

**Virtual Meeting of the Subcommittee of the Committee of Permanent Representatives to the  
UNEP**

**(Nairobi, Thursday 23 April 2020, from 9:00 am)**

***Agenda item 2: Consideration of a revised version of the draft Decision on the Global Program of Action for the Protection of the Marine Environment from Land-based activities (GPA) to be adopted by an IGR meeting.***

As a Member State, the Democratic Republic of the Congo has taken note, with appreciation, of a revised version of the draft Decision on the GPA, by the fact that it covers the three main priorities sources of the Marine Pollution from land-based activities (namely: Nutrient discharges, Marine litter & Micro plastics and Wastewater) and, also, it has invited the UN Environment Assembly (at its next session) to continue to review the process on prevention of land-based sources of marine pollution (...);

But, in Operative Part 2 (OP2), we would like to add the following language: ... ***“in particular Sustainable Development target 6.a”***.., which deals with expansion of the international cooperation and capacity building support to Developing Countries: the rationale behind our proposal is that, in this context that we are addressing land-based sources of pollution, we would like to emphasize on the critical role that expansion of the international cooperation and capacity building support to Developing Countries in water management can play by reducing pollution from wastewater, at Regional and Global levels.

For further background information on ***SDG target 6.a***, kindly click the link below:

<https://www.sdg6monitoring.org/indicators/target-6a/>

**Agenda item 3: Implementation of UNEA Resolution 2/3: Investing in Human Capacity for Sustainable Development through environment education and training.**

Based on the background document for consideration under the implementation of the UNEA Resolution 2/3, we can claim that there is a good cooperation between the United Nations Environment Programme (UNEP) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), in regard to the implementation of the Global Action Programme (GAP) on Education for Sustainable Development (ESD), whose a new Framework for ESD for 2020 – 2030 has been adopted at the UNESCO 40<sup>th</sup> General Conference in November 2019.

Indeed, the UNEA Resolution 2/3, among other things, requests the Executive Director of the UNEP to enhance cooperation with all relevant UN bodies, including the UNESCO, Academia and other Higher Education Institutions: as a result, with regard to its Education portfolio, in addition to its Policy to engage dialogues with High Level Representatives on Sustainable Development matters, UNEP is targeting both Formal (Higher Education Sustainability Initiative) and Non-Formal (Playing for the Planet Alliance) Education Partners, in order to achieve SDG targets 4.7; 12.8, as well as, Ecosystems related SDGs, such as: SDGs 6 (Sustainable Management of Water & Sanitation for all); 12 (Sustainable Consumption & Production patterns); 14 (Life below water: Oceans, Seas and Marine Resources for SD); 15 (Protection, Restoration and Promotion of terrestrial Ecosystems and Sustainable management of Forests) and 17 (Revitalization of the Global Partnership for SD). In addition to that, UNEP has developed innovative educational tools and methodologies, such as Massive Open Online Course to disseminate its knowledge.

Let us take this opportunity to recall that, the UNESCO, in its capacity as the GAP Coordination Office focuses its work on the following five priority actions areas in order to make progress in Education for Sustainable Development. These are: Policy Support, Whole-institution approaches, Educators, Youth and Local Communities.

With regard to the question of Next Steps and How to get involved:

-In light of the result of covid-19 pandemic, which has led us to continue our work remotely, we believe that investment in remote Education Methods and Tools, in different fields, including in Education for Sustainable Development should be considered seriously;

-UNEP Secretariat should continue to bring its substantive support to UNESCO in its role as the Coordinator of the Global Action Programme for Education on Sustainable Development, given that UNEP is the Custodian of, at least, twenty-six (26) SDG targets for the Sustainable development.