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Educational, Scientific and  
Cultural Organization

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## UNESCO'S PARTICIPATION IN THE PREPARATIONS FOR A POST-2015 DEVELOPMENT AGENDA

### SUMMARY

By 196 EX/Decision 8, the Executive Board “invited the Director-General to submit to it at its 197th session a report with an update of the Organization’s involvement in the elaboration of the post-2015 development agenda”, as well as information on its work “to support and promote the role of human rights education and training in the framework of the post-2015 development agenda and the World Programme for Human Rights Education”.

The document consists of two parts:

**Part I (“Update on the post-2015 development agenda negotiation process”)** provides an update on the negotiation process and UNESCO’s participation, following the information that was provided to the Board at its last session in document 196 EX/8.

**Part II (“The post-2015 agenda: What role for UNESCO? – Discussion paper”)** outlines possible avenues for UNESCO’s future role in the post-2015 development agenda. Part II includes also an **Annex entitled: “Mapping UNESCO’s contribution to the SDGs: some initial highlights”**, which provides initial information and background about the overall positioning of UNESCO in post-2015 areas.

Action expected of the Executive Board: Proposed decision in paragraph 68.

## PART I: UPDATE ON THE POST-2015 DEVELOPMENT AGENDA NEGOTIATION PROCESS

1. After nearly eight months of intergovernmental negotiations by Member States in New York, the finalized text for adoption of the outcome document for the post-2015 development agenda was released on 2 August. The document, entitled “*Transforming our World: The 2030 Agenda for sustainable development*” was agreed on by Member States on 1 August 2015,<sup>1</sup> thus marking the culmination of efforts that began three years ago with the 2012 United Nations Conference on Sustainable Development. The Declaration, preceded by a preamble outlines a common “supremely ambitious and transformational vision” and sets out 17 sustainable development goals (SDGs) and 169 targets. The document contains also a specific section regarding the Means of Implementation (MOI) and the Global Partnership; and another on the follow-up and review of the implementation of the Agenda. World leaders are expected to adopt the 2030 Agenda at the United Nations High-Level Summit, to be held from 25 to 27 September in New York.

2. In the MOI section, Member States welcome the endorsement by the United Nations General Assembly of the Addis Ababa Action Plan and recognize that it is an integral part of the 2030 Agenda, and that its full implementation is critical for the realization of the sustainable development goals and targets.<sup>2</sup> The text also includes a reference to the launching of a Technology Facilitation Mechanism (TFM) to support the SDGs, which will be based on a multi-stakeholder collaboration between Member States, civil society, private sector, scientific community, United Nations and other stakeholders. As a member of the informal working group on technology facilitation, UNESCO is eligible to participate in a United Nations Inter-Agency Task Team on Science, Technology and Innovation for the SDGs, which is part of the Technology Facilitation Mechanism.

3. The 1 August final text reflects well, albeit at different degrees, UNESCO’s priorities, both in the opening Declaration and in the SDGs and targets. The Declaration mentions the importance of providing inclusive and equitable quality education at all levels; conserving and sustainably using oceans and seas, and freshwater resources; protecting biodiversity and promoting resilience and disaster preparedness; addressing climate change; building peaceful, just and inclusive societies; promoting gender equality; and it also recognizes the intrinsic value of culture as an enabler of sustainable development. Moreover, the importance of STI, and communication technologies is emphasized in the Goals. More information on the SDGs and targets of relevance to UNESCO can be found in document 195 EX/8.

4. The Goals and targets will be followed up and reviewed using a set of global and thematic indicators, complemented by indicators at the regional and national levels to be developed by Member States. Under the guidance of the Economic and Social Council (ECOSOC) and the United Nations Statistical Commission, the global indicator framework will be developed by the Inter-Agency and Expert Group (IAEG) on SDG Indicators and a first proposal will be formulated by November 2015. It will then be considered and endorsed by the United Nations Statistical Commission when it meets in March 2016.

5. While the process remains heavily intergovernmental in nature, UNESCO actively supported the Member States’ deliberations through the United Nations System Task Team on post-2015. This includes providing input on the technical revisions to the targets and proposals on indicators to the IAEG on SDGs for those areas of relevance to UNESCO’s work, as well as contributing to the issue papers for the themes for the interactive dialogues<sup>3</sup> that have been adopted by Member States and will be held during the United Nations High-Level Summit in September in New York.

<sup>1</sup> “*Transforming our world: the 2030 Agenda for Sustainable Development*”, finalized text for adoption (1 August). <https://sustainabledevelopment.un.org/content/documents/7891TRANSFORMING%20OUR%20WORLD.pdf>

<sup>2</sup> Resolution A/69/313. The Addis Ababa Action Agenda of the Third International Conference on Financing for Development, adopted by the United Nations General Assembly on 27 July 2015. [http://www.un.org/ga/search/view\\_doc.asp?symbol=A/CONF.227/L.1](http://www.un.org/ga/search/view_doc.asp?symbol=A/CONF.227/L.1)

<sup>3</sup> The themes are as follows:

- ending poverty and hunger, and addressing humanitarian emergencies;
- tackling inequalities and leaving no one behind;

### **Outcome of the Third International Conference on Financing for Development (FfD3)**

6. The Third International Conference on Financing for Development (FfD3), held in Addis Ababa from 13 to 16 July, adopted the Addis Ababa Action Agenda (AAAA). This agreement, reached by 193 United Nations Member States, provides a strong foundation for countries to finance and adopt the proposed post-2015 development agenda in New York in September, and to reach a binding agreement at the United Nations climate negotiations in Paris in December that will reduce global carbon emissions. It marks a milestone in forging an enhanced global partnership that aims to foster universal, inclusive economic prosperity and improve people's well-being while protecting the environment.

7. The AAAA builds on the outcomes of two previous Financing for Development conferences in Monterrey, Mexico, and in Doha, Qatar. It addresses all sources of finance, including public and private, domestic and international. It establishes that ODA remains crucial, particularly for countries most in need, but that aid alone will not be sufficient. The AAAA recognizes that sustainable finance is not just about financial flows; it depends also on public policies and regulatory frameworks that strengthen national and international enabling environments. The document reiterates the principle that countries have primary responsibility for their economic and social development through nationally owned development strategies. The Agenda recommit countries to achieve the target of 0.7% of gross national income for official development assistance, and 0.15 to 0.20% for least developed countries. As part of the AAAA, governments also commit to a set of concrete policy initiatives, including the establishment of a technology facilitation mechanism, co-led by UNESCO as member of an inter-agency working group.

8. The Addis Ababa Action Agenda reflects well, in general, UNESCO's priorities. The Agenda recognizes the importance of delivering quality education to all girls and boys; scaling up investments and international cooperation to allow all children to complete free, equitable, inclusive and quality early childhood, primary and secondary education; increasing the percentage of qualified teachers; and providing safe, non-violent, inclusive and effective learning environments for all. While the emphasis on delivering quality education is a positive outcome, the text on education is not fully aligned with SDG 4 on education, which covers in a more comprehensive fashion lifelong learning from early childhood through adulthood and requires increased investment to support quality education and training at all levels. However, later in the text (under the STI chapter), the document commits to "scal(ing) up investment in science, technology, engineering and mathematics education, and enhance technical, vocational and tertiary education and training, ensuring equal access for women and girls and encouraging their participation therein. We will increase the number of scholarships available to students in developing countries to enrol in higher education. We will enhance cooperation to strengthen tertiary education systems, and aim to increase access to online education in areas related to sustainable development" (see following para.). The Agenda also mentions the importance of education in terms of delivering a social protection floor for all and in connection with migrants.

9. The importance of STI and capacity-building in achieving the SDGs is a central feature of the Agenda, which features a comprehensive dedicated chapter on the issue. This is a major expansion from the Monterrey agenda and a step change in the recognition of the role of STI. The Agenda refers to adopting STI strategies as integral elements of national sustainable development strategies, scaling up investment in science, technology, engineering and mathematics (STEM) education; enhancing technical, vocational and tertiary education and training; ensuring equal access for women and girls and encouraging their participation therein; and stepping up international cooperation and collaboration in STI. Countries also agree to establish a Technology Facilitation Mechanism (TFM) to support the implementation of the SDGs, to be launched at the High-Level Summit in September on the post-2015 development agenda, and refer to the

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- fostering economic transformation and sustainable consumption and production (SCP);
  - protecting our planet and tackling climate change;
  - strengthening governance for sustainable development; and delivering on a revitalized Global Partnership.

important role of the Inter-Agency Task Team on STI for the SDGs in that regard, of which UNESCO is a member.

10. The Addis Ababa Action Agenda also mentions the importance of investing in water and sanitation, namely through setting nationally appropriate spending targets and closing the infrastructure gap through enhanced financial and technical support, and reinforcing capacity-building in developing countries. Countries also commit to protecting and restoring the health of the oceans and enabling their conservation, and agree to increase scientific knowledge, develop research capacity and transfer marine technology, taking into account UNESCO's Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology. The importance of protecting biodiversity, addressing climate change and developing and implementing holistic disaster risk management strategies is also mentioned.

11. The role of traditional knowledge in supporting social well-being and sustainable livelihoods is recognized in the Addis Ababa Action Agenda, as is the right of indigenous communities to protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions. The importance of sustainable urbanization is also mentioned, which directly links to UNESCO's work on SDG 11 (Sustainable Cities) to promote culture and sustainable urban development.

12. The Addis Ababa Action Agenda further recognizes the important role of independent media in good governance and creating democratic and transparent institutions. The need to close the digital divide, including through the development and use of ICT infrastructure and capacity-building, is also mentioned.

13. The importance of promoting gender quality and the empowerment of women and girls, investing in children and youth, and promoting peaceful and inclusive societies are also strong components of the Agenda. The AAAA emphasized the role of women's empowerment for economic development for all. To this end, it commits countries to undertake legislation and administrative reforms to give women equal rights, and promotes gender-responsive budgeting and tracking among other measures.

14. Finally, the Agenda mentions the importance of high quality disaggregated data in supporting the post-2015 development agenda and its means of implementation, and the need to provide further international cooperation and strengthen capacity-building support in this regard.

### **UNESCO's participation in the Third International Conference on Financing for Development (FfD3)**

15. UNESCO actively participated in the International Conference on Financing for Development (FfD3). The Organization was represented at the highest level to advocate for its areas of competence, including the prioritization of education, robust science, and technology and innovation policies, partnerships based on strong national ownership and more effective investment in the Addis Ababa Action Agenda. This included the participation of the Director-General in two high-level events on STI, and financing for education, co-organized by UNESCO, and in high-level round table discussions on global partnership and the three dimensions of sustainable development.

16. During the high-level side event on 13 July on "**The Role of STI for Achieving Sustainable Development**", co-organized by UNESCO and the other members of the inter-agency group on the Technology Facilitation Mechanism (UNEP, DESA, UNCTAD, UNIDO, ITU, World Bank Group), the Director-General presented a joint statement in support of a new Technology Facilitation Mechanism for science, technology and innovation (STI), on behalf of the eight Principals of the inter-agency group. Through the joint statement, the inter-agency group resolved to support the building of national STI capacity, and to facilitate technology development, transfer and dissemination for inclusive sustainable development. This initiative was launched in response

to the high level of importance attributed to STI in the Addis Ababa Action Agenda, both as a means of implementation for realizing the post-2015 development agenda, and as objectives in their own right.

17. UNESCO also actively advocated for increasing investments in education through the high level event co-organized with the Governments of Ethiopia, Republic of Korea and Norway on 14 July on “**Making the Investment Case for Education**”. The event brought together the Director-General of UNESCO, the Foreign Ministers of the Republic of Korea and Norway, the Education Minister of Ethiopia, the Chair of the Board of Directors of the Global Partnership for Education.

18. At the event, the Director-General underlined the significance of the Incheon Declaration, adopted at the World Education Forum in May 2015 by 160 countries, which commits to 12 years of free, publicly funded, equitable primary and secondary education, including at least nine of which are compulsory. She also noted that quality education lies at the heart of achieving sustainability, with impact across the development spectrum and that partnerships must aim to break out of silos. She further emphasized that national resource mobilization and aid is important, but that the effectiveness of investment is equally important and went on to cite investment in pre-school, teachers, relevant curricula, skills training, inclusive policies and the leveraging of new technologies as factors that are determinant for improving quality.

19. During the round table discussions, the Director-General underlined the importance of strategic partnerships built on national ownership, comparative advantage and a commitment for increased quality and effectiveness of investment. Referring to the broader requirements guiding the implementation of the post-2015 development agenda, she highlighted the importance of providing upstream policy support to build capacities, improving data collection and analysis, setting standards and leading normative work – all of which are critical factors for accountability and effective delivery of the post-2015 agenda. She also stressed the value of integrated and intersectoral approached, overcoming sector silos and addressing the SDGs in a comprehensive manner.

### **Advocating for UNESCO’s priorities in the post-2015 development agenda and the FfD3 Conference**

20. During the post-2015 development agenda and financing for development negotiation process, UNESCO continued to actively advocate its priority areas in education, culture, the sciences and communication and information with its United Nations partners, Member States, advisory partners, such as the Secretary-General’s Scientific Advisory Board (SAB), and with civil society and other stakeholders. Highlights of UNESCO’s work in this area are listed in the section below, and are not meant to be exhaustive.

#### ***Education***

21. In the area of education, UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the World Education Forum 2015 (WEF 2015) in Incheon, Republic of Korea, from 19 to 22 May 2015, hosted by the Republic of Korea. Over 1,600 participants from 160 countries, including over 120 ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, adopted the Incheon Declaration for Education 2030, which sets out a new vision for education for the next 15 years. The essential elements of the Education 2030 Framework for Action (FFA) were discussed and agreed upon at the WEF 2015. More information on this conference can be found in document 197 EX/6. A special high-level meeting will be held alongside the 38th UNESCO General Conference to adopt and launch the FFA.

22. UNESCO also participated in the Summit on Education for Development, held in Oslo on 6 and 7 July 2015, during which a high-level Commission on the Financing of Global Education Opportunities was launched by the Norwegian Prime Minister Erna Solberg and the United Nations Secretary-General Ban Ki-moon. The Financing Commission, of which the Director-General is a co-convenor, together with the Prime Minister of Norway, and the Presidents of Chile, Indonesia and Malawi, is expected to invigorate global education financing and identify more effective and better coordinated ways to deploy resources to ensure that children are in school and learn. The Commission will make recommendations to the United Nations Secretary-General in September 2016. More detailed information regarding the Oslo Summit is provided in document 197 EX/6.INF.

23. The latest recommendations on post-2015 education indicators by the Technical Advisory Group (TAG), chaired by UIS, were presented and discussed during the parallel session on “Framing and developing indicators to measure progress for the 2030 education targets” at the WEF 2015. The education indicators will be further developed together with Member States through an expanded TAG and included in the Education 2030 Framework for Action. A subset of these indicators has been proposed to the IAEG-SDG.

### ***Science, technology and innovation***

24. The Organization continued to advocate for the critical role of STI in achieving the SDGs in the post-2015 development agenda and in the Addis Ababa Action Agenda, including through its work with the Secretary-General’s Scientific Advisory Board (SAB), for which UNESCO provides the Secretariat. SAB produced key messages on science, technology and innovation as a critical means of implementation for the SDGs on the basis of a round-table discussion convened by UNESCO on 23 April 2015 at United Nations headquarters in New York. This round table was convened in the framework of the intergovernmental negotiations on the means of implementation component of the post-2015 development agenda to advocate for STI.

25. UNESCO also convened a Ministerial Breakfast at the high-level session of the High-Level Political Forum, held on 9 July 2015 at United Nations headquarters in New York. Chaired by the Director-General and with the participation of SAB members, the round table provided a platform for governments, United Nations agencies, civil society, academia and SAB members to discuss the role of STI and the science-policy-society interface in ensuring a successful transition from MDGs to SDGs and in achieving the post-2015 agenda for all.

26. UNESCO actively contributed to the work of the Inter-Agency Working Group on a Technology Facilitation Mechanism (IAWG), established in response to the call for the UNGA to define arrangements for a possible Technology Facilitation Mechanism (TFM) to promote the development, transfer and dissemination of clean and environmentally sound technologies. The TFM is mentioned in both the final zero draft of the post-2015 development agenda and the Addis Ababa Action Agenda.

27. The Organization also continued to assess the level of scientific and technical soundness of the indicators to measure progress towards the attainment of the SDGs and related targets pertaining to biodiversity, water, STI and the ocean and to propose relevant indicators in these areas through the IAEG-SDG.

### ***Oceans***

28. UNESCO/IOC continued to play a key role in supporting SDG 14 on the ocean in the post-2015 development agenda and in the Addis Ababa Action Agenda. To sensitize Member States on the role of ocean science and capacity development, IOC together with the United Nations Division on Ocean Affairs organized on 21 April 2015 at the United Nations in New York a side event entitled “Building ocean knowledge, technology and capacity towards achieving sustainable

development of the ocean and seas". The event was held during the fourth session of the intergovernmental negotiations on post-2015.

29. At the side event, there was agreement that the implementation of the post-2015 development agenda, including SDG 14, should be based on an integrated scientific approach and grounded in the best available knowledge, that sustained ocean observations and science were essential to better understand the role healthy marine and coastal ecosystems play in sustainable development, and that many developing nations still lacked the basic scientific infrastructures, human skills and technological advancement needed to derive benefits from the ocean in a sustainable way. The importance of global intergovernmental cooperation to fill the knowledge gaps and to raise the capacity of developing nations, in particular LDCs and SIDS, was also stressed.

30. UNESCO/IOC contributed to the development of indicators for SDG 14 via the TST and will work closely with UIS to consolidate a number of globally and regionally relevant indicators related to ocean observation (Global Ocean Observing System), marine assessment initiatives, marine biodiversity databases (Ocean Biogeographic Information System), as well as the Global Ocean Science Report, including for the IAEG-SDGs.

### **Culture**

31. UNESCO pursued its global advocacy to maintain the current entry points for culture in the post-2015 framework and to support these efforts through evidence and data collection. This included the launch by UNESCO, UNDP and UNFPA on 25 March 2015, of the Final Report of the Post-2015 Dialogues on Culture and Development, which showcases the results of the comprehensive consultations at both the global and country levels in Bosnia and Herzegovina, Ecuador, Mali, Morocco and Serbia, and provides substantive highlights on the impact of culture in the six sub-themes of the consultation: (1) culture and poverty reduction, (2) culture and education, (3) culture and gender equality and women's empowerment, (4) culture and sustainable cities and urbanization, (5) culture and the environment and climate change, and (6) culture and inclusion and reconciliation.

32. UNESCO also co-chaired, together with the Chair of the Group of Friends on Culture and Development, an event on "Culture: Key to a successful transition to the SDGs" in July 2015 at United Nations headquarters in New York, on the margins of the ECOSOC Annual Ministerial Review. During this event, Member States highlighted the impact of culture on the economic, social and environmental dimensions of sustainable development, as well as its role as a security and humanitarian issue taking into account the increasingly systematic attacks against cultural heritage and cultural diversity witnessed in Iraq, Mali, Syria and Yemen in recent years. They agreed to maintain clear entry points for culture in the post-2015 development agenda, in view of its adoption in September 2015.

33. In line with the discussions on the post-2015 development agenda, where the main entry point for culture is under SDG 11 on sustainable cities, UNESCO continued to implement the Initiative on Culture and Sustainable Urban Development, financed by extrabudgetary funds, based on three pillars: (i) the elaboration of a UNESCO Global Report on Culture and Sustainable Urban Development, (ii) the organization of an international conference, planned to be held in Hangzhou, People's Republic of China, from 10 to 12 December 2015, to discuss the Report, share experiences and propose strategic recommendations to contribute to the reflection on a "New Urban Agenda" in the context of the post-2015 development agenda, and (iii) the UNESCO contribution to the post-2015 and Habitat-III process.

34. UNESCO continued its work to build new indicators to fully measure the impact of culture for sustainable development, building on existing tools, such as the UNESCO Culture for Development Indicators (CDIS). CDIS is a methodology for the construction of 22 indicators to measure the contribution of culture to sustainable development at the national level and to build

capacities on how to include culture in development strategies and plans. CDIS have been implemented in 11 countries to date with five additional countries that have launched CDIS roll out in 2015.

### ***Social and human sciences***

35. UNESCO continued to advocate for human rights, social inclusion, and a culture of peace in the post-2015 development agenda. In this vein, the Organization actively contributed to the work of the Global Migration Group on the inclusion of migrants and migration in the post-2015 development agenda for a joint GMG position paper on this issue. In addition, MOST, in collaboration with UNDESA, organized a workshop at Headquarters in Paris on 3 and 4 June 2015 to strengthen the capacity of senior government officials responsible for social policy and development to promote policy coherence across the economic, social and environmental pillars of sustainable development so as to facilitate the effective implementation of the Sustainable Development Goals (SDGs) in the framework of post-2015. UNESCO also promoted intercultural dialogue as an enabler for sustainable development within the Action Plan for the International Decade of the Rapprochement of Cultures, which the Organization is spearheading within the United Nations system.

### ***Communication and information***

36. UNESCO continued to advocate the recognition of the vital role that freedom of expression and access to information and knowledge play in sustainable development in the post-2015 development process. This included working to develop appropriate indicators on the freedom of expression through the IAEG-SDG mechanism and its ongoing work with the *Deutsche Welle Akademie* to elaborate possible indicators for media sustainability, using its existing Media Development Indicators.

### ***Gender equality***

37. UNESCO continued its advocacy efforts with its United Nations partners, for gender equality to be at the core of the post-2015 development agenda, namely through the Inter-agency Network on Women and Gender Equality (IANWGE), and through its joint work with UN Women. This included the promotion of gender equality in education at the WEF, which resulted in the global education community committing to “supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools” in the Incheon Declaration.

### ***UNESCO Institute for Statistics***

38. In the framework of the IAEG on SDGs, UNESCO is actively contributing to the development of indicators in education, STI, culture, the ocean, water and sanitation, biodiversity and freedom of expression, with support from the UNESCO Institute for Statistics (UIS). UIS will also be developing new indicators across different areas, including those to reflect gender equality issues in the fields of education, the sciences and culture, as part of the preparations to monitor progress towards the post-2015 SDGs. UIS is engaging in the creation of an international observatory on equity and inclusion in education. The observatory will seek to mobilize key players in conceptualizing, measuring and tackling equity issues. UIS also continues to develop the [Catalogue of Learning Assessments](#), which will provide standardized information on international and national assessments and public examinations, as well as inputs for potential learning for all indicators (cross-nationally comparable or national) that will serve as the temporary placeholder for monitoring SDG 4, target 1 on learning outcomes. In particular, funding for a new project has been provided by the Government of Sweden to improve measurement of gender equality in Science, Technology, Engineering and Mathematics (STEM).



***Promoting the role of human rights education and training in the framework of the post-2015 development agenda and the World Programme for Human Rights education***

39. Human rights education and training is a key element of UNESCO's work to contribute to the elaboration and eventual implementation of the post-2015 development agenda. The importance of human rights education and training in achieving the post-2015 development agenda was stressed by the global education community in the Incheon Declaration, adopted at the World Education Forum 2015 (Article 9 of the Incheon Declaration). The following text provides information on UNESCO's existing and forthcoming programmes and activities in this regard, pursuant to 196 EX/Decision 8 (II).

40. UNESCO promotes human rights education through addressing discrimination and violence based on gender and on other grounds in and through education, as a means to creating the conditions conducive to teaching and learning in a safe, non-violent and inclusive environment. After field-testing the *Teaching Respect for All* (TRA)<sup>4</sup> Implementation Guide and approach in six countries in 2013-2014,<sup>5</sup> UNESCO will consult with potential partners to promote and support the use of the Guide at country level.

41. UNESCO is also leading international cooperation efforts in the field of school-related gender-based violence (SRGBV). UNESCO and the United Nations Girls' Education Initiative (UNGEI) established and co-chaired a Global Partners Working Group on SRGBV, which facilitates collaboration, research, advocacy and technical expertise to address SRGBV. UNESCO is also developing global guidance to strengthen Member States' capacity to prevent and respond to SRGBV, in collaboration with UN Women, United Nations Children's Funds (UNICEF); United Nations Populations Fund (UNFPA); the Inter-Agency Task Team (IATT) and UNGEI; as well as teaching and learning materials on gender and prevention of gender-based violence in countries in Asia and the Pacific, West Africa and the Caribbean.

42. Progress has also been made on information-gathering, research and data analysis on sexuality, diversity and violence in schools in five Southern African countries.<sup>6</sup> A regional consultation meeting involving government and non-governmental participants from nine countries and a series of awareness-raising activities on the occasion of the International Day Against Homophobia and Transphobia were organized in the Asia Pacific region. Furthermore, UNESCO is developing the first global report on the status of homophobic and transphobic violence in educational institutions that will be launched in 2016.

43. Within its statutory work, UNESCO monitors the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education related to Human Rights and Fundamental Freedoms. The forthcoming sixth consultation for the period 2013-2016 will start in 2016. The final report will be submitted to the General Conference at its 39th session in 2017.

44. Moreover, UNESCO cooperated with other United Nations agencies and international organizations to promote human rights education, notably through the International Contact Group (ICG) on Citizenship and Human Rights Education.<sup>7</sup> As a result, several guidance tools have been or are being developed in the field of human rights education. On behalf of the ICG, OHCHR coordinated the development of a compilation of provisions of international and regional

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<sup>4</sup> *Teaching Respect for All* was developed as a joint project funded by Brazil and the United States to strengthening the foundations of mutual tolerance and cultivating respect for all people, regardless of colour, gender, class, sexual orientation, national, ethnic, or religious orientation/identity.

<sup>5</sup> Brazil, Côte d'Ivoire, Guatemala, Indonesia, Kenya and South Africa.

<sup>6</sup> Botswana, Lesotho, Namibia, South Africa and Swaziland.

<sup>7</sup> The ICG brings together the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Council of Europe (CoE), the European Commission, the European Union Agency for Fundamental Rights (FRA), the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the Organization of American States (OAS), the United Nations High Commissioner for Human Rights (OHCHR), and UNESCO.

instruments dealing with human rights education in cooperation with the African Commission on Human and Peoples' Rights; the Association of Southeast Asian Nations; the Commonwealth; the International Committee of the Red Cross; the International Labour Office; the League of Arab States, the OSCE/ODIHR, the Organization of American States (OAS) and UNESCO. In cooperation with the Council of Europe (CoE), OAS and OSCE/ODIHR, UNESCO is developing a joint publication entitled "Curriculum development and review for democratic citizenship and human rights education". Moreover, UNESCO is collaborating with OHCHR for the dissemination of the World Programme for Human Rights Education third phase 2015-2019 that focuses on media professionals and journalists, and encourages the continuation of phases one and two.

45. Drawing on the history of the Holocaust, UNESCO is promoting awareness about the dangers of mass violence and the mechanisms that may lead to grave human rights abuses and genocide. In April 2015, UNESCO launched two publications with partners on this issue. UNESCO organized the regional conference on "Holocaust education, the prevention of genocide and a culture of peace" (Dakar, 1-2 June 2015).

46. UNESCO also promotes peace and human rights education through its work on Global Citizenship Education. The work of the Platform for Human Rights Education and Training contributed to the Second Forum on Global Citizenship Education (Paris, 28 January 2015). To strengthen its cooperation with Member States in the field of human rights education, UNESCO will continue to work with the Platform for Human Rights Education and Training to discuss and identify potential areas for collaboration.

## **PART II: THE POST-2015 DEVELOPMENT AGENDA: WHAT ROLE FOR UNESCO? – DISCUSSION PAPER**

### **Background**

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

48. The new post-2015 development agenda<sup>8</sup> is not simply, and indeed not primarily, a United Nations agenda. "Strengthened national ownership and leadership at country level" is recognized as key for the implementation and follow-up/review of the post-2015 agenda. It is an agenda for the Member States themselves and for their populations, designed to eradicate poverty, to fight hunger and disease, to increase educational levels, to protect and manage the planet's natural resources and biodiversity, and to contribute to the development of just and peaceful societies. It is designed as a universal agenda, integrating the three branches of economic, social and environmental change. As outlined by the United Nations Secretary-General,<sup>9</sup> the SDGs call for a transformational approach to development:

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

49. Importantly for UNESCO, the new agenda gives pride of place to the fundamental contribution of quality education at all levels and to the importance of learning achievement (SDG 4). It breaks new ground in acknowledging the growing importance of science, technology

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

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

and innovation for development (SDG 17). It contains ambitious targets in the areas of freshwater (SDGs 6 and 15) and ocean (SDG 14) which are recognized priorities for the Organization. It recognizes the role of ICTs and of the media. It promotes culture as a key enabler of sustainable development, and contains a target on the preservation of cultural heritage (SDG 11) as well as a target on the recovery and return of stolen assets (SDG 16). It upholds a vision of just, peaceful, equitable and inclusive societies recognizing the value of knowledge, heritage and diversity. It promotes human rights.

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

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

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

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

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

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

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

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

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

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

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

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<sup>10</sup> “UNDG Perspectives on Functions”, 20 March 2015.

## Indicative questions for discussion:

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

**B. What functions for UNESCO?**

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

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

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

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

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

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

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

Indicative questions for discussion:

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

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

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

62. In addition to the governance issues – which are currently being reviewed by the Member States – the current review should encompass a broad range of issues. It should aim to keeping

programme delivery at our core and better aligning organizational work with the post 2015 agenda whilst reforming the Organization along **four major axes**:

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

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

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

Indicative questions for discussion:

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

#### D. Financing and partnerships

65. The financing of the United Nations system has been the subject of recent discussions at the ECOSOC and within the United Nations system.<sup>13</sup> UNDG emphasized that “for the United Nations Development system to most effectively support a universal, transformative, integrated, rights-based post-2015 agenda, predictable, sustainable, flexible multi-year funding is an absolute

<sup>12</sup> “UNDG Perspectives on Organizational Arrangements”, 19 May 2015.

<sup>13</sup> ECOSOC Dialogue on Financing, May 2015. UNDG Perspectives on Funding, April 20, 2015



prerequisite” and stressed the growing importance of non-core resources (“the proportion of non-core resources for operational activities for development has increased significantly from 56 percent in 1998 to 75 percent in 2013”). There is recognition that traditional ODA will remain important, but that post-2015 will require a greater diversification of funding and the development of issues-based coalitions and global partnerships (including around global thematic and vertical funds). Innovative financing, such as blended finance, and the harnessing of new financing for development from emerging donors will also be of importance.

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

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

Indicative questions for discussion:

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

### **Proposed decision**

68. In the light of the above, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Having examined document 197 EX/8,
2. Reaffirming 191 EX/Decision 6, 192 EX/Decision 8, 194 EX/Decision 14, 195 EX/Decision 8 and 196 EX/Decision 8,
3. Welcomes the discussion paper presented in Part II of the document and is related Annex;
4. Calls on Member States and all relevant stakeholders to support the implementation of the SDGs and targets related to UNESCO’s priorities in education, the sciences,

culture and communication and information, once the post-2015 development agenda is adopted in September 2015;

5. Requests the Director-General, through the UNESCO Institute for Statistics, to continue developing appropriate indicators that could be included in the draft indicator and monitoring framework for the post-2015 development agenda, so as to position UNESCO as a leader in monitoring the SDGs and targets related to its areas of competence in education, culture, the sciences, and communication and information;
6. Further requests the Director-General to continue its reform efforts so as to strengthen UNESCO's competitive edge and organizational delivery capacity to support Member States in delivering on the SDGs in the new post-2015 development agenda globally, regionally and nationally;
7. Decides to transmit the present document, along with the summary of its debates on this subject, to the General Conference at its 38th session for its consideration and further decision on the future Programme and Budget for 2018-2021 (39 C/5).

## 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.<sup>14</sup>

*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.

<sup>14</sup> 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 as 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

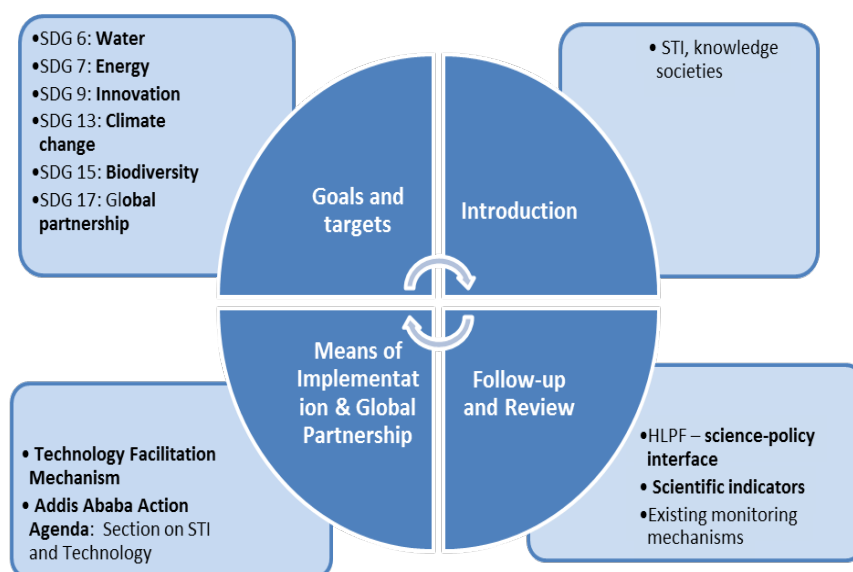


Table 2: UNESCO science areas in the SDG agenda (indicative)

	Goals and Targets (indicative)	MOI	Follow-up and Review
<b>STI</b>	<p>Draft Declaration:</p> <ul style="list-style-type: none"> <li>“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.”</li> <li>“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.”</li> </ul>		
	<p>Targets 4.b, 9.5, 12.a, 17.6,17.8,</p>	<p><b>The entire paragraph on Technology Facilitation Mechanism contains specific mention of UNESCO.</b></p> <p>Addis Ababa Action agenda, as actions supporting post-2015 agenda, refers to <b>science, technology, innovation and capacity-building</b>, and data, monitoring and follow-up.</p>	<p>Commitment that the HLPF will also be informed by the Global Sustainable Development Report, which shall strengthen the <b>science-policy interface</b> and could provide a strong evidence-based instrument to support policy-makers in promoting poverty eradication and sustainable development.</p>
<b>DRR</b>	<p>Draft Declaration:</p> <p>“We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife. We are also determined to promote sustainable tourism, tackle water scarcity and water pollution, to strengthen cooperation on desertification, dust storms, land degradation and drought and to promote resilience and disaster risk reduction.”</p>		
	<p>Targets 1.5, 2.4, 11.5, 11.b, 13.1</p>		
<b>Water</b>	<p><b>Goal 6 (see table below for details)</b></p>		
<b>Biodiversity</b>	<p>Draft Declaration:</p> <p>“We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife.”</p>		
	<p>Goal 15 and its targets 15.1-15.9 and 15a-15c</p>		
<b>Climate change</b>	<p>Draft Declaration:</p> <ul style="list-style-type: none"> <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</li> </ul>		

	<p>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.”</p> <ul style="list-style-type: none"> <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>
	<p>Goal 13 and its targets 13.1-13.3 and 13a-13b Targets 1.5, 2.4, 11.b</p>

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

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

- A **universal, global and multisectoral mandate** and convening power in the sciences, with both normative and operational expertise (see Table 2 below concerning freshwater);



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

(c) *Challenges – Opportunities*

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

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

	<b>MLA 6: Strengthening freshwater security</b>	
<b>SDGs and targets and MOI</b>	<b>ER 10:</b> Responses to local, regional and global water security challenges strengthened	<b>ER 11:</b> Knowledge, innovation, policies and human and institutional capacities for water security strengthened through improved international cooperation

<b>SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture</b>	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.	
<b>SDG 3: Ensure healthy lives and promote well-being for all at all ages</b>	Water-sanitation activities under ER10 are of direct relevance to Target 3.9 (substantially reduce death and illness from water pollution and contamination)	
<b>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>	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.	
<b>SDG 6: Ensure availability and sustainable management of water and sanitation for all</b>	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.	
<b>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all</b>	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.	
<b>SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable</b>	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).	
<b>SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development</b>		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 UNGD Human Rights Working Group, UNESCO is also active in developing a system-wide reflection on positioning human rights in the implementation of the SDGs.
- **Engaging youth** is “the human development agenda for the next decade”. Around the world, young women and men are driving change and claiming respect for fundamental freedoms and rights; improved conditions for them and their communities; opportunities to learn, work and participate in decisions that affect them. At the same time, due to persistent crises, they are faced with acute challenges affecting important aspects of their lives. More than ever, it is now time to improve investment in research, policies and programmes to create an enabling and rights-based environment where youth prosper, exercise rights, regain hope and a sense of community, and engage as responsible social actors and innovators.
- Cultural **literacy** needs be strengthened at a large scale and new opportunities and spaces for dialogue and cooperation created through the development of intercultural

competences based on shared values, mutual understanding and respect, empathy, reconciliation and trust.

- A **culture of peace** should be promoted as a key enabler for sustainable development, bearing in mind that values and practices of mutual respect and tolerance, reinforced through intercultural and interreligious dialogue and a commitment to non-violence and reconciliation, are essential to realize everyday peace for all members of society. UNESCO has been charged with the Secretary-General's report to the 70th session of the General Assembly: "Promotion of a culture of peace and interreligious and intercultural dialogue, understanding and cooperation for peace". The report will reflect the responses of United Nations agencies to Resolutions 69/139 "Follow-up to the Declaration and Plan of Action on a Culture of Peace", and 69/140 on "Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace".

(c) *Challenges – Opportunities*

- **Policy coherence:** given the complexity of the post-2015 agenda, there is a need to stress the critical importance of ensuring policy coherence in addressing the SDGs – by ensuring stronger linkages between social science research and public policies. This also calls for stronger intersectoral cooperation within UNESCO and broader collaboration with the United Nations system and other partners, particularly at the country level. SHS activities can contribute to the post-2015 tasks of other sectors due to the cross-cutting characteristics of several components of the new agenda which can be rigorously comprehended on the basis of social science knowledge.
- **Development of indicators:** a central challenge will be to develop a credible set of indicators to measure progress towards the implementation of the post-2015 agenda, specifically for Goals 5, 10, 11, 16. Metrics and indicators to assess the work on values, inclusion and human rights are lacking in analytical frameworks. This include the establishment of a framework for good practices of city-level initiatives against discriminations; the **development of parameters and frameworks for an enhanced understanding of the complexity of contemporary multicultural societies**; the establishment of achievable targets for building more peaceful and inclusive societies; and the definition of **indices and indicators to "backstop" intercultural dialogue** and with a view to promoting peaceful and inclusive societies for sustainable development.
- **Country-based approaches during SDG implementation (Priority countries):** the implementation phase of the SDGs presents an opportunity for SHS to highlight both group- and country-based inequalities in the way targets are set and monitored. New work on target setting offers the potential to incorporate a strong country emphasis, both to mitigate inequalities between countries and to bolster national efforts to leave no one behind.

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

**SDG 1: End poverty in all its forms everywhere**

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

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

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

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

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

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

SDG Targets	Key thematic areas	Comments
Target 4.7 10.2 16.1 and 16.10	Intercultural Dialogue Culture of Peace Learning to live together (ERs 2 and 3)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## CULTURE

### (a) Overall positioning

- For the first time, the international development agenda contains specific mentions of and entry points for culture;
- **The role of culture as an enabler of sustainable development is fully acknowledged in the political declaration** which introduces the transversal role of culture throughout

the agenda thereby reflecting the definition of culture adopted at the Mondiacult World Conference on Cultural Policies in Mexico City in 1982;

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



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

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

	<p>era and encourage the formalization and growth of small- to medium-sized enterprises</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
<ul style="list-style-type: none"> <li>• “By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes” (target 6.6)</li> <li>• “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)</li> <li>• “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)</li> </ul>	<p>In the framework of CLT Expected Results 1 and 6 in particular</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• Establishing a cooperation framework with other international entities for the management of sustainable tourism (cultural and natural sites; safeguarding of intangible heritage )</li> </ul>
<ul style="list-style-type: none"> <li>• “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)</li> <li>• “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)</li> <li>• “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)</li> <li>• “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)</li> </ul>	
<ul style="list-style-type: none"> <li>• “By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that 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)</li> </ul>	<p>In the framework of CLT Expected Results 1 and 6 in particular:</p> <p>Coordination with the Natural Sciences Sector and reinforcement of intangible cultural heritage on this issue</p>

<ul style="list-style-type: none"> <li>• “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)</li> </ul>	
<p>Other areas</p>	
<p>Monitoring of the culture entry points in the post-2015 framework</p>	<p>In the framework of CLT Expected Results 1-7:</p> <ul style="list-style-type: none"> <li>• CDIS: Culture and Development Indicators Suite</li> <li>• Culture Conventions’ monitoring mechanisms</li> <li>• Cooperation with UIS on the relevant indicators to be developed</li> </ul>

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

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

(c) *Challenges – Opportunities*

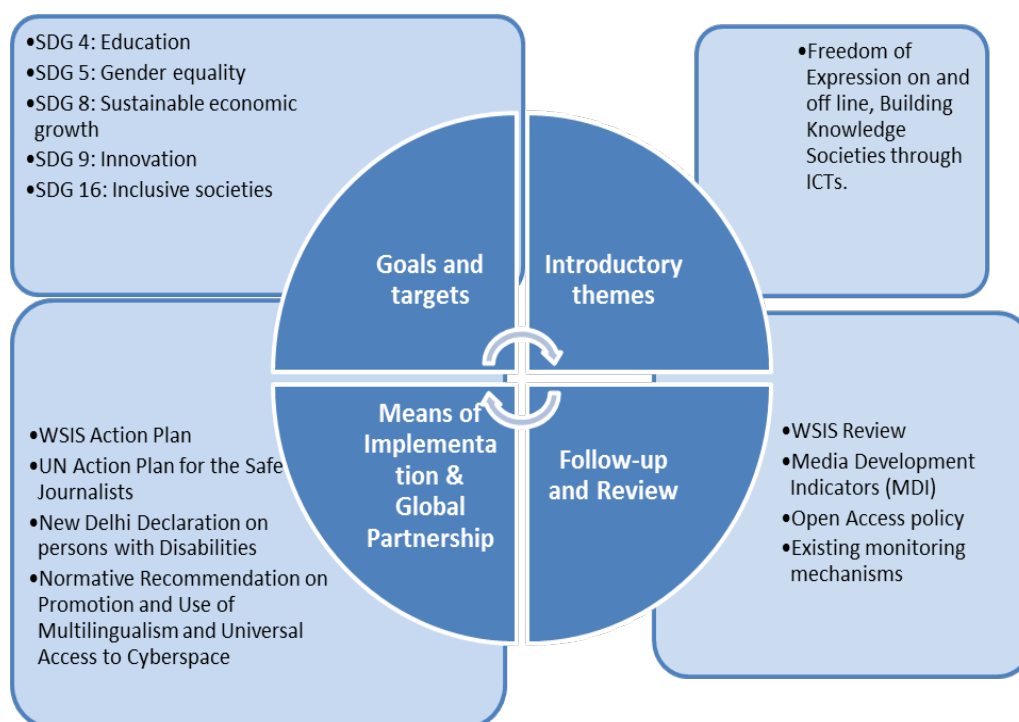
- Need to fulfil the role of UNESCO in the field of culture within the post-2015 development agenda by developing new strategic partnerships and tools with other United Nations organizations and international entities for that purpose;
- Streamlining the implementation of the Culture Conventions with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

- Reinforcing and enlarging the scope of technical advisory bodies expert networks and UIS in the implementation and monitoring of the culture entry points in the post-2015 development agenda.

## COMMUNICATION AND INFORMATION

### (b) Overall positioning

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



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

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

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

(c) *Challenges – Opportunities*

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

- Since WSIS, the global landscape of knowledge has benefitted because of an improved connectivity, especially due to the availability of cheap mobile networks and inexpensive handheld devices. A very encouraging scenario is noted for Africa and other developing regions of the world and proliferation of ICT use has opened new opportunities for development. Notwithstanding, technology is alone not the ultimate accelerator for knowledge dissemination, as it does not fix everything. There is a need to address the basics and not just regulatory issues but also the fundamental issues – such as power to charge mobile phones in developing countries. There is a need to examine available technological solutions from their affordability, sustainability, and practicality points of views.
- Good governance and development of tools and approaches are absolutely essential to improve access, with clear linkages to human rights and the rule of law.
- There is a critical role that empowerment can play. Especially in getting beyond the talk of “people-centred, inclusive development-oriented information societies” and actually achieving the “people-centred and inclusive” dimension of the knowledge societies.

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

<p>Main Lines of Action and Expected Results</p>	<p><b>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.</b></p> <p><b>ER1.</b> Member States have adopted and/or applied relevant policies and normative frameworks to strengthen the environment for freedom of expression, press freedom and safety of journalists.</p> <p><b>ER2.</b> Member States have enhanced pluralistic media and empowered audiences.</p>	<p><b>MLA 2: Enabling universal access and preservation of information and knowledge.</b></p> <p><b>ER4.</b> Member States have advanced Universal access to information through Open Solutions.</p> <p><b>ER6.</b> Member States’ capacities for the use of ICT for a sustainable, knowledge-based development enhanced through the implementation of the World Summit on the Information Society (WSIS) outcomes and of the Information for All Programme (IFAP) priorities.</p>
<p><b>SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p>		<p>Open Solutions activities under <b>ER4</b> and ICT capacity enhancing activities under <b>ER6</b> 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 relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship) and Target 4.6 (ensure that all youth and at least x% of adults, both men and women, achieve literacy and numeracy), and Target 4.7 (ensure all learners acquire knowledge and skills needed to promote sustainable development)</p>

<p><b>SDG 5: Achieve gender equality and empower all women and girls</b></p>	<p><b>ER2</b> directly contributes to this SDG through gender-sensitive policies and the application of UNESCO’s Gender-Sensitive Indicators for Media (GSIM) by media institutions. It thereby particularly relates to Target 5.5 (ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life) and Target 5.c (adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels).</p>	<p>Gender-related activities under <b>ER6</b> directly relate to this SDG, and particularly to Target 5.b (enhance the use of enabling technologies, in particular ICT, to promote women’s empowerment).</p>
<p><b>SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b></p>		<p><b>ER4</b> contributes to this SDG and particularly Target 8.2 (achieve higher levels of productivity of economies through diversification, technological upgrading and innovation, including through a focus on high value added and labour-intensive sectors) through its Open Solutions for Knowledge programme and ICT accessibility.</p>
<p><b>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</b></p>		<p>Advanced universal access to information through Open Solutions under <b>ER4</b> is directly relevant to promoting Target 9.b (support domestic technology development, research and innovation in developing countries including by ensuring a conducive policy environment for inter alia industrial diversification and value addition to commodities) as well as Target 9.c (significantly increase access to ICT and strive to provide universal and affordable access to internet in LDCs by 2020).</p>
<p><b>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</b></p>	<p>The strengthening of freedom of expression, press freedom and safety of journalists under <b>ER1</b> 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).</p>	<p>Advanced Universal access to information through Open Solutions under <b>ER4</b> and enhanced ICT capacities under <b>ER6</b> indirectly contribute to this SDG through facilitating Target 16.7 (ensure responsive, inclusive, participatory and representative decision-making at all levels).</p>

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