

Identifying challenges, gaps and opportunities in achieving SDG 6

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The UNESCO Water Family

Since the inception of IHD, UNESCO has been developing a network of networks, often called the UNESCO Water Family, composed of different kinds of water institutions that have been joining forces with UNESCO in order to support the implementation of its water programmes and the Organization's strategic goals. Today, as IHP is working on its eighth phase (IHP-VIII), the UNESCO Water Family operates globally as a network which includes:

UNESCO staff located at the Paris headquarters of the IHP Secretariat and the Regional Hydrologists located in the UNESCO field offices

IHP National Committees representing the Programme in **169** Member States

36 water-related Category 2 Centres under the auspices of UNESCO



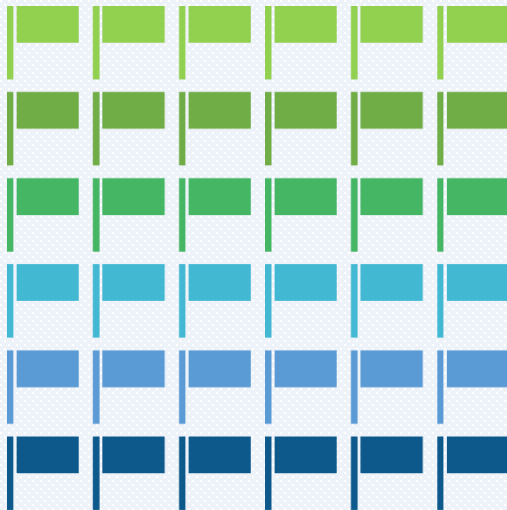
The World Water Assessment Programme (WWAP), with its secretariat hosted and led by UNESCO in Italy and which produces the periodic World Water Development Report

60 UNESCO Water Chairs and UNITWIN networks

Together, they represent more than **3000** water experts worldwide

Governance of IHP

As the only intergovernmental programme of the UN system devoted to water research, water resources management, education and capacity building, IHP is governed by:



The IHP Intergovernmental Council

As per its [Statutes](#) and [Rules of Procedure](#), the IHP Intergovernmental Council is composed of **36 UNESCO Member States** elected for four years by the General Conference of UNESCO at its ordinary sessions. Each of UNESCO's six electoral regions (North America and Western Europe; Eastern Europe; Latin America and the Caribbean; Asia and the Pacific; Africa, and Arab States) elects Member States for membership in the Council to ensure **equitable geographical distribution and appropriate rotation**. The Council ensure **planning, definition of priorities, and supervision of the execution of IHP**.

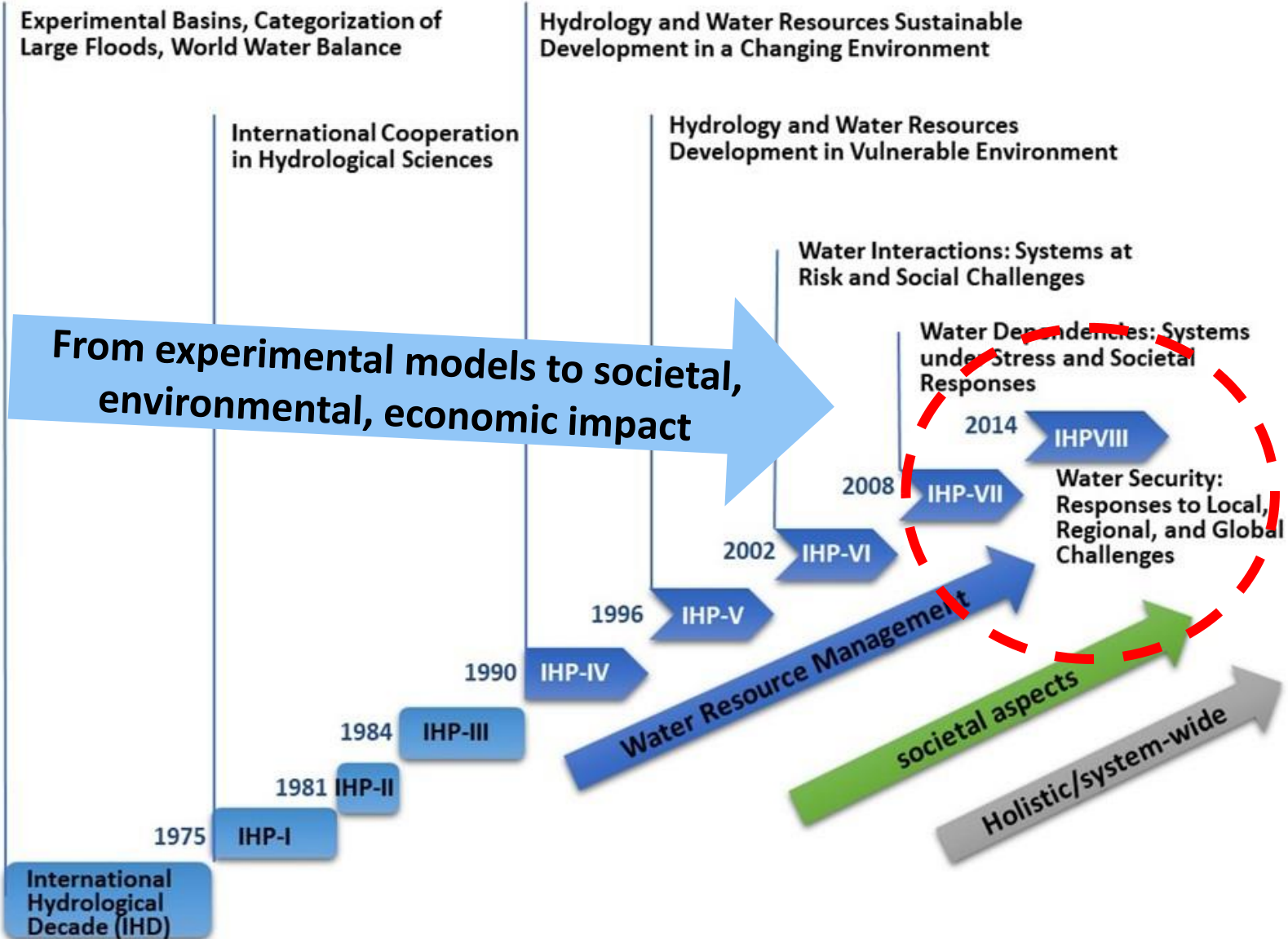


THE IHP Bureau

It is composed of **six members** elected by the Council for two years **representing the six electoral regions of UNESCO**. The IHP Bureau fixes the dates of the Council sessions, prepares them, supervises the implementation of its resolutions, and reports to the Council.

IHP throughout its successive phases: shifting to a holistic and integrated approach

NATURAL SCIENCES



IHP Phase VIII

Implementation

The Eighth Phase of IHP (IHP-VIII, 2014-2021)

Water Security: Responses to Local, Regional and Global Challenges



Identifying challenges, gaps and opportunities in achieving SDG 6

Implementing the City Blueprint Framework in African cities



- Implementing this innovative methodology relying on UNESCO's networks in Africa to guide a science-based policy making process
- Objectives : Knowledge developed and capacity building
- 6 cities assessed by 7 young experts including 6 women
- Young experts trained through webinars and one-on-one meeting
- Way forward
 - Presentation and discussion on the results in a two-days urban workshop in Kampala in February
 - A Governance Capacity Analysis to be performed by a KWR student in Libreville

The Household Water Insecurity Experiences Scale: A Compelling Indicator For Science and Policy

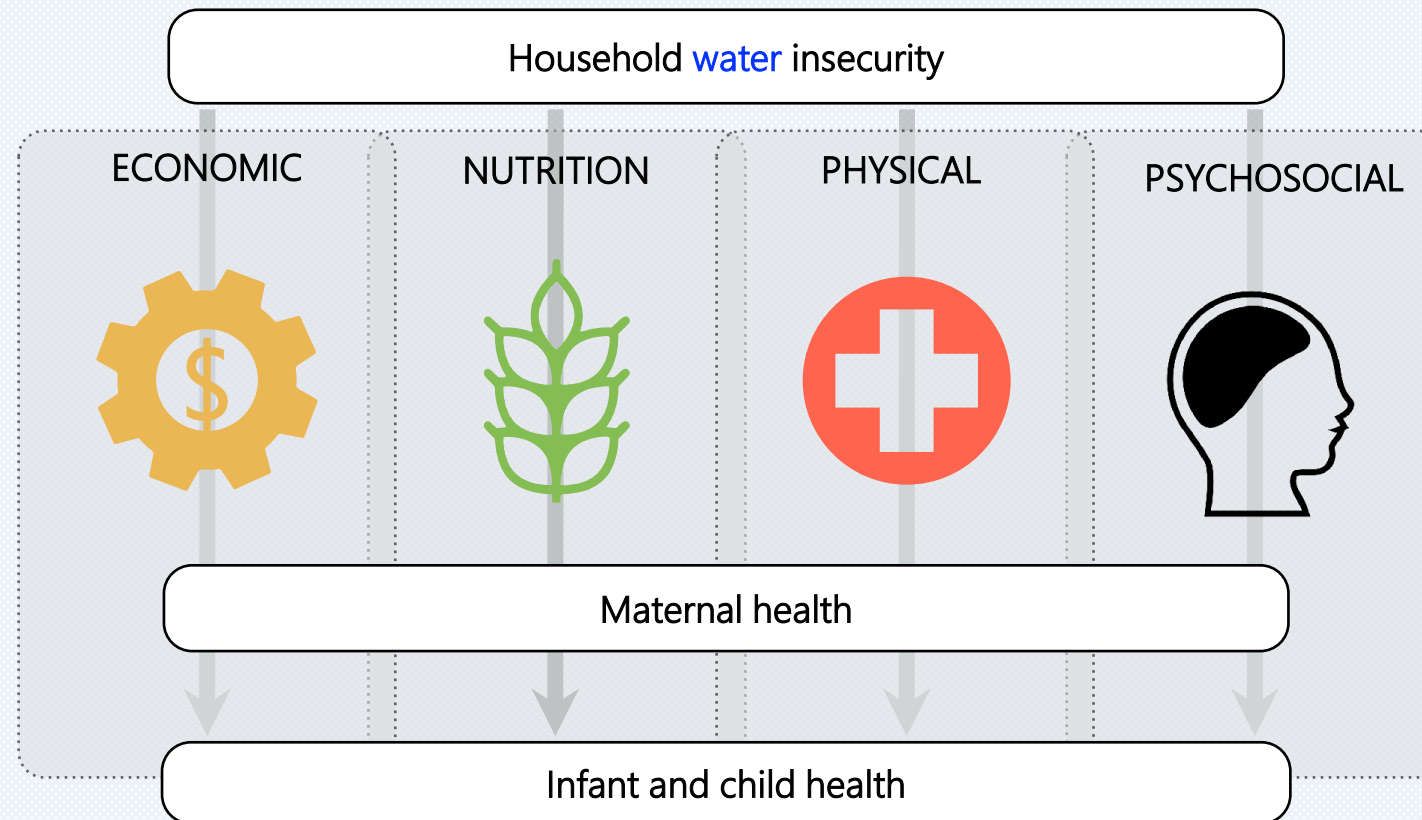
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Household water insecurity had far-reaching consequences in W. Kenya



We then developed a global water insecurity experiences scale



Punjab, Pakistan



Kathmandu, Nepal















Kisumu, Kenya

From 32 items...to 12

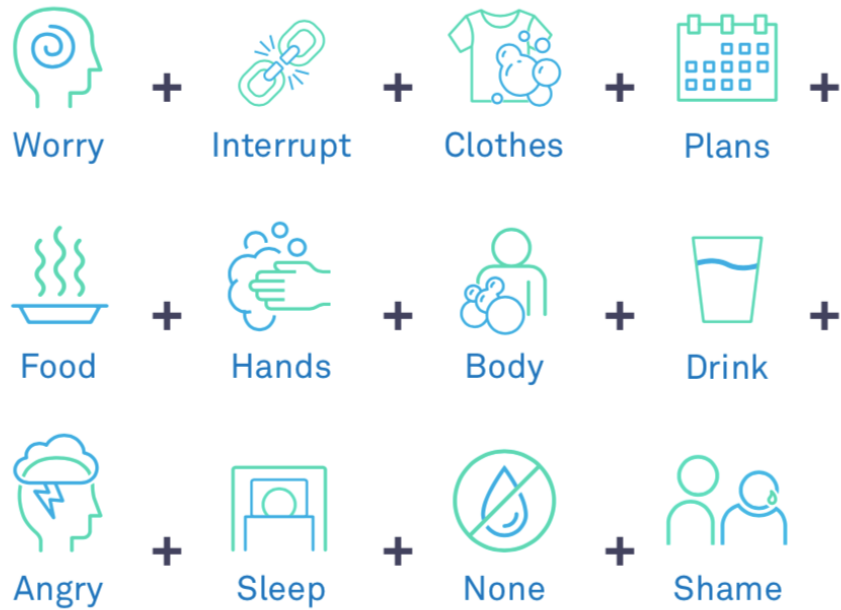


How often in the last month have you or anyone in your HH...

Item	Item
 ... worried you would not have enough water for all of your household needs?	 ...gone without washing their body because of problems with water (e.g. not enough water, dirty, unsafe)?
 ...main water source been interrupted or limited (e.g. water pressure, less water than expected, river dried up)?	 ...not been as much water to drink as you would like for you or anyone in your household?
 ...there not been enough water to wash clothes ?	 ...feel angry about your water situation?
 ... changed schedules or plans due to problems with your water situation?	 ...gone to sleep thirsty because there wasn't any water to drink?
 ...changed what was being eaten because there were problems with water (e.g. for washing foods, cooking, etc.)?	 ... had no useable or drinkable water whatsoever in your household?
 ...gone without washing hands after dirty activities because of problems with water?	 Problems with water caused you or anyone in your household to feel ashamed/excluded/stigmatized ?



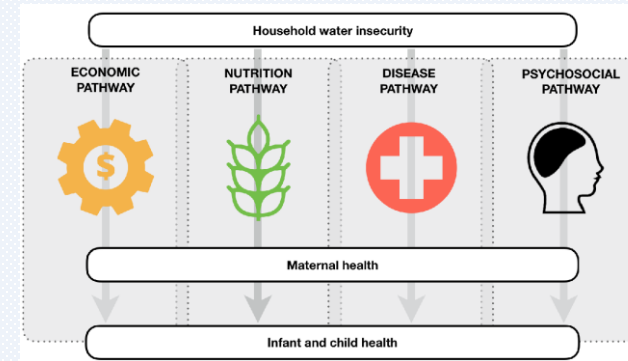
HWISE is ready!
hwise.org



How can HWISE advance SDG priorities?



1. Recognize drivers

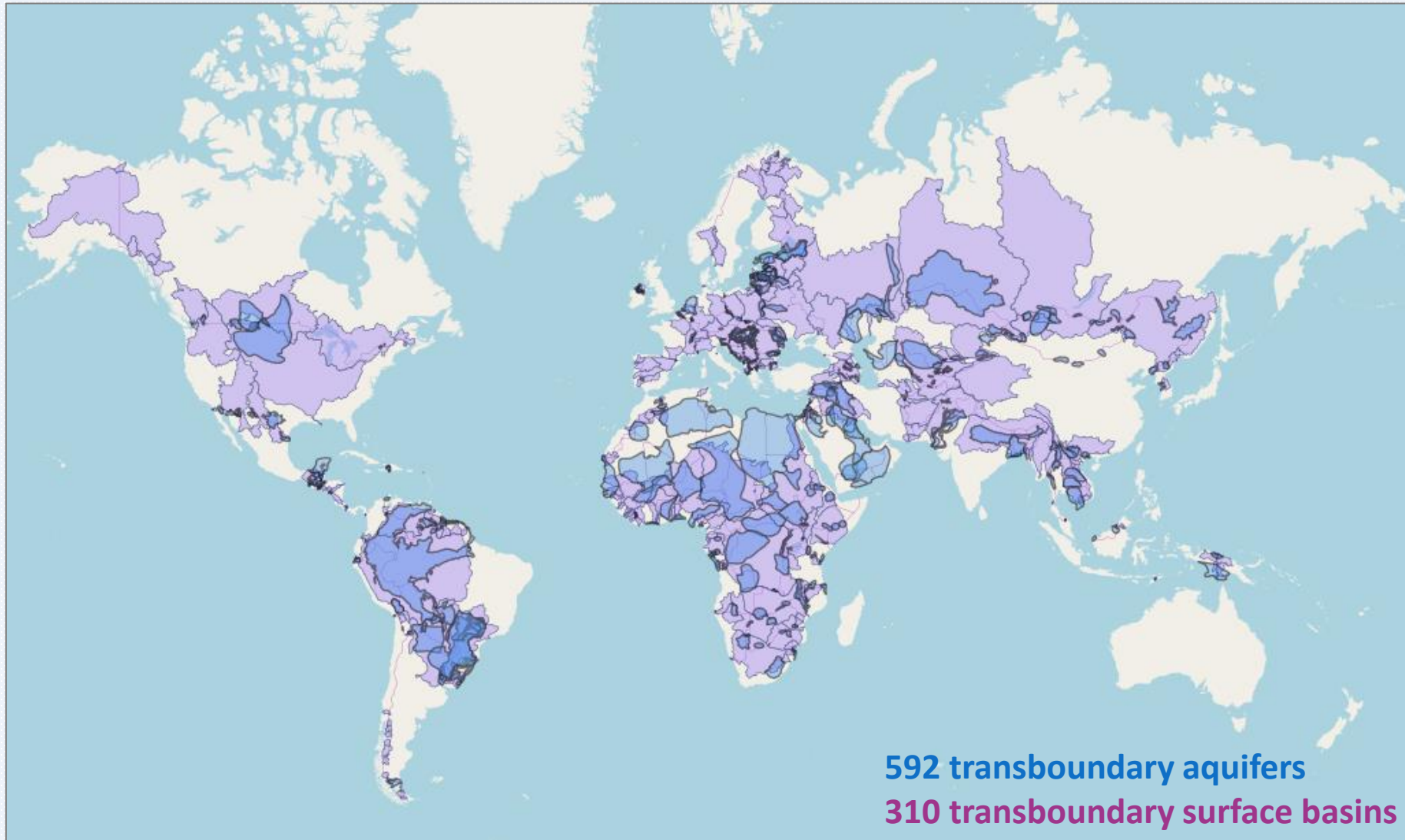


2. Understand prevalence, target resources



3. Monitor and evaluate interventions; determine cost effectiveness

Transboundary waters around the world



“Proportion of transboundary basin area with an operational arrangement for water cooperation”

- 1. Basin** = surface water basin (river, lake) or groundwater basin (aquifer)
- 2. Two** main elements in the calculation :
 - Measuring areas at national level and
 - Determining operationality of cooperation arrangement and calculate the proportion of the area of the Basin covered with the operational arrangements

The SDG indicator 6.5.2 existing methodology is based on the fulfillment of four criteria of “*operational arrangements*” in transboundary basins (river/lake basins and aquifers)

SDG INDICATOR 6.5.2

- ***“Proportion of transboundary basin area with an operational arrangement for water cooperation”***

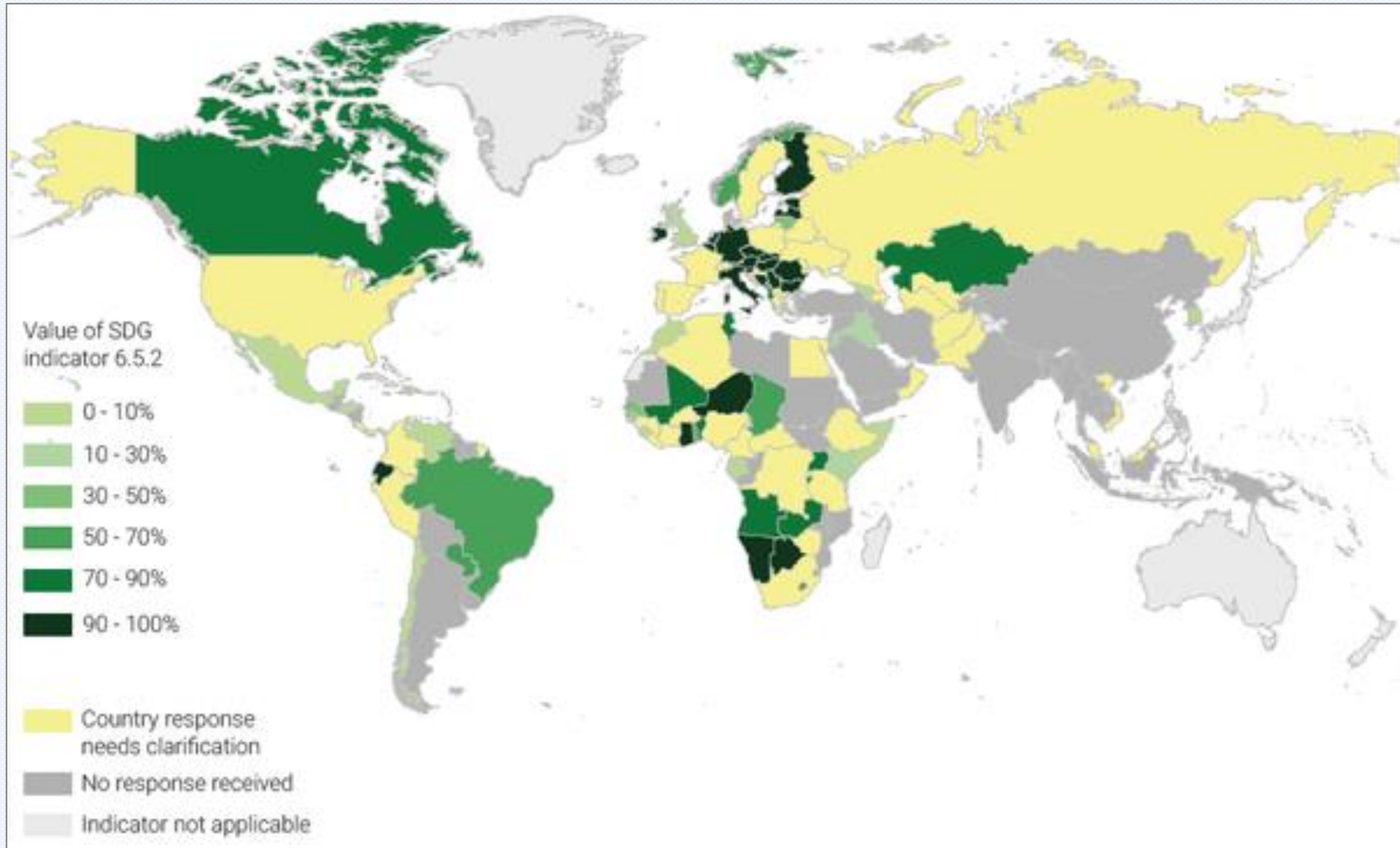
1. Arrangement = Treaty, convention, agreement or other formal bilateral covenant

2. Operational = 4 criteria

- Existence of a joint body, joint mechanism or commission for transboundary cooperation;
- Formal communication (at least once per year) in form of meetings at the political or technical level;
- Existence of joint or coordinated water management plan(s), or of joint objectives;
- Exchange of information and data (at least once per year)

If **any** of the conditions is not met, the cooperation is not considered operational.

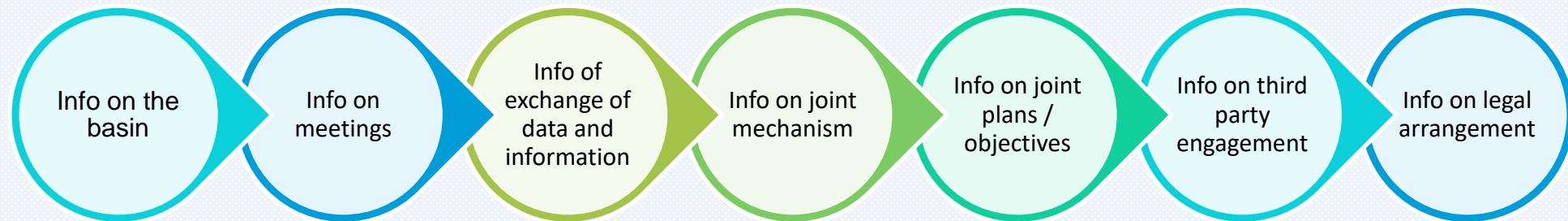
SDG INDICATOR 6.5.2: results from the first reporting phase



SDG INDICATOR 6.5.2: Lessons learnt

- **Cooperation processes are multifaceted**
- **Cooperation processes can occur without / outside the framework of a legal instrument**
- **The binary nature of SDG Indicator 6.5.2 does not acknowledge short-term / medium-term evolution of cooperation processes**
- **Surface area is not correlated to the level of cooperation**
- **Surface area does not reflect the volumetric importance of transboundary aquifers**

An incremental, complementary reporting methodology:



Maximum score: 100

Proposed SDG Indicator on Water Education



What is contained in the 2030 Agenda?

Target 6.a: *By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse of technologies*

Indicator 6.a.1: *Amount of water- and sanitation-related Official Development Assistance (ODA) for water- and sanitation-related activities and programmes that is part of a government coordinated spending plan*

↪ Indicator 6.a.1 does not contribute necessary information to measure value of the component of target on **capacity building (water education)**



A new indicator on Water Education should be considered



Developments

1st Meeting between UNESCO-IHP, IHE Delft, OECD and UNDP-CAPNET was held at the IHE Delft Institute for Water Education in Delft, on 3 September 2018

- **2 task forces working on the definition of a dedicated indicator on water education: a **Formal Water Education System task force** and a **Capacity Building Coordination Framework**.**
- **Based on works already undertaken by UNESCO on **SDG 4 on Education** through the **UNESCO Institute of Statistics (UIS)**, IHP is reflecting on a methodology for the assessment of formal water education, with a following indicator:**

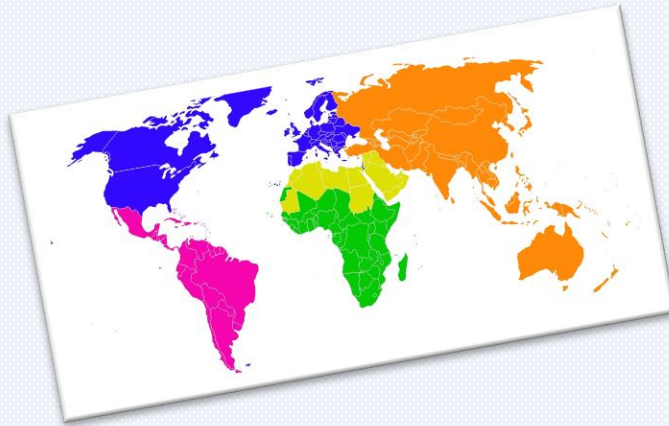
The indicator would measure the number of graduates from water-related study courses in tertiary education, expressed as a percentage of the total number of graduates in tertiary education, but also as a percentage of the total population (related theoretical age cohort)

OBJECTIVE : to gauge the development of water education programs at tertiary and professional levels, and the availability of water education programs in national curricula



Developments in Pilot countries

**Assesment of Formal water education in
4 possible pilot countries :**



Uruguay for Latin America and the Caribbean

Gabon for Africa

Tunisia for the Arab States

Malaysia for the Asia and the Pacific

**OBJECTIVE : the development of a questionnaire
on Formal Water Education**