# 38 C

临时议程项目 **3.4**

## 编制 2018--2021 年计划与预算草案（39 C/5）

### 概　　要

**依据**：第29 C/87 号决议。

**背景**：根据大会第 29 C/87 号决议有关大会结构和职能的条款，大会应就下一个《2018--2021 年计划与预算草案》（39 C/5）的各项编制工作展开讨论。在四年计划周期的背景下，这将是大会第三十七届会议通过的现行《2014--2021 年中期战略》（37 C/4）所涉期间编制的第二个也是最后一个 C/5 文件。

**目的**：总干事根据第 197 EX/7 号决定提交本文件，其中简要概述执行局第一九七届会议就项目 7 "教科文组织参与拟定 2015 年后发展议程" 进行的讨论，并初步说明各计划委员会在审议未来的 2018--2021 年计划与预算时可以讨论的一些重要问题，特别强调了教科文组织在实施 2030 年可持续发展议程中的作用。

　　为了便于参考，本文件附有三个附件，包括：第 197 EX/7 Part II 号文件所载讨论文件全文及其附件以及执行局的相关决定；关于 "社会变革管理计划对 2015 年后发展议程的贡献" 的第 197 EX/40 号文件全文以及执行局的相关决定；以及关于 "关于召开 C/4 和 C/5 文件地区磋商会议的建议：2016 年计划与预算草案（39 C/5）编制工作磋商路线图" 的第 197 EX/5 Part (IV, A)号文件全文以及执行局的相关决定。

**需作出的决定**：第 46 段中建议作出的决定。

**背　景**

1.　　根据大会第 29 C/87 号决议，计划与预算草案的编制周期从有关双年度之前那届大会的两年前开始。因此，本文件应有助于大会第三十八届会议思考《2018--2021 年计划与预算草案》（39 C/5）的未来计划方向。大会第三十八届会议的讨论及会员国的决定将标志着一系列磋商工作的第一个阶段，将按照拟议路线图（见附件 III）组织磋商，直至拟定总干事关于 39 C/5 的初步提议。执行局第一九七届会议对该路线图进行了审议并表示欢迎，执行局建议大会第三十八届会议通过该路线图（参考：本文件附件 III 所载第 197 EX/5 (IV, A)号决定）。

2.　　执行局第 197 EX/7 号决定要求总干事将第一九七届会议期间关于项目 7 的讨论摘要以及讨论文件的扩充版（197 EX/7 Part II 及其附件）转呈大会第三十八届会议，供其审议并进而决定未来的《2018--2021 年计划与预算》（39 C/5）以及组织辩论的指导原则（见附件 I）。

3.　　本文件旨在回应这一要求。

**I.　　执行局第一九七届会议的讨论摘要**

4.　　执行局第一九七届会议就项目 7"教科文组织参与拟定 2015 年后发展议程"进行讨论期间，会员国感谢秘书处编写了内容出色、结构合理的文件，并建议将该文件作为大会讨论 39 C/5 的基础。不过，会员国指出，有必要进一步强调本组织**对促进性别平等和人权的贡献**，以及本组织如何能够**进一步利用其跨学科专门知识并加强其跨部门方式**以支持会员国实现可持续发展目标（SDG）及具体目标。

5.　　**教科文组织在促进关于教育的可持续发展目标 4 的实现**，包括在有关全球公民教育、性别平等和可持续发展教育的领域**中的领导作用**得到了广泛承认。教育在实现其他可持续发展目标以及在促进社会包容及和平社会方面的重要性也得到了强调。会员国回顾说，关于教育的可持续发展目标 4 包含一项具体目标（4.5），即"消除教育中的性别差距，让残疾人、土著人民和处境脆弱儿童等弱势群体平等接受各级教育和职业培训"，教科文组织将通过与其他合作伙伴尤其是联合国妇女署密切合作，深化并拓展这一领域的工作。会员国还回顾说，正如大会第三十八届会议将要讨论并通过的《2030 年教育行动框架》（FFA）所述，将建立一个新的 2030 年教育全球协调机制，确保协调有力。

6.　　　会员国还强调了教科文组织在**促进科技与创新作为实现 2030 年议程中一整套可持续发展目标的一个关键手段**中的作用，**以及教科文组织在促进实现关于海洋、生物多样性、气候变化和水资源的可持续发展目标中的作用**。2030 年议程承认有必要多维度和跨学科地动员科学的力量，以便收集或创造必要的知识并为应对今天和未来的全球挑战所需的实践、创新和技术打下基础。事实上，要想获得成功，2030 年议程的实施必须基于综合的科学方法和最佳的可用知识。

7.　　　一些会员国询问教科文组织如何能够有助于优化科研人员的职业定位，并要求扩充文件中与海洋有关的部分。在这方面强调了在国家一级可以获得关于政策、机构以及分配给科研的资金包括人力资源的准确指标的重要性。会员国回顾说，教科文组织的《科学报告》提供了在这些领域可以获得的最新数字的全球概览。与海洋有关的可持续发展目标（可持续发展目标 14）对于小岛屿发展中国家的重要性以及政府间海洋学委员会在这个方面支持小岛屿发展中国家以及解决小岛屿发展中国家遇到的其他重要问题的作用也得到了强调。会员国还回顾说，可持续发展目标 14 与海洋科学有关的所有具体目标得到了基于政府间海洋学委员会的数据和指标的充分覆盖。

8.　　　会员国强调了 2030 年议程的社会维度的重要性，以及教科文组织促进实现关于社会包容、消除赤贫、减少不平等现象以及包容的城市政策等的各项具体目标的使命的现实意义。促进社会包容以及保护弱势群体和边缘化群体被认为对于巩固有复原力的和平社会至关重要。会员国注意到社会变革管理计划在设计循证政策以实现 2030 年议程中一系列发展目标方面的重要性，以及促进该计划在各个层面的活动以加强其部长论坛、学校和委员会的必要性。（参见：附件 II 中执行局的相关决定）。

9.　　　文化间和宗教间以及文明间对话被认为对于理解当代社会变革以及在确保和平社会方面至关重要。这与教科文组织主导的国际文化和睦十年框架及其实际实施完全相符，包括正在进行的确定合适指标的工作。会员国还强调，重要的是利用在建立能够动员青年男女支持积极变革的青年网络方面已被证明非常成功的各种跨部门举措的潜力，进一步加强青年的积极参与。促进跨部门合作以解决可持续发展目标及具体目标所涉社会问题的重要性得到强调。在这方面提供了一些教科文组织采取跨部门方式来促进全球公民教育和青年赋权的例子。

10.　会员国回顾说，在大约 9 项可持续发展目标下面的具体目标框架内，**文化**如今首次在业务层面被纳入了国际发展议程——这是教科文组织的一项重大成就。国际社会因此承认文化对于经济增长和可持续的消费和生产模式、优质教育、可持续城市、环境可持续性、粮食安全以及和平和包容的社会的作用，同时在 2030 年可持续发展议程的政治宣言中强调了文化和文化多样性对于可持续的人类发展的作用。关于这一点，会员国强调教科文组织的文化公约应服务于 2030 年议程。会员国还强调了教科文组织在打击非法贩运文物以及促进文化多样性方面的重要作用以及促进部门间合作的必要性。在这方面，作为部门间合作的一个范例提到了"团结保护遗产"运动。

11.　会员国还强调了**信通技术在实现可持续发展目标及具体目标中的横向作用以及教科文组织在这方面的作用**。教科文组织在促进实现可持续发展目标 16，尤其是具体目标 16.10 中的作用也得到强调，这涉及两个方面：(i)"基本自由"（记者安全和有罪不罚问题）以及(ii)"公众获取信息"（有利的媒体环境）。这些问题被认为是教科文组织倡导表达自由和媒体发展任务的一个关键方面，尤其是通过其国际传播发展计划（IPDC）。会员国还强调了教科文组织正在进行的通过媒体，包括通过专门的媒体指标促进性别平等的工作。

12.　会员国还强调了教科文组织在提供上游政策建议、支持数据收集、提供准则和业务方面的支持以及通过联合国一体行动等方式促进政策一致性方面的作用。在这方面确保相应的人力资源能力的必要性也得到强调。会员国还就总部外改革以及总部外办事处的作用、为实现可持续发展目标筹措资金以及支持国家体系提出了问题。教科文组织在其专门的统计研究所（UIS）的支持下支持跟踪和审查2030年议程的作用也得到强调。这包括为拟定可持续发展目标及具体目标的全球指标框架提供支持以及支持各国制定自己的国家指标。

## II.　2018--2021 年计划与预算的战略方向 （39 C/5）

13.　执行局第一九七届会议就教科文组织面向 2030 年议程的定位（见上述概要）进行讨论期间，会员国提请注意一些值得大会在讨论 2030 年议程时进一步思考的问题，尤其是下述方面：

**教科文组织使命的现实意义**

14.    正如讨论期间所强调的，教科文组织不是一个传统意义上的发展机构。它是 1946 年在伦敦设立的一个普遍的多边组织，目的是"通过教育、科学及文化来促进各国间之合作，**对和平与安全作出贡献**，以增进对正义、法治及联合国宪章所确认之世界人民不分种族、性别、语言或宗教均享人权与基本自由之普遍尊重"（《组织法》第 1.1 条）。

15.    不论是在全球还是地区及国家层面，教科文组织在促进和平文化和文化间对话、促进文化多样性、打击暴力极端主义以及获取信息和表达自由方面的经验和专门知识是独一无二和得到确认的。这对于本组织支持会员国倡导和发展**和平和包容的社会**来说是一个宝贵的比较优势，和平和包容的社会是 2030 年议程的一个核心原则，也是旨在预防冲突和建设和平、公正和包容的社会的**目标 16 及其相关具体目标**的主题。教科文组织的工作在这一领域尤其具有现实意义，更具体地说是通过：(a) 促进民主治理、全球公民意识、文化多样性、多元化和社会正义，从而在各层面建设和平文化；(b) 打击非法贩运；(c) 教科文组织主管领域的机构建设；以及 (d)促进表达自由、独立和多元的媒体以及人人不受排斥地普遍获取信息和知识。

16.    例如，通过实施国际文化和睦十年（2013--2022 年），重大计划 III 将为国家行动提供支持，包括支持在冲突后建设和平，重点是国家或个人的"对话能力"及"对话选择"，以期优化政策制定和计划编制中的战略选择并制定与扩大文化间对话领域有关的特殊举措。教科文组织还将加强其在 2030 年议程关于**城市作为和平和可持续发展的促进因素**的具体目标方面的活动（目标 11：建设包容、安全、有抵御灾害能力的可持续城市和人类住区和目标 16：创建和平、包容的社会以促进可持续发展，让所有人都能诉诸司法，在各级建立有效、负责和包容的机构）。教科文组织将继续促进城市一级的行动者在包容、多样性和打击包括种族主义在内的一切形式的歧视方面加强合作。教科文组织正在与会员城市一道为拟议的新城市议程作出贡献，该议程将在定于 2016 年 10 月 17--20 日在基多（厄瓜多尔）举行的联合国住房与可持续城市发展问题会议（人居三）上获得通过。

17.    更广泛地说，教科文组织通过其在优质教育和终身学习、科学界在包括气候、水资源、海洋、生物多样性在内的各个领域开展合作、倡导表达自由和信息自由流动、保护物质和非物质文化遗产、和平文化和宽容等方面开展的工作所实现的价值有益于全人类，无论其

经济发展水平如何。通过政策对话、设计共同的准则和标准以及制定联合项目，教科文组织在其领域内继续支持国际和地区合作，这在很大程度上也有助于可持续发展。

18.　　在思考教科文组织对 2030 年议程的更广泛贡献时应考虑它的这一特点，尤其是其跨学科任务以及在国际合作、制定准则和标准、政策对话、政策建议、能力培养、宣传以及在其主管领域内提供与统计有关的支持和服务方面的独特作用。

19.　　文化公约在这方面的独特作用以及国际科学计划的作用无论怎么强调都不过分。在一系列广泛的领域，比如保护和宣传物质遗产、打击非法贩运文物、保护水资源安全和淡水资源以及海洋和生物多样性领域的合作，这些公约和计划构成了**可持续发展所必需的准则和政策框架**。这些独特的资源对实现可持续发展目标来说都是切入点。

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**问题：**

- 如何能够有效地利用教科文组织在准则和标准领域的独特任务来帮助会员国实现 2030 年议程的目标？
- 如何能够有效地利用教科文组织在促进和平文化、文化间对话、文化多样性、打击暴力极端主义、获取信息和表达自由及媒体发展方面得到承认的专门知识，促进包容和和平的社会的实现？包容和和平的社会是整个 2030 年议程，尤其是目标 16 的核心。

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### *促进性别平等和实现性别平等主流化*

20.　　性别平等和妇女赋权是一个贯穿整个 2030 年议程的关注点："实现性别平等和增强妇女和女童权能大大有助于在实现所有目标和具体目标方面取得进展。如果人类有一半仍然不能充分享有人权和机会，就无法充分发挥人的潜能和实现可持续发展。妇女和女童必须能平等地接受优质教育，获得经济资源和参政，并能在就业、在各级担任领导和参与决策方面，享有与男子和男童平等的机会"。可持续发展目标包含针对性别平等长期倡导的双轨战略：(i) 一个关于性别平等、妇女赋权和妇女权利的独立的目标（可持续发展目标 5）；以及 (ii) 将性别平等问题纳入其他关键目标。

21.　　实现可持续发展目标，包括可持续发展目标 5 "实现性别平等，增强所有妇女和女孩的权能"的关键问题之一是筹资。2015 年 7 月，第三次发展筹资问题国际会议以明确承认性

别平等是实现可持续发展的一个关键要素以及各国通过《亚的斯亚贝巴行动计划》告终。可持续发展目标中包含的广泛的性别平等具体目标对 2030 年议程来说是向前迈出了积极的一步。然而，只有会员国和发展伙伴对筹措资金和推进妇女和女童平等负起责任来，该框架的承诺才会兑现。

22.    在教科文组织方面，它将性别平等和妇女及女童赋权定为其两个总体优先事项之一。它愈加努力地将性别平等问题纳入其计划的主流，并将在实施 2030 年议程的背景下继续这么做。

23.    关于教育的可持续发展目标 4 包括一项具体目标（4.5）："消除教育中的性别差距，让残疾人、土著人民和处境脆弱儿童等弱势群体平等接受各级教育和职业培训"。

24.    教科文组织还正在探索和确立其在科学、文化和传播及信息方面的工作与相关的可持续发展目标尤其是可持续发展目标 5 之间的协同作用。例如，影响科学、技术、工程学和数学（STEM）领域的性别平等的教科文组织政策工具汇总将对 2017 年（具体目标 5.5）关于妇女领导力的一个特别专题报告有所帮助。传播和信息部门将加强其促进在媒体中和通过媒体实现性别平等的行动，以增加妇女对媒体的参与和在媒体中的决策机会，促进媒体对男女作出平衡和非定型的描绘。

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**问题：**

- 在 2030 年议程的背景下，教科文组织如何能够更好地促进性别平等和妇女及女童赋权？

- 在追求性别平等和妇女及女童赋权中，教科文组织应专注于哪些具体的计划领域？如何确保教科文组织在这一领域的行动重点突出、具有一致性并取得有益于会员国的可持续的变革成果？

**加大对最有需要的国家尤其是最不发达国家、非洲、小岛屿发展中国家、冲突中、冲突后和受灾国家的支持**

25. 2030 年议程以"不让一个人掉队"的前提为出发点，并且承诺"我们将首先尽力帮助落在最后面的人"，[1] 无论他在哪里。不过，2030 年议程的一个重要组成部分是确保最有需要的人口和国家，包括冲突中、冲突后和受灾国家能够获得国际社会充分和及时的支持，尤其是在相关政策扶持和能力培养方面。

26. 认识到教育作为一项公益事业、一项基本人权和确保实现其他权利的基础以及实现充分就业和消除贫穷之关键的重要性，国际社会对可持续发展目标 4 "提供包容和公平的优质教育，让全民终身享有学习机会"作出了承诺。可持续发展目标 4 反映了人文主义的教育和发展观，其基础是人权和尊严；社会正义；包容；保护；文化、语言和民族多样性；共担责任和问责。

27. 教科文组织的《2014--2021 年中期战略》将**消除贫困**作为其总体目标之一，这一战略方向反映在教科文组织以非洲、最不发达国家（LDC）和小岛屿发展中国家（SIDS）以及青年和最弱势群体为重点的业务行动中。该战略方向体现于本组织为促进包容的公共政策并将人权纳入所有主管领域工作之主流的各项计划中；体现于把支持最有需要的国家作为重点和目标（例如教科文组织能力建设计划（CAP-EFA）中，或者体现于对在媒体中解决边缘化社会群体问题的关注，尤其是对获取公共领域可获得的多种语言之信息的关注中。

28. **非洲**是教科文组织的两个总体优先事项之一。教科文组织在促进实现可持续发展目标方面尤其处于有利地位，因为 2030 年议程充分纳入了非洲联盟的《2063 议程》，《业务战略》也是这种情况。教科文组织的**《非洲优先业务战略》**符合 2030 年可持续发展议程：《非洲优先业务战略》的六个旗舰计划的 33 项预期成果在 17 项可持续发展目标的 169 项具体目标中有对应的具体目标。此外，教科文组织的《非洲业务战略》符合非洲关于 2030 年议程的官方立场，即《非洲共同立场》（CAP），其重点是六个支柱：(i) 结构性经济转型和包容性增长；(ii) 科学、技术和创新；(iii) 以人为本的发展；(iv) 环境可持续性、自然资源管理以及灾害风险管理；(v) 和平与安全；以及 (vi) 资金筹措和伙伴关系，这些都是可持续发展目标的组成部分。

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[1]  "尤其需要注意最脆弱国家，特别是非洲国家、最不发达国家、内陆发展中国家和小岛屿发展中国家，也要注意冲突中和冲突后国家。许多中等收入国家也面临重大挑战。"（"改变我们的世界：2030 年可持续发展议程"）。

29. 《非洲业务战略》与可持续发展目标的战略一致性因此将使得教科文组织能够扩大其在非洲和有利于非洲的行动范围，加强其各个部门、机构和专门网络的承诺以及进一步动员包括战略和金融合作伙伴在内的外部行动者。教科文组织与涉足非洲的一系列广泛的利益攸关方合作的能力对于实施在地区和国际范围内促进南南合作、北南合作和北南南合作的2030 年议程将是一个重要的比较优势。

30. 在与 2014 年 9 月的小岛屿发展中国家快速行动方式（SAMOA）中包含的承诺和建议相一致的情况下拟定的教科文组织《小岛屿发展中国家行动计划草案》将确保加大努力和增强一致性，以满足教科文组织主管领域内小岛屿发展中国家日益增长的需求。

31. 2030 年议程还承认**冲突中和冲突后国家**面临的挑战。多年来，教科文组织支持冲突中和冲突后国家的作用得到了增强。2030 年议程还承认当今世界已经变得更加脆弱，其特点是危机愈加复杂，冲突复发以及教育等社会部门取得的根本性发展成果出现倒退的情况增多。这种情况带来了一系列挑战，教科文组织尤为关注这些挑战：

- **濒危文化遗产**：无论是由于蓄意破坏、附带损害还是掠夺并非法贩运文物。文化多样性也岌岌可危：基于宗教、种族或文化归属的迫害有可能以一种不可逆转的方式改变各个社会的社会结构以及不同社区共处的能力。
- **教育危机**：数以百万计的儿童和青年因为冲突被迫离开了校园——失学儿童中有 42% 生活在受冲突影响的国家。随着危机的平均持续时间越来越长，教育部门备受压力，这些儿童和青年的未来很渺茫。
- **推动和平、公正和包容的社会以及预防冲突**（见上文）。
- **重新关注预防工作**：联合国系统对于维持和平、预防冲突以及在冲突后的恢复及人道主义援助方面及时有效地作出回应负有共同的责任。肩负独特使命的教科文组织在建设和平社会方面拥有一些最为有效的预防手段，包括教育、女童教育和媒体扫盲。这样的手段应得到充足的资金供应并被系统地纳入联合国预防、建设和平和应对危机的工作中。

32. 2030 年议程还认识到那些受灾国家和人口面临的挑战，并承诺按照《2015--2030 年仙台**减少灾害风险**框架》中的承诺，"增强穷人和处境脆弱者的韧性，减少他们遭受极端气候事件的风险和易受其影响的程度"，确保在各级进行综合的灾害风险管理。由自然科学部门主导的教科文组织在减少灾害风险方面的跨部门行动将继续为《仙台减少灾害风险框

架》作出重大的综合贡献，《仙台减少灾害风险框架》是 2030 年议程的横向具体目标之一。

### *在国家一级与合作伙伴合作*

33.    2030 年议程重视**国家自主权以及国家一级的援助**。这种方式的一个重要因素必须是国家一级的参与。在其国家级计划中，教科文组织将优先考虑为政策的制定和实施提供咨询意见，以及相关机构和人员的能力培养。例如，在社会科学及人文科学领域，教科文组织将支持会员国培养相应的机构及人员能力（政策和战略框架、知识和技能），以促进包容和多样性并将人权纳入其战略、政策和计划的主流；制定了《2030 年教育行动框架》来指导会员国设计政策并加强其教育系统以实现可持续发展目标 4；将增强人员和机构的能力，以便为支持可持续发展目标设计、实施和监测适当的和在科学上合理的科技和创新（STI）战略；政府间海洋学委员会将为各国提供准则方面的支持，以便制定、实施、监测和报告关于海洋的可持续发展目标（14）及其相关具体目标的实现情况。将宣传《世界水开发报告》（WWDR）、GO-SPIN（全球科学政策工具观测站）、《全球海洋科学报告》或者教科文组织科学报告等工具，作为在国家、地区和全球各级通过得到检验的指标和度量标准监测和评估相关具体目标实现进展的手段。

34.    国家一级的参与将根植于与其他联合国机构以及其他合作伙伴的紧密合作。关于这一点，教科文组织自然科学部门制定了一项战略，以增强自然科学部门总部外办事处工作人员的能力，使他们在国家（联发援框架）、分地区和地区各级更有能力实际参与联合国改革进程和共同方案拟定程序。该战略强烈关注最近通过的可持续发展目标以及非洲优先，对会员国的要求作出了回应，会员国的要求是计划重点突出、改善总部外存在、加强与联合国系统的合作、改善治理以及建立更加强大的包括私营部门在内的伙伴关系。

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**问题：**

- 教科文组织如何能够找准自己的定位以便有效援助最需要援助的国家和人民？

- 本组织应如何更好地援助冲突中和冲突后国家？

- 一般而言，教科文组织如何能够在国家一级更好地进行自我定位，加强与联合国及其他相关合作伙伴的合作？

**进一步加强跨学科方式和跨部门计划编制**

35.    正如 2030 年议程中强调的，可持续发展目标和具体目标"是一个整体，不可分割"；"各个可持续发展目标是相互关联和相辅相成的，这一点对于实现新议程的宗旨至关重要"。可持续发展目标和具体目标要求加强跨部门性、跨学科性、加强伙伴关系以及跨越传统部门的创新解决方案。

36.    肩负整体使命的教科文组织有机会利用其在自己的主管领域内获得的经验和专门知识，并利用协同增效作用，支持会员国制定并采用全面综合的方式以实施 2030 年可持续发展议程。

37.    在执行局第一九七届会议上，教科文组织会员国强调了几个具有横向性质的主题，要求在本组织中加强合作和一致性。这些主题包括（这份简短的清单是提示性的，只是为了加以说明）：

i.    **气候变化和可持续发展教育：**《联合国气候变化框架公约》第二十一次缔约方大会查明的气候变化挑战要求采取跨越传统学科和部门并以协调一致的方式让教科文组织的几个重大计划参与进来的综合创新方式。这项工作正在进行中，并将向前推进。

ii.    **青年和社会包容：** 2030 年议程确定了如今的青年面对的几个挑战和弱点——包括失业、技能培养、识字和计算、接受高等教育——以及通过赋权和承认他们是"变革的重要推动者"进一步承认其贡献的必要性。在实施 2030 年议程中，青年的积极参与至关重要，教科文组织关于青年的计划应得到进一步加强，同时利用各种跨部门举措的潜力，这些举措已被证明在建立能够动员青年男女支持积极变革的青年网络方面是成功的。

iii.    **全球公民－人权教育：** 2030 年议程根植于一个基于人权的变革愿景中："一个公正、公平、宽容、开放、有社会包容性、最弱势群体的需求得到满足的世界"。倡导和发展这一愿景需要教科文组织的全部五个重大计划作出贡献并采取协作行动。

**38.    目前正在开展内部工作以改善教科文组织的跨部门性，确定教科文组织各部门对各项 2030 年可持续发展目标和具体目标的贡献。**人们认识到开展这些工作需关注一系列问题，包括利用跨学科的和综合的可持续发展目标相关知识；利用广泛的网络和众多的教科文组织

中心和教席作为实现可持续发展目标的重要合作伙伴；培养人员和机构的能力；以及加强和加大与联合国及其他合作伙伴的协调和合作。所附文件中含有几个例子(197 EX/17 Part II)。此类工作之一涉及自然科学部门努力将现有政府间科学计划、国际水文计划以及人与生物圈计划的重点转向利用跨学科综合知识，寻求适应地方需求和能力的具体解决方案。

39.     此外，人们认识到**国家一级的活动将获益于更大的跨部门参与和计划编制**，以增强本组织活动的影响。将向联合国国家工作队和选定的联发援框架实施国中的国家对应方提供支持，以便进一步整合教科文组织的一系列领域。这方面的一个例子是，社会科学及人文科学部门提出倡导作为联发援框架进程一个关键目标的人权文化，以取得相关成果（在这一更加广泛的框架内，跨部门合作的一个有希望的领域是实施世界人权教育计划第 3 阶段，其重点是促进对记者和媒体专业人员的人权培训）。

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**问题：**

-     教科文组织应在什么领域加强跨部门活动？

-     需要作出什么改变以实现有效的跨部门合作？

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*加强协调、伙伴关系以及利用教科文组织的召集作用及其专门网络和机构*

**40.     在推进 2030 年议程中教科文组织无法单独行动。**教科文组织需提高自身能力，以便**与合作伙伴合作并利用我们的专门网络和机构**。举例而言，在研究与政策的联系方面，社会科学及人文科学部门将继续与传统伙伴合作，例如国际社会科学理事会（ISSC）（该理事会将在编写《世界社会科学报告》方面继续发挥牵头作用）、非洲社会科学研究发展理事会（CODESRIA）和拉丁美洲社会科学理事会（CLACSO）。将在所有计划中继续加强与教科文组织教席的合作，包括在促进文化间对话和人权方面；政府间海洋学委员会的召集作用将进一步得到加强，具体办法是通过政府间海洋学委员会的地区机构及其他附属机构加强与非政府组织、地区科学组织、实践者和公众的联合，以及加强与科学界的联系。

41.     成功实施 2030 年议程需要加强联合国专门机构和国际利益攸关方之间的协调与合作。为此，教科文组织将力求重新确认其在联合国协调机制中的核心作用，例如联合国水机制、联合国能源机制、联合国海洋机制、方案问题高级别委员会气候变化问题工作组以及新设立的技术推动机制（TFM）的科技与创新支持可持续发展目标问题机构间工作组。本组织将进一步加强其在强化科学与政策的衔接方面的工作，尤其是通过与秘书长科学咨询委员

会、未来地球倡议、政府间气候变化专门委员会（IPCC）和生物多样性和生态系统服务政府间平台（IPBES）合作。

42.   新的 39 C/5 文件还将参考即将发布的联合国发展方面业务活动四年期全面政策审查（QCPR）报告，2016 年的联合国大会将为 2017--2020 年期间通过该报告。目前正在进行编制以求加强其战略性的四年期全面政策审查报告旨在为一个协调一致和富有成效的联合国发展系统提供一个总体框架，支持 2030 年可持续发展议程的实施。

43.   教科文组织将在国家和地区一级进一步加强合作伙伴关系，办法是：

–   促进地区合作和跨地区南南合作，形式是交流最优先领域的良好做法，例如，针对非洲特定分地区（例如，在减少灾害风险、海洋治理和管理、预防冲突、和平与安全、环境可持续性等领域）；

–   围绕优先领域（和平、全纳教育、自然资源管理等）在国家一级促进多利益攸关方伙伴关系（公共、私人和民间社会合作伙伴）；

–   动员国际和国内合作伙伴，尤其是为了最不发达国家，包括通过预测活动预计需求和未来的发展优先事项。

44.   教科文组织还需动员**预算外资源来支持自己的任务并帮助会员国实现可持续发展目标**。动员公共和私营、国内和国际的一切利益攸关方以及策略性地将所有金融工具和实施手段相结合将至关重要。在这方面，必须根据第三次发展筹资问题国际会议通过的各项成果和原则来调整教科文组织的资金筹措工作，这次国际会议的目的就是建立一种新型的全球融资结构，以支持未来的可持续发展目标。

45.   本组织因此需要参与同会员国及相关合作伙伴的战略性结构化融资对话，以确保用于实施其计划的正常资金和预算外资金的长期可预测性、灵活性和相符性；并扩大捐助者基础，改进资金流的充裕度和可预测性。

> **问题：**
>
> - 如何更有效地与联合国系统的各个组织在全球、地区和国家一级开展合作？教科文组织应优先促进和支持哪些伙伴关系？
>
> - 教科文组织如何确保仅得到可持续发展目标框架部分认可的领域获得充足、可持续和可预见的资金？
>
> - 如何处理新资金来源方面的特殊机会和挑战（在中等收入国家工作、新捐助者等）？

## IV.  建议作出的决定

46.  大会可考虑通过如下决议：

大会，

1.  *审议了*第 38 C/7 号文件，

2.  对教科文组织在其主管领域为编制 2030 年议程作出的贡献*表示满意*；

3.  *强调*教科文组织的使命对于实施 2030 年议程仍具有现实意义，并*强调*教科文组织在各相关层面为 2030 年议程的落实工作和后续行动作出贡献的重要性，尤其是通过在其各个领域向会员国提供援助和技术支持；

4.  *还强调*教科文组织的《2014--2021 年中期战略》、其两个总体目标——和平和可持续发展——及两个总体优先事项——非洲和性别平等——仍然具有现实意义；

5.  *强调*教科文组织为实现可持续发展目标利用其在主管领域的跨学科专门知识和经验的重要性；

6.  *欢迎*总干事为将本组织的计划和资源的重点放在实施 2030 年可持续发展议程上作出的努力，以及第 38 C/7 号文件中在这方面提供的初步规划，

7.  *请*总干事在编制 39 C/5 文件草案时：

    (a)  考虑执行局第一九七届会议和大会第三十八届会议关于该项目的讨论和决定，

    (b)  按照第 38 C/7 号文件附件 III 所载路线图继续就 2018--2021 年计划与预算草案（39 C/5）的编制工作与会员国及相关利益攸关方进行磋商。

# 附　件　I

附件 I 载有执行局第一九七届会议就项目 7："教科文组织参与拟定 2015 年后发展议程"所作的决定（第 197 EX/7 号决定）以及第 197 EX/7 号文件中的相关案文（第 II 部分及附件）。

## <u>第 197 EX/7 号决定</u>

执行局，

1. <u>审议了</u>第 197 EX/7 号文件，

2. <u>重申</u>第 191 EX/6、192 EX/8、194 EX/14、195 EX/8 和 196 EX/8 号决定，

3. <u>欢迎</u>该文件第 II 部分所载讨论文件及相关附件；

4. <u>促请</u>会员国和所有利益攸关方支持实施与教科文组织在教育、科学、文化、传播和信息方面的优先事项有关的可持续发展目标和具体目标；

5. <u>请</u>总干事通过教科文组织统计研究所继续制订可被纳入 2030 年议程指标和监测框架草案的适当指标，以使教科文组织在监测与其主管的教育、科学、文化以及传播和信息领域有关的可持续发展目标和具体目标方面成为牵头者；

6. <u>又请</u>总干事继续其改革努力，加强教科文组织的竞争优势和组织交付能力，以支持会员国在全球、地区和国家层面实施 2030 年议程中的可持续发展目标；

7. <u>请</u>总干事向执行局第二〇〇届会议报告在 39 C/5 初稿的框架内，教科文组织为其参与逐步实施 2030 年议程所设想的各种职能、活动和作用；

8. <u>还请</u>总干事将上述讨论文件（197 EX/7 Part II 及其附件）的扩充版以及关于这一主题的讨论摘要转呈大会第三十八届会议，供其审议并进而决定未来的 2018--2021 年计划与预算（39 C/5）以及组织辩论的指导原则。

**197 EX/7 第 II 部分：**

**2015 年后发展议程：教科文组织的作用是什么？——讨论文件**

**背　景**

47.　在过去的 15 年里，千年发展目标主宰了世界发展议程。联合国大会即将通过的可持续发展目标（SDG）立足于长期的政府间谈判进程以及与广泛利益攸关方的磋商，标志着发展议程的重大演变和扩展。将 2015 年后议程和可持续发展目标作为新商定的国际发展框架和未来国家发展战略的参考点，很可能会深刻改变今后几年发展工作的范围和做法。因此，此举对整个联合国系统，包括对教科文组织等联合国的专门机构而言都至关重要。

48.　新的 2015 年后发展议程 [2] 不完全是联合国的议程，实际上，它并非主要是联合国的议程。"加强国家一级的国家所有权和领导权"被认为是执行和跟踪/审查 2015 年后议程的关键。这是会员国及其人民自己的议程，旨在消除贫困、与饥饿和疾病作斗争、提高教育水平、保护和管理地球的自然资源和生物多样性，并有助于发展公正与和平的社会。它被设计为一个普遍性议程，其中纳入了经济、社会和环境变化三个分支。正如联合国秘书长所述，[3] 可持续发展目标需要一个变革性的发展办法：

- 致力于采取普遍性做法，包括考虑到所有国家和所有群体的解决方案；

- 将可持续性纳入所有活动中，同时考虑到经济、环境和社会影响；

- 消除所有领域的不平等，同意除非满足所有社会和经济群体的要求，否则不能认为实现了目标；

- 确保所有活动充分符合国际准则，尊重和促进人权；

- 应对气候变化的推动因素及其后果；

- 在分析中以可靠的数据和证据为依据，提高数据容量、可用性、分类、素养和共享；

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[2]　下文依据的是会员国 2015 年 8 月 2 日在纽约联合国总部商定的成果文件草案"变革我们的世界——2030 年可持续发展议程"，待通过的定稿（2015 年 8 月 1 日）。

[3]　《2030 年享有尊严之路：消除贫穷，改变所有人的生活，保护地球：秘书长关于 2015 年后可持续发展议程的综合报告》（2014 年）。

- 扩大我们的全球伙伴关系，包括扩大基于问题的多利益攸关方联盟，以促使执行手段取得最大效果并实现充分参与；

- 在重新致力于国际团结的基础上达成新的契约，同时考虑到各国作出贡献的能力。

49. 对教科文组织来说，重要的是，新议程把各级优质教育的根本贡献和学习成就的重要性（可持续发展目标 4）置于重要地位。该议程有了新的突破，承认科学、技术和文化对发展日益重要（可持续发展目标 17）。在本组织确认的优先领域——淡水（可持续发展目标 6 和 15）和海洋（可持续发展目标 14）领域——该议程中载有雄心勃勃的具体目标。新议程确认了信通技术和媒体的作用。它把促进文化作为推动可持续发展的关键因素，并载有关于保护文化遗产（可持续发展目标 11）以及追回和返还被盗资产（可持续发展目标 16）的具体目标。它支持承认知识、遗产和多样性之价值的公正、和平、平等和包容的社会愿景。它促进人权。

50. 这一雄心勃勃的变革性议程需要一个协调良好的、机敏和灵活的联合国系统，能够支持各国协力实现可持续发展承诺，克服剩余的机制和业务障碍。各政策领域的一致与协调以及全球、地区和国家层面的一致与协调至关重要，在教育等核心领域作出真正变革的能力也是至关重要的。经社理事会已举行了关于联合国系统长期定位问题的初步磋商，重点关注范围广泛的一系列问题，包括联合国系统的职能、管理、资金、能力、影响和伙伴关系等。教科文组织积极参与了这一进程。

51. 对于教科文组织的规范性作用和业务作用来说，新的 2015 年后发展议程将是本组织今后与会员国在全球、地区和国家层面互动的重要和基本参照。为此，需要全面审视本组织的目标、优先事项、业务和资金，以确保准备好在实现可持续发展的过程中支持国际社会。

52. 这份简短的讨论文件旨在征求会员国对这些机会及其引起的挑战的看法，也有助于促进初步讨论未来的 2018--2021 年计划与预算(39 C/5)，作为 2016--2017 年计划与预算(38 C/5)的延续，2018--2021 年计划与预算将成为本组织中期战略（2014--2021）的第二阶段。

**A. 相关性和比较优势：2015 年后可持续发展框架：与教科文组织有哪些相关性？本组织有什么能够促进新框架的比较优势？**

53. 如上所述（第 49 段），2015 年后发展议程对教科文组织而言非常重要。初步绘制的可持续发展目标表明，许多目标在不同层面上与本组织有关，无论是在公认的教科文组织主导领域（教育；文化；科学、技术和创新；淡水和海洋）还是教科文组织能够作出贡献的领域（见附件）。

54. 同时，2015 年后发展议程和可持续发展目标都立足于千年发展目标的成就，并"寻求解决其未竟的事业"。特别是，它认为，**"消除一切形式和规模的贫困，包括极端贫困，是最大的全球性挑战，也是可持续发展的必要条件"**。但还远不止这些。该议程是：

(a) **普遍的**——同时针对发达国家和发展中国家；

(b) **变革性的**——包括 17 个可持续发展目标（千年发展目标仅包括 8 个千年发展目标），这些目标被重新划分为"人、地球、繁荣、和平、伙伴关系"五个类别；

(c) **综合的和不可分割的**，围绕可持续发展的三大支柱（经济、社会和环境）；

(d) 基于共同原则：致力于实现所有人的**人权**，将**性别平等**纳入主流，**增强所有妇女和女童的权能**，并重申了《千年宣言》和 2005 年世界首脑会议成果文件；

(e) **富有雄心和创新**：规定了广泛的经济、社会和环境目标，其中包括新的目标（例如关于不平等或更加和平与包容的社会的目标）；

(f) 以**"振兴全球可持续发展伙伴关系为前提**，以加强全球团结的精神为基础，并特别重视最贫困和最弱势群体的需要"；

(g) **致力于以优质数据为基础开展有力的跟踪和审查进程**，同时"特别关注最贫穷、最脆弱和落在最后面的人"。

55. "千年发展目标在很大程度上是垂直的，有一定程度的封闭性，而本议程具有更加全面、综合和水平化的潜力，它把可持续发展的社会、环境和经济层面集中在一起，并将气候变化和发展结合在同一个框架中。千年发展目标主要体现和推动南北议程，而 2015 年后发展议程具有普遍性，适用于所有国家，不论其发展状况如何"。[4]

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4　"联合国发展集团关于职能的观点"，2015 年 3 月 20 日。

56. 在这个新框架内，教科文组织具有多种**比较优势**：

(a) 是真正具有普遍性和全球性的任务和号召力量，涉及发展中国家和发达国家，在全球、地区和国家层面提供均衡的服务，优先关注最弱势人群和两个总体优先事项（非洲和性别平等）；

(b) 是一项多部门任务，覆盖 2015 年后议程的大部分内容，扎根于联合国的价值观和人权，有很高的部门间潜力；

(c) 是公认的总部外专门知识来源和结构，存在于约 85 个国家，与联合国系统全面合作，为回应直接援助要求提供便利。

(d) 在核心的可持续发展目标领域有一套全球业务计划，在一些领域有既定的跟踪记录和领导经验；

(e) 基于国际可比数据，在某些核心的可持续发展目标领域拥有强大的分析、基准评估和监测能力（除其他外，包括《全民教育全球监测报告》、《表达自由和媒体发展国际趋势》、统计研究所的作用以及参与多个重要的审查机制）。

(f) 强大的能力发展计划，依托丰富的第 1 类专业机构网络和更为广泛的由第 2 类专业机构和中心以及教席组成的网络等。

(g) 积极参与和领导相关的联合国机构间协调机制。

(h) 拥有业已证明的外联能力，能够动员专门网络和大部分民间社会。

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供讨论的指示性问题：

- 教科文组织如何才能最有效地利用自身的比较优势？哪些优势需要得到加强？
- 教科文组织的任务与 2015 年后框架有哪些相关性？
- 教科文组织应专注于哪些目标和具体目标，应最优先关注哪些目标和具体目标？
- 其他哪些新兴领域需要教科文组织的关注？
- 教科文组织的普遍性作用有哪些含义？
- 教科文组织应如何处理新议程中出现的新问题，例如不平等和一体化？

**B. 教科文组织的职能是什么？**

57. 教科文组织 2014--2021 年中期战略对本组织的职能进行了界定。这些职能是否会受到 2015 年后发展议程的影响？能否得到足够资金？对于支持会员国努力落实可持续发展愿景来说，哪些职能是必不可少的？

58. 在联合国系统内部开展关于该主题的初步讨论将有助于确认教科文组织和其他专门机构承担的职能（制定规范、提出政策建议和相关的能力建设、开展分析和监测、开展国际/地区合作等）的相关性。下列核心职能被认为是联合国发展系统执行 2015 年后议程的关键：[5]

· **为各国提供规范性支持**，以制定、执行、监测和报告规范性标准和协议，尤其是人权承诺。这包括更加重视一切形式的不平等和歧视，包括性别不平等，不让任何人落下。这一作用只能变得更加重要，包括应对国家和地区内部以及国家和地区之间迅速增长的不平等问题。

· **提出综合政策建议**，包括提供关于关键政策问题的"思想领导"和分析，与各国政府和社会开展合作，以解决和应对横向挑战，提供支持以产生数据和证据，从而支持制订政策，执行和监督国家的发展优先事项和可持续发展目标，借鉴整个联合国系统的多样性和可用的专门知识，利用联合国的各项支柱（人权、人道主义、和平与安全、政治、气候变化等）所使用的工具和分析。对这种综合性上游政策建议的需求将继续增长，特别是在中等收入国家和中等偏上收入国家。

· **能力建设，安排创新和学习，以及南南合作和三角合作**。通过发展能力、试点和提供业务支持，支持各国执行可持续发展目标，这将是联合国发展系统今后的重要职能，这将保证在各级实现创新和不断学习，包括通过南南合作、三边合作以及知识和技术转让做到这一点。

· **最大限度地发挥联合国的召集作用**——集中各部门的利益攸关方执行、监测和报告新发展议程的情况，确保包容性和参与性，确保利益攸关方持续参与并与其协商，发起基于问题的多部门伙伴关系。

· **利用伙伴关系和资源**——支持执行可持续发展目标，以确保实效并产生最大程度的影响。

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[5] 下文依据的是"联合国发展集团关于职能的观点"，2015 年 3 月 20 日，其中反映了教科文组织的投入。

· **综合发展和人道主义支助**——包括最大限度地发挥协同作用，整合规划周期，更多地集资，在长期危机的状况下投资于发展和复原力建设。

59. 大家普遍认为，2015 年后期间（包括在纽约通过 2015 年后议程之后的几个月内）的核心活动领域是支持国家一级的**规划、数据收集以及监测和评价**，包括支持制定和执行国家可持续发展和减贫方面的战略和计划。这也包括支持数据收集和分析，支持国家一级的循证决策。2015 年后发展议程所需的**数据革命**将包括为国家统计机构提供更全面的能力发展支助、使用分类数据以及发展更强大的分析能力来衡量和理解不平等、风险和脆弱性，同时更加有效和透明地利用数据和证据。

60. **国际合作，包括在地区层面开展的国际合作**也被视为是在 2015 年后时期支持各国所必需的，其中包括开展政策对话、交流信息和经验、监测新趋势和动员支持。

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供讨论的指示性问题：

- 教科文组织执行 2015 年后议程需要哪些核心职能？
- 如何有效地为这些职能提供资金支持？
- 教科文组织在这些领域内需要哪些办法/改进？

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**C. 效率和实效：确保教科文组织切实高效地为 2015 年后作出贡献并确定推动教科文组织取得成功的重要因素**

61. 近年来，教科文组织在计划交付方面取得了显著进步，这在很大程度上得到了外部独立评估(IEE)建议的指导。在 2015 年后背景下，需要进行审查（如第 197 EX/5Part IV 号文件 D 部分所述）：（i）以确立**业务模式**，更好地交付教科文组织的全球、地区和地方计划以及教科文组织的专门计划，(ii)在 2015 年后议程背景下实现教科文组织在全球、地区和国家层面**更好、更清晰、更具战略性的定位和领导**，必要时投资于工作人员培训。在这项办法中，教科文组织的目标是支持有效实施可持续发展目标，并确保其各项办法**符合联合国秘书长关于让联合国系统作好变革准备的倡议**，以便为会员国提供支持并执行 2015 年后议程，具体办法是持续改善事倍功半的情况，优化交付，在本组织和整个联合国系统培养学习氛围。

62.　除了会员国正在审查的治理问题之外，目前的审查应覆盖范围广泛的一系列问题。审查应旨在维持计划交付的核心地位，使本组织的工作更好地贴合 2015 年后议程，同时根据以下**四大轴线**改革本组织：

- **减少管理费用**（节省开支）并实现成本效益，尽可能实现协同作用并简化工作流程；
- **确保在总部外的结构化交付**，以实现可持续发展目标和各项具体目标，包括在一体行动(DaO)的框架内这样做；
- **简化整体结构**并进行重新调整，以便更加有效和负责；
- **优化资源调集**并使用已收到的预算外资金。

63.　这也包括**让国家主管部门参与**设计、编制和审查 2015 年后国家承诺框架，同时扩大与**联发援框架**以及联合国其他国家层面的共同计划拟定文件的**战略性接触**。由于 2015 年后议程要靠各国自己来推动，因此必须重视对差别更大的国家优先事项的适应力和反应能力，更加重视联合国国家工作队以及联合国办事处模式和支持。对于推动 2015 年后的一致性、促进地区信息交流和审查以及提供政策分析和支持而言，**地区一级**的作用也是非常重要的。

64.　另一个重要问题是"**组织安排**"问题。这一术语是指"正式的机构间结构、进程、问责制和制度，换言之，是指联合国发展系统(UNDS)自身组织起来支持新的发展议程和在实地交付成果的方式。"[6]

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[6]　"联合国发展集团关于组织安排的观点"，2015 年 5 月 19 日。

**供讨论的指示性问题：**

- 哪一个总部外结构能最有效地帮助教科文组织实现其 2015 年后承诺？

- 如何最适当地简化结构，以确保有效和高效交付？

- 需要哪些组织安排来支持普遍的 2015 年后议程？需要更具体地发展哪些伙伴关系？

- 如何使本组织重点关注为会员国提供优质和有效的支持？

- 如何加强地区一致性并确保综合的地区政策分析和支持？

- 经历冲突和灾害的脆弱国家需要在 2015 年后采取新的创新办法吗？

## D.　融资和伙伴关系

65.　联合国系统的融资问题一直是经社理事会和联合国系统内部最近讨论的主题。[7]发展集团强调："为使联合国发展系统最有效地支持具有普遍性、变革性、综合性和基于权利的 2015 年后议程，可预测、可持续、灵活的多年供资是绝对前提条件"，并突出强调了非核心资源日益提升的重要性（"从 1998 年至 2013 年，非核心资源在发展业务活动中的比例大幅增加，从 56% 增至 75%"）。传统的官方发展援助仍然很重要，但 2015 年后需要更加多样化的供资，需要发展基于问题的联盟和全球伙伴关系（包括世界各地的专题和垂直基金）。创新融资，例如混合融资，及利用新捐助者提供的新的发展融资，也将具有重要意义。

66.　教科文组织执行局第一九七届会议将继续讨论协调、透明度、可预见性和灵活性，以及扩大捐助者基数等问题。未来还将举行结构化融资对话。

67.　教科文组织最近通过了一项伙伴关系战略。2015 年后议程将日益要求包括教科文组织在内的联合国各组织培养能力，以便与不同利益攸关方开展合作，发挥经纪人和推动者的作用，在全球、地区和国家各级推动对话和伙伴关系。对于联合国各组织在促进和支持南南、南北和北南南合作方面的作用，人们的兴趣越来越大。

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[7]　经社理事会筹资对话，2015 年 5 月。"联合国发展集团关于筹资的观点"，2015 年 4 月 20 日。

供讨论的指示性问题：

- 如何最有效地确保调动传统自愿捐助、全球专题/垂直基金、创新融资和新捐助者支持教科文组织在 2015 年后的工作？

- 如何更有效地与联合国系统的各个组织在全球、地区和国家一级开展合作？教科文组织应优先培养和支持哪些伙伴关系？

- 教科文组织如何确保仅得到可持续发展目标框架部分认可的领域获得充足、可持续和可预见的资金？

- 如何处理新资金来源方面的特殊机会和挑战（在中等收入国家工作、新捐助者等挑战）？

- 教科文组织应如何最有效地与民间社会和其他社区结为合作伙伴？

**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.[8]

*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.

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[8]    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:

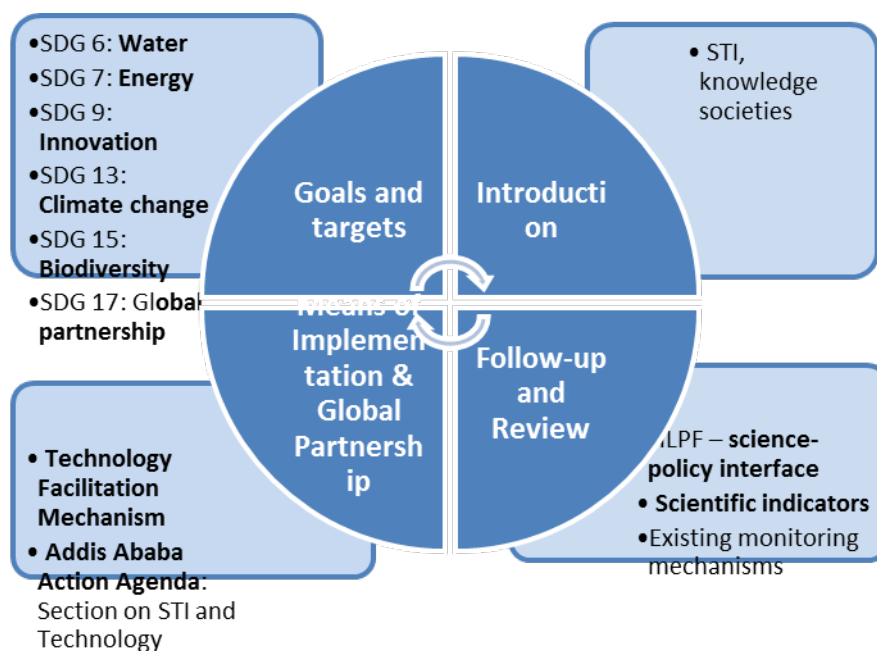*Figure 1: Science in the SDG agenda*

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

|  | Goals and Targets (indicative) | MOI | Follow-up and Review |
|---|---|---|---|
| STI | Draft Declaration:<br><br>• "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."<br>• "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.**<br>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: | | |

| | | | |
|---|---|---|---|
| | "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." | | |
| | Targets 1.5, 2.4, 11.5, 11.b, 13.1 | | |
| **Water** | **Goal 6 (see table below for details)** | | |
| **Biodiversity** | Draft Declaration: "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." | | |
| | Goal 15 and its targets 15.1-15.9 and 15a-15c | | |
| **Climate change** | Draft Declaration: <ul><li>"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."</li><li>"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."</li><li>"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."</li><li>"We will work to minimize the impact of cities on the global climate system."</li></ul> | | |
| | 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 we 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)<br><br>Social inclusion (ER3)<br><br>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<br><br>(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<br><br>Culture of Peace<br><br>Learning to live together<br><br>(ERs 2 and 3) | • 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.<br><br>• 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.<br><br>• 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** |
| --- | --- |
| "Strengthen efforts to protect and safeguard the world's cultural and natural heritage" (target 11.4) | In the framework of CLT Expected Results 1, 2, 3, 4 6 and 7 |
| "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) | UNESCO Initiative on Culture and Sustainable Urban Development:<br><br>• Global Report on Culture and Sustainable Urban Development<br><br>• International Conference on "Culture for Sustainable Cities" (Hangzhou, China, 10-12 Dec. 2015)<br><br>• Presentation of the Report to Habitat III (Quito, Ecuador, Oct. 2016)<br><br>• Conference on Culture and the Megalopolis (Bangkok, Thailand, spring 2016) |
| 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. | In the framework of CLT Expected Result 2<br><br>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. |
| "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) | In the framework of CLT Expected Results 1-7<br><br>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. |
| "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) | In the framework of CLT ER 5 in particular<br><br>• Establishing a cooperation framework with other international entities to promote creativity and innovation (EU, UNDPA, World Bank, IADB, ADB, etc.)<br><br>• Pursuing the promotion of the cultural |

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| | and creative industries in the digital era and encourage the formalization and growth of small- to medium-sized enterprises<br><br>• 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) |
| • "By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes" (target 6.6)<br><br>• "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)<br><br>• "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) | In the framework of CLT Expected Results 1 and 6 in particular<br><br>• 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,<br><br>• Establishing a cooperation framework with other international entities for the management of sustainable tourism (cultural and natural sites; safeguarding of intangible heritage ) |
| • "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)<br><br>• "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)<br><br>• "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)<br><br>• "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) | |
| • "By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that | In the framework of CLT Expected Results 1 and 6 in particular:<br><br>Coordination with the Natural Sciences Sector and reinforcement of intangible |

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|---|---|
| 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)<br><br>• "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) | cultural heritage on this issue |
| **Other areas** | |
| Monitoring of the culture entry points in the post-2015 framework | In the framework of CLT Expected Results 1-7:<br><br>• CDIS: Culture and Development Indicators Suite<br><br>• Culture Conventions' monitoring mechanisms<br><br>• 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.

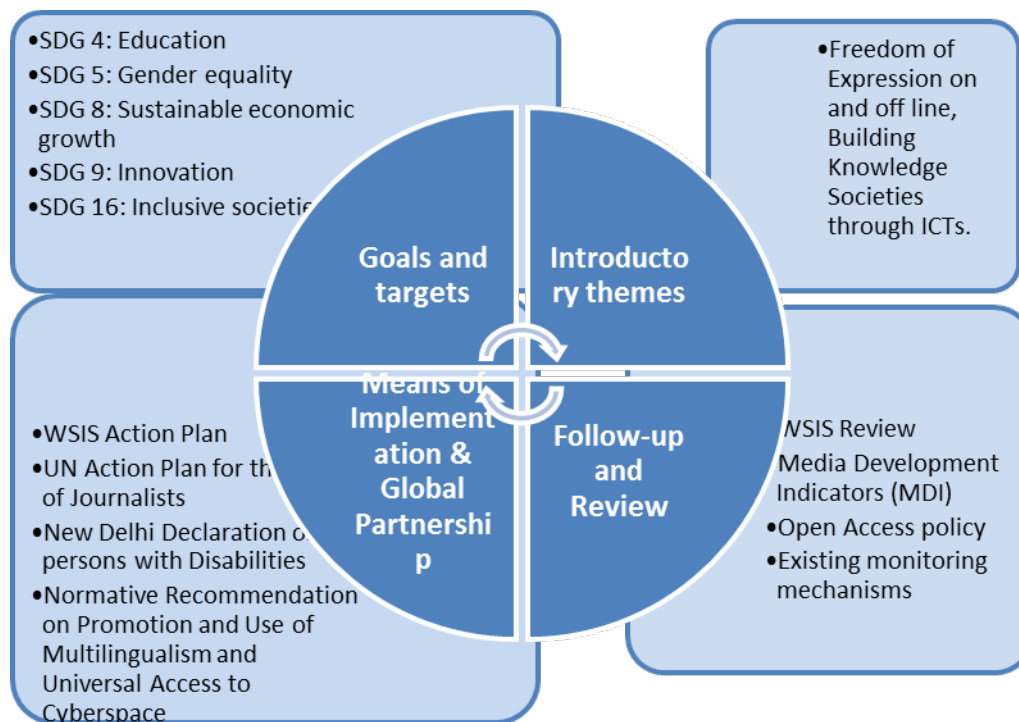## COMMUNICATION AND INFORMATION

*(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-geared 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)* | | |
|---|---|---|
| Main Lines of Action and Expected Results | **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.** <br><br> **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. <br><br> **ER2**. Member States have enhanced pluralistic media and empowered audiences. | **MLA 2: Enabling universal access and preservation of information and knowledge.** <br><br> **ER4**. Member States have advanced Universal access to information through Open Solutions. <br><br> **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. |
| **SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all** | | 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, including university), Target 4.4 (increase the number of youth and adults who have |

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| | | 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) |
| **SDG 5: Achieve gender equality and empower all women and girls** | **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). | 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). |
| **SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all** | | **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. |
| **SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation** | | 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). |
| **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). |

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.

**附件 II**

附件 II 载有执行局第一九七届会议就项目 40 "社会变革管理计划对 2015 年后发展议程的贡献"所作的决定（第 197 EX/40 号决定），以及第 197 EX/40 号文件中的相关案文。

**第 197 EX/40 号决定**

执行局，

1. 审议了第 197 EX/40 号文件，

2. 满意地注意到涉及社会变革管理计划政府间理事会（IGC-MOST）第十二届会议通过之决定的 MOST/IGC/2015/DEC 号文件，

3. 考虑到关于教科文组织参与拟定 2015 年后发展议程的第 37 C/64 (III)号决议和第 194 EX/14 (III, 27)号决定，

4. 忆及社会科学对于理解社会变革的重要性以及在学术研究与公共政策之间建立联系的必要性，

5. 还忆及社会变革管理计划的目标是产生社会科学方面的重要研究成果和数据并传递给政策制定者，以鼓励积极的社会变革，

6. 认识到社会变革管理计划能够成为实现 2030 年议程中设定的可持续发展目标（SDG）的宝贵资源，

7. 满意地注意到社会变革管理计划所取得的成果，即设立定期的社会发展部长论坛和社会变革管理学校，使制定有依据的公共政策成为可能；

8. 欢迎社会变革管理计划政府间理事会关于为该计划构思一个综合战略的倡议，并期待着在其第一九九届会议上进行的讨论；

9. 鼓励会员国设立和发展社会变革管理计划全国委员会，以加强多部门联系，尤其是学术研究与公共政策之间的这种联系；

10. 建议在联合国系统及其专门机构以及其他相关地区性组织中传播社会变革管理计划的经验；

11. 鼓励社会变革管理计划加强与民间社会的联系，促进其参与所有级别的政策对话；

12. 请总干事依照本决定提出的指导方针，在社会变革管理计划秘书处的支持下，继续进行会员国在政府间理事会框架内批准的社会变革管理计划改革；

13. <u>建议大会在项目 3.4"编制 2018--2021 年计划与预算草案（39 C/5）"下审议社会变革管理计划在实现 2030 年议程中的作用。</u>

# 第 197 EX/40 号文件

## 社会变革管理计划对 2015 年后发展议程的贡献

## I. 引言

1. 社会科学对我们周围的世界提供准确描述，对于理解社会变革极其重要。从本质上说，社会科学是推动这些变革发生的发动机。

2. 创造社会知识的主要目标之一是促进我们集体行动能力的提高。社会科学所产生的知识能够用于应对人类生活的实际问题。为此，在学术研究和公共政策之间搭建桥梁至关重要。

3. 正是本着这一精神在 1994 年创建了社会变革管理计划，其目标是产生社会科学方面的重要数据和结果并传递给决策者，以鼓励积极的社会变革。

4. 因此，社会变革管理计划的基本作用如下：

- 加强社会科学与公共政策之间的联系；
- 鼓励政府承认社会科学的重要性；
- 促进社会科学，尤其是在最不发达国家；
- 促进政府机构之间交流良好做法和开展合作。

## II. 教科文组织社会变革管理计划在 2015 年后发展中的作用

5. 在通过 2015 年后议程时确定的可持续发展目标（ODD）是根据相互依存的国际范围的发展挑战制定的。只有在国家和世界层面考虑规划和实现这些目标，它们才能够实现。在这方面，教科文组织的社会变革管理计划将发挥十分重要的作用，因为它可为实现 2015 年后发展议程的目标提供独有的、重要的普遍手段。

6. 二十多年来，社会变革管理计划促进在可持续发展目标所涉及的领域制定并实施政策。关于国际社会在贫困、饥饿、不平等、优质全纳教育、性别平等、可持续性或者社会正

义和治理等各个领域的目标，该计划在将知识与各国特有政策的制定相联系方面拥有可靠的经验。

7. 社会变革管理计划通过其框架和机制，能够有助于在可持续发展目标所涉及、并且与教科文组织主管领域有关的领域取得进展，所以该计划对于支持会员国有效地将世界议程转化为国家议程具有战略意义。

8. 社会变革管理计划成功地实现了学者与决策者之间的双向交流，途径是：

- **其社会发展部长论坛**，社会发展部长论坛的主要目标是通过就有效减少社会经济不平等的计划交流经验，加强社会发展合作方面的现有联系。2001 年诞生于拉丁美洲的社会发展部长论坛迅速扩大到了其他地区。论坛已经制度化，从此定期举行。最近三年里在加纳阿克拉（2013 年 12 月 16 至 17 日）为西非国家经济共同体（CEDEAO）、在越南河内（2013 年 12 月 20 日）为东南亚国家联盟（ANSA）以及在肯尼亚内罗毕（2015 年 2 月 24 至 26 日）为东非共同体（CAO）举办了论坛。

- **其学校**，这些学校是知名研究人员、教授以及制度、科学、社会和政策计划负责人就社会科学研究与公共政策之间的联系进行会晤、思考以及深化理论和方法的场所。在这里可以交流地区层面有关制定、实施和评价与各会员国选定主题有关的公共政策的经验。这些学校面向各个背景（学术、政府、民间社会）的年轻专业人员，他们在制定有据可依的公共政策方面有能力、意愿和时间培训会员国的其他人。

- **迄今为止**，在拉丁美洲和加勒比举办了 8 期社会变革管理计划学校培训，在非洲举办了 2 期。需要强调的是，该机制正在进行调整，以能够适应世界所有地区。

- **其全国委员会**，全国委员会由当地致力于加强社会科学研究的人士组成，是一个思考、分析和创建有助于以统筹方式实施公共政策的工具的场所。这些委员会对现行科学政策进行科学分析，起着指南针的作用，对指导决策者实施能够巩固社会包容战略和实现更大平等的政策。这些委员会还对于处理当地重要的社会问题发挥着重要作用，使各国在国家层面拥有和开展社会变革管理计划的活动。

## III. 前进的方向

9. 鉴于成立教科文组织是为了促进教育、科学、文化和传播领域的国际合作，其对 2015 年后议程的贡献至关重要。为了实现可持续发展，必须制定面向未来的综合政策，社会变革管理计划的经验对于实现这一任务是一个重要工具，尤其是对于 2015 年后议程中提出的关于实施公共发展政策的实证数据的需要而言。

10. 社会变革管理计划今后应特别促进对根据当地和国家实际情况以及出现的趋势和长期前景制定政策以实现可持续发展目标的思考。社会变革管理计划政府间理事会（CIG）第十二届会议要求总干事为该计划制定一项整体战略，战略要考虑 2015 年后发展新框架的国际背景 9。该战略将提交政府间理事会将在大会第三十八届会议期间举行的特别会议，随后将提交执行局第一九九届会议。在这之前，政府间理事会建议采取行动，以使这一新方案得到更好的理解。

11. 应鼓励设立社会变革管理计划全国委员会，以加强社会科学研究能力，使人能够更好地为实现国家优先事项作出贡献。

12. 现有全国委员会应深化与教科文组织全国委员会以及本组织地区办事处的联系，以便就具有现实意义的社会主题提出自己的观点，并确保社会变革管理计划的结论得到广泛传播。

13. 另外，社会变革管理计划在地区和国际舞台上发挥着十分重要的作用。通过建立不同机构间的磋商机制，社会变革管理计划能够为 2015 年后发展议程作出宝贵贡献，不仅因为其在某些具体主题方面的经验，更主要的是因为其横向性。横向性的一个组成部分就是人权，人权的概念应明确渗透在该计划的各项功能和目标中。社会变革管理计划的贡献对于联合国的其他专门机构将有重要价值，甚至能够为其计划注入新的动力。

14. 最后，加强与民间社会的联系对于社会变革管理计划也是有用的，因为可以对现实具有更加全面的认识。

15. 这些行动可产生两方面益处。一方面，社会变革管理计划的经验和建议有助于实现可持续发展目标，另一方面，社会变革管理计划能够利用其知识为教科文组织以及整个联合国系统服务。

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9     MOST/IGC/2015/ DEC 号文件见：http://unesdoc.unesco.org/images/0023/002332/233248e.pdf。

**附件 III**

附件 III 载有执行局第一九七届会议就项目 5 "关于召开 C/4 和 C/5 文件地区磋商会议的建议：2016 年计划与预算草案（39 C/5）编制工作磋商路线图"所作的决定（第 197 EX/5 (IV, A) 号决定），以及第 197 EX/5 号文件第 IV 部分中的相关案文。

## 第 197 EX/5 (IV, A) 号决定

执行局，

1.  忆及第 187 EX/17（III，A）号决定、第 192 EX/5（III，B）号决定和第 36 C/104（II）号决议，

2.  审议了第 197 EX/5 Part IV 号文件 A 节以及其中所载的 2016 年磋商路线图，

3.  认识到与会员国及其全国委员会磋商以及重要相关方的意见在为总干事关于中期战略（C4）和计划与预算（C/5）的初步建议提供信息方面的重要性及附加值，

4.  铭记本组织面临的财政困难，

5.  欢迎总干事为地区磋商提出的备选方式，以及拟议的编制第 39 C/5 号文件的路线图；

6.  请总干事为按照路线图开展 2016 年磋商寻求必要的资助和安排；

7.  鼓励会员国如果有此意愿，提供足够的资金以支持组织面对面的地区及/或地区间磋商会议；

8.  建议大会通过拟议的编制第 39 C/5 号文件的路线图。

## 第 197 EX/5 号文件第 (IV, A) 部分
## 关于召开 C/4 和 C/5 文件地区磋商会议的建议：
## 2016 年计划与预算草案（39 C/5）编制工作磋商路线图

1.  在第 192 EX/5（III，B）号决定中，执行局请总干事"在 2014--2015 双年度期间适当的一届会议上提交一份有关 2016 年就编制 39 C/5 文件进行磋商的完备的路线图和含有成本估算的计划"。

2.  本文件旨在回应这一要求。

**背　景**

3.　磋商进程为秘书处编制计划与预算草案的工作提供依据，该进程由不同阶段组成，涉及教科文组织会员国及利益攸关方。磋商的预期成果是就计划优先事项、本组织的战略定位和比较优势、未来的重点专题和牵头作用、工作方式以及特定管理问题提供指导和意见。从将为会员国代表讨论和商定一般的战略计划方向提供一个平台的大会开始，总干事磋商将持续数月，以拟定其关于 2018--2021 年计划与预算草案（39 C/5）的初步建议。

4.　根据第 187 EX/17（III，A）号决定，秘书处在第 192 EX/5 Part III.B 号文件中为总干事与会员国及所有利益攸关方磋商提出了各种可供选择的具有成本效益的方式。从那以后，按照执行局第 192 EX/5（III，B）号决定，秘书处继续探讨各种可能性，同时还考虑到其核心预算减少以及因此需要节省费用的情况。因此，为 2016 年就编制 2018--2021 年计划与预算草案（39 C/5）进行磋商提出了下述路线图。

**关于 39 C/5 草案编制工作的总干事磋商路线图**

5.　对于将于 2016 年初开始的关于 39 C/5 编制工作的下一轮磋商，建议根据参与者的人数、可用基础设施以及专业技术知识，可采用包括在线共同讨论、电子论坛和电话会议及网络会议在内的不同方式。教科文组织将利用它已经用于支持在线合作和虚拟会议的技术。更加具体地说，可利用下述可能性：

- 网络会议，包括声像；
- 文件共享；
- 文件库；
- 就文件草案联合开展工作（版本控制）；
- 调查；
- 讨论组，在线论坛；
- 统一规划和分担任务；
- 投票；
- 小组聊天。

6. 如今在教科文组织总部可利用这些可能性来成功管理包括全国委员会在内的大量会员国代表远程参与的这类在线讨论组和虚拟会议，尽管如此，在采购合适的设备以及发展内部能力方面仍需进一步投资。指导和辅导也是必要的，以确保所有参与者积极参与在线讨论，并且主持人有能力主持在线讨论并管理虚拟会议。此外，教科文组织仍需找到能够使多语种讨论成为可能的最具成本效益的合适工具。（见附件中的费用详情）。

7. 为了编制 39 C/5 草案，建议向会员国、准会员、联合国系统各组织、政府间组织（IGO）以及与教科文组织保持正式关系的国际非政府组织（NGO）发送在线问卷，从而启动 2016 年磋商。在一份由秘书处编写并张贴在网上的关于问卷答复的分析性总结的基础上，磋商将通过在群组/分地区以及随后在地区各级依次举行的有时间限制的在线讨论继续进行。在可行的情况下并在试点的基础上可考虑虚拟会议。此外，如第 192 EX/5 Part III.B 号文件中所提议，如果可为包括教科文组织工作人员在内的所有与会者提供必要资金，会员国还可以选择面对面的会议，因为在 38 C/5 草案中没有对此作出规定。（另见附件中关于面对面会议费用的信息）。

8. 教科文组织还将探讨在每年一次的全国委员会地区间会议期间就 39 C/5 草案的编制举行面对面磋商的可能性，条件是该会议定于 2016 年 5--6 月左右召开以符合法定时限。

9. 下面的路线图详细介绍了为编制 39 C/5 草案提议的磋商进程的各个阶段，包括各个阶段预期的可交付成果以及相关费用估算。

| 日期 | | 活 动 | 可交付成果 | 费用 |
|---|---|---|---|---|
| **2015 年 10 月** | **执行局第一九七届会议** | **执行局审议 2016 年磋商路线图** | **提交大会第三十八届会议的建议** | |
| 2015 年 11 月 | **大会第三十八届会议** | - 秘书处在全委会地区间会议（巴黎，2015 年 11 月 2 日）上与全委会分享执行局第一九七届会议批准的路线图信息<br>- 会员国代表在大会上针对 39 C/5 讨论未来的方向 | - 向全委会通报新方式<br>- 关于未来（39 C/5）的 38 C/决议 | 由对外关系与公众宣传部门组织：（37 C/5 中已有规划） |
| 2015 年 12 月-2016 年 2 月 | **筹备阶段** | 各群组的全委会之间进行交流以选出主席/主持人：报告员并拟定日程表；<br>教科文组织总部外办事处通过与总部联络促进该进程<br><br>- 秘书处启动在线问卷及相关背景文件的编写工作；<br>- 查明设备和能力方面的不足；<br>- 编写指导和培训材料；<br>- 编写筹资建议。 | - 确定会员国/全委会群组；<br>- 选举主席/主持人和报告员；<br>- 制定磋商日程表<br>- 发出邀请函+问卷；<br>- 关于采购必要设备及培训的带成本估算的计划，包括日程表 | 工作人员的时间<br>（FO；ERI；BSP）<br><br>工作人员的时间<br>（KMI；BSP）<br>（另见附件） |
| 2016 年 3 月 | | - 发布问卷；<br>- 获得资金并开始实施安装+培训项目 | 所有参与者可以利用适当的设备并且能够参与电子讨论； | （见附件） |
| **2016 年 4 月** | **执行局第一九九届会议** | **执行局审议《战略成果报告》并就教科文组织计划日落条款的实施拟定给大会的建议** | **关于计划方向的执行局第一九九届会议的决定，包括计划延续或终止。** | |
| | | 秘书处编写问卷答复分析 | 网上张贴的关于问卷答复的初步分析性总结 | 工作人员的时间（BSP） |
| 2016 年 5-6 月 | | 通过在线论坛与全委会进行 1-2 天的分地区磋商；<br>- 教科文组织、总部外办事处和总部提供支助 | 网上张贴的分地区磋商总结 | 工作人员的时间<br>（FO；BSP） |
| | | 地区磋商：可行的情况下与每个分地区各一名代表进行电子讨论以及/或者举行虚拟会议；或者地区间会议 | 编写并张贴在网上的地区总结报告 | 工作人员的时间<br>（BSP；ERI；GBS） |
| 2016 年 7-8 月 | | 秘书处根据执行局第一九九届会议关于计划方向的决定、总干事磋商以及利益攸关方调查及计划审查和评估结果概述，编写总干事的初步建议。 | 发送给执行局委员的初步建议 | 工作人员时间<br>（BSP；GBS） |
| **2016 年 9-10 月** | **执行局第二 OO 届会议** | **执行局审议总干事的初步建议** | **关于 39 C/5 草案的执行局第二 OO 届会议决定** | |

<center>附　　　件</center>

<center>**建立、组织和管理借助于信通技术的会议和协同工作区的费用估算**</center>

**A.　设备：**

下述费用将被认为是能够支持远程参与的设施方面的投资：

i.　就管理一个网络会议而言：教科文组织的房间设备（总部以及地区和多国的总部外办事处）：每个地点 15 000 --20 000 美元

ii.　当地基础设施：

- 一部固定电话以及一台带网络摄像头和音响系统的高质量的台式电脑或笔记本电脑，以及可靠的互联网连接：平均 2 000 美元；

- 此外，在没有可靠电力的国家，可能需要一个 UPS（不间断电源）；

- 就网络会议而言：每场持续三小时的会议的费用还包括平均每名参与者 75 美元的声频会议的费用，国与国之间可能有所不同。

iii.　多语种设备：教科文组织迄今为止还没有找到支持多语种虚拟网络会议的技术解决方案。与相关公司的讨论仍在进行中。

**B.　培训和辅导：**

据推测，在参与者与网上协同工作区"相连"的各个工作地点可以得到技术支持。不过教科文组织将就设备和专业技术知识对全国委员会进行一次调查，以查明差距，并与有关方面合作，寻找最合适的解决方案。

教科文组织将编写关于远程参与网上协同工作区的指南和培训材料。每名参与者将接受两期远程培训。该培训是基础性的，所花费的时间应该不超过两个小时。就主席、主持人、报告员及其副手/助手而言，需要另外一种培训。

将负责组织虚拟会议、促进在线讨论以及/或者提供其他类别的支助的教科文组织工作人员也需要接受适当培训。

将寻求一名合格培训师的服务，以便组织所有培训以及必要的辅导，并增强内部专业知识。因此总共将需要 12 000 美元。

**2012 年磋商会议的费用**

正如第 192 EX/5 Part III 号文件 B 部分所述，由于一些提出负担全部或部分费用的会员国慷慨解囊，在费用分摊的基础上组织了 2012 年磋商会议。依地区而定，2012 年每位与会者参加三天会议的平均费用在 4 000--4 300 美元之间。

还可以根据最近在全国委员会地区间会议框架内组织的一个会议来估计面对面会议的成本，该会议是 2014 年 7 月在哈萨克斯坦阿斯塔纳举行的。这次会议汇聚了来自 110 个会员国的与会者。教科文组织产生的费用共计 188 000 美元，包括来自最不发达国家和小岛屿发展中国家的 50 名代表以及 8 名教科文组织工作人员的差旅费，以及英文、法文和俄文同声传译的费用。其他与会者的差旅费由各自国家负担。所有其他费用，包括住宿费和招待费，由东道国负担。

**地区和分地区国家小组**

在各个地区，将按照教科文组织总部外多国办事处和地区办事处组织借助于信通技术的磋商。也可以考虑其他分组，例如，按照语言或其他标准。

由于上文提到的与连通性、远程参与者人数众多、缺乏合适的设施有关的问题以及有待解决的语言问题，来自各个地区各个国家的代表远程参与的虚拟会议可能不容易管理。不过，如果按照上文所述提供了设备和培训，可以在试点基础上规划虚拟会议以组织少数参与者进行磋商，例如，在同一个分地区的参与者中或者各教科文组织总部外多国办事处。尝试举行虚拟会议之前可以开展有时限的网上协作（在讨论区交换意见；文件共享、电话会议等等），由秘书处提供支持。

本文件系采用再生纸印制