

A background image showing several hands of different skin tones cupping a globe, symbolizing global unity and dialogue. The image is in a light blue, semi-transparent style.

Dialogue between the Permanent Delegations to UNESCO and ADG/SHS on the Future Medium-Term Strategy

24 July 2019



UNESCO

CONTEXT AND GLOBAL TRENDS (1)

❖ Growing inequalities

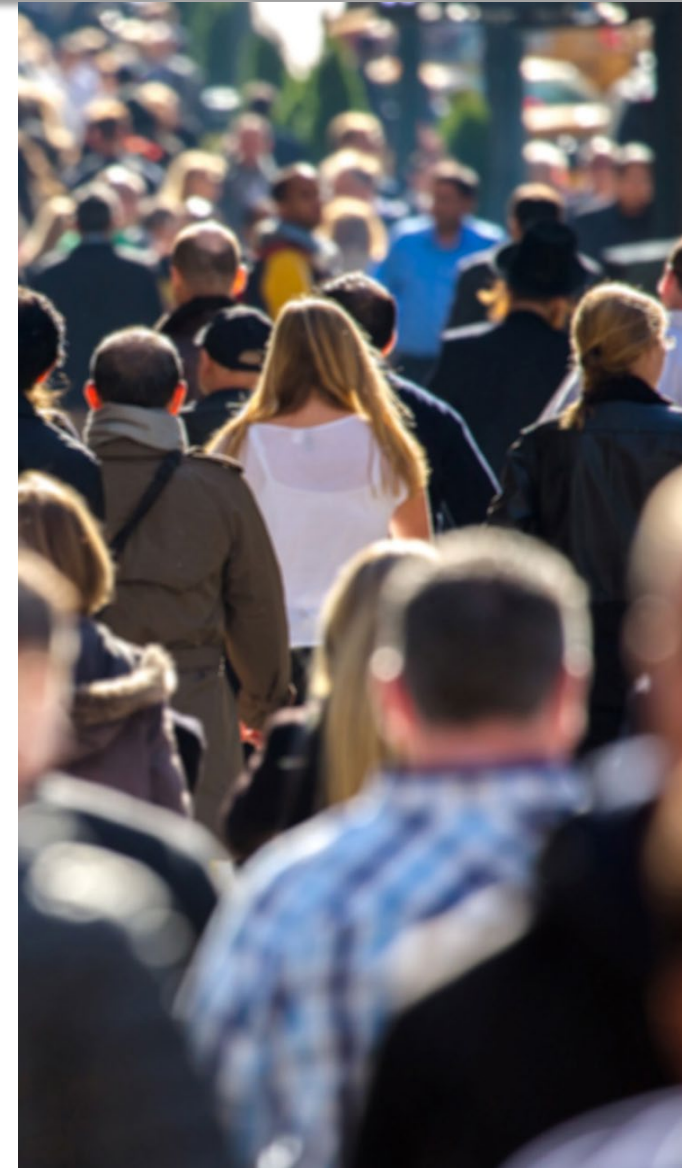
Poverty persists – 3.8 billion people, almost half of the world's population, are living on less than \$5.50 a day. Women and girls are affected in a disproportionate manner.

❖ Frontier technologies

Developments in science, technology and innovation have a great potential to transform the present and future of humanity for the better, and in favour of sustainable development, but they also raise potential risks and ethical issues that need to be addressed.

❖ Climate change

Climate change makes vulnerable populations more vulnerable, threatening the achievement of all aspects of the 2030 Agenda.









CONTEXT AND GLOBAL TRENDS (2)



- ❖ **The interplay of identity and diversity**
is an increasingly important determinant of the inclusiveness and peacefulness of our increasingly diverse societies.
- ❖ **Assertive young women and men**
emerge today as critical stakeholders for our societies.

RECALLING THE NORMATIVE FRAMEWORK

❖ Agenda 2030 in particular SDGs 16, 10 and 11

SHS contribution to achieving the SDGs					
Social Inclusion and Equality	Education for Sustainable Development and Global Citizenship	Global Partnership	Gender Equality and Diversity	Climate Change and Environmental Sustainability	Institutional Capacity
					
SHS Thematic areas	<ul style="list-style-type: none"> - Inequalities - Dialogue for peace and conflict prevention - Identity and diversity for social justice and sustainability - Frontiers technologies: Ethical, philosophical and human rights challenges for action 				
SHS Functional areas	<ul style="list-style-type: none"> - Advocacy - Evidence informed policy formulation - Strengthening institutional capacities - Sharing solutions for leaving no one behind - Standard setting 				

❖ Africa 2063: The Africa We Want

A prosperous Africa based on inclusive growth and sustainable development

RECALLING GLOBAL COMMITMENTS

❖ Ethical Reflection

Declaration of Ethical Principles in Relation to Climate Change (2017)

UNESCO's initiative on artificial intelligence can provide "space for debating norms and values."

Report of the UN High Level Panel on Digital Cooperation (2019)

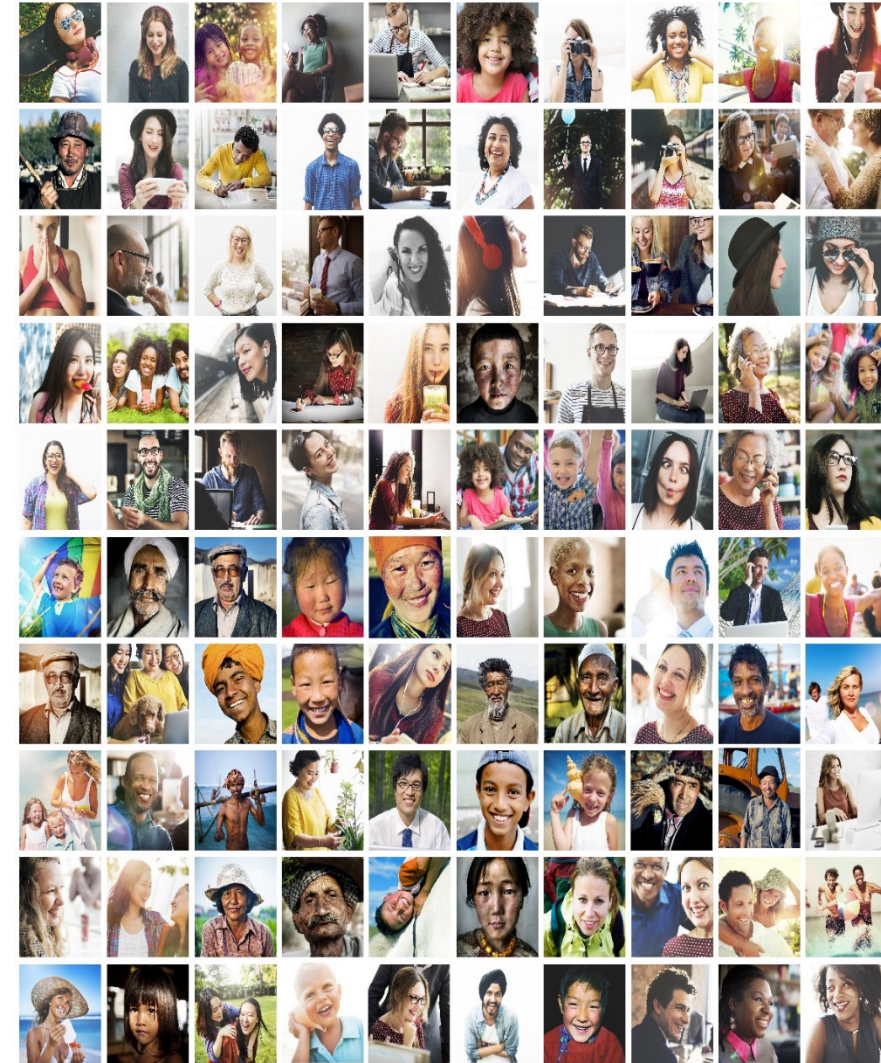
❖ **World Programme of Action for Youth (1995), UN Youth Strategy (2017), UN Security Council Resolution 2250 (2015) on Youth, Peace and Security (YPS)** - frameworks for the Youth Programme's work on youth policy, on youth civic engagement and on violence-prevention.

❖ **Kazan Action Plan of MINEPS VI** and sport policy follow-up framework - reference for fostering international convergence amongst policy-makers.

❖ **International Convention against Doping in Sport (2005)** – a standard-setting instrument assisting States Parties.

❖ **World Humanities Conference** – contributing to setting a global agenda for the humanities.

❖ **International Decade for the Rapprochement of Cultures (2013-2022)**



LESSONS LEARNED – LOOKING TO THE FUTURE



❖ **Enhanced intersectorality and multidisciplinary**

- Youth
- Cities
- Science (policies, education, ethics, capacity-building)
- Humanities (connection with education and culture, contribution to interdisciplinary science of global challenges)
- UNESCO's commitment to HRBA

❖ **Upscale Futures Literacy work**

- UNESCO leadership on concepts and methods
- Capacity-building at national level
- Institutional applications within UNESCO and broader UN

IDEAS FOR REFLECTION

- What are/will be the key global trends, opportunities and challenges of relevance to SHS mandate over the next 10 years?**
- How to best ensure UNESCO's support to the Member States in the implementation of the 2030 Agenda in its various domain while we also think beyond it?**
- Each of the four overarching challenge areas– peace, inequalities, technologies, the environment – demands an integrated approach. Where and how can you see opportunities for a more integrated and interdisciplinary UNESCO approach?**
- Given the emphasis in SHS on mainstreaming, how can the Global Priorities Africa and Gender be better reflected in our programmes?**