to the achievement of the SDGs. On the other hand, the MOST Programme could make good use of its knowledge in the service of UNESCO and the United Nations system as a whole.

⁹ See document MOST/IGC/2015/ DEC available at: <http://unesdoc.unesco.org/images/0023/002332/233248e.pdf>.

ANNEX III

Annex III contains the Executive Board's decision taken at its 197th session (197 EX/Decision 5 (IV, A)) on Item 5: "Proposal for the organization of regional consultation meetings concerning the C/4 and C/5 documents: Roadmap for the 2016 consultations on the preparation of the Draft Programme and Budget (39 C/5)", and the related text as in document 197 EX/5 Part IV.

197 EX/Decision 5 (IV, A)

The Executive Board,

1. Recalling 187 EX/Decision 17 (III, A), 192 EX/Decision 5 (III, B) and 36 C/Resolution 104 (II),
2. Having examined document 197 EX/5 Part IV (A), and the roadmap for the 2016 consultations contained therein,
3. Recognizing the importance and added value of the consultations with Member States and their National Commissions, together with input from key constituencies, in informing the Director-General's preliminary proposals for the Medium-Term Strategy (C4) and the Programme and Budget (C/5),
4. Bearing in mind the financial difficulties faced by the Organization,
5. Welcomes the Director-General's proposal for alternative modalities for the regional consultations, and the proposed roadmap for the preparation of document 39 C/5;
6. Invites the Director-General to seek the necessary funding and make the necessary arrangements to conduct the 2016 consultations in accordance with the roadmap;
7. Encourages Member States to ensure sufficient funding to support the organization of face-to-face regional and/or interregional consultation meetings, if they so wish;
8. Recommends that the General Conference adopt the proposed roadmap for the preparation of document 39 C/5.

197 EX/5 Part (IV, A)

Proposal for the organization of regional consultation meetings concerning the C/4 and C/5 documents: Roadmap for the 2016 consultations on the preparation of the Draft Programme and Budget (39 C/5)

1. By 192 EX/Decision 5 (III,B), the Executive Board invited the Director-General "to submit to it at an appropriate session in the 2014-2015 biennium a fully-fledged roadmap and costed plan for the 2016 consultations on the preparation of document 39 C/5".
2. The present document aims at responding to this request.

Background

3. The preparation by the Secretariat of the Draft Programme and Budget is underpinned by a consultative process which comprises different stages and involves UNESCO Member States and stakeholders. The expected outcomes of the consultations are the provision of guidance and input on programme priorities, the strategic positioning and comparative advantage of the Organization, the future thematic priorities and leadership roles, the modalities of work, as well as on selected management issues. Starting with the General Conference which will provide a platform for Member States representatives to debate and agree on general strategic programme orientations, the Director-General consultations will be pursued over several months leading to the formulation of her Preliminary Proposals concerning the Draft Programme and Budget for 2018-2021 (39 C/5).

4. In pursuance of 187 EX/Decision 17 (III, A), the Secretariat proposed in document 192 EX/5 Part III.B various options for alternative and cost-effective modalities for the Director-General consultations with Member States and all stakeholders. Since then, and in compliance with the Executive Board 192 EX/Decision 5 (III, B), the Secretariat continued exploring various possibilities, taking also in consideration the reduction in its core budget and the consequent need for cost savings. The following roadmap is therefore proposed for the 2016 consultations on the preparation of the Draft Programme and budget for 2018-2021 (39 C/5).

Roadmap for the Director-General's Consultations on the preparation of the draft document 39 C/5

5. For the next round of consultations on the preparation of the draft document 39 C/5 which will start in early 2016, it is proposed that the format could vary from online collaborative discussions via e-discussion boards to tele- and web conferencing, depending on the number of participants, the available infrastructure and the technical expertise. UNESCO will draw on the technology that it already uses to support online collaboration and virtual meetings. More specifically, the following possibilities are available:

- Web-conferencing, including sound and video;
- Document sharing;
- Library of documents;
- Work on draft documents jointly (version control);
- Surveys;
- Discussion group, online discussion board;
- Shared planning and tasks;
- Voting;
- Smaller group chats.

6. While these possibilities are available today at UNESCO Headquarters, in order to successfully manage such type of online discussion groups and virtual meetings with remote participation from a large number of Member States representatives, including National Commissions, there will still be a need to invest further, both in terms of acquiring the appropriate equipment, and also of developing in-house capacities. Guidance and coaching will be also necessary to ensure that all participants engage

effectively in online discussions and that the moderators have the capacities to moderate discussions online and manage virtual meetings. In addition, UNESCO will still need to find the appropriate and most cost-effective tool that could enable multilingual discussions. (See detailed costs in the Annex).

7. For the preparation of Draft 39 C/5, it is proposed that the 2016 consultations be launched with an online questionnaire addressed to Member States, Associate Members, organizations of the United Nations system, intergovernmental organizations (IGOs) and international non-governmental organizations (NGOs) maintaining official relations with UNESCO. Based on an analytical summary of responses to the questionnaire prepared by the Secretariat and posted online, consultations would proceed through time-bound e-discussions, organized successively at cluster/subregional and then regional levels. Where feasible and on a pilot basis, virtual meetings could be envisaged. Furthermore, and as proposed in document 192 EX/5 Part III.B, Member States may also opt for face-to-face meetings, provided they succeed in securing the necessary funding for all participants, including UNESCO staff, since no provisions have been made for these in the draft document 38 C/5. (See also information on costs of face-to-face meetings in the Annex).

8. UNESCO will also explore the possibility of conducting face-to-face consultations on the preparation of draft document 39 C/5 during the annual Interregional Meeting of National Commissions, provided it is scheduled around May-June 2016 so as to meet the statutory deadlines.

9. The following roadmap presents in details the various stages of the consultation process proposed for the preparation of the draft document 39 C/5, including the deliverables expected at each stage, and the related cost estimates.

Date		Activity	Deliverable	Cost
October 2015	197th EXB	Executive Board examines roadmap for the 2016 Consultations	Recommendation to the 38th GC	
Nov. 2015	38th GC	- Secretariat shares Information on the roadmap as approved by the 197th EXB with NatComs at their Inter-regional Meeting (Paris, 02 Nov 2015); - Member States representatives at the GC debate future orientations for 39 C/5	- NatComs informed of the new modalities - 38 C/Resolution on future (39 C/5)	organised by ERI; (already planned in 37 C/5)
Dec. 2015 - Feb. 2016	Preparatory Phase	Exchanges between NaComs of each cluster to elect the Chair/moderator; rapporteur, and define the calendar ; UNESCO Field Offices, in liaison with HQs, facilitate the process	- Clusters Member States/NatComs defined; - Chair/moderator and rapporteur elected; - Calendars of consultations established	Staff time (FOs;ERI;BSP)
		- Secretariat initiates the preparation of the online Questionnaire, and relevant background documents; - Mapping of equipment and capacity gaps ; - Preparation of guidance and training material; - Preparation of proposal for fund-raising.	- Invitations letters+ questionnaire sent out; - Costed plan for acquisition of necessary equipment and training, including calendar	staff time (KMI;BSP) (see also Annex)
March 2016		- Launch of Questionnaire; - Funds secured and implementation of installation+training project launched	All participants have access to the appropriate equipment and are enabled to engage in e-discussions;	(see Annex)
April 2016	199th EXB	Executive Board examines the Strategic Results Report, and formulates recommendation to the General Conference on the implementation of sunset clauses for UNESCO's programmes	Executive Board recommendations on programme orientations, including programme continuation or termination.	
		Secretariat prepares analysis of replies to Questionnaire	(Preliminary) Analytical summary of replies to Questionnaire posted on line	Staff time (BSP)
May- June 2016		1-2 day Sub-regional Consultations with NatComs via online discussion boards; -Support provided by UNESCO, FOs and HQs	Summaries of sub-regional consultations posted on line	Staff time (FOs;BSP)
		Regional consultations: e-discussions and/or virtual meeting where feasible, with one representative from each one sub-region; or Interregional meeting?	Regional Summary Reports prepared and posted on line	Staff time (BSP;ERI;GBS)
July -August 2016		Secretariat prepares the DG's Preliminary Proposals, based on the 199th Executive Board's decision on programme orientations, the Director-General's consultations, as well as on the summary results of the stakeholders' survey and the programme reviews and evaluations.	Preliminary Proposals sent to Executive Board Members	Staff time (BSP;GBS)
Sept.-Oct. 2016	200th EXB	Executive Board examines the DG Preliminary Proposals	200th Executive Board Decision on draft 39 C/5	

Annex: Estimated costs for setting-up, organizing and managing ICT-facilitated meetings and collaborative work spaces

A. Equipment

The following costs are to be considered as an investment in the facilities that can support remote participation:

- (i) For managing a web-conference: Room equipment at UNESCO (Headquarters and regional and field cluster offices): US \$15,000-20,000 per location

- (ii) Local infrastructure:

A landline phone and a good quality or a desktop computer/or laptop with a webcam and sound system, and a reliable Internet connection: average \$2,000;

Additionally, in countries where electricity is not reliable, an UPS (Uninterruptible Power Supply) might be required;

For web-conferencing: The costs per a three-hour session include also an average audio conferencing cost of \$75 per participant, which may vary from one country to another.

- (iii) Multilingual equipment: UNESCO has not found the technical solution which would support multilingual virtual web-conferencing as yet. Discussions are still ongoing with the relevant companies.

B. Training and coaching

It is assumed that technical support will be available in each location where the participant “connects” to the collaborative online workspace. Nevertheless, UNESCO will conduct a survey of National Commissions on equipment and technical expertise to identify the gaps and work with the concerned parties to find the most suitable solution.

Guidelines and training material on remote participation in online collaborative work spaces will be prepared by UNESCO. Each participant would benefit of two distance training sessions. The training is basic and should take no more than two hours. For the chairperson, moderator, rapporteurs and their deputies/assistants, there is need for a different type of training.

UNESCO staff that will be in charge of organizing the virtual meetings, facilitating the on-line discussions, and/or providing other types of support will also need to receive the appropriate training.

The services of a qualified trainer will be sought in order to help organize all the training and necessary coaching, and also build in-house expertise. A total amount of \$12,000 would therefore be required.

Costs of the 2012 consultation meetings

As indicated in document 192 EX/5 Part III(B), the 2012 consultations meetings were organized on the basis of cost co-sharing, thanks to the generosity of a number of Member States who offered to cover full or part of the costs. Depending on the region, the average cost per participant for a three-day meeting was within a range of \$4,000-\$4,300 in 2012.

The cost of a face-to-face meeting could also be estimated based on a more recent meeting organized in the framework of the Interregional Meeting of National Commissions, which was held in July 2014 in Astana, Kazakhstan. The meeting brought together participants from 110 Member States. Costs incurred by UNESCO, amounting to \$188,000, covered the travel costs of 50 representatives from LDCs and SIDS and of eight UNESCO staff, and the costs for simultaneous interpretations in English, French and Russian. Travel costs for the other participants were covered by their respective countries. All other costs, including accommodation and hospitality, were born by the host country.

Regional and subregional grouping of countries

In each region, ICT-facilitated consultations would be organized according to UNESCO field cluster and regional offices. Other sub-groupings may also be considered, for instance in accordance with language or other criteria.

Virtual meetings with remote participation by representatives from every country in each region may not be easily manageable, because of issues mentioned above that are related to connectivity, high number of remote participants, lack of adequate facilities, and also the issue of language that is still to be resolved. Nevertheless, provided equipment and training are delivered as per the above description, the organization of consultations through virtual meetings could be planned on a pilot basis with a smaller number of participants, e.g. among participants of the same subregion or per UNESCO field cluster office. The pilot virtual meeting could be preceded by a time-bound online collaboration (exchange of views in a discussion forum; document sharing, teleconferences, among others), with the Secretariat's support.