

## **International Hydrological Programme**

58<sup>th</sup> session of the IHP Bureau  
(Paris, 10-12 September 2019)

### **IHP ACTIONS IN THE IMPLEMENTATION AND MONITORING OF THE SUSTAINABLE DEVELOPMENT GOAL 6 RELATING TO WATER AND SANITATION**

Item 7 of the provisional agenda.

#### **SUMMARY**

This document provides a brief account of the actions of UNESCO through IHP to support Member States' efforts related to and facilitate implementation and monitoring of Sustainable Development Goal 6 "Ensure availability and sustainable management of water and sanitation for all" (SDG 6), in particular:

- 7.1 IHP's actions in the implementation and monitoring of the SDG6 indicator 6.5.2
- 7.2 Proposed SDG indicator on Water Education



## **IHP'S ACTIONS IN THE IMPLEMENTATION AND MONITORING OF THE SUSTAINABLE (SDG6) INDICATOR 6.5.2 (Agenda sub-item 7.1)**

1. SDG Target 6.5 calls for countries to implement integrated water resources management at all levels, including through transboundary cooperation, as appropriate. To measure progress on transboundary cooperation in accordance to target 6.5, indicator 6.5.2 was adopted. UNESCO is co-custodian with UNECE of the monitoring of the SDG6 Indicator 6.5.2, that is defined as the “percentage of transboundary basin area with an operational arrangement for transboundary cooperation”.
2. The results of the first reporting cycle are reflected in the publication “Progress on Transboundary Water Cooperation: Global baseline for SDG indicator 6.5.2”, published together with UNECE and UN-Water, which was launched at the Stockholm World Water Week in August 2018 together with the other SDG 6 indicator reports. The report, which informs on the reporting process, results, challenges and way forward, is available in English, French, Spanish and Russian languages. Main results were also included in the “SDG 6 Synthesis report” presented at different events, such as the United Nations High-Level Political Forum (July 2018) that undertook an in-depth review of the SDG 6. The database of the United Nations Statistics Division collecting value of all global indicators has been updated in February 2019.
3. As a follow up of decision adopted by the Intergovernmental Council of UNESCO-IHP in June 2018 and in order to respond to challenges encountered during the first efforts in the monitoring of SDG indicator 6.5.2 and collect recommendations for possible improvements with a view to support Member States, IHP and partners organized regional meetings in Douala, Cameroon, July 2018; Montevideo, Uruguay, November 2018; and Istanbul, Turkey, February 2019. Additional regional meetings are in preparation. IHP also participated to the ‘Expert Group Meeting on Pursuing Improved Shared Water Resources Cooperation within the Framework of Global and Regional Agreements’ dedicated to SDG 6.5.2 and coordinated by the Economic and Social Commission for Western Asia (ESCWA) (Beirut, Lebanon, December 2018).
4. IHP is currently reviewing the reporting template and the methodology document used for data collection and preparing additional support documents, based on recommendations received from Member States and lessons learnt of the first reporting exercise. Following the request of the IHP Bureau at its 55<sup>th</sup> Session to organize a meeting with UNESCO’s Member States to discuss the methodology of the SDG 6 indicator 6.5.2, a global meeting in view of the preparation of the second phase of reporting will take place in December 2019 at UNESCO Headquarters.

## **PROPOSED SDG INDICATOR ON WATER EDUCATION (Agenda sub-item 7.2)**

5. Member State representatives at the 56<sup>th</sup> Session of the IHP Bureau in February 2018 recognized the need for an indicator on Water Education. In June 2018, the 23<sup>rd</sup> Session of the IHP Council adopted Resolution XXIII-8, which states: “IHP support to Member States towards the proposal for a new sustainable development goal indicator 6.a.2 on Water Education”. This resolution requests IHP to develop a methodology, in cooperation with OECD, WHO and UNEP, for a robust, credible and efficient indicator on water education, in view of a potential submission to the IAEG-SDGs as a new SDG indicator or as a substantial contribution to the 2030 Agenda.

6. Following a meeting held at IHE-Delft on 4 September 2018, two task forces were established in order to work on a dedicated indicator on water education, namely a “Formal Water Education System task force” (of which UNESCO-IHP is responsible) and a task force on “Capacity Building Coordination Framework” (UNESCO-IHP, OECD, IHE Delft and UNDP-CAPNET).

#### *Formal Water Education System*

7. Taking into consideration the work already undertaken by UNESCO on SDG 4 on Education through the UNESCO Institute of Statistics (UIS), UNESCO-IHP started conceptualising a methodology to indicate the existence/availability or not of water education within the general formal education system. Data collection for this indicator will be based on a questionnaire that includes a disaggregation by gender element. The objective is to gauge the availability of water education programs at tertiary and professional levels, within the national formal education system. The indicator would measure the number of graduates from water-related study courses in tertiary education, expressed as a percentage of the total number of graduates in tertiary education, but also as a percentage of the total population (related theoretical age cohort).

8. The indicator data may, in future efforts, be used to conceptualise, identify and map capacity needs through a dedicated “Water Sector Analysis” modelled on the Education Sector Analysis (ESA) and National Education Sector Plan (ESP).

9. In this endeavor, UNESCO-IHP is soliciting the support of the UNESCO Institute for Statistics (UIS). Currently the UIS and UNESCO are in charge of monitoring progress towards SDG 4 related to education at all levels. UIS works through focal points in every country, as questionnaires are usually sent to institutions directly related to the topic of the questionnaires. These can be the Ministries of Education, Ministries of Culture, National Statistical Offices, etc. On the basis of the questionnaires developed by UIS and UNESCO on SDG 4, and through the Ministries in charge, UNESCO IHP will develop a dedicated questionnaire on Formal Water Education to be disseminated first in a few pilot countries.

10. UNESCO-IHP will count on the support of its Water Family, a network composed of 36 Category 2 Centres and Institutes and of 55 chairs in 70 countries, as well as 169 IHP National Committees. This represents a considerable strength, capable to reach different Ministries, Higher Education Institutions and Universities dealing with Science-related Degrees and specialization with particular regard to water sciences.

11. Concerning the future developments of this work, activities concerning both assessment of institutions providing water related courses and the development of a dedicated questionnaire, are being carried out in Uruguay, a first pilot country, where IHP has a Water-related Chair and a Category 2 Centre, and which are currently providing support in this endeavor. Once approved at national level, the questionnaire will then be proposed in a sub-regional workshop for validation and further dissemination in the region.

12. Because of its relatively small surface and population (270,000 km<sup>2</sup>, with approximately 1.9M people), with a few number of Universities and Institutions, Gabon was chosen as a second pilot country for conceptualizing the methodology for the water education indicator.

13. UNESCO-IHP undertook a first mission in Gabon in March 2019, and met with representatives of the Ministry of Higher Education, Scientific Research and Technology Transfer, the Ministry of Economy, and the Directors of several Institutions providing Water Education and Diplomas in Gabon. It was proposed to hold a Water Indicator workshop, gathering all institutions dealing with water sciences in order to present and validate the questionnaire on Formal Water Education, which would also benefit the evaluation of capacity needs in the country.

14. Concerning additional regional related work, Tunisia will possibly be a pilot test country for the Arab Region and Malaysia for the Asia and the Pacific region.