UNITED NATIONS

WORLD YOUTH REPORT

YOUTH
AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

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UNITED NATIONS

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UNITED NATIONS DEPARTMENT OF
ECONOMIC AND SOCIAL AFFAIRS

World Youth Report

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Technical Note: In this publication, unless otherwise indicated, the term "youth" refers to all those between the ages of 15 and 24, as reflected in the World Programme of Action for Youth. The term "young people" may be used interchangeably with the word "youth".

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THE DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS

The Department of Economic and Social Affairs of the United Nations Secretariat is a vital interface between global policies in the economic, social and environmental spheres and national action. The Department works in three main interlinked areas: it compiles, generates and analyses a wide range of economic, social and environmental data and information on which Member States of the United Nations draw to review common problems and to take stock of policy options; it facilitates the negotiations of Member States in many intergovernmental bodies on joint courses of action to address ongoing or emerging global challenges; and it advises interested Governments on the ways and means of translating policy frameworks developed in United Nations conferences and summits into programmes at the country level and, through technical assistance, helps build national capacities.

www.un.org/development/desa/youth

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The *Report* was prepared by the Division for Inclusive Social Development, led by Director Daniela Bas. Much of the research and writing was carried out by Elizabeth Niland under the guidance of Alberto Padova and Nicola Shepherd, who also helped shape the final draft of the *Report*. The *Report* represents a collaborative effort and reflects the input and contributions of experts in the field of youth and development. The United Nations Department of Economic and Social Affairs would like to extend special thanks to the *Report*'s contributing authors, including Darren Swanson (Novel Future Corporation) for his contribution on Sustainable Development Goal adaptation, Simon McGrath (University of Nottingham) for his contribution on education, Paul Dyer (Maxwell Stamp, Inc.) for his contribution on employment, and Gemma Wood (NAPS) for her work on the statistical annex.

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EXPLANATORY NOTES

ABBREVIATIONS USED IN THE REPORT

AA-HA!	Global Accelerated Action for the Health of Adolescents
AI	artificial intelligence
ASEAN	Association of Southeast Asian Nations
CPEIR	Climate Public Expenditure and Institutional Review
DFA	development finance assessment
DHS	Demographic and Health Survey(s)
ECOSOC	Economic and Social Council
ESCAP	United Nations Economic and Social Commission for Asia and the Pacific
FAO	Food and Agriculture Organization of the United Nations
GANHRI	Global Alliance of National Human Rights Institutions
GDP	gross domestic product
GNI	gross national income
GPE	Global Partnership for Education
HIV/AIDS	human immunodeficiency virus / acquired immunodeficiency syndrome
IAEG-SDG	Inter-agency and Expert Group on Sustainable Development Goal Indicators
IBM	International Business Machines
ICT	information and communications technology
IFRC	International Federation of Red Cross and Red Crescent Societies
ILO	International Labour Organization
IT	information technology
ITU	International Telecommunication Union
MGCY	Major Group for Children and Youth
MICS	Multiple Indicator Cluster Survey(s)
NEET	not in employment, education or training
NGO	non-governmental organization
ODA	official development assistance
OECD	Organization for Economic Cooperation and Development
OHCHR	Office of the High Commissioner for Human Rights
PASSA	Participatory Approach for Safe Shelter and Settlements Awareness
PTO	project tracking officer (BudgIT)
SDG	Sustainable Development Goal
SMEs	small and medium-sized enterprises
SMS	short message service
SRHR	sexual and reproductive health and rights
STEM	science, technology, engineering and math
TdmT	Training Disaster Medicine Trainers
TVET	technical and vocational education and training
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UN-Habitat	United Nations Human Settlements Programme
UNICEF	United Nations Children's Fund
UNODC	United Nations Office on Drugs and Crime
UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
VNR	voluntary national review
WASH	water, sanitation and hygiene
WHO	World Health Organization
YA	Young Africa

NOTES ON REGIONAL, COUNTRY AND AREA GROUPINGS AND SUBGROUPINGS

The terms "country", "more developed regions" and "less developed regions" are used for statistical convenience and do not necessarily express a judgement as to the developmental stage of a particular country or area. More developed regions are comprised of all countries in Europe and Northern America, as well as Australia, New Zealand and Japan. The term "developed countries" refers to countries in the more developed regions. Less developed regions are comprised of all countries of Africa, Asia (excluding Japan) and Latin America and the Caribbean, as well as Melanesia, Micronesia and Polynesia. The term "developing countries" is used to designate countries in the less developed regions.

For analytical purposes, unless otherwise specified, the following country groupings and subgroupings have been used in this *Report*:

Subgroupings of Africa: **Northern Africa**: Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara. **Sub-Saharan Africa**: Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte, Mozambique, Namibia, Niger, Nigeria, Réunion, Rwanda, Saint Helena, São Tomé and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Togo, Uganda, United Republic of Tanzania, Zambia, Zimbabwe.

Subgroupings of the Americas: **Latin America and the Caribbean: Caribbean:** Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Bonaire, Sint Eustatius and Saba, British Virgin Islands, Cayman Islands, Cuba, Curaçao, Dominica, Dominican Republic, Grenada, Guadeloupe, Haiti, Jamaica, Martinique, Montserrat, Puerto Rico, Saint Barthélemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin (French Part), Saint Vincent and the Grenadines, Sint Maarten (Dutch part), Trinidad and Tobago, Turks and Caicos Islands, United States Virgin Islands. **Central America:** Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama. **South America:** Argentina, Bolivia (Plurinational State of), Bouvet Island, Brazil, Chile, Colombia, Ecuador, Falkland Islands (Malvinas), French Guiana, Guyana, Paraguay, Peru, South Georgia and the South Sandwich Islands, Suriname, Uruguay, Venezuela (Bolivarian Republic of). **Northern America:** Bermuda, Canada, Greenland, Saint Pierre and Miquelon, United States of America, Antarctica.

Subgroupings of Asia: **Central Asia**: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. **Eastern Asia**: China, Hong Kong Special Administrative Region, China, Macao Special Administrative Region, China, Democratic People's Republic of Korea, Japan, Mongolia, Republic of Korea. **Southern Asia**: Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka. **South-Eastern Asia**: Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, Viet Nam. **Western Asia**: Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, State of Palestine, Syrian Arab Republic, Turkey, United Arab Emirates, Yemen.

Subgroupings of Europe: **Eastern Europe**: Belarus, Bulgaria, Czechia, Hungary, Poland, Republic of Moldova, Romania, Russian Federation, Slovakia, Ukraine. **Northern Europe:** Åland Islands, Channel Islands (Guernsey, Jersey, Sark), Denmark, Estonia, Faroe Islands, Finland, Iceland, Ireland, Isle of Man, Latvia, Lithuania, Norway, Svalbard and Jan Mayen Islands, Sweden, United Kingdom of Great Britain and Northern Island. **Southern Europe:** Albania, Andorra, Bosnia and Herzegovina, Croatia, Gibraltar, Greece, Holy See, Italy, Malta, Montenegro, Portugal, San Marino, Serbia, Slovenia, Spain, the former Yugoslav Republic of Macedonia. **Western Europe**: Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland.

Subgroupings of Oceania: **Australia and New Zealand:** Australia, Christmas Island, Cocos (Keeling) Islands, Heard Island and McDonald Islands, New Zealand, Norfolk Island. **Melanesia:** Fiji, New Caledonia, Papua New Guinea, Solomon Islands, Vanuatu. **Micronesia:** Guam, Kiribati, Marshal Islands, Micronesia (Federated States of), Nauru, Northern Mariana Islands, Palau, United

States Minor Outlying Islands. **Polynesia:** American Samoa, Cook Islands, French Polynesia, Niue, Pitcairn, Samoa, Tokelau, Tonga, Tuvalu.

The following ILO regional groupings have also been used in the *Report*:

Arab States: Bahrain, Iraq, Jordan, Kuwait, Lebanon, Occupied Palestinian Territory, Oman, Qatar, Saudi Arabia, Syrian Arab Republic, United Arab Emirates, Yemen.

Eastern Asia: China, Hong Kong, China, Japan, Korea, Democratic People's Republic of Korea, Republic of Macau, China, Mongolia, Taiwan, China.

Southern Asia: Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan, Sri Lanka.

South-Eastern Asia and the Pacific: Australia, Brunei Darussalam, Cambodia, Cook Islands, Fiji, French Polynesia, Guam, Indonesia, Kiribati, Lao People's Democratic Republic, Malaysia, Marshall Islands, Micronesia, Federated States of Myanmar, Nauru, New Caledonia, New Zealand, Palau, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, Thailand, Timor-Leste, Tonga, Tuvalu, Vanuatu, Viet Nam.

Western Europe: Albania, Andorra, Austria, Belgium, Bosnia and Herzegovina, Channel Islands, Croatia, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, the former Yugoslav Republic of Macedonia, Malta, Monaco, Montenegro, Netherlands, Norway, Portugal, San Marino, Serbia, Slovenia, Spain, Sweden, Switzerland, United Kingdom.

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EXECUTIVE SUMMARY

THE *World Youth Report: Youth and the 2030 Agenda for Sustainable Development*, prepared by the United Nations Department of Economic and Social Affairs, examines the mutually supportive roles of the new agenda and current youth development efforts. The Department of Economic and Social Affairs provides an interface between global policies in the economic, social and environmental spheres and national action. The United Nations *World Youth Report*, a biennial flagship publication, offers Member States and other stakeholders information and analysis to take stock of progress made in addressing youth issues, assess policy gaps and chart possible policy responses.

This *Report* provides insight into the role of young people in sustainable development in the context of the implementation of the 2030 Agenda for Sustainable Development and related frameworks, in particular the Addis Ababa Action Agenda of the Third International Conference on Financing for Development and the World Programme of Action for Youth. The *Report* considers the role the 2030 Agenda can play in enhancing youth development efforts and examines how evidence-based youth policies can help accelerate youth-related objectives. In doing so, the *Report* explores the critical role young people have in the implementation of sustainable development efforts at all levels.

YOUTH AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: ADVANCING YOUTH DEVELOPMENT

Far from being mere beneficiaries of the 2030 Agenda, young people have been active architects in its development and continue to be engaged in the frameworks and processes that support its implementation, follow-up and review. The adoption of the 2030 Agenda represented the culmination of an extensive three-year process involving Member States and civil society, including youth organizations, in the development of specific goals and targets—and marked the beginning of a 15-year journey to achieve sustainable development by 2030.

Today, there are 1.2 billion young people aged 15 to 24 years, accounting for 16 per cent of the global population.* The active engagement of youth in sustainable development efforts is central to achieving sustainable, inclusive and stable societies by the target date, and to averting the worst threats and challenges to sustainable development, including the impacts of climate change, unemployment, poverty, gender inequality, conflict, and migration.

While all the Sustainable Development Goals are critical to youth development, this *Report* focuses primarily on the areas of education and employment, underlining the realization of targets under these Goals as fundamental to overall youth development. Issues related to other Goals—including gender equality, good health, reducing inequality, combating poverty and hunger, and action on environmental issues and climate change—are also addressed briefly within the scope of the *Report*.

YOUTH EMPLOYMENT AND EDUCATION IN THE 2030 AGENDA

More than two years into the implementation of the 2030 Agenda, unacceptably high numbers of young people are still experiencing poor education and employment outcomes.

In education, 142 million youth of upper secondary age are out of school, and upper secondary enrolment rates average only 14 per cent in low-income countries. Moreover, almost 30 per cent of the poorest 12- to 14-year olds have never attended school, and many of the youth of the future are still unable to obtain an acceptable primary education. In many regions, young women face particular challenges in terms of securing and completing an education. Disparities within and between countries in educational participation among youth are stark, with female gender, poverty, rurality, disability, and migrant/refugee status all being major elements of disadvantage.

* United Nations, *World Population Prospects 2017*, available from *https://population.un.org/wpp/Download/Standard/Population/*.

Inequalities in access are reinforced by discrimination and violence often directed towards these same groups.

Even though the global economy has started to recover, youth employment has worsened in recent years. There are presently 71 million young people unemployed, and many millions more are in precarious or informal work. ILO estimates that 156 million youth in low- and middle-income countries are living in poverty even though they are employed.

The challenges of securing and retaining decent work are even more serious and complex for vulnerable and marginalized youth including young women, those living in humanitarian settings, youth with disabilities, migrant youth, and lesbian, gay, bisexual and transgender youth. While entrepreneurship offers opportunities for some youth, a diverse and robust employment strategy must include options and opportunities for all young people in society.

At the level of global policy, finance and measurement are major issues that need to be addressed as part of worldwide youth development efforts. At the national level, policy and programmatic responses to the Sustainable Development Goals have been slow and should be accelerated. The *Report* includes case studies to highlight ways of building successful programmes that address the individual and socioeconomic contexts in which young people actually live, rather than simply repeating the skills-for-employability rhetoric which supposes that there are formal sector jobs available if only young people were not so unprepared. Equally, such programmes view entrepreneurship practically, as a part of livelihood strategy, rather than through an ideological lens. They believe young people can succeed in business but need support and face risks.

It is important to recognize that the human rights and flourishing of youth are about more than successful transitions to employment. Young people have aspirations that are far broader and that need to be valued and supported. Approaches that focus on prioritizing youth participation, respecting youth rights, and addressing youth aspirations are key. Rather than rating the success of programmes on narrow measures of educational or employment attainment, it is crucial that institutional, programme and policy evaluations be more firmly grounded in young people's own accounts of what they value for their human development and for the sustainable development of their communities and this shared planet.

In the context of the Sustainable Development Goals, specifically Goal 17, developed nations are pledging to fully implement official development assistance (ODA) obligations, and many are committed to focusing that aid on countries most in need. In this regard, the 2030 Agenda requests donor countries to consider providing at least 0.20 per cent of gross national income (GNI) as ODA to least developed countries. On top of this, Goal 17 sets a number of targets related to technology transfer, investment and trade aimed at encouraging greater investment in developing countries in ways that promote sustainable development.

Beyond these broad commitments, the Addis Ababa Action Agenda provides for mechanisms to boost collaboration between governments, civil society, the private sector, and other stakeholders in the areas of technology, infrastructure development and investment, and poverty alleviation. Importantly for the youth employment challenge, the Agenda specifically commits countries to promoting stable and affordable access to finance in support of small and medium-sized enterprises, which are essential for promoting job creation. For developed countries, the Agenda provides important targets for increasing foreign aid.

YOUTH POLICIES AND EVIDENCE FOR THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

The *World Youth Report* looks at the role data and evidence play in the development and implementation of policies for achieving the Goals and targets set out in the 2030 Agenda. Evidence-based youth policies, tailored and adapted to national and (where possible) local contexts, help ensure that youth development challenges are addressed. The *Report* highlights key elements that help ensure a youth policy is effective, including providing political leadership and strategic vision; securing adequate budget and resource allocations; using timely and accurate data on the situation of young people; utilizing the knowledge, experience and expertise of young people in the design, implementation and evaluation of

the youth policy; mainstreaming and integrating youth policies across sectors; taking into account the linkages and impacts of policy objectives; and developing a transparent monitoring and accountability framework.

The *Report* also makes the case that relevant and timely data on how much and how well public financial resources have been utilized to achieve youth-related goals are essential for addressing gaps and improving the effectiveness of existing spending. There are important lessons to be learned from recent efforts to monitor spending in other cross-cutting areas such as gender, children and climate.

The *Report* further underlines the need to strengthen youth participation mechanisms to facilitate young people's engagement in policies and activities that enhance sustainable development efforts. Particular attention should be given to increasing youth involvement in national sustainable development coordination councils, working with national youth councils, expanding the United Nations Youth Delegate Programme and other opportunities for youth representation, and ensuring that young people contribute to voluntary national reviews of progress on the Sustainable Development Goals.

One of the most serious impediments to effectively meeting youth development challenges under the 2030 Agenda is the lack of timely and accurate age-disaggregated data on the situation of youth. While 90 of the 232 indicators developed to measure implementation of the Sustainable Development Goals can be considered relevant to young people, efforts to collect data on these indicators reveal a widespread lack of age-disaggregated data. The statistical annex to the present *Report* details the available data and data gaps. Bridging the large gaps in data availability and addressing data inequalities between and within countries will require significant capacity-building, substantial financial investment, and innovative approaches to the collection, use and dissemination of accurate and timely data, especially in the least developed countries.

If appropriately leveraged, the data revolution and the emergence of new technologies can provide enormous opportunities to amass a significant amount of data on the situation of youth. Greater efforts to foster public-private partnerships between the Government, the private sector, civil society and academia are critical in this context.

LOCALIZING THE 2030 AGENDA: THE ROLE OF YOUTH

While the international community will play an essential role in providing overall leadership by bringing stakeholders together, channelling international financial support, and providing technical assistance, real solutions to the economic and social challenges facing youth will begin and end at home. Governments should therefore support those youth initiatives and activities at the grass-roots and national levels that contribute to the realization of the 2030 Agenda.

Critical to the success of the 2030 Agenda are the role of young people in engaging with local and national government in delivering on policies and programmes on the ground; the role of public-private partnerships in driving the implementation of the 2030 Agenda, including financing and harnessing technology for data collection and utilization; and the role of youth participation in informing equitable and diverse policy design, implementation, monitoring and evaluation.

CONCLUSION

The *World Youth Report* emphasizes that the Goals, targets and instruments incorporated in the 2030 Agenda for Sustainable Development offer increased opportunities to advance youth development objectives in the context of social, economic and environmental sustainable development efforts. When coupled with existing efforts to advance youth policy development and implementation, both through targeted youth policies and the mainstreaming of youth issues, the new development landscape offers innumerable opportunities for young people to thrive. However, for these efforts to be successful, much more is needed in terms of political commitment, financing, measurement, data collection, and targeted interventions in support of youth. In the areas of education and employment, large gaps remain in the input needed to realize the Goals and targets set out in Agenda 2030 and complementary frameworks.

INTRODUCTION


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INTRODUCTION

IN September 2015 the United Nations adopted the 2030 Agenda for Sustainable Development, an ambitious plan of action aimed at ending all forms of poverty, fighting inequality, and tackling climate change—while ensuring that no one is left behind. The 2030 Agenda includes a set of 17 Sustainable Development Goals with 169 targets, to be achieved by the year 2030. A list of 232 indicators, developed in 2017 and refined annually, constitutes a mechanism for monitoring and assessing progress towards the Goals and related targets.[1]

The 2030 Agenda provides a comprehensive systems map for Governments, the private sector and communities—a global plan of action through which the inherent interconnections between people, planet and prosperity are fully optimized to inform strategies and actions for a common future of universal peace and freedom.

The *World Youth Report: Youth and the 2030 Agenda for Sustainable Development* examines the mutually supportive roles of the new Agenda and youth development efforts. The *Report* is intended to offer Member States and other stakeholders information and analysis that can help them gauge the progress made in addressing youth issues, assess policy gaps, and develop policy responses.

The *Report* also provides insight into the role of young people in sustainable development in the context of the implementation of the 2030 Agenda and related frameworks, in particular the Addis Ababa Action Agenda of the third International Conference on Financing

1 Throughout the present *Youth Report* reference is made both to the priority areas of the 17 Sustainable Development Goals and to the fully articulated Goals and related targets and indicators (United Nations, 2015d; United Nations, General Assembly, 2015b; United Nations, 2018).

for Development[2] and the World Programme of Action for Youth.[3]

The *Report* considers the role the 2030 Agenda can play in enhancing youth development efforts, while examining how evidence-based youth policies can help accelerate youth-related objectives. In doing so, the *Report* explores the critical roles and responsibilities young people have in the implementation of sustainable social, economic and environmental development efforts at all levels.

YOUTH AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

The innovative 2030 Agenda is intended to bolster development efforts and policies by providing a comprehensive and well-articulated set of goals and targets for the creation and implementation of policies and actions to reduce poverty, achieve peace, and promote equality, leaving no one behind. It emphasizes the importance of integration and synergy across policies, frameworks and actions, and in doing so emphasizes the vital role all stakeholders play in its implementation.

> *The Sustainable Development Goals and targets are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Targets are defined as aspirational and global, with each Government setting its own national targets guided by the global level of ambition but taking into account national circumstances. (United Nations, General Assembly, 2015b, para. 55)*

The Sustainable Development Goals are integrated, indivisible and universal, but their long-term success is largely contingent upon how well youth development efforts are integrated into the policies, plans and actions adopted to bring about their realization. While all the Sustainable Development Goals are critical to youth development, this *Report* focuses primarily on the two interrelated areas of education and employment; both feature largely in the Agenda, underlining the realization of targets under these Goals as fundamental to overall youth development. Other Goals that address priority areas for youth—including gender equality, good health, reducing inequality, combating poverty and hunger, and action on environmental issues and climate change—are also addressed briefly within the scope of the *Report*.

THE ROLE OF YOUTH POLICIES IN THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

Youth are being referred to as the "torchbearers" of the 2030 Agenda and have a pivotal role to play both as beneficiaries of actions and policies under the Agenda and as partners and participants in its implementation. Indeed, both explicitly and implicitly, the 2030 Agenda calls for the development and activation of sound, evidence-based youth policies and actions to ensure its full realization.

With the adoption of the World Programme of Action for Youth in 1995, Member States and young people were provided with a policy framework and practical guidelines for national action and international support to improve

2 Hereafter referred to as the Addis Ababa Action Agenda (United Nations, General Assembly, 2015a; United Nations, 2015e).

3 United Nations (2010); see also General Assembly resolution 50/81 of 14 December 1995 on the World Programme of Action for Youth to the Year 2000 and Beyond (A/RES/50/81) and resolution 62/126 of 18 December 2007, "Policies and programmes involving youth: youth in the global economy—promoting youth participation in social and economic development" (A/RES/62/126).

the situation of youth around the world. Under its auspices, many Member States have increased efforts to develop and implement robust youth policies and policies affecting youth across the 15 priority areas[4] addressed in the World Programme of Action.

These efforts have been complemented by a number of targeted youth development strategies and frameworks adopted at the international level, including the Global Initiative on Decent Jobs for Youth; the Global Strategy for Women's, Children's and Adolescents' Health (2016-2030); and the Education 2030 Framework for Action. A significant number of national and regional frameworks have been developed to bolster these efforts.

With a broad array of frameworks, strategies and guidance available, fresh impetus and innovative thinking are needed to determine how existing and newly launched tools for youth development can drive youth policies that advance the 2030 Agenda. Strategic planning and coordination can help ensure better alignment of efforts and resources and increase the likelihood of success.

THE ROLE OF YOUTH IN ADAPTING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT TO NATIONAL AND LOCAL CONTEXTS

Institutional and structural synergies and integration at the local and national levels are essential for meeting the objectives embodied in the 2030 Agenda. Achievement of the Sustainable Development Goals will require working not only horizontally across policy sectors and frameworks, but vertically among community, local, national, regional and global authorities, together with civil society stakeholders, including youth.

Critical to the success of the 2030 Agenda are the role of young people in engaging with local and national government in delivering on policies and programmes on the ground; the role of public-private partnerships in driving the implementation of the 2030 Agenda, including financing and harnessing technology for data collection and utilization; and the role of youth participation in informing equitable and diverse policy design, implementation, monitoring and evaluation.

STRUCTURE OF THE *REPORT*

The *Report* comprises six substantive chapters.

Chapter I provides an overview of global youth population trends and their implications, the role of youth in relation to the 2030 Agenda, and how youth are referenced in the 2030 Agenda and the Addis Ababa Action Agenda.

Chapter II explores the area of youth education, outlining opportunities and challenges for young people and policymakers. The chapter details aspects of the Sustainable Development Goals that pertain to education—with particular emphasis on Goal 4 (quality education)—and examines related targets. This chapter also explores the multidimensional issues surrounding education and how they impact youth, with special attention given to disparities in education; the rights-based approach to education; education challenges for young women, youth with disabilities, migrant youth and youth affected by conflict; entrepreneurship education; and financing education.

Chapter III explores the area of youth employment, highlighting development challenges and opportunities

[4] The priority areas are education, employment, hunger and poverty, health, environment, substance abuse, juvenile justice, leisure-time activities, girls and young women, full and effective participation of youth in the life of society and in decision-making, globalization, information and communication technologies, HIV/AIDS, armed conflict, and intergenerational issues.

for young people and policymakers. The chapter focuses on aspects of the Sustainable Development Goals pertaining to employment, looking specifically at Goal 8 (decent work and economic growth), and examines the relevant targets. This chapter also explores global and regional trends and priorities such as underemployment, formal versus informal work, entrepreneurship, and disguised employment; it further considers employment challenges specific to youth living in poverty, youth with disabilities, young women, youth in conflict and post-conflict settings, and young migrants.

Chapter IV explores the nexus between the youth education and employment issues addressed in chapters II and III. It specifically examines those areas in the context of the transition from school to work, providing a set of case studies on skills development targeting marginalized and vulnerable youth. It also explores the human development approach to youth education and employment.

Chapter V examines the key elements of youth policies and their role in advancing youth development objectives in the context of the 2030 Agenda. Special emphasis is given to the importance of accurate, timely and high-quality age-disaggregated data for the development of evidence-based youth policymaking. The chapter considers how enhanced efforts to ensure the collection of such data, including data on marginalized and vulnerable youth, can be undertaken through statistical and data system capacity-building, public-private partnerships, and support for youth-led data collection and use. It also addresses issues related to defining and interpreting indicators, and provides an in-depth analysis of indicators associated with both the Sustainable Development Goals and the World Programme of Action for Youth.

Chapter VI moves to the concrete aspects of implementing the 2030 Agenda, analysing the role young people have and can play at the local and national levels. It sets out a series of principles to help guide such engagement, while highlighting, including through case studies, the many ways young people are contributing to the implementation and monitoring of the 2030 Agenda through engagement in awareness-raising, policymaking and data collection, as well as through participation in national and international review processes.

A **concluding** chapter summarizes and synthesizes the key messages put forward in the *Report*.

A **statistical annex** presents the most recent data available on the 90 youth-related indicators for the Sustainable Development Goals and the 34 core indicators for the World Programme of Action for Youth.

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGs)

CHAPTER 1


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CHAPTER I

YOUTH AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

> *The future of humanity and of our planet lies in our hands. It lies also in the hands of today's younger generation who will pass the torch to future generations. We have mapped the road to sustainable development; it will be for all of us to ensure that the journey is successful and its gains irreversible. (United Nations, General Assembly, 2015b, para. 53)*

THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: LEAVING NO YOUTH BEHIND

In September 2015, Member States of the United Nations adopted the 2030 Agenda for Sustainable Development,[5] setting out a global vision and plan for ending poverty and hunger, realizing human rights, and strengthening world peace by 2030. At the heart of the Agenda is a set of universal objectives embodied in 17 Sustainable Development

5 The 2030 Agenda comprises a preamble identifying five key areas to be addressed, a declaration setting out the commitment and vision, the 17 Sustainable Development Goals and associated targets including the means of implementation, and provisions for follow-up and review incorporating monitoring and reporting mechanisms (see United Nations, General Assembly, 2015b).

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Goals[6] and 169 targets that are integrated and indivisible and that aim to end poverty, protect the planet, and ensure equality and prosperity by balancing and coordinating the social, economic and environmental dimensions of sustainable development.

While considerable progress has been made over the past two decades in reducing poverty, alleviating hunger, reducing inequality and improving outcomes for many of the world's poorest and most vulnerable, such progress has been uneven (United Nations, 2017c). Inequality has not only persisted, but in many instances widened, with substantial numbers of people, including youth, excluded from full participation in economic, political and social life. The situation of young people from groups considered vulnerable or marginalized—including indigenous peoples, persons with disabilities, migrants and refugees, people living in poverty, and girls and young women—underlines the fact that the 2030 Agenda will not be a success unless it is based on the ideals of inclusiveness and shared prosperity.

6 See United Nations (2015d).

BOX 1.1.
DIVERSITY OF YOUTH

While geography and gender characterize part of the diversity of youth, diversity also reflects the varied experiences and life situations of young people. Youth with disabilities; indigenous youth; lesbian, gay, bisexual and transgender youth; migrant, displaced and refugee youth; youth in conflict and post-conflict situations; and rural youth, among others, often face challenges and barriers to participation specific to their situation. As many young people identify with more than one group, the challenges they encounter are often multiplied. The dearth of information and data on marginalized and vulnerable youth makes identifying and addressing their distinctive challenges particularly difficult (see chapter V).

A central principle of the 2030 Agenda is the assurance that "no one will be left behind".[7] The Sustainable Development Goals and targets are meant for all nations, all peoples of all ages, and all societies. The universal nature of the 2030 Agenda supposes that youth, defined by the United Nations as persons aged 15 to 24 years,[8] should be considered across all Goals and targets, a point emphasized in the 2017 report of the Secretary-General on youth development links to sustainable development:

> *The pledges made in the 2030 Agenda to leave no one behind and to reach the furthest behind first, as well as its affirmation to be people-centred, ensure that youth are included in all aspects of the Agenda. (United Nations, General Assembly, 2017e, para. 6)*

YOUTH DEMOGRAPHICS AND SUSTAINABLE DEVELOPMENT

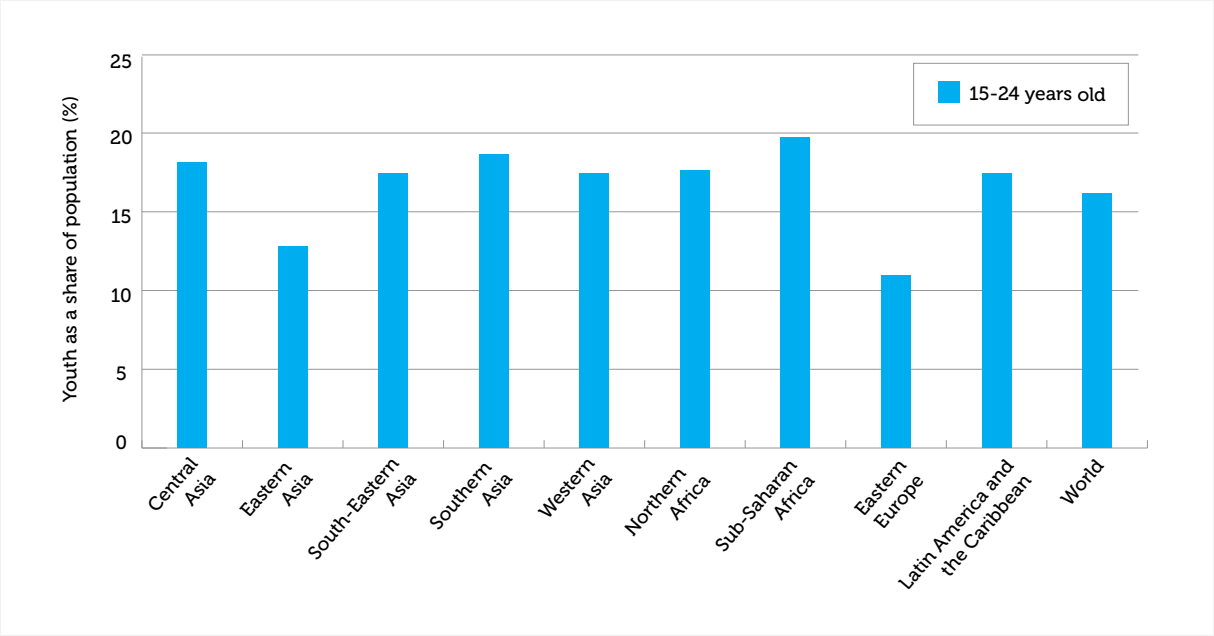
The 2030 Agenda clearly applies to all of the world's 1.2 billion young people, who currently make up 16 per cent of the global population—and to the 1.3 billion young people who will call the world home by 2030, the target date for attaining the Sustainable Development Goals (United Nations, 2017c).

The size of the youth population matters greatly in the context of sustainable development. The age structure of a population and the relative size of the youth cohort are important because they serve as determining factors in the growth of the labour force and pressures on the

7 United Nations, General Assembly (2015b), preamble, para. 2.

8 Some Governments and Sustainable Development Goal indicators define youth more broadly. For example, indicator 16.2.3 refers to the "proportion of young women and men aged 18-29 years who experienced sexual violence by age 18" (United Nations, 2018).

FIGURE 1.1. YOUTH AS A SHARE OF THE TOTAL POPULATION BY REGION, 2015



Source: United Nations (2017d).

economy in terms of job creation. Indeed, Governments and policymakers often view young people not as an asset but as a source of labour market pressures that are difficult to address, and large numbers of unemployed youth are viewed as potential causes of political instability and civil unrest (United Nations, 2016a). As a case in point, the unrest that erupted across the Arab world in 2011 finds its roots in the economic dislocation of the region's large youth population and its expectations for improved economic outcomes. While the political unrest associated with large, restive youth populations across the Arab world has found resolution in many States, it is important to highlight the escalation of violence and civil strife that continue to undermine the welfare of young people and their families in countries such as Libya, the Syrian Arab Republic and Yemen. The continued growth of the youth population in parts of sub-Saharan Africa, coupled with rising unemployment and continued political instability, suggest similar emerging concerns for many States in that region.

While the population of young people is growing overall, the age structure of the population and the relative size of the youth population vary widely. In developed countries, where fertility rates have declined for decades, youth make up a relatively small share of the total population, while the share of persons over age 60 is on the rise. In contrast, youth in sub-Saharan Africa comprise nearly 20 per cent of the total population, and this share is expected to remain stable over the next 20 years. In other developing regions, the proportion of youth in the total population is declining, though it remains sizeable in Latin America and the Caribbean (17 per cent), Western Asia (17 per cent), and Southern Asia (19 per cent).

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BOX 1.2.
WHAT IS A YOUTH BULGE?

As countries develop economically, shifting towards more industrialization, urbanization, and skills-dependent economic production, they experience a demographic transition wherein fertility and the share of the population made up of child-age dependents decline. As the relative number of children decreases, populations experience a growth in youth as a share of the total population, resulting in what is known as a youth bulge. This demographic bulge then passes through the body of the total population as a cohort in successive bulges until—as seen now in developed economies—the highest shares of the total population are made up of older workers and those of retirement age.

While most developing nations, in particular the emerging economies, have seen their youth bulges peak[9] and now have a bulge in their older working-age populations, other regions, such as sub-Saharan Africa, are only just beginning to experience a rise in their youth populations.

While a youth bulge is often seen in terms of the challenges it poses, the growth of a country's youth population as a share of the total population also presents opportunities. As the youth population increases, it ushers in a period during which a country's working-age population makes up a growing share of the overall population while dependent children make up a declining share. This creates an opportunity for a demographic dividend, wherein the relative abundance of working-age people can lead to increased savings, higher productivity and more rapid economic growth. However, the ability of countries to harness the demographic dividend depends critically on their investments in human capital, particularly among young people poised to enter the labour force, whose productivity, entrepreneurship and innovation will drive future economic growth. If human capital investment falls short or if the labour market is unable to absorb new workers, the opportunity deriving from this demographic dividend may be squandered (Williamson, 2013).

A demographic dividend can have a positive impact on economic growth, political stability, and social and sustainable development. However, despite their significant present and future numbers, young people are often faced with age-related challenges and barriers to participation in economic, political and social life, greatly hindering their own development and, by extension, sustainable development. Harnessing the potential of youth is dependent on protecting young people's health and well-being, guaranteeing a quality education and the freedom to participate, providing decent work opportunities, and addressing the myriad other challenges young people face.

YOUTH AS ARCHITECTS OF THE 2030 AGENDA

Far from being mere mentions in and beneficiaries of the 2030 Agenda, young people were active contributors to its development and continue to be engaged in the frameworks and processes that support its implementation, follow-up and review (see chapter IV).

The adoption of the 2030 Agenda represented the culmination of an extensive three-year process involving Member States and civil society, including youth organizations, working together to develop a comprehensive set of Sustainable Development Goals and targets to be met within a 15-year period. This journey began in Rio de Janeiro, at the 2012 United Nations Conference on

9 In Western Asia and Northern Africa, for example, where the youth bulge has been particularly sizeable in recent decades, the share of the population made up of youth is now starting to decline.

Sustainable Development (Rio+20),[10] where Member States and civil society stakeholders came together to launch a process to develop a global agenda and a new set of sustainable development goals that would be "limited in number, aspirational and easy to communicate" (United Nations, n.d.(b), para. 3). The new goals would succeed the Millennium Development Goals, which had been adopted in 2000 and targeted for achievement by 2015.

Building on the success—and importantly, learning from the shortfalls—of the Millennium Development Goals, the 2012 Rio+20 Conference, in which a considerable number of young people participated, resulted in an outcome document entitled "The future we want", committing to the establishment of an "inclusive and transparent intergovernmental process on sustainable development goals ... open to all stakeholders, with a view to developing global sustainable development goals to be agreed by the General Assembly" (United Nations, General Assembly, 2012, para. 248). This was a marked improvement over the process of establishing the Millennium Development Goals, which had been criticized for its lack of civil society participation and transparency.

To ensure greater transparency and participation, Governments invited representatives from civil society organizations to become part of the 30-member Open Working Group of the General Assembly[11] to drive the development of the 2030 Agenda and to deliberate and negotiate its 17 Goals. In particular, they stressed the valuable role of "Major Groups and other stakeholders".[12] —a mechanism developed within the framework of the first United Nations Conference on Environment and Development (the Earth Summit) in 1992 and formalized in Agenda 21— in safeguarding and fostering sustainable societies for future generations, which formed a core element of the negotiations.

Following the 2012 Conference, the Major Group for Children and Youth was a key stakeholder in the Open Working Group negotiations, drawing on the expertise and input of young people and youth entities from all over the world to ensure that the rights, priorities and needs of young people were integrated and considered across the 2030 Agenda and its 17 Goals and 169 targets.

Reflecting the commitment to achieve broad global participation and transparency, the Open Working Group deliberations were informed by the outcomes of "global conversations" conducted by the United Nations—a set of 11 thematic global and regional consultations, 83 national consultations, and door-to-door surveys on development priorities. The United Nations also launched the MY World survey, an online and offline platform for people to contribute their thoughts on the global priorities they would like to see in the Goals. The survey reflected overwhelming participation from young people, with the majority of respondents under the age

10 The 2012 United Nations Conference on Sustainable Development (Rio+20)—the third international conference aimed at reconciling the long-term economic and environmental goals of the global community—established the foundations for the development and adoption of the 2030 Agenda for Sustainable Development.

11 The Open Working Group of the General Assembly on Sustainable Development Goals was established in 2013 by decision 67/555 of the General Assembly (see A/67/L.48/rev.1; see also United Nations, n.d.[b]).

12 The Major Group system comprises nine major sectors including women, children and youth, indigenous peoples, non-governmental organizations, local authorities, workers and trade unions, business and industry, the scientific and technological community, and farmers. Arising out of the United Nations Conference on Environment and Development (the Earth Summit) in 1992 and reaffirmed at the 2012 United Nations Conference on Sustainable Development, this mechanism enables civil society stakeholders to actively engage in intergovernmental deliberations on sustainable development. As part of this process, Governments also invite other stakeholders, including local communities, volunteer groups and foundations, migrants and families, older persons, and persons with disabilities, to participate in United Nations processes related to sustainable development through close collaboration with the Major Groups.

of 30, and gender balance in responses. Interestingly, the majority of votes were received via offline consultations, highlighting the necessity of efforts to ensure that no one is left behind as technology advances.[13]

The 2030 Agenda calls upon Major Groups and other stakeholders "to report on their contribution to the implementation of the Agenda" (United Nations, General Assembly, 2015b, para. 89). Through coordination by the Major Group for Children and Youth, young people and youth entities continue to engage in follow-up and review of the 2030 Agenda by contributing to deliberations on the formal areas of work of the High-level Political Forum on Sustainable Development,[14] including voluntary national reviews (VNRs),[15] and follow-up mechanisms for linked processes, including the ECOSOC Forum on Financing for Development follow-up (to review outcomes of the Addis Ababa Action Agenda), the Technology Facilitation Mechanism, and the Global Platform for Disaster Risk Reduction.

13 United Nations (2015b).

14 See General Assembly resolution 67/290 of 9 July 2013 on the format and organizational aspects of the high-level political forum on sustainable development (A/RES/67/290).

15 See chapter VI of the present *Report* for more information on the voluntary national review process.

BOX 1.3.

YOUTH IN ACTION: YOUTH NEGOTIATING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

UNITED NATIONS MAJOR GROUP FOR CHILDREN AND YOUTH

The United Nations Major Group for Children and Youth, mandated by the General Assembly, is the "official, formal and self-organized space for children and youth to contribute to and engage in certain intergovernmental and allied policy processes at the United Nations".* It acts as a bridge between young people and the United Nations system, ensuring their right to meaningful participation by, inter alia, conducting and facilitating online and offline activities associated with policy and advocacy, capacity-building, youth action, and knowledge generation.

With the implementation of the 2030 Agenda under way, the Major Group for Children and Youth and other young stakeholders continue to be actively engaged. The High-level Political Forum on Sustainable Development—where Member States work on identifying emerging issues and creating cohesion across the three dimensions of sustainable development, engage in thematic reviews, work towards enhancing the science-policy interface and evidence-based decision-making, and monitor and review progress made towards implementation of the 2030 Agenda and achievement of the Sustainable Development Goals—provides an important space for young people to engage either via the VNRs of their countries or through shadow reporting and awareness-raising (see chapter V).

The Major Group for Children and Youth is involved in numerous other processes at the United Nations level to advance sustainable development, including those pertaining to disaster risk reduction, financing for development, humanitarian affairs, and youth development.

* United Nations Major Group for Children and Youth (*https://www.unmgcy.org/*).

MEANS OF IMPLEMENTATION: BRINGING THE SUSTAINABLE DEVELOPMENT GOALS TO LIFE

> *The means of implementation targets under Goal 17 and under each Sustainable Development Goal are key to realizing our Agenda and are of equal importance with the other Goals and targets. The Agenda, including the Sustainable Development Goals, can be met within the framework of a revitalized Global Partnership for Sustainable Development, supported by the concrete policies and actions as outlined in the outcome document of the third International Conference on Financing for Development, held in Addis Ababa from 13 to 16 July 2015. (United Nations, General Assembly, 2015b, para. 40)*

Provisions addressing the means of implementing the Sustainable Development Goals can be found throughout the 2030 Agenda but feature most prominently in Goal 17, which focuses on revitalizing the Global Partnership for Sustainable Development and provides the foundation for achieving all the Goals. Goal 17 incorporates targets specifying how the international community should finance and operationalize the Goals, including reaffirming the commitment of developed countries to earmark 0.7 per cent of their gross national income (GNI) for official development assistance (ODA) to developing countries, and to consider allocating at least 0.2 per cent of their GNI for ODA to least developed countries. Goal 17 also includes a number of targets relating to technology transfer, investment and trade aimed at encouraging greater investment in developing countries in ways that facilitate economic development and support strengthening economic welfare therein.

Central to the 2030 Agenda is the Addis Ababa Action Agenda,[16] adopted by Member States in July 2015 to provide a global framework for financing sustainable development and for ensuring the efficacy of the joint commitments made under the Sustainable Development Goals. Organized around seven action areas,[17] the Addis Ababa Action Agenda incorporates more than 100 measures on global financing and investment practices aimed at boosting collaboration between Governments, civil society, the private sector, and other stakeholders in the areas of science and technology, infrastructure development and investment, and poverty eradication so as to transform the global economy and achieve the Sustainable Development Goals.

The Addis Ababa Action Agenda aligns financial flows and policies with economic, social and environmental priorities (United Nations, 2015a). It essentially provides a financing framework for Governments, international organizations, the business sector, civil society, and philanthropists implementing the 17 Sustainable Development Goals, with a focus on fostering partnerships and actions aimed at promoting prosperity and preserving the planet.

Importantly, in its opening paragraphs, the Action Agenda acknowledges the necessity of investing in youth for the realization of sustainable development:

> *We recognize that investing in children and youth is critical to achieving inclusive, equitable and sustainable development for present and future generations, and we recognize the need to support countries that face particular challenges to make the requisite investments in this area. (United Nations, General Assembly, 2015a, para. 7)*

16 United Nations, General Assembly (2015a).

17 The seven action areas of the Addis Ababa Action Agenda are domestic public resources; domestic and international private business and finance; international development cooperation; international trade as an engine for development; debt and debt sustainability; addressing systemic issues; and science, technology, innovation and capacity-building.

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While the Addis Ababa Action Agenda makes explicit reference to the situation of young people only seven times (see box 1.4), it is similar to the 2030 Agenda in that support of youth is one of its cross-cutting themes, helping to harness synergies and policy action across its seven areas, and should be considered in all actions to achieve sustainable development.

YOUNG PEOPLE WORKING WITHIN NEW AND EXISTING FRAMEWORKS FOR SUSTAINABLE DEVELOPMENT IN SUPPORT OF THE 2030 AGENDA

While the adoption of the 2030 Agenda offers the opportunity to break new ground, its success is ultimately tied to the integration and advancement of existing development efforts and processes. Some of the key frameworks that can support its implementation include the Addis Ababa Action Agenda, the Istanbul Declaration and Programme of Action for the Least Developed Countries for the Decade 2011-2020, the Small Island Developing States Accelerated Modalities of Action Pathway, the New Urban Agenda, and the Sendai Framework for Disaster Risk Reduction.[18]

In addition, numerous youth- and adolescent-specific international instruments and frameworks exist that can support youth objectives within the 2030 Agenda. In many cases they offer more robust analysis and options for addressing global youth challenges. Instruments that can serve as important resources for Member States and youth organizations as they develop thematic policies and programmes pertaining to youth in the context of national development strategies include, inter alia,

18 See the outcome document of the Fourth United Nations Conference on the Least Developed Countries, Istanbul, 9-13 May (A/CONF.219/3/Rev.1); General Assembly resolution 69/15 of 14 November 2014 on the SIDS Accelerated Modalities of Action (SAMOA) Pathway (A/RES/69/15); and United Nations Office for Disaster Risk Reduction (2015).

UN Photo/Manuel Elias

the World Programme of Action for Youth, adopted in 1995 to guide the development of youth policies; the Global Accelerated Action for the Health of Adolescents (AA-HA!) framework, launched in 2017 to advance adolescent health by 2030 (WHO, n.d.); the Global initiative on Decent Jobs for Youth, aimed at enhancing youth employment prospects by 2020 (ILO, 2015b); and United Nations Security Council resolution 2250 of 2015,[19] which calls for increased youth representation at all levels of decision-making in peacebuilding and dispute resolution.

As noted in chapter VI of the present *Report*, young people are becoming increasingly active partners in sustainable development efforts. Recognized as the torchbearers of the 2030 Agenda, youth are at the heart of sustainable development. Their active engagement is key to achieving sustainable, inclusive and stable societies and to averting the most serious future challenges to sustainable development, including the impacts of climate change, conflict, gender inequality, forced migration, poverty and unemployment.

[19] Security Council resolution 2250 (2015) of 9 December 2015 on increasing inclusive representation of youth in decision-making at all levels (S/RES/2250 (2015).

BOX 1.4.
REFERENCES TO YOUTH IN THE ADDIS ABABA ACTION AGENDA

In the Addis Ababa Action Agenda, youth are mentioned seven times in four paragraphs.

Paragraph 7 emphasizes "that investing in children and youth is critical to achieving inclusive, equitable and sustainable development for present and future generations" and acknowledges "the need to support countries that face particular challenges to make the requisite investments in this area".

Paragraph 16, which focuses on generating full and productive employment and decent work for all and promoting micro, small and medium-sized enterprises, addresses the issue head-on by committing to the promotion of "adequate skills development training for all, particularly for youth and entrepreneurs" and "to developing and operationalizing, by 2020, a global strategy for youth employment and implementing the International Labour Organization (ILO) Global Jobs Pact", reflecting target 8.b of the Sustainable Development Goals. Importantly for youth employment, the Action Agenda specifically commits countries to promoting stable and affordable access to finance in support of micro, small and medium-sized enterprises, which are essential for promoting job creation.

Paragraph 12 expressly mentions youth in the context of delivering social protection and essential public services, reflecting the commitment to "provide fiscally sustainable and nationally appropriate social protection systems and measures for all, including floors, with a focus on those furthest below the poverty line and the vulnerable, persons with disabilities, indigenous persons, children, youth and older persons".

Paragraph 114 focuses on the importance of ensuring access to science and technology for development efforts and includes a specific commitment to promoting "access to technology and science for women, youth and children".

Source: United Nations, General Assembly (2015a).

CHAPTER

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CHAPTER II
YOUTH EDUCATION

> *We commit to providing inclusive and equitable quality education at all levels—early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to lifelong learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. (United Nations, General Assembly, 2015b, para. 25)*

ALL youth have a right to education. While education must not be reduced to considerations of youth livelihoods and transitions to the world of work, it is widely accepted that this is a major aspect of youth education. Globally, efforts towards universal education in recent decades saw the years of primary school enrolment increase and lead to the demand for secondary schooling. However, secondary and tertiary enrolment remains low in many developing countries, especially in sub-Saharan Africa and Southern Asia. Inadequate infrastructure, lack of opportunities, and affordability and accessibility concerns characterize many educational systems in those regions. Elsewhere, many education and training systems are not adequately preparing students to meet the demands of a globalized world. Insufficient and/or poor-quality education, training and employment exacerbate the social and economic vulnerability of youth.

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Formal education and training systems often do not reach marginalized youth or cater to young women, rural or indigenous youth, or youth with physical, sensory, or cognitive disabilities, leaving them without the skills needed to realize their potential or aspirations. This calls attention to the importance of leaving no youth behind and of finding new and innovative ways to provide all youth with the hard and soft skills and training necessary for today's labour market. The provision for quality education includes a comprehensive pedagogical curriculum, complemented by vocational, formal, informal, and non-formal education opportunities and skills development. As an essential element in the eradication of poverty and hunger, quality education should embrace the diversity of youth livelihoods and in so doing address gender inequalities and the needs of marginalized and vulnerable youth.

In the Millennium Development Goals era prior to the adoption of the 2030 Agenda, the assumption that education was predominantly a human capital investment in preparing youth for the labour market was widely held. While this argument remains influential, the Sustainable Development Goals identify additional instrumental roles for education in supporting the wider sustainable development agenda.

The Millennium Development Goals committed the world to universal primary education by 2015—something that should have been achieved by 1970 according to previous commitments. Significant progress was made between 2000 and 2015, but the goal was still not attained. Moreover, the goal for universal primary education failed to address a major youth-related aspiration of achieving universal secondary education.

Globally, of the 263 million children and youth under the age of 19 who were out of school in 2014, 142 million were of upper secondary age (UNESCO, 2016a, pp. xviii, 178, 182). Estimates published by the United Nations Educational, Scientific and Cultural Organization (UNESCO) indicate that in low-income countries, nearly 30 per cent of the poorest children aged 12-14 years never attended school at all (ibid., p. 181). The proportion of youth completing upper secondary education between 2008 and 2014 also varied widely on the basis of national income; 84 per cent of youth in high-income countries completed upper secondary education, but the corresponding figure was only 43 per cent for middle-income countries and a meagre 14 per cent for low-income countries. Disparities within countries are also stark; in low-income countries only 7 young people living in poverty complete upper secondary education for every 100 rich youth who do so. Only 23 per cent of countries have gender parity in upper secondary education (ibid., pp. xviii, 185).

One widespread criticism of Millennium Development Goal 2 was that it focused on measuring enrolment rather than learning (UNESCO, 2016a, p. 176). Between 2000 and 2015 the number of out-of-school children and youth declined, but the quality of education declined as well on an unprecedented scale (UNESCO, 2013a, p. 2). In 2012, UNESCO stated that the growth in primary enrolment was leading to a "crisis in learning", as inadequately educated and trained teachers were not equipped to impart foundational literacy and numeracy skills (UNESCO, 2012, p. 130). Estimates for the period 2005-2014 suggest a youth literacy rate of 91 per cent, meaning that roughly 114 million young people aged 15-24 years were unable to read or to write even a simple sentence. Unsurprisingly, given other educational statistics, gender inequality has also persisted. Globally, there were 96 literate young women for every 100 literate young men aged 15-24 years, but in low-income countries the female-to-male literacy ratio for this age group was only 0.85. (UNESCO, 2016a, p. xviii, 278, 280, table 15.1).

Without rapid acceleration in the rate of education expansion, Sustainable Development Goal target 4.1 on universal secondary education is not likely to be achieved by 2030 (UNESCO, 2016a, p. 151). It is projected that in 2030,

only 69 per cent of 15-19 year olds will complete their upper secondary studies. Even high-income countries are not expected to achieve universal upper secondary education until 2048. This is projected to occur after 2080 in most regions. If present trends continue, millions of youth will not be able to access or complete the education promised to them in the 2030 Agenda (ibid., pp. 152-153, table 7.2).

The global gross enrolment ratio for upper secondary education now stands at close to 75 per cent (ILO, 2016, p. viii), and tertiary-level enrolment more than doubled between 2000 and 2014 (UNESCO, 2016a, p. 229, table 12.3). However, challenges relating to educational access, content and quality persist. The education system should impart academic knowledge, career and life skills, social norms, values and accepted behaviours to successive generations; all too often, however, this ideal is not met. Disparities in educational access and quality are pronounced both globally and within individual countries. Many young people—including those with disabilities, youth from ethnic and linguistic minorities, indigenous youth, young refugees, and young women—face unique barriers to accessing opportunities through the education system.

Regional differences in tertiary education participation remain sizeable. In Europe and Northern America the tertiary gross enrolment ratio is 75 per cent, compared with 23 per cent in Southern Asia and 8 per cent in sub-Saharan Africa (UNESCO, 2016a, p. 228, 229, table 12.3). There are also marked gender disparities and striking wealth inequalities in tertiary education. Data indicate that the enrolment gap between men and women widens by the time they complete their post-secondary education. In many Arab and Caribbean countries, more than twice as many young women as young men graduate from tertiary institutions; while not as pronounced, this gender dynamic is present in other countries and regions as well. In Costa Rica, for example, the tertiary entry ratio of men to women was 0.80 in 2011, but by graduation the ratio had dropped to 0.53 (ibid., p. 228-230). There are also significant income-based disparities among students aged 25-29 years in terms of completing a minimum of four years of tertiary education. Recent statistics indicate that in the Philippines, for instance, of the 21 per cent of students in that age bracket who finished at least four years of tertiary studies, just 1 per cent were from the poorest income group, while 52 per cent were from the wealthiest (ibid., p. 230). In an increasingly polarized labour market, such disparities can have huge implications for young people seeking to secure their first decent job or build a sustainable livelihood.

RIGHTS-BASED APPROACH TO EDUCATION

The rights-based approach to education establishes fundamental principles and benchmarks, making it clear that education issues are not just about access or even about quality as measured by standard considerations of examination or testing outcomes. The first United Nations Special Rapporteur on the Right to Education, Ms. Katarina Tomaševski, developed a comprehensive framework on the right to education, which was subsequently adopted by the Committee on Economic, Social and Cultural Rights in its General Comment 13 on the right to education.[20]

The framework suggests that education needs to exhibit the following interrelated features if it is to meet rights obligations:

- **Availability.** Education is free, and there are adequate resources, infrastructure and trained teachers able to support the delivery of education for all.
- **Accessibility.** The education system is non-discriminatory and physically and economically accessible to all, and positive steps are taken to include the most marginalized.

20 United Nations, Economic and Social Council (1999), para. 6; see also Tomaševski (2001).

- **Acceptability.** The form and content of education is relevant, non-discriminatory and culturally appropriate, and of good quality; schools are safe and teachers are professional.
- **Adaptability.** Education evolves with the changing needs of society and challenges inequalities such as gender discrimination, and it adapts to specific local needs and contexts.

Table 2.1 elucidates these concepts.

TABLE 2.1.
TOMAŠEVSKI'S CONCEPTUAL FRAMEWORK FOR A RIGHTS-BASED APPROACH TO EDUCATION

RIGHT TO EDUCATION	AVAILABILITY	• Fiscal allocations matching human rights obligations • Schools matching school-aged children (number, diversity) • Teachers (education and training, recruitment, labour rights, trade union freedoms)
	ACCESSIBILITY	• Elimination of legal and administrative barriers • Elimination of financial obstacles • Identification and elimination of discriminatory denials of access • Elimination of obstacles to compulsory schooling (fees, distance, schedule)
RIGHTS IN EDUCATION	ACCEPTABILITY	• Parental choice of education for their children (with human rights correctives) • Enforcement of minimal standards (quality, safety, environmental health) • Language of instruction • Freedom from censorship • Recognition of children as subjects of rights
	ADAPTABILITY	• Minority children • Indigenous children • Working children • Children with disabilities • Child migrants, travelers
RIGHTS THROUGH EDUCATION	ADAPTABILITY	• Concordance of age-determined rights • Elimination of child marriage • Elimination of child labour • Prevention of child soldiering

Source: Tomaševski (2001), p. 12, box 1.

YOUTH AT RISK

Young women

Although figures for gender parity at the upper secondary education level indicate that progress is being made in many regions and in upper-middle- and high-income countries, young women continue to face a particularly challenging set of educational barriers. For instance, patriarchal values often lead to the exclusion of many young women from education owing to issues such as poverty and the perceived opportunity costs of educating girls, as well as more practical issues such as a lack of access to toilets, in particular after first menstruation.

BOX 2.1.
THE IMPACT OF PREGNANCY ON YOUNG WOMEN'S EDUCATION

Tomaševski presents this issue powerfully through the case of Tatu Shabani, a single young woman sentenced in 2003 to six months in prison for not attending school. A primary school student in Tanzania, Shabani was expelled from school for becoming pregnant, this being a disciplinary offence in the Tanzania school system. However, this meant that she was in breach of the law regarding compulsory school attendance and was then prosecuted on that basis (Tomaševski, 2005). Provisions for expelling pregnant students have been removed in some countries after rights campaigns. Tomaševski notes a case in Colombia in which the Supreme Court ruled that "the conversion of pregnancy—through school regulations—into a ground for punishment violates fundamental rights to equality, privacy, free development of personality, and to education" (Supreme Court of Colombia, 1998). The Committee on the Rights of the Child has issued a similar ruling.

Early marriage and pregnancy contribute to further excluding young women from schooling due to health issues, stigma, social roles and expectations for young women, and punitive regulations governing pregnancy and school attendance (see box 2.1). While ILO data show a significant decline in global maternity rates among young women between the ages of 15 and 19 since 1990, the rates remain especially high in countries in the Middle East and Northern Africa (38 per cent)[21] and in sub-Saharan Africa (16 per cent) (Elder and Kring, 2016).

A problem in many systems and in particular locales is the low number of female teachers. In such contexts, the range of positive role models girls have is limited, which is likely to weaken their "capacity to aspire". This is particularly the case in upper secondary education and in science, technology, engineering and math (STEM) subjects. There is also evidence of widespread gender bias among teachers, both male and female. Frequently, boys receive more praise, are given the opportunity to answer questions more often, and are perceived as being naturally more intelligent.

Gender-based violence

Gender-based violence is a significant impediment to the education of girls and young women, as it affects education attendance and attainment and undermines overall health and well-being at all levels of development. The United Nations (2015f) estimates that one third of women worldwide have experienced physical and/or sexual violence from an intimate partner, or sexual violence from a non-partner, at some point in their lives. Much gender-based violence occurs in the home and forms the backdrop to women's educational decisions and experiences. However, the journey to school and back can also be fraught with danger.

21 Based on data for Egypt, Jordan, the State of Palestine and Tunisia.

It is important to remember that gender-based violence takes many forms and is largely embedded in behavioural stereotypes constructed at both the societal and individual levels. It may be manifested in men's abuse of women or women's abuse of men, or reflected in the complexities surrounding situations in which masculinities are being aggressively policed in certain settings, with boys being bullied for real or perceived infractions of dominant masculine attitudes and behaviours. There is growing awareness of the extent to which certain groups may be especially vulnerable. In the United States of America, for example, 85 per cent of lesbian, gay, bisexual and transgender students surveyed reported experiencing gender-based violence (UNESCO, 2016b, p. 52). School-related violence and threats are commonplace and comprise psychological, physical and sexual forms of aggression.

A systematic review of international surveys of violence against children found that approximately 1 billion children between the ages of 2 and 17, or more than half of the world's population in that age group, had experienced some form of violence (Hillis and others, 2016, p. 1).[22] Perhaps not surprisingly, girls and young women were found to be disproportionately affected.

A UNESCO/United Nations Population Fund (UNFPA) survey of school curricula in 10 countries in Eastern and Southern Africa found that in many cases gender-based violence was not addressed. While the survey results indicated that there was some coverage of human rights issues, the tendency was to keep well away from issues of sexual rights or child marriage, even though the latter remains prevalent in some of the countries of the region. Sexual diversity was also largely ignored (UNESCO and UNFPA, 2012).

As part of the background work for the first *Global Education Monitoring Report*, UNESCO reviewed more than 110 national curriculum framework documents for primary and secondary education in 78 countries for the period 2005-2015. The review essentially provided a baseline for Sustainable Development Goal target 4.7, which relates to the acquisition of knowledge and skills needed to promote sustainable development through education for human rights; gender equality; peace, nonviolence and human security; sustainable development; and global citizenship/interconnectedness. The analysis found that

> less than 15 per cent of the countries integrated key terms such as gender empowerment, gender parity or gender sensitivity in their curriculum content, textbooks and other learning materials, and only about half mentioned gender equality. (UNESCO, 2016b, p. 53)

Youth with disabilities

Children with disabilities have a lower probability of entering and staying in education than do those without disabilities. Among youth living with disabilities, dropout and illiteracy rates are disproportionately high, and relatively few progress to upper secondary and tertiary education.[23] Children and youth with mental and intellectual impairments are especially disadvantaged. In many countries, instead of attending school, children and youth with mental and intellectual disabilities are institutionalized in facilities that do not offer education.[24] Those who do attend school are often not provided with quality education owing to a lack of training and awareness among teachers around provisions for inclusive and accessible education for children and youth with disabilities.[25] Much of Tomaševski's 4-A schematic analysis is particularly pertinent here.

22 Thirty-eight reports provided quality data for 96 countries on past-year prevalence of violence against children (Hillis and others, 2016, p. 1).

23 WHO and World Bank (2011).

24 WHO (2009).

25 UNICEF (2013).

Youth affected by migration, displacement and conflict

Educational experiences are profoundly affected by migration (whether planned or forced) and by conflict and emergency situations. Programme for International Student Assessment data show that first-generation migrants in high-income countries scored an average of 50 points lower in reading and mathematics than did those from "native" populations, and second-generation immigrant learners scored 20 points lower (UNESCO, 2016a, p. 271).

Conflict undermines education in a number of ways. Only 79 per cent of young people are literate in conflict-affected poor countries, compared with 93 per cent in other poor countries (UNESCO, 2011, p. 2). The Boko Haram insurgency in Nigeria has pushed more than a million learners to flee their homes and places of education (UNESCO, 2016a, p. 272). Globally, 75 per cent of refugees of secondary education age are not in school; in Bangladesh, Kenya and Pakistan the proportion is closer to 95 per cent (ibid., pp. xviii, 272). Not only are children and youth treated as legitimate targets in armed conflicts, in clear violation of international human rights law, but they are often forced to become combatants. The *EFA Global Monitoring Report 2011* found evidence of the use of child soldiers in 24 countries (UNESCO, 2011, p. 15), and even many developed countries allow military service to begin at the age of 16 or 17.

ENTREPRENEURSHIP EDUCATION

The first decade of the 2000s saw a growing programmatic focus on entrepreneurship education (McGrath and others, 1995). Helping aspiring young entrepreneurs acquire education can equip them with the acumen needed to navigate the world of business creation and development. In this regard, it is important to differentiate between necessity entrepreneurship and opportunity entrepreneurship. Necessity or subsistence entrepreneurs are those who are self-employed because they cannot secure work elsewhere and are forced into self-employment by economic necessity. They make up a large share of the informal economy but lack the capacity to become true engines of growth. Opportunity entrepreneurs are those positioned to take advantage of economic opportunities and push forward frontiers in more dynamic business development.

Entrepreneurship education and training programmes generally teach technical and business skills, as well as non-cognitive skills that are more conventionally understood as attitudes (including risk-taking and resilience). Whereas early entrepreneurship education focused on potential opportunity entrepreneurs with high levels of existing cognitive skills in developed countries, the continued challenge of youth unemployment in developing countries has led to the growth of programmes targeting those who are likely to be entrepreneurs by necessity and who often have lower levels of formal schooling. Such programmes are potentially attractive to funders and Governments owing to their low cost and their focus on individuals rather than systems and structure (DeJaeghere, 2017). However, a World Bank data review indicates that there is far more evidence of success from programmes aimed at opportunity entrepreneurs (Valerio, Parton and Robb, 2014). Programmes focused on necessity entrepreneurs have been shown to have an uneven, and largely short-term, positive impact on reducing abject poverty but constitute a poor tool for promoting growth, innovation and job creation as reflected in the Schumpeterian vision of economic development.

DeJaeghere (2017) argues that a broader approach to entrepreneurship education is needed that pays attention both to strengthening the social connections within which youth are embedded and to addressing the inequalities that limit their life prospects. This requires that entrepreneurship education be evaluated for its impact on the well-being of youth and not just for its effectiveness in placing them in some form of work, no matter how precarious.

TABLE 2.2.
YOUTH AND EDUCATION TARGETS FOR THE SUSTAINABLE DEVELOPMENT GOALS

	TARGET / TEXT
3.7	By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7	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.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
5.6	Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

table continues on next page

TARGET / TEXT *(TABLE 2.2 CONTINUED)*	
8.3	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
8.5	By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
8.6	By 2020, substantially reduce the proportion of youth not in employment, education or training
8.7	Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
8.b	By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
12.8	By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
13.3	Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
16.2	End abuse, exploitation, trafficking and all forms of violence against and torture of children

SUSTAINABLE DEVELOPMENT GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

Ensuring access to quality education is central to the achievement of many of the Sustainable Development Goals and constitutes a core foundation on which successful transitions to the workforce and decent work depend. Strengthening this foundation requires further effort to ensure that young men and women have access to free, equitable and quality primary and secondary education. In a global environment in which a premium is placed on technical and adaptive skills, countries must also continue to invest in providing youth with equal access to affordable technical, vocational and tertiary education that supplies them with skills relevant to employment and entrepreneurship.

The Sustainable Development Goal targets relating to youth education (including the nexus with youth employment) are enumerated in table 2.2.

The targets listed in table 2.2 can be divided into the following three groups:

- **Education targets that address matters of educational access and quality.** These include all the education targets in the table, with the exception of 4.7 and 16.2 insofar as they cover

the right to education in terms of specific content or as a measurement of violence against children.

- **An additional group of content-oriented targets that include an education component.** These include 4.7 as well as targets that specifically address environmental issues (12.8 and 13.3) and health education issues (3.7).
- **Youth employment targets under Sustainable Development Goal 8.** Target 8.6 has an explicit education and training dimension, but this is implicit in the other Goal 8 targets included in the table 2.2.

Youth-related targets of Sustainable Development Goal 4: extending the focus of education

Sustainable Development Goal 4 marks an important shift from previous international goals on education, in particular Millennium Development Goal 2. With its provision for lifelong education, Sustainable Development Goal 4 incorporates targets that extend the age coverage of the Goal at both ends. This extension beyond basic education is highly significant for youth.

Millennium Development Goal 2 reflected a narrowing of the education agenda to the primary school

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level, though Goal 3 included a measure of secondary and tertiary education enrolments among girls and young women within the framework of achieving gender equality and empowerment. As table 2.2 shows, Sustainable Development Goal 4 includes a focus on completing secondary education and on access to vocational and tertiary education. Though not listed under the education goal, the part of target 16.2 that relates to violence against children also reflects a rights-based approach to education and therefore exemplifies the broader approach to education overall.

Target 4.1 integrates four key concepts in its explicit focus on ensuring that all school-age children and youth "complete free, equitable and quality primary and secondary education". It emphasizes that education must be completed, addressing dropout issues but also advocating complete schooling and not just primary education. The mention of free is highly significant in the light of the active encouragement of private education by a number of national Governments and international development organizations in recent years. Equitability has sometimes been seen as irrelevant if universal coverage is to be reached; however, the use of the word here points to the development of a clear framework by the right-to-education community regarding equity and inclusion. Quality is also important. While the 1990 World Declaration on Education for All included specific directives relating to learning outcomes, these were neglected under the Millennium Development Goals, with well-documented and serious consequences for educational achievement, as noted above.

Although target 4.1 holds much promise, there are a number of concerns about this target and the accompanying indicator from a youth-rights perspective. As noted in table 2.2, target 4.1 addresses the completion of secondary education; however, there is no proposed indicator for upper secondary education. This means there is a strong likelihood that upper secondary education will not be prioritized under the Sustainable Development Goals. This has serious implications for youth development and livelihoods.

Target 4.1 explicitly calls for free education, but in the years since agreement was reached on this target, it is evident that some signatory Governments have not implemented measures to provide free education to all, whether domestically or in their ODA activities. None of the most recently published indicators addresses this key element of the right to education.

Quality education in indicator 4.1.1 is reduced to meeting minimum proficiency levels in reading and mathematics. This goes against the accepted understanding of education as defined in international human rights law, which holds that education in all its forms and at all levels should be characterized by availability, accessibility, acceptability and adaptability. Understanding of the terms "inclusive", "equitable" and "quality" as they relate to education (and the indicators for monitoring their application) needs to be underpinned by these concepts.

Moreover, the indicator that has been adopted to measure progress in achieving target 4.1 is considered by many to be reductive, implying that the concept of a minimum proficiency threshold will be defined subsequently by experts rather than internationally established, giving rise to concerns about the risk that low measurement thresholds will be set which in turn will impact the achievement of quality education.

CONCLUSIONS

As articulated by successive international frameworks, education is a fundamental right for all youth throughout the world. The 2030 Agenda holistically addresses key priorities for the education of youth within a broader sustainable development framework. Sustainable Development Goal 4 calls for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. To achieve this, there is a need for concerted efforts to ensure that young women and men have access to free, equitable and quality education as

well as targeted training opportunities. The most recent statistics suggest that there are profound global disparities in education, leaving universal secondary education an improbable aspiration for many, especially in poorer nations. Importantly, those education systems that exhibit a high degree of availability, accessibility, acceptability and adaptability are better positioned to create and sustain a rights-based foundation that goes beyond abstract considerations of examination or testing outcomes.

Addressing educational barriers stemming from structural, institutional and cultural norms, including gender-based violence and early marriage and childbearing, is a crucial step towards the realization of higher school attendance and completion for young women. Equally important is the promotion of gender equality in education curricula, coupled with efforts to address evolving issues of sexual identity and diversity. This goes hand in hand with ensuring that countries adopt a human-rights-based approach to gender and

BOX 2.2.
FINANCING FOR EDUCATION

Global Partnership for Education

The Global Partnership for Education (GPE), established in 2002 to mobilize support for education in developing countries, is a multi-stakeholder partnership of developing country Governments, donor nations, international and multilateral development organizations, civil society, teacher organizations, philanthropic foundations, and the private sector (Global Partnership for Education, 2017). GPE has disbursed $4.6 billion to the education sector, focusing mainly on poor and conflict-affected countries (ibid.). Against the decline in ODA to education, GPE disbursements have increased by 14 per cent since 2010. In 2015, GPE disbursements made up 12 per cent of basic and secondary education ODA among its partner countries, compared with 6 per cent in 2010 (UNESCO, 2017, p. 5). GPE is currently seeking to replenish its funding, with a goal of reaching $2 billion per annum by 2020 and $4 billion by 2030. This initiative is not primarily youth-focused, as priority has historically been given to primary and lower secondary education.

Education Commission

The International Commission on Financing Global Education Opportunity, commonly known as the Education Commission, was established after the Sustainable Development Goals launch with principal funding from Norway. The Commission's members "are current and former heads of State and Government, government ministers, five Nobel laureates, and leaders in the fields of education, business, economics, development, health, and security" (International Commission on Financing Global Education Opportunity, 2016, p. 6). The Commission advocates for an increase in both domestic and external funding for education. It envisages the latter rising from $16 billion to $89 billion per year and believes that $20 billion of the annual total could come from philanthropy, while multilateral development banks would increase their education spending sixfold, potentially leveraging up to an additional $20 billion annually.

The Education Commission acknowledges that even this increased funding might not be enough to fully deliver on Sustainable Development Goal 4. Its projections suggest that while universal primary education can be achieved by 2030 in the narrow sense of enrolments, about one third of primary graduates will not meet minimum learning targets (ibid., p. 40).

sexuality. Young persons with disabilities, migrant youth, and youth affected by conflict are also an intrinsic part of any comprehensive education model. Research shows that educational experiences are significantly affected by migration, income level, emergencies, refugee status and conflict. Another factor to consider in the context of youth livelihoods and transitions to the world of work is entrepreneurship education, with precedence given to programmes focusing on the development of opportunity entrepreneurs, who promote more stable growth, innovation and job creation than do necessity entrepreneurs.

Ensuring access to inclusive and equitable quality education is essential for successful transitions to the labour force and decent work and is key to the achievement of many Sustainable Development Goals. Quality primary and secondary education should be complemented by affordable technical, vocational and tertiary education that provides youth with relevant skills for employment and entrepreneurship.

The Commission anticipates that universal secondary education will not be achieved by 2030, forecasting a completion rate of only 62 per cent for low-income countries.

Education Cannot Wait

A third major international funding initiative for education has emerged quite recently. Launched at the World Humanitarian Summit in 2016, the Education Cannot Wait fund focuses explicitly on children and youth aged 3-18 years living in crisis-affected countries. It has a target population of 75 million children and youth in 35 countries and proposes to raise $11.7 billion per annum.

Resource optimization in financing for education

Donors will need to work in a coordinated manner to ensure that these three initiatives complement each other, avoid duplication, operate within the wider context of financing for development, and remain aligned with the broader sustainable development agenda. The International Education Funders Group has emerged to address this need, acting as a coordinating structure for large numbers of givers. The Group describes its mandate as follows:

> *Much of our work contributes to achieving Sustainable Development Goal 4, and we aim for foundations' grant-making, convening, and collaborating activities to have a marked positive impact on global basic education. ... We are diverse—with over 100 member organizations from wide geographic, thematic and political angles. As such, we do not do advocacy, nor pitch or fund projects, but rather focus on ensuring our members keep up with developments and best practices in the field, better identifying our role in catalysing change in the short- and long-term, and in creating opportunities for members to network and learn from each other. (International Education Funders Group, www.iefg.org)*

No official figures are available from this rather private group, but it appears that there is a small youth dimension to its work, including some technical and vocational education and training (TVET) support.

Initiatives such as these can constitute an important source of education funding and coordination, but it is also essential that every country honour its ODA/GNI commitments to education as specified in the 2030 Agenda for Sustainable Development. Efforts should be made to ensure that education allocations go to the countries where they are most needed.

CHAPTER

3


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CHAPTER III
YOUTH EMPLOYMENT

> *We will seek to build strong economic foundations for all our countries. Sustained, inclusive and sustainable economic growth is essential for prosperity. This will only be possible if wealth is shared and income inequality is addressed. We will work to build dynamic, sustainable, innovative and people centred economies, promoting youth employment and women's economic empowerment, in particular, and decent work for all. (United Nations, General Assembly, 2015b, para. 27)*

YOUTH employment and economic empowerment are essential components of a strong foundation in any society. Having decent work is crucial for young people and their future, but it also has a domino effect on local communities, countries and the world as a whole. The present challenge lies in simultaneously creating jobs for the bulging youth population and addressing related concerns such as the skills mismatch, working poverty, and the suboptimal school-to-work transition situation, especially in the developing world. Disadvantaged youth often benefit most from the creation of new opportunities, skills training, microcredit provision, support for small and medium-sized enterprises (SMEs), and investments in education, all of which contribute to providing the knowledge and tools needed to be competitive in the international labour market.

CHAPTER 3

As new entrants to the labour force, youth are particularly vulnerable as workers. Provisions for decent work in the 2030 Agenda imply that all workers, including young first-time entrants, should have access to productive employment that offers mobility, equality and dignity in the workplace, as well as fair wages and job security. For a growing number of young people, however, the situation is much different.

The world economy is presently characterized by rapid globalization, advancements in technology, and industrial development. There have been some significant changes in the nature of work and the relationship between employers and employees. New opportunities have opened up for young people as employees and entrepreneurs, but the guarantee of lifelong employment with a company is no longer a reality. This offers youth more flexibility in exploring a wide range of career possibilities but increases the need for continuous skills investment and strategic planning to ensure economic security in retirement.

Globalization, technological advancements and the development of key industries have created new job opportunities for young people, especially in developed countries. However, the nature of work is rapidly changing, and evolving labour market realities compel youth to continually invest in skills development. While economic growth is important in terms of facilitating youth employment, creating demand for new workers, and motivating companies to expand their workforces, growth alone is not sufficient. This is evident, for example, in a long-term review of labour markets and the business cycle in the Arab States and Northern Africa, where a strong period of economic growth in the mid-2000s did little to effect changes in key indicators associated with youth unemployment, underemployment, and inactivity, particularly among women (World Bank, 2004; Dhillon and others, 2009).

Decent work, employment creation, social protection, rights at work and social dialogue represent integral elements of Sustainable Development Goal 8, which acknowledges the inherent connection between decent labour market conditions and dignified livelihoods. Numerous international frameworks and initiatives, notably the Global Initiative on Decent Jobs for Youth and the Addis Ababa Action Agenda, call for the strengthening of youth employment prospects and the creation of decent jobs for young men and women by 2030. Holistic employment interventions must promote job growth and skills development, encourage voluntary self-employment, and ensure decent working conditions, social protection, and respect for human rights at work. Such measures will help to ensure that youth with disabilities, indigenous youth, young women, and youth living in conflict and post-conflict situations are engaged and benefit from sustainable and inclusive economic growth.

PUBLIC OR PRIVATE SECTOR?

While the youth employment situation differs from region to region, there are common factors that affect the behaviour of both employers and prospective employees, including institutional forces driven by regulatory and cultural norms. Along with education, public sector employment is an important determinant of labour market outcomes. Although the public sector typically offers workers lower wages than they might find in the private sector, it often provides higher non-wage benefits, including attractive social security plans and, importantly, more job security (ILO, 2018a, p. 9). These advantages might be enticing to youth as they transition from school to work. This is especially true for educated youth seeking out opportunities in less formalized developing economies, where wage premiums between the private sector and the public sector are reduced based on the needs of the public sector.

The lure of the public sector has two institutional implications. First, the possibility of securing public sector work may incentivize youth who can afford it to

delay labour market entry as they wait for public sector opportunities, which has a direct impact on unemployment rates. Second, it "plays a role in signalling the skills in which youth should invest: where the attraction is too strong, youth may make educational investments that aim to secure public sector jobs rather than acquiring the skills sought by private employers" (ibid., p. 10). This reinforces skills gaps between what graduates bring to the marketplace and what is needed in the private sector.

Another aspect of the dichotomy between the public and private sectors is SMEs, which are an economy's core engine of job creation. While large companies (and in some cases the public sector) may be the dominant employers in a country, most new jobs will come from SMEs. Organization for Economic Cooperation and Development (OECD) data indicate that in developed countries, SMEs generate 60 to 70 per cent of new jobs (OECD, 2000). According to the World Bank, formal SMEs account for up to 60 per cent of total employment and up to 40 per cent of national income (GDP) in emerging economies. Importantly, 80 per cent of new jobs in the formal sector come from SMEs (World Bank, 2015b).

Clearly, efforts to stimulate youth employment should focus on bolstering the SME sector and facilitating growth. This would require addressing the specific needs of SMEs, including issues relating to regulation and access to credit and financing. Particular attention should be given to promoting SMEs that provide policymakers with the most effective and efficient means of stimulating job-intensive economic growth.

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CHAPTER
3

YOUTH UNEMPLOYMENT: GLOBAL AND REGIONAL TRENDS

Unemployment status is only one marker of the difficult transition to work faced by young people around the world, but it is the most commonly cited and perhaps the most telling of the indicators used in analyses of labour market outcomes. The global rate of youth unemployment was estimated at 13 per cent in 2017 and was expected to remain steady during 2018 (ILO, 2018b). In real terms, this means that nearly 67 million young people between the ages of 15 and 24 report that they are actively searching for work but are unable to find a job.

The youth unemployment rate stood at 11.5 per cent in 2007—a low point for the decade—just before the global financial crisis the following year; between 2008 and 2010, the rate rose from 12.2 to 13 per cent. A deep concern is that world unemployment rates did not decline after the global downturn; as economies began to recover, the rate of unemployment among young people remained at or near 13 per cent (see figure 3.1). This has been driven in part by the failure of economies around the world to return to high rates of economic growth and by the failure of Governments to establish coordinated policy efforts and active labour market programmes designed to help ease the transition to work both for those youth whose transitions were delayed by the economic downturn and for more recent graduates.

While the global youth unemployment rate has remained relatively steady over the past decade, there have been significant regional variations in both prevalence and trends. The sharpest increase has occurred in Latin America and the Caribbean, where the aggregate rate of youth unemployment rose from 13.6 per cent in 2014 to 14.8 per cent in 2015 and was projected to reach 18.9 per cent in 2017. This has largely been driven by outcomes for young people in Argentina and Brazil, where youth unemployment rates for 2017 stood at 24.7 and 30.5 per cent respectively. The impact of high youth unemployment in Argentina and Brazil has been offset in the regional aggregate by increasingly positive outcomes in Mexico, where youth unemployment declined from 10 per cent in 2009 to 6.9 per cent in 2017.

In the Russian Federation economic growth has been volatile over the past decade. The growth rate fell from 4.3 per cent in 2011 to -0.2 per cent in 2016, and youth unemployment declined from 18.7 per cent in 2009 to 14.1 per cent in 2014 but rose to 16.3 per cent in 2017. Youth unemployment trends in the Russian Federation have generally been aligned with those in nearby regions; in Central Asia, youth unemployment stood at 14.8 per cent in 2012 and was expected to increase to 16.5 per cent in 2017, while Eastern Europe projected a slight decline (from 17.6 per cent in 2015 to 16.1 per cent in 2017). Data indicate that Ukraine has the highest youth unemployment rate in Eastern Europe (23.3 per cent), while Georgia has the highest rate in Central Asia (29.3 per cent).

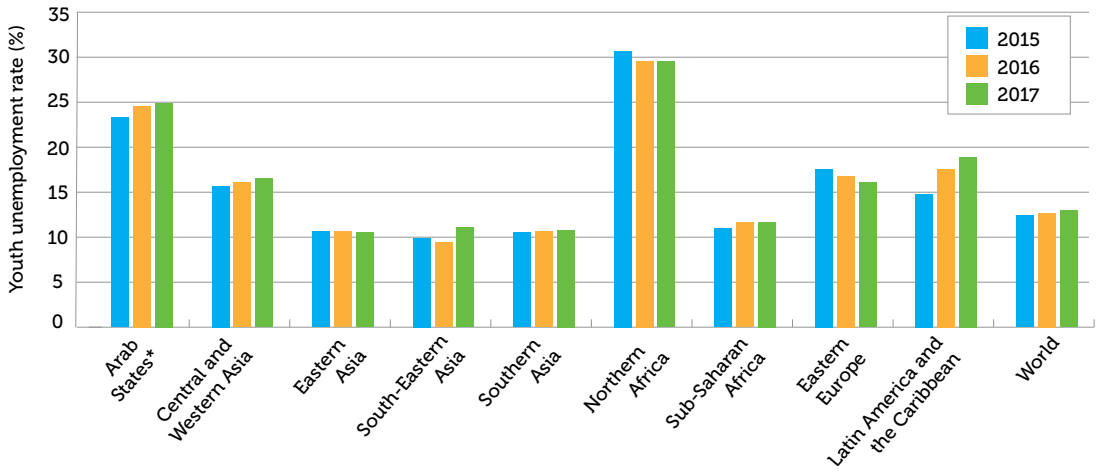
At an aggregate level, Eastern Asia, South-Eastern Asia and Southern Asia are among the regions with the lowest rates of youth unemployment, estimated at 10.5, 11.1 and 10.8 per cent respectively for 2017. The low rates for Eastern Asia and Southern Asia are driven by unemployment estimates for their largest economies, China and India. In China, where youth unemployment was estimated at a low 8.4 per cent in 2009, the proportion of young jobseekers without work is expected to rise gradually as competition for higher-skilled jobs among youth increases. Youth unemployment in China is currently estimated at 10.8 per cent. In India, the unemployment rate for youth remains at about 10 per cent, but there are concerns that this will increase if India's high economic growth rate of 7 per cent per year fails to boost employment at the rates needed to generate sufficient work for the country's growing youth population.

In 2017 the rate of youth unemployment was highest in Northern Africa (29.5 per cent) and the Arab States[26] (24.9 per cent). While high in comparison with other regions, the youth unemployment rate for the Middle East as a whole has not changed significantly over the past couple of decades; for much of the 2000s it stayed above 25 per cent, even during a high growth period in the mid-2000s. Even in the Arab Gulf States, which depend heavily on foreign workers, unemployment rates among local youth remain relatively high. Across Northern Africa and the Arab States, such outcomes are driven in part by the growth of the youth population but also by structural barriers to the economic inclusion of young people (World Economic Forum, 2014; Dhillon, Dyer and Yousef, 2009).

Youth unemployment in sub-Saharan Africa remains fairly low at 11.7 per cent. However, this positive outcome (explored below in greater detail) masks other concerning labour market trends linked to informal sector employment and working poverty. It should be noted that some countries in sub-Saharan Africa are experiencing extraordinarily high rates of youth unemployment. In South Africa, for example, nearly 57.4 per cent of economically active youth are unemployed. Youth unemployment rates for Lesotho, Mozambique and Namibia are estimated at 38.5, 42.7 and 45.5 per cent respectively.

26 Arab States correspond to the countries of Western Asia with the exception of Armenia, Azerbaijan, Cyprus, Georgia, Israel and Turkey.

FIGURE 3.1. YOUTH UNEMPLOYMENT RATES FOR SELECTED REGIONS, 2015-2017



**Arab States correspond to the countries of Western Asia with the exception of Armenia, Azerbaijan, Cyprus, Georgia, Israel, Turkey*

Source: ILO (2018b).

CHAPTER 3

The rate of youth unemployment in more developed economies is estimated at 12.6 per cent, having declined from 17.2 per cent in 2013. In Western Europe there are notable variations in youth employment outcomes. While unemployment rates among young people are as low as 6.4 per cent in Germany and 6.2 per cent in Iceland, they are as high as 39.4 per cent in Spain, 36.9 per cent in Italy, and 42.8 per cent in Greece. In the less developed Balkan States, youth unemployment rates are as high as 55.4 per cent in Bosnia and Herzegovina, 46.9 per cent in the former Yugoslav Republic of Macedonia, and 32.8 per cent in Serbia. In both country groupings, poor labour market outcomes for youth are related more to weak growth and structural problems with the labour market than to demographics.

The global ratio of youth unemployment to adult unemployment is 2.09. While striking, this difference makes sense when one considers that young people are generally new entrants to the labour market with little or no job experience and are competing for entry-level positions. They are also exploring and experimenting with different types of work and are thus more prone to leave jobs that do not meet their goals and expectations or to move frequently to secure better positions. Moreover, for those able to depend on their families for housing and living costs, remaining unemployed may be a viable option as it gives them the freedom to pursue better opportunities.

While short bouts of frictional unemployment may be expected for young new entrants, it is the duration of unemployment that is of greatest concern. Young people who spend many months or even years searching for work but are unable to secure employment often find themselves at a distinct disadvantage in the labour market. Not only are they failing to procure a job that puts them on the pathway to decent work and career development, but they are experiencing an erosion of the skills they developed in school. Long periods of unemployment may also be seen in a negative light by prospective employers, many of whom base their appraisal of applicants on education, observable traits and work history. Moreover, studies have shown that youth with long periods of initial unemployment continue to experience "wage scarring" throughout their careers, as they are never able to catch up to their peers in terms of expected salaries for their skills and experience (Nelson and Reiso, 2011; Gregg and Tominey, 2004).

Young people in developing economies face an employment situation that is very different from that of youth in developed economies. In most developing economies opportunities for youth are concentrated in the informal sector, where poor job security, low wages, and limited chances for on-the-job learning restrict the ability of young people to leverage such jobs to secure better, more formal work. Those youth most affected by poverty and marginalization face challenges relating to the cost of education and the possibility of having to leave school to help cover their families' rising cost of living; these factors effectively prevent many youth from completing secondary education or in some cases even primary education. For young people who lack a strong educational foundation, initial experiences in the labour market can reinforce the cycle of poverty and undermine the intergenerational promise of improving economic outcomes. For a large number of youth, working poverty continues to weaken their ability to prepare themselves for better employment and to escape chronic financial hardship and its attendant challenges.

Around the world, young women and youth from other socially marginalized groups continue to suffer from disproportionately challenging outcomes in the labour market. Young women still face social exclusion in the economic sphere and discrimination in the workplace and when looking for work. Similar barriers exist for youth from ethnic and religious minorities, persons with disabilities, youth from indigenous backgrounds, and lesbian, gay, bisexual and transgender youth. Migrant youth are vulnerable to job insecurity, poor working conditions

and exploitation. Conflict and warfare situations create unique employment challenges for young victims and combatants alike that can continue long after the conflict is resolved. Addressing the specific barriers for each of these groups is essential not only from a human rights perspective, but for ensuring that these vulnerable youth are fully able to develop themselves and direct their capacities towards productive economic gain.

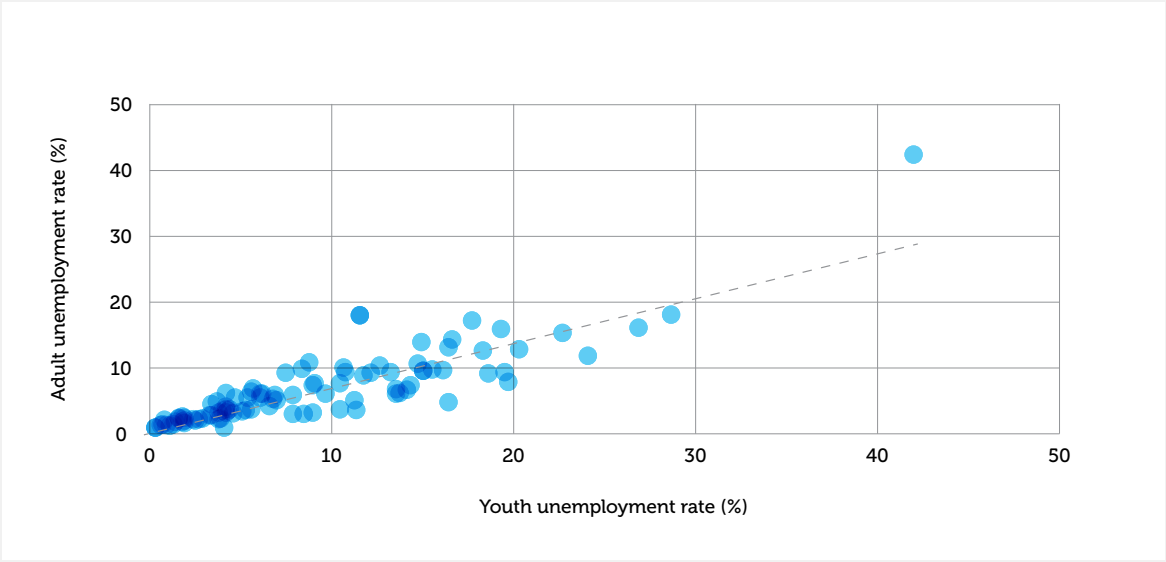
YOUTH UNDEREMPLOYMENT

Underemployment is a broad classification covering a range of labour-related incongruities. Among the underemployed are those who are earning below-market wages for their skill set, those who are highly skilled but working in low-skill jobs, and part-time workers who would prefer full-time work but are unable to find it. As with unemployment, any assessment of underemployment tries to capture those who are economically excluded from the work opportunities for which they trained and prepared themselves during their schooling.

As new entrants to the labour force, young people are more susceptible to underemployment than are their more established adult counterparts. However, youth need to recognize that part-time work in their field or entry-level jobs for which they may feel overqualified can be important steps on the pathway towards long-term career development and, as such, can arguably be considered decent work. Internships and apprenticeships, in particular, may only offer low-wage or part-time employment but can provide youth with valuable job experience as new entrants, as well as on-the-job training and skills development that will serve them well as they build their skill sets and careers.

In low-growth environments where labour demand does not keep up with the supply of young labour, youth may only be able to find part-time and low-wage work

FIGURE 3.2. UNDEREMPLOYMENT AMONG YOUTH AND ADULTS



Source: ILO (2017).

that often falls into the category of involuntary informal employment and does little to make use of their acquired skills or to meet their income needs. Young people who are not financially secure are pushed into temporary, seasonal and part-time work to meet their basic needs (ILO, 2016). Such youth are more at risk, as they are unable to secure enough work and income to climb out of poverty. Even in the developed world, young people seeking initial employment are increasingly at risk in terms of underemployment, as employers respond to weak demand or avoid the costs of formal employment (including healthcare and social security mandates) by providing part-time work to new entrants. Moreover, quality part-time work—including internships that provide no monetary compensation but offer job-relevant skills development—often excludes the poorest youth, who cannot afford to work for little or no pay. In the long term, this can reinforce increasing income inequalities among youth.

Because it is conceptually broad, underemployment is difficult to quantify in comparable terms across countries, and there is no single indicator that captures its qualitative nature. However, estimates of part-time work serve as a proxy for underemployment when they include those who are available for additional hours and would be willing to work full-time, as under such circumstances workers are considered involuntarily underemployed. Data on time-related underemployment suggest that, on average, employed youth are 1.5 times more likely than employed adults to work part-time involuntarily (see figure 3.2). While it can be difficult to compile meaningful regional aggregates given the limited availability of relevant data, a comparison between low-income, emerging and high-income economies is also telling. According to available country data, underemployment may affect as many as 30 per cent of employed youth in low-income countries; in contrast, data from emerging economies and high-income economies suggest underemployment rates of 7.7 and 8.9 per cent respectively.

FORMAL VERSUS INFORMAL EMPLOYMENT

Decent work "involves opportunities for work that are productive and deliver a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives, and equality of opportunity and treatment for all women and men" (ILO, n.d.). As a key component of Sustainable Development Goal 8, decent work is identified as a fundamental right. However, many working youth around the world—particularly in emerging and less developed economies—may not have the chance to secure decent work because they have few employment opportunities outside the informal sector. Comprising the black market, semi-legal grey economies, and a large number of unlicensed micro and small businesses, the informal sector is the part of an economy that remains outside the regulatory oversight of Governments. It includes the large numbers of youth who work for themselves (own-account workers) or as unpaid workers (usually for family businesses).

Informal enterprises are often not registered as official businesses and are able to evade taxation. Importantly, in the context of work, they are also able to sidestep legal mandates in terms of formal work arrangements, benefits, and contributions to social protection programmes including unemployment insurance schemes and pensions. Ungoverned by existing labour market regulations, the relationships between informal employers and their employees leave the latter vulnerable to job loss and downswings in the economic cycle.

As is the case with underemployment, youth are more likely than older, more established workers to be found in the informal sector. As new entrants to the labour market, young people often rely on the informal economy as an important source of work and income. This is particularly true for the most marginalized, who

depend on any work they can find to feed themselves and support their families. However, those who secure work in the informal sector, whether as employees, to support a family business, or as independent own-account workers, are doing so without formal contracts and work arrangements. They have no access to mandated benefits, social protection schemes or unemployment insurance, which makes them economically vulnerable. Importantly for youth, informal jobs rarely provide workers with on-the-job training and skills development that would benefit them in a transition to formal work. Initial experience in the informal economy can effectively serve as a kind of trap, relegating youth to a lifetime of informal work.

While there are no internationally comparable figures for informal labour market participation among youth, available data on informal work as a whole show how sizeable the informal market can be. In those (mainly developing) countries for which relevant data are available, the informal economy provides some 69 per cent of employment (ILO, 2017), accounting for nearly 88 per cent of the agricultural economy and 56 per cent of the non-agricultural economy. Given the limited availability of data on the informal economy, these figures are not fully reflective of the state of informal work in all developing countries, but they provide useful insight into the scale of informal work in the agricultural and non-agricultural sectors. It should be noted that the informal employment rate is slightly higher for men (71 per cent) than for women (65 per cent), though the rate of informal employment in agriculture is higher for women (90 per cent) than for men (86 per cent).

YOUTH AMONG THE WORKING POOR

Employment constitutes the primary means of addressing household poverty; however, large numbers of youth, particularly in the developing world, are finding themselves among the working poor, able to find employment but living on incomes that are below the poverty line. Although the share of working youth living in poverty has declined over recent decades, the rate of decline has been slower than that recorded for the adult working population.

According to ILO, the share of employed youth living in extreme or moderate poverty is estimated to have decreased by almost 49 per cent since the early 1990s, falling from 73.9 per cent in 1991 to 37.7 per cent in 2016. Although such statistics are encouraging, this still translates into more than 70 million young workers living in poverty, and the number rises to 156 million if the threshold is raised to include the moderately poor (ILO, 2016).

Data for 2016 indicate that the share of the working poor among economically active youth was highest in sub-Saharan Africa, where nearly 70 per cent of employed youth were living in poverty. The next highest rate was found in Southern Asia, where the corresponding share was closer to 50 per cent. In Northern Africa the rate was fairly high at nearly 25 per cent, similar to the rate for South-Eastern Asia. In the Arab States, nearly 39 per cent of working youth were poor in 2016, living below the moderate poverty line of $3.10 per day. Shares of working youth living in poverty were significantly lower in Central and Western Asia (8.9 per cent), in Latin America and the Caribbean (less than 10 per cent), and in Eastern Asia, where the working poverty rate for youth declined from 33 per cent in 2007 to 13.8 per cent in 2016. In high-income countries as well, youth are more likely than adults to experience relative poverty (defined by ILO as living on less than 60 per cent of the median income) despite having a job. Data for 2014 indicate that in the European Union, 12.9 per cent of youth fell into this category, in comparison with 9.6 per cent of adults (ILO, 2016, p. vii).

The persistent challenge of overcoming poverty through work is reflective of the trade-offs between decent work, unemployment, and low-income work

among poor youth. Those most in need cannot afford the luxury of prolonged searches for decent work. Instead, they are often pushed into low-quality work and informal positions that provide no legal protections or job security. They are the most vulnerable to involuntary part-time employment and seasonal employment as they endeavour to meet their immediate needs and those of their families.

SPOTLIGHT ON MARGINALIZED AND VULNERABLE YOUTH

Youth unemployment rates are often highest among wealthier or middle-income youth, whose families can afford to support them while they take time to look for good jobs and decent work. For similar reasons, rates of youth unemployment tend to be relatively high in high-income countries and emerging economies. Conversely, poor, marginalized and vulnerable youth often cannot afford the luxury of unemployment and are pushed into the labour market by necessity, especially in low-income countries. This is reflected in lower rates of unemployment but is also linked to higher rates of informal employment, underemployment and working poverty. In the context of global efforts to address poverty through decent work, these issues are of greater concern than the more often reported and analysed issues around unemployment.

Young women and employment

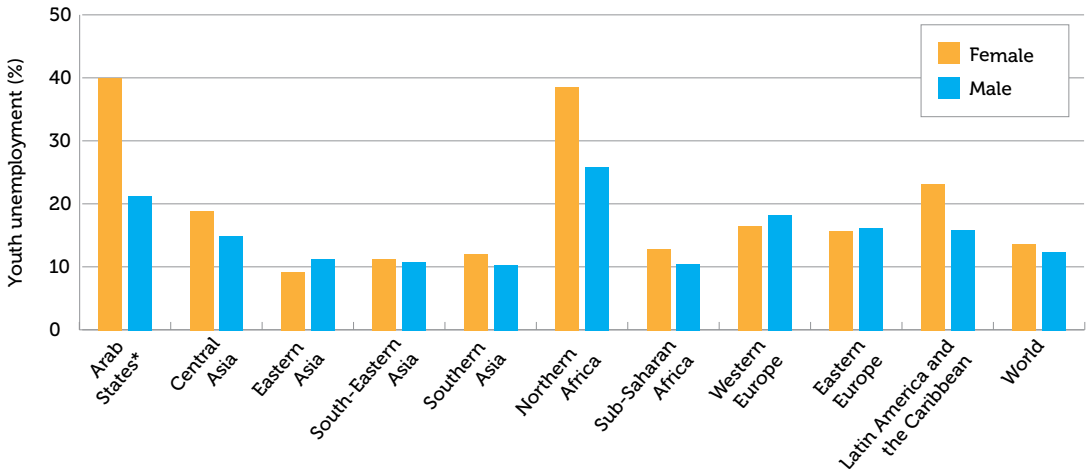
Globally, young women are more likely than young men to be unemployed, though rate differentials should be read with consideration of higher rates of labour market inactivity among women and potential discouragement reflected therein (see figure 3.3). Nearly 13.8 per cent of the world's young women are unemployed, compared with 12.4 per cent of young men. Although it is rare, the differential is flipped in some regions. In Eastern Asia, for example, unemployment is higher among young men than among young women, but this is driven largely by China's inclusion of young women in its expanding manufacturing sector. In contrast, the respective unemployment rates for young women in the Arab States and Northern Africa are exceedingly high on their own (40 and 38.7 per cent) and are significantly higher than the corresponding rates for young men (21.4 and 26 per cent).

In analysing differences in unemployment rates for young women and men, it is important to bear in mind that they sometimes seek employment in different areas of economic activity and that the labour market decisions made by women in this regard are often shaped by social norms and restrictions. In some Arab States, where unemployment among young women is highest and where the differential between young women and men is most striking, opportunities deemed appropriate for women may be informed by conservative social norms. In countries where this is the case, young women often seek out opportunities in the public sector and avoid jobs in industries dominated by men. It often happens that young women are in intensive competition among themselves for work opportunities in a limited number of sectors.

Also reflected in the unemployment differential between young women and men is the fact that the burden of household and unpaid care work falls disproportionately on women. Early parenthood typically leads to divergent gendered outcomes, pushing young men into the labour force and young women out; ILO data from 25 countries show a mean labour market participation gap of 38 percentage points between young fathers and young mothers (Elder and Kring, 2016, p. 4).

Policymakers need to address these global and regional trends—including the patterns of exclusion and limiting of opportunities for young women—by implementing and enforcing gender-relevant labour

FIGURE 3.3. YOUTH UNEMPLOYMENT RATES BY SEX, 2018



**Arab States correspond to the countries of Western Asia with the exception of Armenia, Azerbaijan, Cyprus, Georgia, Israel, Turkey*

Source: ILO (2018b).

regulations that promote the inclusion of young women across industries and sectors.

Youth with disabilities and employment

Unemployment among persons with disabilities exceeds 80 per cent in some countries (Burton Blatt Institute and Secretariat for the Convention on the Rights of Persons with Disabilities, 2014, p. 1). The educational disadvantage experienced by young people with disabilities inevitably has a negative impact on their employment prospects. Those who are able to secure employment tend to work in low-paying or informal jobs. Globally, there are strong links between disability, poverty and the lack of access to decent work (ILO, 2015a). Unemployment rates are high among young people with disabilities, in part because they are less able to secure access to quality education that meets their specific accessibility needs. Even for those with disabilities who are economically active, finding quality employment that matches their skill level is a constant struggle—one with its roots in persistent social biases and negative perceptions regarding the capacity of persons with disabilities to perform in a competitive workplace. Young people with disabilities entering or in the workforce are doubly disadvantaged, as they are up against negative perceptions and stereotypes of both youth and persons with disabilities.

Addressing discrimination against persons with disabilities and securing commitments from employers to engage youth with disabilities in decent work will be

a long-term struggle. These young people can be supported by government efforts to facilitate access to services in schools and by investments in infrastructure and transport that enable access to education and work. Past deficits in educational provision have meant that youth with disabilities are not adequately prepared for the workforce, and there is continued resistance among employers, in particular those in smaller businesses and the informal sector, to hire youth with disabilities. Therefore, efforts to facilitate inclusion through more strategic measures built around training and employment are essential. Public-private partnerships between government entities, non-governmental organizations (NGOs) supporting youth with disabilities, and large enterprises—through which youth with disabilities are provided job-skills training and employment opportunities—have proven effective both in improving immediate employment prospects and in altering popular perceptions about the role of persons with disabilities in the workforce.

The provision of economic opportunities for youth with disabilities is often approached from a human rights perspective, typically within the framework of the Convention on the Rights of Persons with Disabilities. Most of the world's Governments have ratified the Convention, but not all are fully committed to its implementation. Developing nations facing severe resource constraints and enterprises struggling to ensure profits for shareholders often see full engagement of those with disabilities in the labour force as infeasible. It is important to underline that this is a short-sighted perspective that does not take into account the wider social costs of economic exclusion. A growing body of evidence from local case studies shows that efforts to more deeply engage youth with disabilities in economic life is beneficial, both on a macroeconomic scale and at the enterprise level (Banks and Polack, 2014; ILO, 2014).

From a policy perspective, the costs of dedicated programmes for youth with disabilities are offset by increases in work productivity among more educated members of this demographic, increases in income among working youth with disabilities and family caregivers, and decreased dependence on social security systems. Moreover, evidence from developed countries shows that young employees with disabilities stay in their jobs longer, have higher attendance, and have better safety records than do non-disabled youth, which translates into increased enterprise productivity and returns on investment (ILO, 2014).

Employment among youth in conflict and post-conflict situations

While the devastation of war affects entire populations, those who bear the heaviest burden are arguably a country's youth. Young people are often involved in conflicts both as victims and as perpetrators of violence (United Nations, 2016a). Whether or not they are involved in the actual fighting, young people carry the emotional and psychological scars of war throughout their lives. Conflict situations undercut the efforts of young people to move forward with their economic lives, whether they stay in their countries or seek escape as refugees. For many, this means deferring or giving up on personal investment in education. Additionally, while wartime economies may provide job opportunities for some, for most the uncertainty of wartime violence undermines any efforts to secure work or to start building a career.

For some youth, armed conflicts represent a source of employment. Wartime economies provide young people with work as soldiers and spies, as guards and carriers of ammunition, and as cleaners and cooks in military camps. Young people are often forcibly recruited into armed groups. In some cases, however, disaffected youth are lured into joining by the promise of money and the sense of empowerment that comes with possessing a gun. In the aftermath of war, former youth combatants feel dispossessed, as they no longer have weapons and cannot find decent employment and sustainable livelihoods. Therefore,

processes of demobilization and socioeconomic reintegration need to be carefully designed to prevent the recruitment of former youth combatants into gangs and other violent groups and to facilitate their engagement in productive socioeconomic activities.

Youth migration and employment

ILO estimates for 2013 indicate that some 27 million youth left their own countries to seek better economic opportunities, accounting for about 12 per cent of all migrants (United Nations, 2016b). In developed countries about 10 per cent of all migrants were youth, and the corresponding figures for developing and least developed countries were about 15 and 21 per cent respectively. These figures point to the economic pull of migration, especially for youth from least developed economies, and the willingness of such youth to assume the burdens and risks associated with leaving their homes and social networks to seek work in other countries so that they can provide for themselves and their families.

For young people, migration offers the hope of decent work and a secure livelihood. Creating avenues for safe and successful migration both within a country and beyond its borders constitutes an important means of improving economic outcomes for youth facing widespread unemployment and poor job quality. Likewise, for developed economies experiencing a decline in the share of the working-age population, immigration provides an important means of sustaining employment-driven growth and supporting existing social safety nets. For large migrant-sending countries, workers' remittances from abroad provide an important source of household income and government revenue. Naturally, however, this comes with frictions and risks on both sides. In spite of the economic need for immigration among developed nations, native workers and the unemployed push back against migration, seeing migrants as contributing to low wages and labour competition. For sending countries, emigration may reduce labour market pressures as a whole, but it often comes at the cost of "brain drain"—the loss of skilled workers and educated young populations who could otherwise play an important role in bolstering the economy and its development.

As explored in the *World Youth Report 2013: Youth and Migration* (United Nations, 2013), young migrants are particularly vulnerable to the worst risks associated with migration. In leaving their homes and social networks, they set out to secure work that is not always available or of the quality they had envisioned. Migrant youth, in particular those immigrating without the proper documentation, are often forced into the informal economy, where they are vulnerable to exploitation by unscrupulous employers. They frequently work without a contract and may receive irregular payment or no payment at all for their labour. Young migrants, especially young women, also face the continued risk of human trafficking and slavery. These concerns underline how important it is for migrants to adhere to laws and regulations around employment. The stark differences between the quality and availability of work in developed and developing countries mean that young people from developing and least developed countries will continue to seek economic opportunities abroad, regardless of the legalities. Coordinated efforts are needed both to ensure that migration policies and practices protect even undocumented workers from risk and to create gainful employment for youth at home.

INACTIVITY: PURPOSEFUL OR DISGUISED UNEMPLOYMENT?

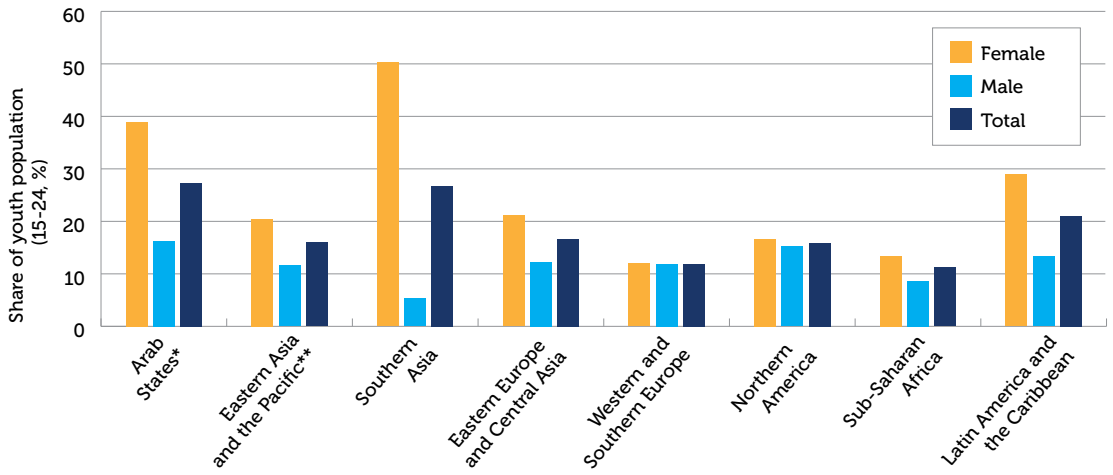
Although youth between the ages of 15 and 24 account for nearly 22 per cent of the adult population, they make up less than 16 per cent of the labour force (ILO, 2017). Globally, less than 42 per cent of young people are actively engaged in the labour market, in comparison with nearly 63 per cent of the total adult population (which includes those of retirement age). This means that more than half

of the world's young people are not engaged in work or actively searching for work.

Low rates of labour force participation among youth are natural, given that many young people are engaged in full-time studies or in training in preparation for future work. Inactivity is not in and of itself a reflection of poor labour market outcomes. Youth may be economically inactive by choice, spending their time on personal development or carrying out the responsibilities associated with marriage, household work, raising children, or providing care to older relatives. While there are concerns that young women, who still bear the primary responsibility for taking care of children and the home in most countries, are being excluded from economic opportunities outside the home, this remains an important personal choice. However, inactivity may also reflect aspects of economic exclusion among youth; for example, there are young people who have exited the labour market out of frustration, those who have never actively sought work because they believe that decent jobs are not available, and youth who have been denied work because of discrimination.

Here, a comparison of economic inactivity rates among youth in different regions and by sex is informative. In sub-Saharan Africa, labour market inactivity among youth is estimated at nearly 49 per cent, with rates among young women and young men nearly equal at 47 and 50 per cent respectively. In large part,

FIGURE 3.4. NEET RATES AMONG YOUTH AGED 15-24 YEARS, BY REGION AND SEX



** Arab States correspond to the countries of Western Asia with the exception of Armenia, Azerbaijan, Cyprus, Georgia, Israel, Turkey.*
*** Eastern Asia and the Pacific corresponds to Eastern Asia and Oceania.*

Source: ILO (2017)

this relatively low level of inactivity among youth reflects poverty trends in many of the region's countries and the income pressures that compel young people to enter the labour market. In contrast, youth labour market inactivity is quite high in the Arab States (77 per cent), Northern Africa (75 per cent) and Southern Asia (71 per cent). The high rates of inactivity in these regions are not driven by the rates for young men, which are equal to or slightly higher than those for young men in other regions, but rather by the strikingly high rates of inactivity among young women. In the Arab States, nearly 91 per cent of young women remain outside of the economy, and in Northern Africa and Southern Asia the corresponding figures are 83 and 86 per cent respectively.

While not being actively engaged in the labour force can be a choice, young people and women often remain out of the workforce because of perceptions that no jobs are available to them or because they are discouraged in their efforts to secure work. Differentiating disguised unemployment from voluntary inactivity can be difficult, but inactivity among young women that is the result of having given up the search for employment rather than having made a voluntary decision not to work should be considered disguised unemployment.

A narrower analysis of inactivity and its negative implications derives from assessment of those youth who are not in employment, education or training (NEET). This indicator represents an effort to clarify economic exclusion among youth by focusing specifically on a state of inactivity in which potential workers are experiencing a degradation and loss of the skills they have developed. Although it should be acknowledged that this indicator still includes those youth inactive by choice, it helps identify those most at risk of not making a successful transition to work because they are not actively engaged in or preparing for employment.

SUSTAINABLE DEVELOPMENT GOAL 8: PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

The Sustainable Development Goal targets relevant to youth employment and decent work are found primarily under Goal 8 but may be identified in other sections of the 2030 Agenda as well (see table 3.1).

The targets listed below can be broadly categorized under the following four thematic schemes:

- *Fostering economic growth and broad market development*. Target 8.1 focuses on sustainable per capita growth, with a specific goal of at least 7 per cent GDP growth in the least developed countries, while target 8.2 relates to fostering increased productivity through economic diversification, technology development and innovation. Targets 8.3 and 8.10 highlight the need to promote entrepreneurship and the improvement and formalization of SMEs and to bolster access to finance for this core engine of job creation. Other targets address the unique role that sustainable trade (8.a) and tourism (8.9) play in fostering job-oriented growth in developing countries. These are echoed in calls for greater industrialization (target 9.2) and the promotion of SMEs in industry to support job creation.

- *Addressing human capital and access to employment opportunities for youth*. Sustainable Development Goal 8 seeks rapid increases in the share of youth either employed or in education or training (target 8.6). This is supported by Sustainable Development Goal 4, which includes targets aimed at ensuring that all youth have equal access to affordable technical, vocational and tertiary education (4.3) and possess job-relevant skills (4.4).

- *Labour regulation and social protections*. Sustainable Development Goal 8 supports decent work for all without discrimination, and Goals 1 and 10 respectively focus on eliminating poverty and reducing

TABLE 3.1. YOUTH AND EMPLOYMENT TARGETS FOR THE SUSTAINABLE DEVELOPMENT GOALS

TARGET	TEXT
1.4	By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
5.4	Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
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
5.6	Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
5.a	Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
8.1	Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
8.2	Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
8.3	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
8.4	Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

table continues on next page

inequality. Target 8.5 calls for full and productive employment and wage equality. Various targets emphasize the need for renewed efforts to protect the rights of workers, including migrants (8.8); the economic security of young migrants is indirectly addressed in targets 10.7 (planned and well-managed migration policies) and 10.c (migrant remittance costs). Target 8.7 draws international attention to the continued need to fight the worst forms of exploitation affecting youth, including slavery, trafficking, and the use of child labour and child soldiers. Equality in access to economic resources is highlighted in targets 1.4, 5.4, 5.5, 5.a, 10.2, 10.3 and 10.4.

- *International coordination on delivering sustainable outcomes for youth*. Target 8.b seeks to ensure the

TARGET / TEXT *(TABLE 3.1 CONTINUED)*	
8.5	By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
8.6	By 2020, substantially reduce the proportion of youth not in employment, education or training
8.7	Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
8.8	Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
8.9	By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
8.10	Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
8.a	Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries
8.b	By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization
9.2	Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
10.2	By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
10.3	Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
10.4	Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
10.7	Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
10.c	By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Source: United Nations, General Assembly (2015b).

development of a global strategy for youth employment, while target 8.4 underlines the global importance of ensuring that efforts focusing on economic development and job creation for youth move forward in an environmentally sustainable manner.

Sustainable Development Goal 8 targets relevant to youth

Sustainable Development Goal 8 contextualizes the call for decent work across 12 specific targets (see the statistical annex to the present *Report*). These targets are intended to guide policy efforts and programmatic interventions that will help Governments and the international community meet this Goal. Importantly, the Goal 8 targets overlap with targets for other Goals in the 2030 Agenda, most notably those relating to poverty (Goal 1); education (Goal 4); gender equality (Goal 5); infrastructure, industrialization and innovation (Goal 9); and reducing inequality (Goal 10). Progress towards these Goals is mutually reinforcing, providing opportunities to foster improved employment outcomes for youth while contributing to the achievement of other Goals.

The targets of Sustainable Development Goal 8 highlight key issues on which progress is required to move countries, in particular least developed countries, forward with respect to decent employment for present and future generations of young workers. The targets emphasize the importance of a solid macroeconomic foundation for economic growth, driven by strategic investments in job-intensive and productive economic activities. In keeping with the integrated nature of the global economy, the targets focus on promoting trade and strengthening the ability of less developed economies to tap into the economic power of the developed world (through financial aid, tourism and foreign direct investment) in terms of job creation. On a similar note, the targets reflect the importance of domestic investment and efforts to facilitate access to finance in generating job-oriented growth. In this regard, the targets justifiably emphasize the need to focus on SME-led job creation.

At the same time, the Goal 8 targets focus on policy and the key role Governments play in building a strong foundation for decent work and redressing market failures. The targets highlight the continued exclusion of marginalized groups and women and the need to combat the most egregious forms of forced labour. They also integrate efforts to level the playing field for workers across the board, protecting labour rights and promoting safe working environments. Formulating effective regulations aimed at ensuring decent work for all while providing incentives for private sector firms to invest in job creation can be a delicate balance, but this is essential to facilitating productive pathways to work for all youth seeking employment.

Finally, the Goal 8 targets underline the importance of continued investment in education and training for young people. As highlighted in the preceding chapter, access to quality education is essential if youth are to acquire the skills and knowledge they need to achieve their work-related goals and to be competitive in the global labour market. At the same time, educational systems do not provide young people with all the skills they will need to be successful in the labour market; the nature of the modern economy requires all workers—even new entrants—to engage in lifelong learning and continued skills development. This underlines the importance of ongoing efforts to provide youth with opportunities for training and skills enhancement.

The comprehensive focus of the Goal 8 targets belies the complexity of resolving the challenges facing youth around the world as they transition from school to work. For young people, the issues of unemployment, underemployment and poor job quality have proven to be persistent and daunting. Solutions require a careful

balance between efforts to stimulate economic growth and ensuring the careful alignment of often conflicting goals in terms of private sector development, labour market regulation, and investments in active labour market programmes. This requires not only close cooperation at the local level among ministries and agencies with different portfolios, but increased coordination between Governments and stakeholders in the economy, including the private sector, NGOs and youth themselves. On an international level, it requires support for deeper analysis, aid and investment, coupled with closer coordination among donors and multinational enterprises.

CONCLUSIONS

Sustainable Development Goal 8 contextualizes the call for decent work across 12 specific targets and provides a road map for Governments and the international community to meet the Goal. Within this framework, priority areas relevant to young people include underemployment, disguised unemployment, informal employment, and NEET.

While economic growth is an essential foundation for youth employment, job prospects for young people can be affected by other factors with a direct bearing on the behaviour of employers and employees, including institutional, societal and cultural norms. This is particularly evident for youth living in poverty and those most vulnerable or marginalized, including young women, youth with disabilities, migrants, and those living in environments characterized by conflict.

Other factors affecting youth employment are linked to globalization. Advancements in technology and industrial development have created new opportunities for young people as employees and entrepreneurs and have changed the nature of work, especially in developed economies. These advancements have also meant that ongoing skills development has become especially critical in terms of labour market competitiveness. The skills gap has a significant impact on youth employment, so maintaining a dynamic relationship between education and employment has never been more important. This connection will be explored in depth in the following chapter.

CHAPTER

4

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CHAPTER IV

YOUTH EDUCATION AND EMPLOYMENT: EXPLORING THE NEXUS

> *All countries stand to benefit from having a healthy and well-educated workforce with the knowledge and skills needed for productive and fulfilling work and full participation in society. (United Nations, General Assembly, 2015b, para. 27)*

YOUNG people face numerous challenges affecting their development and well-being. Among the greatest of these challenges are unemployment and the lack of decent work for youth, which many countries have struggled unsuccessfully to address. Similarly, despite the progress made in raising basic literacy rates, many countries have been unable to provide their youth populations with quality education and the skills they need for the world of work. As the global youth population continues to increase, greater investment is needed to enhance young people's education and employment opportunities in order to leverage their human capital. Without such investment, quality education (Goal 4) and decent work (Goal 8) will remain out of reach for youth in many countries.

CHAPTER

4

The two previous chapters explored key issues facing young people in the realms of education and employment within the wider context of achieving sustainable development; the present chapter examines the critical nexus between the two areas. During the formative period between childhood and adulthood, young people begin to define their aspirations, pursue economic independence and establish their place in society. For many, this period includes the transition to the world of work. The reality is that for a substantial number of youth, the transition from school to work is not easy or smooth but instead represents a period marked by instability and frustration. For these young people, participation in the labour market is characterized not by decent work but by income insecurity and poor job quality. For those able to find a job, informal sector work and underemployment are common, while many others face prolonged periods of unemployment at the start of their transition to the workforce. During these extended periods without decent work, the skills young people acquired as students are eroding and declining in economic value.

Many youth in developing economies can only find work in the informal sector, and with poor job security, low wages and limited opportunities for on-the-job learning, such youth often find themselves among the working poor. Education past primary school is often out of the reach of young people living in poverty and those who are otherwise vulnerable or marginalized, as they are expected to help cover their family's more immediate needs, and this early exit from education further limits their future employment options. The importance of education in expanding job opportunities in the school-to-work transition period is particularly evident in these circumstances.

BOX 4.1.

SKILLS DEVELOPMENT FOR LOW-INCOME YOUTH

REACH

Viet Nam has one of the world's fastest growing economies, and significant skills mismatches are emerging as the country's education and training system struggles to keep up with growing and changing labour market demands. Increasing numbers of jobs are calling for higher skill levels, intensifying the already serious challenges faced by disadvantaged youth with limited educational attainment.

REACH is an NGO that provides vocational training and employment assistance to disadvantaged youth in Viet Nam. Since 2008, REACH has run a number of short (3- to 5-month) hospitality and information and communications technology (ICT) courses for young people from low-income families. Technical skills development is complemented by non-cognitive (soft) skills and sector-specific English language training. Students learn from tutors as well as industry guest lecturers and through an online platform.

While strong industry links in a booming economy are crucial, REACH also has a clear focus on identifying and meeting the needs of disadvantaged youth. Prior to the start of a course, each trainee is visited at home. This serves the dual purpose of building a relationship with the family and developing a better understanding of the individual context of the learner. Because some learner backgrounds may include trafficking or sexual violence, counselling is offered to students both within the programme and, where necessary, by external specialists.

Source: UNESCO-UNEVOC (2017a).

While youth in developing economies face unique and difficult challenges in this transition, youth in developed economies also often find the transition to work increasingly marked by frustration with poor labour market outcomes, unemployment, underemployment and prolonged periods of waiting for opportunities aligned with their expectations and educational investments. Although such frustration is temporary for most, prolonged unemployment and delays in securing a first job can impact career trajectories and economic, psychological and emotional well-being. There is evidence that delays in transitioning from school to work can have a negative long-term impact on career development and even salaries (Nelson and Reiso, 2011; Gregg and Tominey, 2004). Although the share of youth in the total population and the labour force has declined in developed economies, their ability to successfully enter the labour market and begin their careers has been limited and remains under threat.

INVESTING IN SKILLS DEVELOPMENT TO FACILITATE THE TRANSITION FROM SCHOOL TO WORK

A growing body of evidence-based research indicates that education and training, when supported at the macro level, are important means of enhancing youth employability. Young people need relevant skills, knowledge, competencies and aptitudes to help them obtain jobs and establish career paths. As the demand for skilled labour rises owing to globalization, technological advancements and the changing organization of work, quality education and appropriate training will be key to addressing employment challenges. The education-employment nexus is pivotal to the achievement of the 2030 Agenda.

Ensuring that present and future generations of youth have the tools they need to successfully navigate the school-to-work transition and secure decent work is essential for the well-being of both young people and the economy as a whole. Work is the foundation on which economic stability and prosperity are built. Putting the skills and talents of young people to productive use contributes to economic prosperity for entire populations and helps to reduce economic inequality and eliminate poverty. Support for education, training and employment lies at the foundation of international efforts to improve economic outcomes and to strengthen prosperity and security among the nations of the global community. The alignment of education and skills with the needs of the labour market enhances opportunities for decent work. This dynamic relationship between education and employment constitutes a key component of the 2030 Agenda.

THE SKILLS MISMATCH

Traditional education systems and training programmes have done little to resolve the often significant mismatch between the skills new entrants possess and those required by employers in today's rapidly evolving global economy. Skills training programmes provided by governmental, non-governmental and international organizations can be an important means of bridging skills gaps and providing youth with opportunities to acquire job-relevant knowledge. These include targeted vocational training programmes and, increasingly, training programmes aimed at providing youth with life skills centred around effective communication and negotiation, decision-making and problem solving, leadership, personal finance management, and critical thinking. The effectiveness of such programmes depends largely on the quality and duration of the training and the programme's ability to target specific market demands. In this regard, the best programmes are developed in coordination with private sector employers, as this approach ensures alignment with market needs and makes employers aware of the training. Programmes that couple training with

BOX 4.2.

THE IMPACT OF HUMANITARIAN SITUATIONS ON THE TRANSITION FROM SCHOOL TO WORK

The transition of youth from school to work can be disrupted by conflicts, natural disasters, or other humanitarian crises. During and after periods of disruption, training programmes and employment initiatives are essential to helping youth strengthen their economic prospects and rebuild their lives. In such scenarios, there are unique dimensions of the challenge of youth employment to consider. In situations of war or armed conflict, for example, employment opportunities are reduced, options for sustainable livelihoods become scarce, and services and social mobility are severely disrupted. Young people have greater difficulty travelling outside of their villages or communities to look for work. Internal displacement also alters local dynamics, as populations have to adapt to and survive in new and more precarious socioeconomic environments.

The displacement that often occurs in the types of extreme situations described above can have a devastating impact on youth who are ready to enter the labour market. Most young refugees find themselves residing in crowded camps, without access to formal schooling, training opportunities or formal employment. While humanitarian agencies and aid groups are often able, in time, to provide such services to youth, there is one important and enduring barrier to employment among young refugees: in many host countries, refugee status precludes work in the formal economy. This effectively restricts refugees to working in the camps or in the informal sector elsewhere, where they are vulnerable to exploitation.

work experience (including short-term internships) can facilitate job placement for youth at the conclusion of the programme.

All youth can potentially benefit from the training programme enhancements described above. However, for vulnerable and marginalized youth and young people living in poverty, specific challenges and extenuating circumstances may also need to be taken into account in training programme design and delivery. During periods of upheaval or conflict, it is especially important to realistically assess the restrictions and limitations characterizing the labour market and job prospects for young people (see box 4.2).

ADVANCES IN TECHNOLOGY AND AUTOMATION: OPPORTUNITIES AND CHALLENGES

Technological innovation and automation are rapidly changing the nature and context of work for the young people of the world. Advances in ICT have greatly increased the productivity of workers and enabled the creation of new jobs and industries. Youth are particularly well-positioned to benefit from these developments, given their early familiarity with digital technologies and their openness to exploring their application in an ever-widening range of new and existing contexts.

Technological innovation is responsible for creating new employment opportunities, but it also represents a threat to more traditional forms and sources of work. While youth are better positioned than older, more established workers to navigate the challenges of skills development and retraining that may be required to secure a role in the new economy, many youth remain excluded from such opportunities. The digital divide between developed and developing economies is closing as more young people in the developing world gain access to

digital technology and as technological advancements offer an opportunity for enterprises in the developing world to compete on a more level playing field with those based in the developed world. However, a large gap in technology access remains and is reinforcing the economic exclusion faced by youth living in extreme poverty in the developing world.

For young workers around the world, advancements in automation and, increasingly, in artificial intelligence (AI) are putting unprecedented pressure on job availability. Concerns about automation and its impact on jobs are nothing new. In the early days of the industrial revolution in England, the introduction of machinery into manufacturing led to large-scale revolts among workers led by Ned Ludd out of concern that automation would put them out of work. While job losses ensued, increased productivity led to more job creation overall, and today the term "Luddites" is largely used to describe those irrationally resistant to technology. Today's challenges related to automation will also undoubtedly cause economic dislocation, but this should be offset, as it was in the past, by massive increases in productivity and the creation of new opportunities as yet unforeseen.

Presently, the main concern is that automation and the increased capacity of AI to more efficiently handle repetitive tasks—not just in manufacturing but in a wide range of services—may be moving too quickly to allow society to keep up and adjust. For today's youth, expanded automation impacts not only those on the production line in factories, but also farm workers, restaurant

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staff, journalists, and even highly skilled professionals such as scientists and lawyers. For most, advancements in the foreseeable future will enable greater productivity. However, there is a growing and very real possibility that technological advancements will begin to have significant wide-scale displacement effects on the current and next generation of youth as they prepare for the transition from school to work.

Importantly, technological advancements in the so-called gig economy—in which web-based service firms such as Uber link individual workers with customers—are already redefining traditional relationships between employers and employees. Such enterprises offer income-earning opportunities to a broad range of potential workers as independent contractors, but they are shifting the burden of taxation and regulation to the self-employed and undermining the potential of organized labour to ensure that worker protections are in place.

Given the speed of technological advancements, it is essential that policymakers and society as a whole begin focusing on how institutions can adjust to ensure that

BOX 4.3.

CASE STUDY: FOSTERING YOUTH ENTREPRENEURSHIP IN RURAL COLOMBIA

PROGRAMA JÓVENES RURALES EMPRENDEDORES

The Programa Jóvenes Rurales Emprendedores (Young Rural Entrepreneurs Programme), developed by the Servicio Nacional de Aprendizaje (National Training Service) in Colombia, represents a well-recognized example of efforts to promote youth entrepreneurship. For about a decade, the programme helped young people establish innovative, productive and sustainable businesses in rural areas. It supported locally viable enterprise options including agricultural, agribusiness, service and manufacturing activities. Employing a targeted skills development approach, the programme provided vocational training to unemployed youth in high-demand sectors, and additional modules supplied these youth with entrepreneurship and business management training. While the programme was open to all youth, it particularly targeted vulnerable groups, including displaced persons and indigenous groups. Importantly, training was supported by efforts to secure access to finance for aspiring entrepreneurs who joined the programme. Productive youth-led business projects were able to access seed capital grants from a fund managed by the President's office, as well as specialized financing from Banca de las Oportunidades, Fondo Emprender and Economía Solidaria.

Originally piloted in 167 municipalities before its expansion nationwide in 2009, the programme undertook a rigorous impact evaluation to assess its longer-term effects on beneficiaries. The study found that the programme had a positive impact on the income of graduates. Nearly three quarters of the beneficiaries finished the programme with a business project to pursue, and participation increased the likelihood of starting a real business by over 75 per cent. Moreover, training provided during the programme improved the ability of beneficiaries to manage business finances, establish productive relationships with customers (reflected in the punctuality of client payments), build networks with other businesses, and minimize conflict with partners and suppliers.

Source: Steiner, Rojas and Millán (2010).

workers are protected from wide-scale job loss, increased income inequality, and general disempowerment. To date, most institutions have been reactionary in the face of technological change, playing catch-up in terms of reforming educational systems, labour regulations, business policies and practices, and social safety nets. Educational systems around the world need to undertake structural changes so that they are equipped to provide youth with the flexibility, adaptive capacity, problem-solving skills, and entrepreneurial mindset they will need to compete in a rapidly changing work environment. Regulators, labour unions and the private sector need to think more about how labour market regulations should be adapted to the new environment and how the interests and rights of workers can best be protected. may need to be adjusted to address new challenges including covering an increasing number of retiring workers, absorbing the costs of retraining workers, and potentially covering the basic income needs of millions of new unemployed workers.

YOUTH ENTREPRENEURSHIP

Interventions designed to empower youth to start their own businesses are increasingly part of the youth-oriented development agenda. With the high levels of unemployment in many countries, entrepreneurship is seen as a means of engaging ambitious youth in creating their own employment opportunities while also generating work opportunities for other youth. Entrepreneurship is a path suitable for some young people but must be viewed in the context of a broader youth employment strategy and not seen as the main approach to youth employment.

Approaches to youth entrepreneurship promotion and support vary widely around the world. Generally, training programmes include modules on creating a business plan and starting and running a business in the local environment, and they may also incorporate the development of life skills including securing and managing business finance. Building on this foundation, the most successful programmes follow through in helping youth launch their businesses, providing small start-up grants and links to financial service providers. As with other skills training, the effectiveness of such interventions varies based on the quality and duration of training and the depth of the intervention. The best programmes provide continued support not just with financing but with the incubation of start-ups, mentoring, and facilitating access to potential investors. Costs can be high, but the impact and cost-effectiveness can be improved by careful targeting of beneficiaries throughout a programme's life cycle.

SKILLS DEVELOPMENT FOR SUSTAINABLE HUMAN DEVELOPMENT: THE HUMAN DEVELOPMENT APPROACH

The past decade has witnessed the emergence of a new approach to thinking about the issues explored in this chapter. Drawing initial theoretical inspiration from Nobel Laureate Amartya Sen, experts in skills development (Wheelahan and Moodie, 2011; McGrath, 2012; DeJaeghere, 2017) and in youth development (Bonvin and Galster, 2010; Dif-Pradalier, Rosenstein and Bonvin, 2012; Hollywood and others, 2012) have sought to adapt and apply Sen's approach to these areas.

The human development approach is beginning to gain policy traction. Its influence can be seen in the *Human Development Report 2015: Work for Human Development* (UNDP, 2015), the UNESCO TVET Strategy for the period 2016-2021 (UNESCO-UNEVOC, 2016), and the Commonwealth Secretariat's Global Youth Development Index (Commonwealth Secretariat, n.d.).[27]

[27] Detailed information on the Commonwealth Secretariat's Global Youth Development Index is provided in chapter V of the present *Report*.

At the national level, there has been discussion of the notion in countries such as Australia and South Africa.

Crucially, the approach includes young people from the start, focusing on their voice, agency and well-being as the core of any strategy for youth development. From Sen (1999), it includes both positive and negative freedoms. Positive freedom—the freedom *to*—is at the heart of Sen's notions of capabilities, functionings and agency. This is about what young people have reason to value with regard to what they want to be or do, and the extent to which they are able to realize those valued outcomes. Sen also puts forward the notion of negative freedom—the freedom *from*. Second-generation human development thinkers have taken this further; Deneulin (2006) encouraged a wider consideration of the structural barriers to achieving human development, and Alkire (2007) pioneered thinking about the multidimensional nature of poverty. Skills development and human development writers have added to these insights; as sociologists rather than economists, they look much more into the interplay of structure and agency at the individual, community and societal levels.

With its emphasis on human flourishing, the human development approach recognizes that education and work are valued both in and of themselves and for their

BOX 4.4.
CASE STUDY: ENHANCING SKILLS DEVELOPMENT OPPORTUNITIES FOR YOUNG WOMEN

YOUNG AFRICA

Young Africa (YA), a small international NGO founded in the Netherlands in 1998, set up its first project in Zimbabwe but over the past two decades has expanded its operations to include programmes in Botswana, Mozambique, Namibia and Zambia. Like several previous schemes in Southern Africa, Young Africa tries to make up for the lack of a strong informal apprenticeship model in the region. YA rents premises and provides shared services to groups of local entrepreneurs who offer training for local youth. The programme focus is on providing young people with the technical, business and non-cognitive (soft) skills necessary for success in micro and small enterprises. Graduates are supported in setting up their own enterprises and receive business advice through the programme for up to six months.

There is a clear sense that youth, particularly young women, face structural obstacles as well as skills deficits. At the Beira centre in Mozambique, local women entrepreneurs have set up a crèche. This acts as a business and a training provider but is also, most crucially, a facility that allows more young women to participate in the range of training programmes on offer across the centre.

Targeted training is also provided to orphaned female youth through the YA Hostel Programme in Mozambique and Zimbabwe. A social worker and a night matron help these young women develop life skills, including health maintenance and managing a home. Each hostel grows much of its own food, building the skills of the young women in vegetable gardening and poultry keeping. The orphan programme is showing strong evidence of a reduction in risky sexual behaviour, and 83 per cent of graduates make successful transitions to employment or self-employment. The programme is able to cover operational costs, though set-up costs for new centres must still be covered by external funding.

Source: UNESCO-UNEVOC (2017b).

contribution to wider human flourishing. However, it also acknowledges that both education and work can undermine human flourishing (for example, through gender-based violence in education or precarious work). The human development approach acknowledges the power of education and work but also recognizes the need to examine how both actually operate and what the practical consequences may be.

This approach has influenced the UNESCO TVET strapline of "skills for work and life", embodying the concept that skills development cannot just be about employability but must support wider human flourishing. Within this framework, the transition from education to work is seen as part of the wider transition from youth to adulthood. DeJaeghere (2017) points to how, in East Africa, training leads to young people gaining trust from others in their communities; this, in turn, leads to access to various forms of capital, which allows youth to improve their lives. In the case of the State of Palestine, Hilal (2012) shows how training gives young women the opportunity to earn enough income to be able to get married if that is what they envision for their lives.

With the human development approach emphasizing the importance of starting from what young people envision as a good life, it has been necessary to address questions about how such visions are formed and communicated. Sen has long been concerned with the problem of adaptive preferences—the ways in which people's visions of a better future are limited by what they can imagine given their current circumstances. For instance, if no one in the community has attended university or secured a well-paid formal job, is it unlikely that young people will even be aware of the possibilities of such future directions. More recently, attention has also been focused on the danger of unrealistic aspirations, or the misalignment between employment ambitions and education-related factors such as attainment levels, course choices, and academic performance (grades expected or earned). Such considerations have led skills for human development scholars to focus on how young people can be supported both to envision better futures and to overcome obstacles that could prevent aspirations from being realized.

In writing about youth transitions to work, human development authors emphasize the importance of recognizing that not all work is good and that young people might be right in not wanting to take some forms of work or stay in them. Illustrative of this is the distinction between opportunity entrepreneurship and necessity entrepreneurship, particularly given the fact that far more young people are likely to experience the latter than the former.

THE HUMAN DEVELOPMENT APPROACH AND THE GREEN ECONOMY

The human development approach has tended to focus on the immediate challenges of poverty. However, since the adoption of the Sustainable Development Goals, there has been a stronger focus on intergenerational aspects of poverty and human flourishing and greater awareness of the need to ensure that sustainability remains a priority in all aspects, phases and processes of human development. This suggests that any approach to building skills for sustainability must minimize the costs and risks of any transformation for people living in poverty and make them secure in enjoying the positive aspects of sustainable development. There are dangers attached to green industries, for example, in that the greening process takes the dirtiest, most precarious, and least decent work away from people in poverty but often leaves them with no work at all and increased costs for cleaner fuels.

If youth are to benefit from green skills policies, they need targeted education and training, as green jobs

typically require higher skill levels. However, it will also be necessary to determine how the most vulnerable youth, many of whom are already out of education, can be compensated for the immediate costs of greening. More radically, the human development approach supports the adoption of policies and practices that work with what those in deepest poverty know and can do so that the causes of greening and social justice can both be served (McGrath and Powell, 2016).

While the human development approach is only one way of thinking about the education-employment nexus, it provides a unique perspective for strategies that move from the language and practice of employability and entrepreneurship towards foregrounding decent work and livelihoods, active citizenship and human flourishing as the ultimate goals of policy and practice.

HOW SECURING QUALITY EDUCATION AND DECENT WORK FOR YOUTH ADVANCES OTHER SUSTAINABLE DEVELOPMENT GOALS

Advances made in quality education and decent work for youth are mutually reinforcing, but progress in these areas contributes to the achievement of other Sustainable Development Goals as well.

***Sustainable Development Goal 1**: no poverty.* Decent work is essential for moving youth and others out of poverty. Successful efforts to ensure that young

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people have the opportunity to secure decent work will help developing countries meet their goal of reducing by at least half the proportion of men, women and children living in poverty. The social protection systems considered under Goal 1 should include labour market regulations that provide minimum protections for workers. Progress made in achieving the Goal 1 objectives of ensuring that all individuals have equal rights to economic resources and access to basic services, property rights, inheritance, natural resources, technology and financial services is essential to improving outcomes for working youth, particularly own-account workers and micro business workers seeking greater sustainability and resilience.

Sustainable Development Goal 3: *good health and well-being.* Good health and access to health care can have a significant impact on youth education and employment outcomes. Improving access to sexual and reproductive health care, including education and information on sexual and reproductive health, helps ensure that young people, especially young women, can make informed choices about when to have children. Delaying the age of first childbirth can increase the chances of young women staying in education and securing decent work. Sexual and reproductive health education can also provide information on how to prevent the transmission of sexually transmitted diseases, including HIV, leading to better outcomes for youth. Reducing harmful substance use (target 3.5) increases the likelihood that youth will stay in education and secure and retain decent work.

Sustainable Development Goal 5: *gender equality.* Achieving gender equality is a prerequisite for realizing all the Goals, including positive educational and employment outcomes. Girls and young women continue to face barriers to participation in education, especially beyond primary school, and this has an impact on their ability to secure decent work. Improving labour market prospects and outcomes for women is an essential aspect of moving towards gender equality, providing the basis for increasing women's full and effective participation in economic life as well as in decision-making in domestic, political and public life. While improvements in labour force outcomes and the protections afforded to women therein will support the overall objectives of Goal 5, it is important to highlight the benefits to working women from concurrent gains in specific targets for Goal 5. Here, the adoption of stronger safeguards against exploitation will better protect young women and encourage increased labour market participation. Providing women with access to sexual and reproductive health services and control over reproductive rights will improve their ability to plan the size of their families and balance personal investments in family and work. Affording women equal rights to property ownership, inheritance, and financial services will empower them as own-account workers, entrepreneurs and business owners. Importantly, recognizing the vital role that women play in family care and domestic work (through the provision of public services and social protection mechanisms) better enables them to transition in and out of the labour force in balance with family responsibilities. At the same time, encouraging public policy that promotes the sharing of household responsibilities between men and women will help reduce the double burden many young women bear.

Sustainable Development Goal 9: *industry, innovation, and infrastructure.* A broad goal in itself, Goal 9 lies at the heart of creating the labour demand needed to bolster youth employment in both developed and developing countries. International efforts to promote inclusive and sustainable industrialization will constitute a primary force for creating jobs for present and future generations of young people on the scale required to

address current and projected unemployment challenges. Importantly, Goal 9 includes a focus on small-scale industrial enterprises, with particular emphasis on increasing their access to financial services and integrating their output into international value chains. Such efforts are vital if SMEs are to become the engines of job creation they potentially represent. Likewise, infrastructure and ICT investments will provide the foundations on which competitive businesses are built, while enabling—in the context of public-private partnerships—increased opportunities for local private sector growth and immediate job creation. Improvements in infrastructure also facilitate mobility and access for young women, youth with disabilities, and other young people excluded from effective economic participation.

Sustainable Development Goal 10: *reduced inequality.* Promoting decent work for youth means promoting decent work for all young people, regardless of class, ethnic or religious background, sexual orientation, or disability status. In this regard, eliminating discriminatory labour market regulations and practices around hiring and firing is essential. Governments must prioritize the adoption and enforcement of laws and policies that effectively combat wage and employment discrimination. Goal 10 incorporates a broad range of objectives, including targets focused on effecting planned and well-managed migration policies and on reducing costs associated with workers' remittances so that young migrants are better able to support family members back home.

Sustainable Development Goal 12: *responsible consumption and production.* Education and employment are inextricably linked to responsible consumption and production. Target 12.8 seeks to ensure "that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature", and an associated indicator (12.8.1) focuses specifically on the role of education, measuring progress based on the "extent to which (i) global citizenship education and (ii) education for sustainable development (including climate change education) are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment". Under Goal 8, which focuses on decent work and economic growth, target 8.4 calls for "improving ... global resource efficiency in consumption and production and [endeavouring] to decouple economic growth from environmental degradation". In the pursuit of job-oriented economic growth, attention must be given to the economic devastation the global community experiences from the pollution, global warming, and waste associated with unregulated production and rampant consumerism. As consumption and production habits change, so too will the nature of the jobs and skills required to support them. Steps should be taken to ensure that youth are provided with the skills needed in those industries that promote sustainable solutions to environmental challenges.

Sustainable Development Goal 13: *climate action.* Target 13.3 stresses the importance of improving "education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning", and its accompanying indicator (13.3.1) uses as a measure of progress the integration of these issues into secondary and tertiary education—which has direct relevance for youth. Target 13.b focuses on promoting "mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, ... focusing on women, youth and local and marginalized communities". The potential for such capacity-building in these areas should translate into expanded employment opportunities for youth.

CONCLUSIONS

Progress in the realms of quality education and decent work is mutually reinforcing and acts as a catalyst for progress towards other Sustainable Development Goals. For countries still grappling with high unemployment rates, ensuring decent work for youth is an almost impossible endeavour. Similarly, many countries are struggling to provide youth with education and skills that will adequately prepare them for the rapidly evolving labour market. Where youth population growth rates are high, greater investment in young people is needed to harness their human capital. Putting the skills and talents of youth to productive use contributes to economic prosperity and reduced poverty and inequality—all of which are key objectives of the 2030 Agenda.

When implemented jointly with governmental, non-governmental and international organizations, targeted vocational training programmes and programmes focused on the development of life skills (including effective communication and negotiation, decision-making and problem solving, leadership, personal finance management, and critical thinking) can help ensure that young people are in a better position to secure and retain decent work in a competitive labour market. The involvement of a wide range of stakeholders in the development, support and delivery of training contributes more effectively to bridging the skills gap and provides youth with expanded opportunities to acquire job-relevant knowledge. Training programmes and employment initiatives are particularly crucial for young refugees, as they can assist youth in building their economic lives.

Increased automation and the higher skill requirements attached to digital technologies are also affecting employment prospects for youth as they transition from school to work. Although young people are generally more familiar with digital technologies than are older adults, they do not always have access to the education and training they need to secure employment in the digital economy, and increased automation is putting many traditional jobs at risk. Access to advanced technologies and relevant training is uneven, resulting in the exclusion of low-income youth and youth living in poverty, particularly in developing and least developed countries. During what may prove to be a lengthy transition period, policymakers need to improve the adaptability of institutions to ensure that young workers are protected from the large-scale displacement of jobs by technology.

A key component of the education-employment nexus is youth entrepreneurship, which can benefit greatly from a holistic approach to skills development. Basic modules on generating a business plan and starting and sustaining a business can provide a solid foundation for continued support, including mentoring for potential young investors. Integrating the development of life skills in entrepreneurship training is also critical. The human development approach holds that young people should be directly involved in shaping their futures, and in this context, the voice, agency and well-being of youth should inform any strategy for skills development and broader youth development.

The human development approach provides important insight into the role education and work both play in human flourishing. Proponents of this approach argue that not all work is good, and that young people may be justified in not wanting to accept or remain in some types of employment. This notion is worth exploring in the context of sustainable development, mainly because it represents a strategic shift from the rhetoric of employability and entrepreneurship to a more practical, people-centred approach aligned with the imperatives of decent work and sustainable livelihoods. This discourse dovetails with the nexus of education and employment, particularly in their role as a cornerstone supporting the achievement of other Sustainable Development Goals.

CHAPTER

5


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CHAPTER V
WHERE'S THE EVIDENCE?

EVIDENCE-BASED YOUTH POLICIES AND THE ROAD TO 2030

YOUTH development is assigned high priority in a number of national, regional and international instruments. However, young people continue to face structural and societal barriers to full and effective participation in political, economic and community life (United Nations, 2016a), placing them at increased risk of poverty, violence, disadvantage, displacement and marginalization. The 2030 Agenda is universal in nature and sets out goals and targets to mitigate such challenges, but effectively addressing them requires targeted interventions through the development and implementation of youth policies and the mainstreaming of youth issues into broader policy and planning frameworks.

Youth policies can contribute to the success of the 2030 Agenda by enabling young people to fulfil their potential as active members of society. Targeted youth policies help reduce inequality not only among young people but between young people and the broader community by promoting youth empowerment and engagement in all aspects of life.[28]

28 United Nations (2017e).

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Recognition of the value of youth policies for development is not new. The World Programme of Action for Youth was adopted in 1995, providing the first global framework for youth policy development at the national and international levels; it has also served as a tool for monitoring and tracking youth development in key areas, particularly since the 2012 release of 49 proposed indicators to measure its implementation. Over the past several decades, an increasing number of Member States have adopted and implemented youth policies and programmes to advance youth development, and youth employment has been a focal point, especially in recent years. Stubbornly high levels of youth unemployment since the global economic crisis of 2008 have led many Member States to develop youth employment and entrepreneurship policies and programmes.[29]

WHAT DOES A STRONG YOUTH POLICY LOOK LIKE?

There is no one-size-fits-all approach to developing a strong youth policy. The nature of a youth policy will largely depend on the context in which it is being developed (for example, in a least developed or developed country, or in a stable or conflict-affected environment), as well as on the thematic substance of the policy (youth employment, health, participation, or one or more other focal points). Such specificities notwithstanding, it is possible to identify a number of core elements that inform the development and implementation of a strong youth policy; these are explored in more detail in the present *Report* and are outlined below.

- *Evidence-based*. Strong youth policies are informed by timely and accurate data and statistics on the situation of young people, gathered through both quantitative and qualitative means. Sources may include, inter alia, national household surveys and evidence provided or collected by young people themselves.

- *Participatory*. Strong youth policies require direct youth input. The knowledge, experience and expertise of young people must be integrated in the design, implementation and evaluation of youth policies; such input may be secured through the establishment of youth advisory bodies or cooperation with national youth councils, as well as through outreach to individual young people both online and offline. Engagement at all levels of government and across different ministries and departments also contributes to the development of effective youth policies.

- *Integrated and cross-sectoral*. Strong youth policies should be cross-sectoral and well integrated into broader policy frameworks. Care should be taken to ensure that youth policy objectives and outcomes are compatible with and supportive of other policies and mandates, including the Sustainable Development Goals, in a whole-of-government approach.

- *Funded*. Strong youth policies must be supported by adequate budget and resource allocations to ensure effective implementation.

- *Committed*. Strong political leadership and strategic vision are required to push for the implementation of youth policies at all levels of government.

- *Accountable*. Strong and transparent monitoring and accountability frameworks should accompany youth policies so that impact and progress can be tracked and measured, improvements can be made, and public officials can be held to account.

29 United Nations, General Assembly (2015c). See also United Nations (2012a), which provides an infographic for measuring youth development through the indicators of the Sustainable Development Goals and the World Programme of Action for Youth.

MAINSTREAMING YOUTH POLICIES

While stand-alone youth policies target youth-specific issues and challenges, the mainstreaming of youth policies and priorities into the sectoral policies of line ministries can contribute to more holistic youth development and may reduce the likelihood that vulnerable and marginalized youth will fall through the cracks in policy and programme implementation. Rural youth, for example, are often marginalized and hard to reach, and ensuring that the challenges they face—including limited access to education and broadband technology—are addressed in a country's livelihood/rural policy will increase the visibility of this youth demographic. Such an approach is fully aligned with the commitment of the 2030 Agenda to leave no one behind.

BOX 5.1.

A TOOLKIT ON QUALITY STANDARDS FOR YOUTH POLICY

EUROPEAN YOUTH FORUM

In 2016 the European Youth Forum launched a toolkit on quality standards for youth policy, providing youth organizations with a means of assessing the quality of youth policy in their own local, national and regional contexts. The toolkit outlines eight quality standards that represent good quality youth policy, and a set of indicators for each standard allows a more precise analysis of the situation of youth in specific contexts.

The standards are also a valuable reference for governmental and intergovernmental institutions that work with youth policy or are involved in reviewing and developing national or European youth strategies.

While the toolkit is mainly used to assess youth policies at the local to regional levels, it can also be used by youth organizations to examine and reflect on their own youth policies, help inform their advocacy plans, and promote the rights of young people in their work.

Source: European Youth Forum (2017).

YOUTH PARTICIPATION IN POLICY DEVELOPMENT

Robust and comprehensive policies and strategies recognize young people as active agents of change and actors in their own and wider development. However, many polices with a direct or indirect impact on young people are developed and delivered without youth consultation or participation, reflecting both a lack of recognition of the value young people can bring to decision-making and a disregard for the rights of youth to participate in matters that affect them.

Young people are an essential resource in the development of youth and youth-related policies. They speak from personal experience of having lived as young people in today's world, giving them a unique perspective on their situation as well as innovative ideas and solutions that can guide policies to address some of the most pressing challenges they face. Involving young people in policy formulation, implementation, monitoring and follow-up can enhance the success of policies and create a sense of ownership among youth—an important condition for inclusion and development.

Recognition of the value of youth input is growing, as evidenced by the gradual increase in the number of government entities establishing youth participation mechanisms in policymaking and decision-making. Acknowledging the critical role young people can and should play in sustainable development, governments at all levels are leveraging this resource that is youth through the creation of youth parliaments; the designation of

youth delegates; the engagement of youth-led structures in policymaking design, implementation and follow-up; online and offline consultations with youth; and youth engagement in processes pertaining to the implementation of the 2030 Agenda (see chapter VI).

FINANCING YOUTH DEVELOPMENT

One of the biggest obstacles to achieving the objectives of stand-alone and mainstreamed youth policies is the lack of adequate financing.

The political commitment to youth development can most often be measured by budgetary allocations to youth policies and programmes. Historically, youth policy and development efforts have been considerably underfunded at all levels of government and at the international level. Even the most ambitious and well-designed youth policies stand little chance of succeeding when little or no budgetary support is available.

Increased investment is needed to cover the costs of realizing the Sustainable Development Goals—including those directly or indirectly linked to youth development. UNESCO estimates that annual education expenditure will need to rise from $149 billion to $300 billion over the 15-year period covered by the 2030 Agenda if sustainable development objectives are to be met. While there is evidence that many low- and middle-income countries have been increasing their educational expenditure commitments since 2000 (the start of the Millennium Development Goal period), much more financial support is needed. Factoring in projections for continued improvements in domestic revenue mobilization, UNESCO predicts an annual shortfall of $39 billion in global education finance (UNESCO, 2016a, p. 134).

The implementation of the 2030 Agenda and the Addis Ababa Action Agenda presents an opportunity to reinvigorate international financial commitments through the means of implementation of the Sustainable Development Goals, and this, in turn, offers an opportunity to scale up investment in youth.

The Addis Ababa Action Agenda outlines an array of financing sources and instruments that could effectively support sustainable development objectives and, by extension, youth policy objectives. Indeed, it explicitly promotes "national youth strategies as a key instrument for meeting the needs and aspirations of young people" (para. 16), highlighting the value and importance of incorporating youth strategies and policies into sustainable development actions.

While the funding sources and instruments outlined in the Addis Ababa Action Agenda are not specifically linked to youth development, they offer an opportunity to direct financing towards youth policy implementation. There is an increasingly diverse array of external, domestic, public, and private financing sources, including ODA, sovereign wealth funds, tax revenues, NGO donations, public borrowing, foreign direct investment, private borrowing, and philanthropic giving. Various financial instruments can be considered depending on the specific development context and needs of a country; examples include securities and structured funds, ethical funds, bonds, insurance, taxes, and results-based financing.

The Addis Ababa Action Agenda lacks specificity on financing options for youth development. However, within the framework of the third International Conference on Financing for Development,[30] numerous commitments were made to creating funding mechanisms for particular development priorities. An important example is the Global Financing Facility, a financing platform launched to support the United Nations Global Strategy for Women's, Children's and Adolescents' Health (2016-2030) and the Sustainable Development Goals (World Bank, 2015a); this platform is

[30] See United Nations (2015e).

designed to serve as a catalyst for innovative financing in the areas of reproductive, maternal, newborn, child and adolescent health in the period leading up to 2030. Specific financing partnerships and instruments such as these allow targeted allocation of resources to youth-specific issues.

A political commitment to strategic resource development and allocation is essential if youth policies and the Sustainable Development Goals as a whole are to be adequately funded.

Some members of the international NGO community are demanding that global tax reforms be instituted to cover the costs of realizing the Sustainable Development Goals. At the national level, tax incentives given to the wealthy and corporations have a significant impact on the government budget. Collectively, tax losses in developing countries are estimated to be as high as $339 billion (Archer, 2016), and global losses from multinational corporate tax manipulation and undeclared offshore wealth are estimated to amount to $800 billion (Cobham and Klees, 2016). A global financial transactions tax could potentially generate substantial revenues. Financing for sustainable development (and, by extension, for youth development) could benefit from even a partial move in this direction.

BOX 5.2.
CASE STUDY: PHILANTHROPIC INVESTMENT IN YOUTH LIVELIHOODS

MASTERCARD FOUNDATION

The MasterCard Foundation has been responsible for some of the strongest philanthropic investment in youth development programmes in recent years. In particular, the Foundation has sought to address issues of youth transitions to employment through its Youth Livelihoods Program.

This Program provides skills training for economically disadvantaged young people and focuses particularly on the agricultural and construction sectors owing to their high absorption capacity at the entry level. The training modules deliver a combination of technical skills, foundational skills (numeracy/literacy), and soft skills (including critical thinking, communication and teamwork). There is a special focus on building financial literacy, and access to financial services is part of the programme as well.

Research commissioned by Williams and Pompa (2017) on youth livelihoods in Ghana and Uganda suggests that a focus on mixed youth livelihoods has important advantages. The report summarizing the research findings shows that many young people engage in diverse livelihood activities that reflect seasonal effects, combining informal sector employment, self-employment, and agriculture-related activities to sustain their livelihoods. This diversification increases income and reduces risk, and diversification within these categories (for example, growing crops and raising livestock) has similar effects. The report acknowledges that entrepreneurship is risky but argues that the low capital intensiveness of most youth businesses means that youth are able to move in and out of entrepreneurship relatively easily and safely. Surrounded by poverty and with little prospect of even regular informal sector employment, many African youth will have to rely on mixed livelihoods for the foreseeable future. Skills programmes that recognize and respond to this reality have the best chance of success.

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TRACKING YOUTH EXPENDITURE

Aside from designating specific budgets for youth policies and programmes, issue-based mainstreaming into fiscal budgets is an increasingly popular mechanism that can be leveraged to support the implementation of youth development efforts by monitoring the amount of money spent on youth-related issues across broader policy and budget lines. The ability to identify and track youth-specific expenditure helps inform the development of evidence-based youth policies. In turn, greater transparency promotes accountability and allows citizens to understand and influence decisions on how public money is spent.

This concept is not new. Gender mainstreaming, the most widely known example, offers a way to decide on and track budget allocations and spending through a gender lens. The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) has developed a handbook that presents the rationale for costing gender equality, outlines the steps of a costing exercise, and reviews case studies reflecting the application of this approach (UN Women, 2015). Similarly, the Poverty-Environment Initiative of the United Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP) has produced a handbook for mainstreaming environmental issues for poverty reduction and sustainable development (Green Fiscal Policy Network and others, 2016).

Another tool gaining traction and supporting issue mainstreaming is the Climate Public Expenditure and Institutional Review (CPEIR) (Dendura and others, 2015). The first CPEIR was conducted in Nepal in 2011 with the support of UNDP, and an additional 33 countries have since carried out CPEIRs. A diagnostic tool, CPEIRs are most often led by ministries of finance and planning to assess opportunities and constraints associated with the integration of climate change concerns in national and subnational budget allocation and expenditure processes and to help accelerate budget accountability and responsiveness for sustainable development. The CPEIR analytical framework comprises three key areas: policy analysis, institutional analysis, and climate public expenditure analysis. The tool provides a useful framework for assessing budget allocations for policies and programmes, particularly for cross-cutting issues such as youth development.

Somewhat more relevant in the present context is child-based mainstreaming, which is increasingly being used to track public spending on children. The United Nations Children's Fund (UNICEF) is monitoring the growing number of countries developing tools to better measure and report on child-related expenditures (Cummins, 2016). UNICEF predicts that because children are prominent across the Sustainable Development Goals, targets and indicators, this trend will continue to grow, particularly in countries where demographic changes are placing greater stress on budgets and consequently providing more of an impetus to monitor child-related public spending. UNICEF is leading efforts to develop a global methodology for child-focused public expenditure measurement that takes into account different country contexts and their respective public financial management capacities.

Adapting the above-mentioned approaches to youth development could provide a tool for measuring and monitoring expenditures on young people and facilitate youth mainstreaming in the context of the implementation of the 2030 Agenda. Such an assessment would provide a better understanding of the financing and needs gaps in youth development efforts and strong justification for evidence-based budget and resource allocations supporting youth development. Countries for which a World Bank public expenditure review is available could use this mechanism as a starting point (World Bank, 2016). In support of such efforts, the World Bank BOOST initiative collects and compiles data on public expenditure and makes this information publicly available in a user-friendly format, currently for about 40 countries (World Bank, 2017).

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While monitoring spending on children and other development priorities has gained momentum, monitoring of expenditure on young people lags behind. Youth expenditure tracking remains challenging owing to the lack of reliable and timely age-disaggregated data on youth populations. Efforts to increase the availability of age-disaggregated data in the context of the 2030 Agenda provide an opportunity to develop tools for better tracking of spending on youth across budget and policy areas.

THE ROLE OF DATA IN EVIDENCE-BASED YOUTH POLICY DEVELOPMENT

National, regional and international frameworks can provide impetus for the development and implementation of youth policies, but without timely and accurate data and evidence the effectiveness and relevance of such policies remain uncertain at best and the desired outcomes unattainable at worst. Lacking robust data and evidence, policymakers may have a partial or inaccurate view of the situation of youth, which can lead to the development of policies that inadvertently divert scarce resources from addressing the needs of youth who are out of sight, including those who are already marginalized and vulnerable.

Quantitative and qualitative data and statistics, scientific knowledge, and practical information are all required for the design, monitoring and evaluation of effective youth policies. Such data deepen the understanding of the current situation of young people and serve to guide the development of appropriate and successful youth strategies and policies grounded in reality.

Reliable data are important because they help inform the design and development of youth policies, and when produced consistently using internationally agreed definitions, methods and standards, data can also be used to track the situation of youth over time, monitor changes, and allow policymakers and youth to assess the impact of policies. The use of standardized methods also allows intracountry and intercountry comparisons and the identification of best

practices to support policy development. These data are key to holding Governments and policymakers accountable in meeting their youth development commitments.

Both the 2030 Agenda (target 17.18) and the Addis Ababa Action Agenda (para. 126) place great importance on the availability of up-to-date, high-quality disaggregated data for informed and transparent decision-making and for improving policymaking at all levels.

> *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. (United Nations, General Assembly, 2015b, target 17.18)*

> *We will seek to increase and use high-quality, timely and reliable data disaggregated by sex, age, geography, income, race, ethnicity, migratory status, disability, and other characteristics relevant in national contexts. We will enhance capacity-building support to developing countries, including for least developed countries, landlocked developing countries and small island developing States, for this purpose and provide international cooperation, including through technical and financial support, to further strengthen the capacity of national statistical authorities and bureaux. We call on relevant institutions to strengthen and standardize data on domestic and international resource mobilization and spending, as well as data on other means of implementation. In this regard, we will welcome proposals on improved statistical indicators for all means of implementation. We also request the Statistical Commission, working with the relevant international statistical services and forums, to facilitate enhanced tracking of data on all cross-border financing and other economically relevant financial flows that brings together existing databases and to regularly assess and report on the adequacy of international statistics related to implementing the sustainable development agenda. The availability of timely and reliable data for development could be improved by supporting civil registration and vital statistics systems, which generate information for national plans and investment opportunities. (United Nations, 2015e, para. 126)*

For the Goals of the 2030 Agenda to be fully realized, transformative actions and improvements are needed in how data are produced, gathered and used, and in identifying the types of data needed to best serve particular groups—especially the vulnerable and marginalized. This will require investments and capacity-building in a number of areas, including the development of data systems, the improvement of data literacy and accessibility for citizens, and the fostering of public-private partnerships for data collection, sharing and analysis.

GLOBAL INDICATOR FRAMEWORK FOR THE SUSTAINABLE DEVELOPMENT GOALS

This new emphasis on evidence-driven action is manifested in what amounts to a "data revolution" for sustainable development.[31] Leading the charge is the Sustainable

[31] The High Level Panel on the Post-2015 Development Agenda, appointed by United Nations Secretary-General Ban Ki-moon to advise on the global development agenda after the target date for achieving the Millennium Development Goals, first expressed the need for a "data revolution".

Development Goal global indicator framework.[32] The framework was developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), established by the United Nations Statistical Commission in 2015 and composed of 28 Member States representing each region of the world. The framework consists of 232 indicators[33] that are classified into three tiers (see box 5.4) and are to be disaggregated at the national level. The indicators collectively serve as a tool to help countries monitor progress towards the Sustainable

[32] The global indicator framework was developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), agreed upon in March 2017 at the 48th session of the United Nations Statistical Commission, and adopted by the General Assembly on 6 July 2017 (A/RES/71/313, annex I); the most recent version of the global indicator framework includes refinements agreed by the Statistical Commission at its 49th session in March 2018 (E/CN.3/2018/2, annex II); see United Nations (2018) for the full list of indicators.

[33] Ibid.

BOX 5.3.

CASE STUDY: YOUTH POLICY BUILT ON EVIDENCE

RWANDA

Since the conclusion of its devastating civil war and the genocide of 1994, Rwanda has experienced impressive economic growth, averaging nearly 7.9 per cent a year since 2000, and per capita GDP has more than doubled in real terms. The share of those living below the poverty line ($1.90 a day) has dropped from 77 to 60 per cent. For youth, though job quality remains a vital concern, the unemployment rate is estimated at 3.3 per cent. In spite of the political situation, Rwanda has made tremendous strides in resolving long-standing poverty, safety and employment issues for its youth. The efforts of the Government of Rwanda to improve development outcomes have garnered the support and praise of international agencies, along with occasional statements that its approach represents a new development model for the least developed countries.

Two key aspects of the Rwandan approach have been a commitment to evidence-based policymaking and the use of reliable data to ensure the effective and efficient use of scarce resources in all areas of development, including youth policies and programmes. Towards this end, Rwanda signed a programme of support with the United Nations in 2011, directing nearly $2 million towards strengthening local monitoring and evaluation capacities (UNDP, 2012). The assistance agreement included specific provisions for the strengthening of capacity at all levels of public administration and the preparation of a national monitoring and evaluation policy.

The country's openness and commitment to impact evaluation for pilot programmes is particularly noteworthy. Working with international donors, NGOs, and research institutions, Rwanda has undertaken a large number of experimental and quasi-experimental studies in recent years in order to better understand the direct impact of programmes in literacy and education, health-care provision, agricultural development, and youth economic empowerment. In terms of the country's approach to evaluation in the youth sphere, stand-out examples include evaluations of the Akazi Kanoze life skills and work readiness training programme and the entrepreneurship education programme in schools, both of which were run as randomized controlled trials. Despite employment declines for both the treatment and control groups, a higher percentage of youth in the Akazi Kanoze programme were employed after the programme ended (Alcid, 2014). The entrepreneurship education programme evaluation, currently under way, is examining the effects of a teacher training programme on student academic, economic and labour market outcomes, based on the understanding that entrepreneurship training will only be successful if instructors can deliver the material effectively (Blimpo and Pugatch, n.d.).

Development Goals and thereby facilitate the development of evidence-based policies and more efficient resource allocation.

The global indicator framework provides an important impetus to gather better sex- and age-disaggregated information, which should produce a far more accurate picture of the situation of young women and young men[34] and thereby lead to the development and implementation of sound, evidence-informed policies and programmes.

34 See United Nations (2017e).

BOX 5.4. SUSTAINABLE DEVELOPMENT GOAL INDICATOR TIERS

To facilitate the implementation of the global indicator framework, the 232 indicators are currently classified into three tiers based on their level of methodological development and the availability of data at the global level:

Tier 1: Indicator is conceptually clear, has an internationally established methodology and standards are available, and data are regularly produced by countries for at least 50 per cent of countries and of the population in every region where the indicator is relevant.

Tier 2: Indicator is conceptually clear, has an internationally established methodology and standards are available, but data are not regularly produced by countries.

Tier 3: No internationally established methodology or standards are yet available for the indicator, but methodology/standards are being (or will be) developed or tested.

Source: Reproduced from United Nations (2017a).

Youth-related indicators

Of the 232 indicators in the global framework, the United Nations Department of Economic and Social Affairs has identified 90 that can be considered related to youth development. The statistical annex to the present *Report* collates available global and regional data for the 90 youth-relevant Sustainable Development Goal indicators and for the 34 core indicators for the World Programme of Action for Youth. The enormous potential these indicators represent for youth development is limited by the large gaps in data availability. Moreover, not all of the indicators are disaggregated by sex, age, geographic location or other variables that would provide a clearer picture of the youth situation. Data availability issues for both sets of indicators are evident in the statistical annex and are summarized in table 5.1.

While some of the Sustainable Development Goal and World Programme of Action for Youth indicators appear to be similar, there are distinct differences in their descriptions and in the data they are intended to cover. The two sets of indicators should be considered complementary but do not overlap.

Using Sustainable Development Goal indicators to track Addis Ababa Action Agenda commitments on youth

Although the two instruments complement one another, the structural differences between the 2030 Agenda (formulated around thematic goals and outcomes) and the Addis Ababa Action Agenda (formulated around financial and non-financial flows and instruments) can make it difficult to align and track indicators, targets and commitments (United Nations, Inter-Agency Task Force on Financing for Development, 2016). As noted in the 2016 report of the United Nations Inter-Agency Task Force on Financing for Development, the successful implementation of both agendas requires the harnessing of their

internal and external synergies. Synergies can be found through each Sustainable Development Goal drawing on relevant sources and instruments of the Addis Ababa Action Agenda's seven areas, while each area of the Action Agenda can draw from the means of implementation set out under every Goal. A comparison of the Action Agenda commitments with the Sustainable Development Goal indicators clearly demonstrates how the latter can help monitor and assess progress towards commitments in the former, including those pertaining to youth (de la Mothe Karoubi, Espy and Durand-Delacre, 2016).

This synergistic relationship is exemplified in the area of youth employment. Sustainable Development Goal indicator 8.b.1, which measures "total government spending in social protection and employment programmes as a proportion of the national budgets and GDP", has been established to measure progress towards target 8.b, which is to "develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization" by 2020. As this is the same commitment as that set out in paragraph 16 of the Addis Ababa Action Agenda, progress can easily be measured through the relevant Sustainable Development Goal indicator.

As is the case with the Sustainable Development Goals, the availability of age-disaggregated data makes it possible to measure and monitor investments in young people in areas of the Addis Ababa Action Agenda that make no specific reference to youth. For example, progress on commitment 117, which focuses on maintaining an enabling environment for the sharing of technology and entrepreneurship, could be measured in part by Sustainable Development Goal indicator 4.4.1, which reflects the "proportion of youth and adults with information and communications technology (ICT) skills, by type of skill".

Mind the gap: how the lack of age disaggregation hinders potential

While the Sustainable Development Goal global indicator framework provides the opportunity and impetus to gather data on young people in important areas, it does not cover all areas pertaining to youth development. Youth nutrition is one such area, as noted in the recent

TABLE 5.1. DATA AVAILABILITY FOR YOUTH-RELATED SUSTAINABLE DEVELOPMENT GOAL AND WORLD PROGRAMME OF ACTION FOR YOUTH INDICATORS (GLOBAL AND REGIONAL LEVELS)

INDICATORS	NO DATA AVAILABLE AT GLOBAL OR REGIONAL LEVEL	DATA AVAILABLE AT BOTH GLOBAL AND REGIONAL LEVELS	DATA AVAILABLE AT GLOBAL LEVEL ONLY	DATA AVAILABLE AT REGIONAL LEVEL ONLY	TOTAL
Sustainable Development Goals	48	32	2	8	**90**
World Programme of Action for Youth	10	20	1	3	**34**
TOTAL	**58**	**52**	**3**	**11**	**124**

report of the Secretary-General on youth development links to sustainable development:

> *Although Member-States have repeatedly emphasized the need to increase youth awareness about nutrition[35], including eating disorders and obesity, it is currently not measured within the global indicator framework, as indicators 2.2.1 and 2.2.2 refer only to children under 5. (United Nations, 2017e, para. 29).*

Similarly, no specific youth or youth-relevant indicators exist for key environmental goals such as Sustainable Development Goal 14 (life below water) or Goal 15 (life on land). Young people are greatly affected by environmental policies and issues and have been at the forefront of efforts to mitigate environmental destruction, preserve the oceans, and sustainably manage natural resources.[36] While Sustainable Development Goal target 15.c on the pursuit of sustainable livelihood opportunities refers to local communities, which include youth, there are no youth-specific indicators to measure the contributions of young people.[37] Such gaps highlight the necessity and value of mainstreaming youth into environmental policies and working towards age disaggregation of all indicators, whether specified or not.

Age disaggregation is encouraged for all Sustainable Development Goal indicators. However, as the 2030 Agenda acknowledges in target 17.18, considerable effort and substantial resources are necessary to ready national statistics and data systems to achieve this objective. Therefore, it is unlikely that wide-ranging age-disaggregated data will be available in many countries for years to come. Importantly, many other data collections currently have age included as a demographic variable, but they are not disseminated in age-disaggregated form, making it impossible for policymakers and researchers to analyse the data for different age cohorts.

Gaps in Sustainable Development Goal indicators on youth

Even if it were possible to gather age-disaggregated data on all 90 indicators relevant to youth, the story they would tell about young people would still be lacking.

A key requirement for effective monitoring of the Sustainable Development Goals is the standardization of the indicators (to the extent possible) so that progress can be measured and compared within and between countries and regions. As noted, the capacity of some countries to collect, store and use data is extremely limited. A delicate balance must be struck; it is important to reach agreement on a set of indicators that propel countries towards realizing the Goals and targets of the 2030 Agenda while not overwhelming their capacity to collect relevant data and risk nothing being measuring at all.

The present list of 232 indicators, and indeed some of the 169 targets, fall short of other indicators for which many countries are already collecting and disseminating data and which more accurately measure development progress. When the indicators and targets are viewed through a youth lens, the issues with measurement can be magnified.

Such relative deficiencies are evident for some of the indicators relating to Sustainable Development Goal 4 on education. For example, the indicator established to measure target 4.1 on free, equitable and quality education is based on a minimum proficiency level which will be measured relative to new common reading and mathematics

35 See the following United Nations General Assembly resolutions on policies and programmes involving youth: A/RES/66/121, para. 14; A/RES/68/130, para. 6; and A/RES/70/127, para. 8.

36 See box 6.5 in the present *Report* for an example of youth contributions to environmental sustainability efforts.

37 United Nations (2017e).

scales currently under development. Given that even very low thresholds of this kind are not being met by the vast majority of learners in most developing countries, there is a risk that a very low threshold will be set that will have implications for fulfilment of the right to education.

Equality concerns within this context would include a focus on Tomaševski's 4-A framework (see table 2.1). However, there is little sense across the eleven Goal 4 indicators of notions of acceptability or adaptability. A limited exception is found in target 4.a, which calls for commitments to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all", with indicator 4.a.1 capturing some elements of availability and accessibility. The draft education indicators formulated by the education community do reflect more of a rights perspective, but these are of a lower (optional) status than are those developed to measure achievement of the Sustainable Development Goals; the latter indicators focus strongly on outcomes rather than on structural and procedural indicators that could hold States accountable for honouring their obligation to progressively realize the right to education.

Indicator 4.4.1 measures ICT skills rather than a broader set of "skills ... for employment, decent jobs and entrepreneurship" (target 4.4). Clearly, target 4.4 should be conceptually linked to targets 8.6 and 8.b, but that has not been achieved with this proposed indicator.

Differences in measuring sustainable development skills, knowledge and attitudes

Sustainable Development Goal targets 3.7, 4.7, 5.6, 12.8 and 13.3 embody important messages that should be communicated to youth through education. In looking at what is already known about progress towards the new education indicators, UNESCO (2016a) notes that there is considerable unevenness in terms of what is addressed in existing curricula and how well it is covered. Most countries report that human rights education is integrated into curricula. Three quarters of the countries in Asia and Oceania include comprehensive sexuality education in their secondary curricula. However, a study carried out by UNESCO (2013b) found that in the 32 countries surveyed fewer than half of the schools provided life-skills-based HIV education. Moreover, what was covered on gender, sexuality and sexual behaviour was often inaccurate or incomplete or actually reinforced problematic behaviours. Across Africa generally, there was a tendency to ignore sexual diversity, often alongside increasingly homophobic legislation. Equally, child marriage was often absent from the curriculum, in spite of issues surrounding this practice in a number of countries in the region.

As mentioned in chapter II of the present *Report*, UNESCO recently surveyed 78 countries on their inclusion of a range of topics related to sustainable development in their national curriculum frameworks. While almost all showed evidence of topics relating to rights, democracy and sustainable development, notions of social sustainability, gender sensitivity and gender empowerment were present in less than a quarter of the frameworks.

As with the other education targets listed above, there are concerns about who gets to define the related indicators and what is measured.

The problem with defining and interpreting indicators

Within the Sustainable Development Goal framework, the area of education offers a strong example of how issues with definition can affect the interpretation of indicators. For instance, in the indicators for target 3.7, there is nothing about the content of education, and the indicator pertaining to target 4.7 fails to address the target's acknowledgment of the need to acquire the necessary knowledge and skills "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" by excluding any reference to sustainable lifestyles, a culture of peace and non-violence, and appreciation of cultural diversity and of culture's contribution to sustainable development. The sustainable lifestyles dimension also disappears between target 12.8 and indicator 12.8.1. However, indicator 13.3.1 is explicit about curricular inclusions—at the primary through tertiary levels—relating to "climate change mitigation, adaptation, impact reduction and early warning". As UNESCO (2016a) observes, there is a need for consistency or coordination in responses to the challenges of measuring indicators 4.7.1, 12.8.1 and 13.3.1 where they overlap.

UNESCO notes that there are major challenges associated with these indicators (ibid.). There is a scarcity of relevant tools for assessment. The cultural appropriateness of such tools is a particularly serious issue, as is then moving from contextualized tools to comparative analysis.

How defining what is measured matters

Similar concerns exist with regard to Sustainable Development Goal 8 on decent work and economic growth. Target 8.6 incorporates the NEET concept. This measure has been criticized for its application to youth labour markets that are significantly different from those in the United Kingdom of Great Britain and Northern Ireland, where the concept originally emerged. With its inclusion in the Sustainable Development Goals, the NEET concept has assumed global relevance. The challenge is to make the concept work better as an accurate measure of what is supposed to be measured so that it leads to sensible policy interventions.

In a review of NEET measurement issues for ILO, Elder (2015) notes that a core group of organizations dealing with labour market statistics, including Eurostat and ILO, define the NEET rate as the percentage of the population of a given age group and sex not employed and not involved in education or training.

The actual measurement, however, is dependent on how inactivity—in either labour market or educational terms—is defined. Eurostat, for instance, currently uses labour market status at the time of survey and educational activity within the month preceding survey as their measures. Changing either or both of these parameters can be justified on theoretical grounds but has major implications for the NEET rate.

Moreover, what counts as employment is controversial, particularly among those economists who point to the systematic undercounting of household activities, most notably caring work. This issue is relevant across all economies. For low-income countries, there are also specific issues surrounding what the indicator means. The NEET concept was originally applied to those who had completed compulsory education (to age 16) and was often linked to debates about youth being able to rely on welfare payments rather than actively seeking employment, but these realities are rarely mirrored in developing countries. What NEET means conceptually or policy-wise is not well defined.

The acquisition of reliable data is also a major issue. National data are typically derived from standard household surveys, including labour force surveys. However, these are often conducted sporadically, particularly in low-income countries. In many settings, there is simply insufficient statistical capacity to obtain data at the necessary level of detail (ibid.).

Many young people are forced out of education before they want to leave and do not have the option of surviving on welfare payments. Rather, they must seek employment, no matter how precarious or informal. As Elder notes, "without a qualitative employment indicator,

we will never gain proper insight to the labour market challenges faced by the majority of the world's youth population" (ibid., p. 7). Clearly, the achievement of target 8.6 must be linked to a range of other targets, including some of those under Goal 4. However, its closest link is to target 8.b.: "By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization".

CLOSING MEASUREMENT GAPS: USING COMPLEMENTARY INDICATOR FRAMEWORKS TO BETTER UNDERSTAND THE SITUATION OF YOUTH

Although 90 youth-related indicators for the Sustainable Development Goals have been identified, the lack of specific age disaggregation and weaknesses in the measurement of some indicators make it likely that gaps in data collection will persist. Given these limitations, it is important that each country select and adapt its own set of national indicators, responding not only to global monitoring and reporting commitments but to national realities and priorities. From a youth development perspective, this could consist of adapting and using youth-related indicators from the Sustainable Development Goal global indicator framework and using indicators from complementary frameworks at the national, regional and global levels so that the indicators selected address each country's specific youth development priorities.

World Programme of Action for Youth indicators

The indicator framework for the World Programme of Action for Youth—developed in 2012 and consisting of 34 core and 15 supplementary indicators (United Nations, 2012b)—remains an important tool for assessing the situation of youth and can provide information beyond the Sustainable Development Goal indicators. Available data for the 34 core indicators are set out in the statistical annex to the present *Report*. The World Programme of Action for Youth indicators were formulated with the aim of being adaptable to national contexts, and as such could provide data on important areas of the Sustainable Development Goals that are not disaggregated by age and on issues not addressed in the Goals, bolstering efforts to reach and exceed sustainable development objectives by 2030 and beyond. In the area of nutrition, for example, World Programme of Action indicator 23 monitors the percentage of young people considered overweight and could inform targeted youth health policies in the context of implementing the 2030 Agenda.

When used together, the 90 youth-related Sustainable Development Goal indicators and the 49 indicators for the World Programme of Action for Youth provide a robust overview of the situation of youth. A comparison of the two sets of indicators shows that while many seem to be similar in wording, meaning or objective, there are distinct differences in the data they are intended to cover, suggesting that the Sustainable Development Goal indicators offer the potential, if data are disaggregated, to provide information to complement the World Programme of Action for Youth indicators for which data have not been collected or disaggregated. Where the two sets of indicators differ, each provides supplemental and supportive data not covered within the other indicator framework.

Other frameworks for monitoring the youth situation

For certain development priorities, adequate data collection and analysis are not included in global frameworks such as the World Programme of Action for Youth and the Sustainable Development Goals. The following is noted in the report of the Secretary-General on youth development links to sustainable development:

> *Access for youth to land and employment opportunities for youth in agriculture are key points of the World Programme of Action for which no indicators exist. The corresponding Sustainable Development Goal target 2.3, on agricultural productivity, does not specifically mention youth, while indicator 2.3.2, on the average income of small-scale food producers, is not disaggregated by age. (United Nations, 2017e, para. 25)*

The report further notes the following:

> *While technical and vocational education and training are mentioned in the preamble of the 2030 Agenda and the narrative of the World Programme of Action, there is no specific target or indicator related to those activities. This is also the case with other World Programme of Action priorities, such as leisure-time activities and armed conflict. (ibid., para. 26)*

The Sustainable Development Goal global indicator framework and World Programme of Action for Youth indicators together provide a comprehensive resource for measuring and tracking youth development, but there are also a number of national, regional and international frameworks that have been set up to monitor youth development and well-being, including the Commonwealth Secretariat's global Youth Development Index, the UNICEF Adolescent Country Tracker, and regional youth indices (described in some detail below).

The report of the Inter-Agency Task Force on Financing for Development mentions reliance on existing data in relation to advancing commitments in the context of the Addis Ababa Action Agenda, noting that "international support to countries with particular needs and challenges can be monitored through existing OECD Development Assistance Committee indicators for ODA to child and youth-focused programme areas", while monitoring of "youth-related commitments in other areas of the Addis Agenda can draw on recent international data collection and harmonization efforts, such as under … the H4+ technical partnership[38] for the Secretary-General's Every Woman, Every Child initiative and the new Global Financing Facility for Maternal, Neonatal, Child and Adolescent Health" (Inter-Agency Task Force on Financing for Development, 2016, p. 28).

It is clear that the 2030 Agenda is heavily dependent on existing and developing sources of data/information and means of implementation for its success. In order to optimize the impact of these tools, however, enhanced efforts are needed at all levels to improve the capacities of those collecting and using data—including not only official sources such as national statistical offices and institutions, but also the private sector and civil society, including youth.

HARNESSING THE DATA REVOLUTION

Over the past several years, the importance of gathering youth-specific data has been increasingly recognized, and various tools and frameworks have been developed to improve the collection and measurement of data on youth development. Such data should be used to better inform the development and implementation of evidence-based youth policies and contribute to efforts to meet the Sustainable Development Goals. Below is a selection of existing and upcoming tools created to help monitor youth development on the road to achieving the Goals by 2030.

38 WHO, UNAIDS, UNFPA, UNICEF, UN Women, and the World Bank work together as the H4+ in a joint effort to improve the health of women and children.

The **Commonwealth Secretariat's global Youth Development Index** measures progress in youth development in 183 countries (Commonwealth Secretariat, 2016). It includes 18 indicators relating to education, health and well-being, employment and opportunity, and civic and political participation (see *http://youthdevelopmentindex.org/*).

The **UNICEF Adolescent Country Tracker**, currently being developed in collaboration with several partners, is an outcome-based framework and a proposed set of indicators closely linked to the Sustainable Development Goals (see *https://data.unicef.org/wp-content/uploads/2018/05/Adolescent-Country-Tracker-postcard-30Apr18-2.pdf*).

The **Youth Progress Index** is a joint initiative of the European Youth Forum, Deloitte Touche Tohmatsu Limited, the International Institute for Democracy and Electoral Assistance, the Organization for Security and

BOX 5.5.

REGIONAL COLLABORATION: WORKSHOP ON EVIDENCE-BASED POLICIES ON YOUTH DEVELOPMENT IN ASIA AND WORKSHOP ON PROMOTING THE SUSTAINABILITY OF THE YOUTH POLICY TOOLBOX IN ASIA-PACIFIC

Member States working together at the regional level are able to pool resources, knowledge and capacity to enhance sustainable development efforts. Regional collaboration offers the opportunity to streamline processes linked to identifying and addressing national policy priorities and reporting on progress towards the Sustainable Development Goals.

Bangkok, Thailand

Government officials, youth development practitioners and youth leaders representing 17 countries in Asia met in Bangkok from 29 May to 1 June 2017 to share their experiences with evidence-based approaches to youth development policies and programming. The discussions were part of an inter-agency effort spearheaded by the United Nations Department of Economic and Social Affairs, United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), and Commonwealth Secretariat, bringing together ILO, UNDP, UNESCO, UNFPA, the United Nations Human Settlements Programme (UN-Habitat), United Nations Volunteers, and UN Women. Representatives from a number of regional organizations, including ASEAN and the South Asian Association for Regional Cooperation, presented regional youth frameworks including the ASEAN Youth Development Index.

More than 80 participants—including government officials, civil society and youth representatives, and international partners—discussed ways to increase the use of youth indicators and global data in national youth policy formulation.

Many participants acknowledged the vital role young people and evidence-based youth policies play in national development and called for investment in youth by Asian leaders. They also agreed to formulate national action plans to strengthen youth policy development and implementation in their respective countries.

Source: United Nations, ESCAP (2017).

Economic Cooperation in Europe's Office for Democratic Institutions and Human Rights, and the Social Progress Imperative. The Index has been set up to raise awareness of the factors contributing to the social progress of young people, offer input to stakeholders, and provide grounds for evidence-based policymaking to improve the lives of young people worldwide and ensure that they claim their rightful place in society (see *www.youthprogressindex.org*).

The **ASEAN Youth Development Index**, launched by the Association of Southeast Asian Nations' Ministers of Youth in July 2017, targets individuals aged 15-35 years using various indicators closely related to the ASEAN Work Plan on Youth 2016-2020. Because youth in the ASEAN region are 6.4 times more likely than their adult counterparts to be unemployed (the global average is three times), youth employment and entrepreneurship are key to the Index and the Work Plan. The Index also focuses on education and leadership, health and well-being, participation and engagement, and values and identity. The Index is expected to serve as a key instrument in evidence-based policy formulation in the region and in the planning of new interventions and programmes for youth (see *http://asean.org/?static_post=first-asean-youth-development-index*).

The **European Youth Monitor**, launched by the European Commission in 2015, comprises 41 statistical indicators and is used to measure progress in the eight fields of action of the EU Youth Strategy (culture and creativity, education and training, employment and entrepreneurship, health and well-being, social inclusion, voluntary activities, youth and the world, and participation). The indicators cover young people aged 15-29 years across the 28 member States of the European Union and are based on data collected from 2010 onward, mainly from Eurostat and Eurobarometer.[39]

[39] Eurostat is the European Union statistical office, and Eurobarometer is a compilation of public studies and surveys; see European Commission (2011) and European Commission (2015).

The **Ibero-American Pact for Youth** was adopted by heads of State in Latin America in 2016, identifying youth development within the Sustainable Development Goal framework as its first priority (UNESCO, 2016c). A commitment was made to "introduce the participation of young people in the 2030 Agenda by setting up a regional system of youth targets and indicators" (Youth Employment Decade, 2016).

Leaving no youth behind: enhancing data on marginalized and vulnerable youth

The lack of robust, disaggregated demographic data makes the development of effective policies aimed at marginalized and vulnerable youth particularly difficult. The United Nations *Sustainable Development Goals Report 2017* notes that "children living outside of family care, persons with disabilities and older persons, for example, have largely fallen off the statistical 'map'" (United Nations, 2017c, overview), and the same is true for specific groups of young people, including indigenous youth; young migrants and refugees; lesbian, gay, bisexual and transgender youth; and youth with disabilities.

Although efforts are under way to ensure that data are collected on persons with disabilities, indigenous persons, and other statistically neglected groups, the information gathered is often not broken down by age. In countries in which the collection of data on vulnerable and marginalized groups has not been initiated or is in the nascent stages, it is virtually impossible to assess the situation of youth from these groups.

Circumstances such as these interfere with the ability of policymakers to develop evidence-informed policies that take into account the needs and challenges of the most vulnerable and marginalized youth and provide them with resources and opportunities to participate and thrive.

Building capacity for data

> *A focus on quantitative and qualitative data, including open data, and statistical systems and administrations at the national and subnational level will be especially important in order to strengthen domestic capacity, transparency and accountability in the global partnership. National statistical systems have a central role in generating, disseminating and administering data. They should be supplemented with data and analysis from civil society, academia and the private sector. (United Nations, General Assembly, 2015a, para. 125)*

National statistical offices are at the heart of the data revolution, providing key statistics on the population at the country level. However, many national statistical offices, particularly those in least developed and fragile countries, struggle to collect accurate and timely data owing to a lack of infrastructure, including financial, technical and human resources. A massive increase in the capacity of data systems and institutions will be needed to enable national statistical offices to deliver and use data effectively and thereby contribute to the achievement of the Sustainable Development Goals. This is recognized as integral to the 2030 Agenda, as noted in the following:[40]

> *We will support developing countries, particularly African countries, least developed countries, small island developing States and landlocked developing countries, in strengthening the capacity of national statistical offices and data systems to ensure access to high-quality, timely, reliable and disaggregated data. (United Nations, General Assembly, 2015b, para. 76)*

Enhancing national statistical capacity is a major undertaking. Factors such as the level of development of a country, infrastructure, conflict status, and human and financial resources all impact the quality and quantity of data collected. Too many countries still have poor quality data that effectively exclude key populations such as those with disabilities, indigenous peoples and youth. The time between gathering, releasing and using data can often be so lengthy that the data are rendered obsolete, informing policies that no longer reflect the situation on the ground. Census data, generally collected every ten years or at best

BOX 5.6.
GAPS IN DATA ON INDIGENOUS YOUTH

Data on indigenous youth remain extremely limited. In some countries, including Botswana, Burkina Faso, Morocco, Rwanda, Uganda, and the United Republic of Tanzania, a lack of consensus on the definition of the term "indigenous peoples" means they are not counted in national data sets and official statistics—which renders them invisible in terms of policy decisions and resource allocations. Those data that do exist often reveal wide disparities between indigenous and non-indigenous youth. Such gaps are particularly evident in the area of education; for example, while several countries in Latin America and the Caribbean have made notable progress in primary education, statistics for the region as a whole indicate that of the 85 per cent of indigenous children who attend secondary school, only 40 per cent complete their education at that level (Champagne, 2009, p. 135). Similarly, evidence points to indigenous youth struggling in the area of mental health; suicide rates for this demographic are high, especially among young indigenous men. In some countries, life expectancy is up to 13 years lower for indigenous youth than for non-indigenous youth (Naciones Unidas, CEPAL, 2014).

40 This need is echoed in the Addis Ababa Action Agenda (United Nations, General Assembly, 2015a, paras. 125 and 126).

every five years, provide the foundation for national statistical systems. With regular, wide-ranging census data and data from sample surveys and administrative records, national statistical offices can provide the comprehensive, up-to-date statistics and information required by the Sustainable Development Goal framework.

Even when data are disaggregated by sex, age or other criteria, this often occurs only at the national level. However, data can vary widely within municipalities and across the regions of a country. Subnational disaggregation of data is therefore critical to better understanding variations and differences in the challenges and needs of youth at the local and regional levels and is key to informing more accurate policy responses (United Nations Secretary-General's Independent Expert Advisory Group on a Data Revolution for Sustainable Development, 2014).

While efforts are under way to integrate the Sustainable Development Goals into national and local planning processes (see chapter IV), action is also needed to ensure that national statistical offices and institutions are ready and able to collect timely, accurate, and usable data for more robust policymaking at all levels. As emphasized in *A World That Counts: Mobilising the Data Revolution for Sustainable Development*,[41] this requires a new way of thinking and the adoption of innovative approaches that include integrating new technology for data collection and dissemination, leveraging public-private partnerships, complementing official statistics with new and varied data sources (integrating data gathered by civil society, for example), and creating an environment for civil society actors, including youth, to better access and use data, in part by providing data that is compatible with geospatial information systems (ibid., p. 9).

Financing data innovation

Inadequate financial investment in strengthening official data systems, infrastructure and administration is one of the clearest impediments to ensuring the provision of more robust, timely, and accurate data. For least developed countries and countries affected by conflict, the investment of scarce resources in building the data infrastructure is naturally much less of a priority than the provision of basic goods and services. It is important to take the long view, however; a strong statistical infrastructure can facilitate the production and use of more timely and accurate data, which in turn can make efforts to meet basic needs more fruitful.

In order to bridge this gap, the Global Partnership for Sustainable Development Data has set up a funding initiative to support low- and low-to-middle-income countries in collaborative data innovations for sustainable development. Through a series of pilot projects, the initiative focuses on data production, dissemination and use in 20 countries across Africa, Asia and the Middle East, encouraging collaboration, experimentation, knowledge acquisition, and capacity development in the field of sustainable development data (Global Partnership for Sustainable Development Data, 2017).

Such partnerships are consistent with the prevailing wisdom that the production of robust and accurate data is increasingly reliant on leveraging the nexus between official and unofficial data streams. Drawing together stakeholders from government institutions, the private sector, technology, academia, and civil society (including youth) helps to inform a more holistic understanding of the challenges and opportunities surrounding efforts to meet the Sustainable Development Goals.

Collaboration and integration can extend in many directions, both within and between countries. Multiple-source data, effectively managed, greatly enrich national data sets and contribute to more informed policymaking.

41 See United Nations, Independent Expert Advisory Group on a Data Revolution for Sustainable Development (2014).

Furthermore, through cooperation at the regional level, national statistical offices can support and build capacity in neighbouring countries.

Power to the people: democratizing the data revolution through new technology and open access to data

Every day, individuals produce more and more data about themselves, both passively (through monitoring by new technologies such as street cameras and trackers) and actively (through Internet searches, online purchases, and the use of social media and wearable technology). New technology is linked to a massive increase in the amount of data being produced; IBM estimates that 90 per cent of all data in the world have been created over a recent two-year period (2015-2016) (IBM Marketing Cloud and Comsense, 2016).

With the enormous amount of data being created, the speed of data acquisition, and the detail and accuracy of the data collected, it is now relatively easy to obtain up-to-date statistics and information on human needs and challenges for the purpose of informed real-time policymaking (United Nations, Independent Expert Advisory Group on a Data Revolution for Sustainable Development, 2014, p. 5). However, transforming massive quantities of raw data into actionable data requires careful analysis, classification and quality assessment. Fortunately, there are many data quality frameworks available; national quality assurance frameworks can be found using the United Nations Statistics Division search tool (United Nations, 2015c).

Technology offers a means of ensuring that data are open, accessible, fit for purpose, and usable. For data to be accessible and usable they must be concise, understandable, and developed and presented with users in mind. Efforts to enhance user-friendliness through increased reliance on data visualizations such as infographics and interactive websites/databases highlight the important role technology plays in bringing data to the people.

The nexus between the development of technology and the push towards open data provides opportunities to empower citizens to access and use data and to hold public officials accountable through the tracking of data related to policy outcomes over time. BudgIT in Nigeria offers a powerful example of how technology and data can work together to enhance transparency in financial planning and tracking within the national budget framework (see box 5.9).

Bridging the technological divide

Technology provides an important opportunity to improve openness and transparency in data collection and availability; however, many countries still lack basic technology infrastructure, including broadband Internet, which greatly limits data accessibility for both policymakers and the public. People who are marginalized, vulnerable or experiencing poverty are often at the greatest disadvantage, as they are less likely to have access to technology or to have the data and technology literacy skills they need to meaningfully access and use data. Situations such as these threaten to widen the digital divide and expand inequalities between technology haves and have-nots (United Nations Secretary-General's Independent Expert Advisory Group on a Data Revolution for Sustainable Development, 2014, p. 7).

Efforts to enhance not only statistical infrastructure but also technology infrastructure and access through, for example, increased broadband coverage, reduced technology costs, digital and data literacy skills development, and increased access to mobile devices will help narrow the digital divide and will also ensure that the data revolution leaves no one behind. Increased financial and human resource investment is needed to strengthen data

BOX 5.7.
CASE STUDY: FARMDRIVE

KENYA

Youth in Africa are using technology to contribute to the development of new, smarter agricultural practices.

Less than 10 per cent of Africa's 50 million smallholder farmers have adequate access to credit. Two recent computer science graduates from the University of Nairobi decided to use their skills and innovative ideas to bridge the gap between smallholder farmers and financial institutions, setting up FarmDrive to provide credit scores for smallholder farmers in Kenya so they can access credit to invest in equipment, fertilizer, irrigation and other key inputs and generate sustainable business opportunities.

FarmDrive has developed a technology platform that collects farmers' data and tracks their farming activities via free short message service (SMS) on mobile phones while also acting as a financial record-keeping tool, making farmers financially aware of their businesses as they begin keeping records. It then combines this information with other agricultural data (from input suppliers and produce buyers, for example) as well as satellite, mobile and other data. These data are then transformed into a credit profile and shared with financial institutions for credit assessment and funding. In February 2017, FarmDrive was selected as part of telecommunications firm Safaricom's $1 million Spark venture fund, which provided FarmDrive access to $250,000 in new funding. So far, the company has reached 372,000 farmers and approved 6,000 loans.

Source: Olingo (2017); see *https://farmdrive.co.ke/* for more information on the initiative.

capacity, infrastructure and skills development to close the gaps in data access and use.

Youth-driven data

Although the digital divide persists, with many of the world's most vulnerable at risk of being left behind, there is promising evidence that young people are making significant strides in the use of technology. The International Telecommunication Union (ITU) estimates that in 2017, 71 per cent of youth worldwide were online, in comparison with 48 per cent of the general population (ITU, 2017). However, this high percentage masks significant variations. While 94 per cent of youth in developed countries are using the Internet, the same is true for only 67 per cent in developing countries and 30 per cent in least developed countries. ITU estimates that nearly 9 out of 10 young people not using the Internet reside in Africa or in Asia and the Pacific. The vast differences in Internet access among countries have an enormous impact on the world's ability to harness sufficient data for the achievement of the Sustainable Development Goals.

Such challenges notwithstanding, it is often young people in developing and least developed countries who are adopting technology and effectively propelling their communities into the technological age. While access to reliable fixed-line broadband remains an issue for many countries, mobile broadband systems (wireless wide area networks accessed through mobile devices) are providing an alternative route to digital access, and this is allowing many developing countries to skip ahead in terms of technology advances. In the space of a decade, Africa has witnessed the fastest growth in mobile subscribers in the world, with the total estimated at 759 million in 2017 (ibid.). Young people have been at the forefront in embracing mobile technology; as shown in box 5.7, some are even using it to devise solutions to development challenges.

Young people have also been leading in the area of data visualization and communication. There are

numerous examples of young people transforming raw data into information that is readable and digestible; their input is critical to translating complex ideas surrounding sustainable development efforts into ideas that can be communicated not just to a youth audience but to civil society more broadly.

The utilization of open source technology, access to open and transparent information and data sources, and own-means data collection have enabled young people to use data in a variety of innovative ways, helping to create a more robust analysis of their situation and bring about positive change (see box 5.8).

BOX 5.8.
YOUTH IN ACTION: MENSTRUAL HYGIENE INNOVATION CHALLENGE

U-REPORT IN PAKISTAN

U-Report is a text-based mobile phone service designed to give young people a chance to voice their opinions on issues they care about in their communities, encourage citizen-led development, and create positive change.

Youth following @UReportGlobal on Twitter receive polls and alerts, and their input is processed using a system that allows for real-time response mapping and data collection. Issues polled relate to health, education, water, sanitation and hygiene, youth unemployment, HIV/AIDS, disease outbreaks, and anything else people want to discuss. The results are then shared with the community.

In Pakistan, results from a U-Report poll showed that 49 per cent of young girls had no knowledge of menstruation prior to their first period and that 23 per cent wanted to learn about menstruation in school.

A three-hour live chat allowed space for more than 2,500 young people to ask questions related to menstruation, such as "Can I take a bath during my period?" and "Why should girls not play games during periods?" The polls and feedback from the live chat signified to UNICEF Pakistan Innovation and WASH colleagues that more needed to be done to enable young people to access information on menstruation without shame.

Based on the results, UNICEF WASH and U-Report in Pakistan launched the Menstrual Hygiene Innovation Challenge in June 2017, encouraging youth to take action on menstrual hygiene management in their communities.

As part of the Challenge, young people and U-Reporters were called upon to submit innovative ideas on tools, models, and services that might be used to enable girls and women to manage their menstruation hygienically. UNICEF received 60 proposals; seven winners were selected and awarded grants to help fund their projects. The winning entries included an initiative to provide convenient, cashless and timely access to a range of menstrual hygiene products, packaged around a digital media campaign; a virtual support network for menstrual hygiene management aimed at destigmatizing conversations around menstruation by educating young girls and boys in a fun and interactive way; animation featuring an adolescent girl dealing with diverse menstruation-related issues; and a mobile application to help girls track their period cycles.

Source: U-Report (*http://ureport.in/*).

Young people have also been using data and technology to hold Governments accountable for their development efforts, monitoring progress and using data to explain and relay statistical information in easily digestible formats to a wider audience (see box 5.9).

Safeguarding privacy in a data-rich world

While exponential growth in the quantity, quality and types of data accessed and collected is linked to a corresponding expansion in the amount of potentially useful information available on people and planet, it also comes with a higher risk of privacy breaches and the misuse of sensitive information. Increasingly, concerns about online hacking and the release of personal information are making news headlines, and the issue of how information is used and tracked by private companies (such as social media and mobile service providers) and government entities is leading to greater levels of distrust in both.

With many young people already experiencing a crisis of trust in their Governments, creating robust and continually updated regulations that safeguard the rights of citizens to privacy and protect the security of information will be an essential component in ensuring that the data revolution is based on respect for human rights, equality and dignity for all (United Nations, 2016a).

CONCLUSIONS

Not only do sound youth policies make a vital contribution to advancing many Sustainable Development Goals today, but they also shape the leaders of tomorrow. Sound policies are necessarily tailored to local and national contexts but often share some common elements. They are based on evidence. They seek youth participation in their design, implementation and monitoring. They are integrated and aligned with other government policies. Most importantly, they are backed by a strong commitment, accountability, and adequate funding at the policymaking level.

Current levels of spending on youth-related development are inadequate. Without increased investment in areas such as education, many countries are unlikely to meet Sustainable Development Goal targets by 2030. Recent domestic and international initiatives aimed at boosting youth-focused investments are encouraging, but gaps remain.

Relevant and timely data on how much and how well public financial resources have been utilized to achieve youth-related goals are essential for evidence-based policymaking, addressing gaps, and improving the effectiveness of existing spending. Recent efforts to monitor spending in other cross-cutting areas such as gender, children and climate provide a useful reference for similar approaches to enhance youth mainstreaming in the context of 2030 Agenda implementation.

The 232 Sustainable Development Goal indicators underline the critical role data play in the realization of the 2030 Agenda. They also reveal limitations in the coverage of youth-related goals and targets and the widespread lack of age-disaggregated data in reporting.

Innovative approaches and considerable capacity-building will be needed to address the lack of age-disaggregated data as well as data inequalities and inconsistencies within and between countries. Governments should also take full advantage of the opportunities new technologies provide and should foster partnerships among different stakeholders.

Evidence and transparency are necessary but are not sufficient to achieve real transformation in policies and the use of public resources. Greater participation by citizens—especially youth—and improved accountability on the part of Governments are needed to bring about the desired changes.

BOX 5.9.

CASE STUDY: SIMPLIFYING THE BUDGET THROUGH DATA VISUALIZATION

BudgIT in Nigeria

Founded in 2011 by young entrepreneur Oluseun Onigbinde, BudgIT is a civic organization that works to simplify budget and related public spending data for citizens across all literacy levels using an array of technology tools (including infographics), with the primary objective of raising the standard of transparency and accountability in government.

BudgIT has four areas of focus:

- ***Budget access***, which empowers citizens with budget and public finance data, allowing them to demand improved service delivery and take action within their communities.
- ***Tracka,*** a project tracking tool used to build a community of urban and rural residents in Nigeria that can follow up on nearby public projects and demand efficient service delivery (see below). Offline, citizens participate in community engagement meetings and can give feedback on development projects in their areas using SMS. Tracka is now functional in 20 of 36 states in Nigeria.
- ***Extractives***, enlightening citizens on extractive resource issues with a focus on accountability and fiscal inclusion.
- ***Institutional support*** provided to the media, other civil society organizations, and the Government to advance transparency and civic engagement.

So far, BudgIT has engaged more than 1.9 million residents of Nigeria, both online and offline, leading discussions on government finance and spending and public sector efficiency. BudgIT has rapidly become a trusted source for public finance data in Nigeria, receiving more than 5,000 unique data requests monthly from private, corporate, and developmental entities/individuals. Its growing success has led to offices being set up in Sierra Leone and Ghana, and there are plans to cover more countries in Western Africa.

Tracka

Launched in 2014, Tracka (*http://tracka.ng*) is a social platform of and for active citizens who are interested in tracking budgets and public projects in their communities. Tracka is layered on open data and integrated with existing social media tools, enabling people with common interests to share photos, videos and documents and to post comments on existing projects.

Using grass-roots monitors and partners for public projects located across Nigeria, this approach explores the use of technology to track budgets and monitor progress, with project tracking officers (PTOs) reporting feedback to the appropriate executive and legislative bodies. Social media is used to amplify discussions on projects. Tracka has more than 12,000 user-generated reports and has successfully advocated for the completion of more than 80 projects across 20 local communities.

BudgIT works with willing institutions interested in deepening transparency, citizen engagement and capacity-building. It has supported more than 35 institutions in Nigeria and is working with the Kaduna State Government in implementing the Open Kaduna Project. BudgIT is working with other NGOs and the Federal Government on the Open Government Partnership, a cause it has championed for several years.

Tracka action: primary health-care centre in Magarza

The construction of a primary health-care centre in Magarza Town (Kebbi State, Nigeria) has been a priority for the members of the community. Prior to the inclusion of this initiative as a constituency project, BudgIT PTOs "were informed that residents had to travel across rivers to the neighbouring community of Kalgo to access health-care services. Residents were ... unaware of the existence of the project until they were met with and informed about it in August 2016 by the principal PTO. ... The PTO encouraged them to monitor the implementation of the project by visiting the project location and speaking with their Representative, Hon. Abdullahi Farouk, to ensure speedy delivery" (BudgIT/Tracka, 2017). This project represents the BudgIT model of engaging citizens with data, initiating action to demand accountability, and ensuring the delivery of service in an inclusive manner.

In September 2016, Tracka held a town hall meeting with residents of Magarza, further encouraging them to write letters to their ward representative and the Ministry of Health to make inquiries on the status of the project as captured in the 2016 budget. The head of the community reached out to Tracka in January 2017 to confirm that the construction of the clinic building had commenced. At the time of writing, the next phase of advocacy is to ensure that the health-care centre is properly stocked with adequate medications.

Source: BudgIT/Tracka (2017).

CHAPTER

6

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CHAPTER VI
YOUTH IMPLEMENTING THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

> *We are determined to mobilize the means required to implement this Agenda through 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 and with the participation of all countries, all stakeholders and all people. (United Nations, General Assembly, 2015b, preamble, para. 9)*

THE realization of the 2030 Agenda relies on the active engagement of all segments of society, with a shared focus on addressing the needs of the poorest and most vulnerable. The job of transforming the Sustainable Development Goals into meaningful policies and programmes that address the needs and challenges of the world's poorest and most vulnerable falls primarily to governments at the local and national levels. This is reflected in the 2030 Agenda, notably in Sustainable Development Goal target 16.7, which stresses the

importance of "responsive, inclusive, participatory and representative decision-making at all levels" through accountable, effective and transparent institutions, and in target 17.14, which addresses the importance of enhancing "policy coherence for sustainable development". Together, these targets reflect the indivisible nature of the 2030 Agenda and the importance of embracing a whole-of-government approach to integrating the Sustainable Development Goals into national development plans through cross-sectoral and multilevel policies and coordination.

Many countries have already started integrating the Sustainable Development Goals into their national and local development strategies and policies, establishing or revitalizing mechanisms to enhance institutional and policy coherence through the creation of national Sustainable Development Goal coordination councils and bodies. Such mechanisms play a vital role in ensuring ownership of and buy-in to the Goals from all sectors and levels of governance and allow various ministries and government structures to work together when advancing and integrating their sustainable development objectives.

Cross-sectoral, whole-of-government approaches to development necessitate increased dialogue, planning and coordination horizontally across government bodies and ministries and vertically to include multi-level governance bodies and mechanisms, as well as a new way of thinking about resource allocation. Including non-governmental stakeholders such as civil society youth organizations adds another layer of coordination and further enriches the overall development perspective. While approaches featuring enhanced coordination may help leverage and promote the more efficient use of existing financial resources, they require substantial and increased investment in human resources to train and incentivize policymakers and public servants to work outside of their existing silos, and in particular with external stakeholders. At the institutional level, it is necessary to strengthen the ability of sectoral ministries and subnational governments to work in a participatory manner.

This inclusive approach to development is particularly beneficial for young people. The creation and implementation of strong and effective youth policies require a whole-of-government approach, drawing in different line ministries and departments as well as various levels of government and multiple stakeholders to ensure that policy development and implementation are robust and reflective of the whole of youth. Such a process provides an important opportunity to strengthen youth mainstreaming and youth policy implementation at all levels

BOX 6.1.

PRINCIPLES FOR YOUTH ENGAGEMENT IN THE IMPLEMENTATION OF THE 2030 AGENDA

In 2017, the United Nations Inter-Agency Network on Youth Development's Working Group on Youth and the 2030 Agenda developed a set of guiding principles for development partners on youth engagement in the implementation of the 2030 Agenda, with UNDP and Restless Development leading the process (see box 6.2). The principles are intended to provide "guidance on how to effectively, proactively and responsibly foster youth participation in [Sustainable Development Goal] implementation across development contexts so that the collective power of young people can contribute to real and lasting change" (Restless Development, United Nations Inter-Agency Network on Youth Development and UNDP, 2017, p. 1).

BOX 6.2.

INTER-AGENCY NETWORK ON YOUTH DEVELOPMENT

Guiding Principles for Supporting Young People as Critical Agents of Change in the 2030 Agenda

1. Approach youth participation and empowerment, in all actions, as an essential principle for the successful implementation of the 2030 Agenda.

2. Promote youth participation and empowerment in all phases and levels of 2030 Agenda actions, including planning, implementation and in monitoring and accountability for the Goals, including through youth-led initiatives.

3. Ensure that the alignment of development priorities with the SDGs at all levels addresses young people's specific needs and is responsive to their voices, respects, upholds and promotes their rights, especially by strengthening avenues for youth participation and increasing investments in youth-led development. Applying a human rights-based approach and the application of international labour standards and other United Nations normative frameworks relevant to the development of young people is key.

4. Foster and support overall enabling environments for inclusive and meaningful youth participation in all phases of 2030 Agenda processes, including through structured, substantive and effective participation in official policy processes, the promotion of formal and informal spaces where young people can engage with each other and the community at large, volunteering schemes, multi-stakeholder SDG initiatives and partnerships and sustainable funding.

5. Strengthen youth agency by supporting capacity development for young people, youth organisations, networks and movements, and all other stakeholders, including authorities and duty-bearers, to enhance mutual responsiveness, trust and collaboration in the implementation of the 2030 Agenda.

6. Recognise and value the diversity of young people's experiences by finding ways to systematically, sustainably and responsibly engage young people and their organisations, networks and movements, typically left out of development projects and programmes, in line with the Agenda's principle of "leaving no one behind".

7. Promote gender equality and girls' and young women's empowerment as critical for achieving the 2030 Agenda.

8. Advocate for youth-sensitive national and local SDG indicators, in addition to age disaggregation, as a critical avenue for ensuring development progress, make data sources youth-friendly and foster young people's role in generating data on the Goals.

9. Find creative ways to engage young people throughout the entire SDG programme, project or initiative cycle, from consultation and design to monitoring and evaluation of initiatives, while ensuring that M&E frameworks are sensitive and relevant to them.

10. Ensure that young people's participation in SDG action is meaningful by setting clear and substantive objectives and establishing channels whereby youth participation can have a visible impact on outcomes.

Source: Excerpted from Restless Development, United Nations Inter-Agency Network on Youth Development and UNDP (2017), pp. 2-3.

and to promote better integration of youth perspectives across ministries and mandates, contributing to a more holistic approach to youth development.

In a time of fiscal spending constraints and often meagre budget allocations for youth development, mainstreaming allows for a more efficient allocation of resources and funding, fostering policies and programming that are designed and resourced in a more holistic way (see chapter V).

THINK GLOBALLY, ACT LOCALLY: THE ROLE OF LOCAL AUTHORITIES IN ACHIEVING SUSTAINABLE DEVELOPMENT OBJECTIVES

The achievement of the Sustainable Development Goals depends on Governments addressing national priorities by taking ownership of the global agenda and turning the framework into measurable policies and actions at the local level.

Local authorities are often well placed to implement development efforts in a comprehensive and integrated manner. Working more closely with people, including the poorest of the poor, they are positioned to better understand the needs of those to whom they are delivering services and infrastructure. They are often more inclined to take holistic approaches to development, in part because of their smaller size and resource allocations, and can often work across sectors in service delivery. Because there tends to be greater overlap in functions, responsibilities, and practice between bodies and personnel, local authorities often enjoy a strong advantage in policy integration.

Localizing the 2030 Agenda requires taking into account subnational contexts in each country, identifying and adapting specific goals, targets, and indicators, identifying the means of implementation and funding sources, and establishing monitoring and reporting mechanisms. Another requirement is to ensure the meaningful participation of local citizens, particularly marginalized and vulnerable groups, to further strengthen the legitimacy and effectiveness of the policy and programme response being implemented.

Presently, Member States are in varying stages of developing structures, processes and policies to facilitate the implementation of the Sustainable Development Goals at the local level that allow for the vertical and horizontal implementation of policies, programmes and activities. This process provides an opportunity to analyse how youth policy outcomes can contribute to Sustainable Development Goals and targets and to enhance the integration and mainstreaming of youth policies and actions into local Sustainable Development Goal action plans and strategies.

YOUTH IMPLEMENTING THE 2030 AGENDA

The 2030 Agenda places strong emphasis on the engagement of all sectors of society in its adaptation, implementation, monitoring, follow up and review. The 2030 Agenda states that "children and young women and men are critical agents of change and will find in the new Goals a platform to channel their infinite capacities for activism into the creation of a better world" (para. 51). To date, youth engagement in Member States' implementation of the 2030 Agenda has been somewhat limited; however, it is starting to grow.

Young people have been at the forefront of activities and initiatives aimed at furthering the 2030 Agenda and meeting the Goals. Youth are engaging in a myriad of ways including awareness-raising, data collection and use, grass-roots and national initiatives, monitoring and accountability efforts, and shadow reporting on progress.

BOX 6.3.

YOUTH BUILDING CAPACITY: PARTICIPATORY APPROACH FOR SAFE SHELTER AND SETTLEMENTS AWARENESS (PASSA)

COSTA RICA

The International Federation of Red Cross and Red Crescent Societies (IFRC) and Habitat for Humanity International are working together to empower young people as agents of change in the twenty-first century. The two organizations are helping youth build resilient communities through the Participatory Approach for Safe Shelter and Settlements Awareness (PASSA), a tool aimed at developing local capacity to address shelter- and settlement-related risks, including mental health issues in fragile contexts. IFRC seeks to capitalize on the power of youth collectives and support the development of STEM skills in areas such as engineering and land mapping as well as skills in information acquisition, joint analysis and decision-making so that young people are equipped to take appropriate action in their communities, contributing to disaster preparedness in their neighbourhoods.

The priorities for moving from pilot to global roll-out are outlined below.

The first priority is to reach at least 10,000 adolescents in 70 cities and 10 countries over the next three years. A training structure has to be in place both within IFRC and with global partners. In the first phase, a small core global team will train regional trainers who will, in turn, train facilitators who will then run PASSA Youth activities with young participants. As part of this first phase, regional trainers will be identified to expand the core team and make the second phase more cost-efficient.

The second set of priorities includes making PASSA Youth sustainable by connecting with synergic initiatives, cultivating a PASSA Youth network to facilitate the sharing of resources and expertise, and devising a knowledge management strategy.

The third priority is to amplify the impact of PASSA by supporting the implementation of approximately 350 community projects that can benefit from seed funding and connections with local supporters, tool developers and potential cofounders.

The proposed approach will generate strategic opportunities for sustained youth action, encouraging young people to establish connections with communities facing similar issues, collect pivotal local data, and analyse aggregated data that can then be shared with the communities.

EXAMPLE FROM THE FIELD

In June 2016, PASSA Youth was piloted in a disaster-prone area in Costa Rica. The training mobilized 20 young people between the ages of 12 and 18 from the community of Chacarita in Puntarenas Province, as well as a group of 15 young leaders from the community and the Costa Rican Red Cross. IFRC, Habitat for Humanity International, and the Costa Rican Red Cross contributed to the organizing team.

The training resulted in young people identifying floods as a critical problem in the area and waste disposal as one of the main factors contributing to flooding. To address this issue, the youth, under the leadership of two artist trainers and mentors, implemented clean-up activities and designed a mural to raise awareness in the community. They also developed an action plan to extend and expand their work.

Source: YouTube (2017).

Increasingly, Member States are recognizing how important multi-stakeholder participation is for the realization of the Sustainable Development Goals and are engaging civil society in national coordination and planning, reporting, and follow-up and review processes, including the VNRs submitted to the United Nations on progress achieved.

The subsections below highlight various ways young people are engaged in the implementation of the 2030 Agenda in the areas of advocacy, awareness-raising and capacity-building; decision-making and policy development; financing and budgeting; data generation and indicator development; monitoring and accountability; and follow-up and review.

Advocacy, awareness-raising and capacity-building

Through online and offline campaigns, workshops, publications, and events, young people have been active in

BOX 6.4.
CASE STUDY: YOUTH AS TRAINERS – TRAINING DISASTER MEDICINE TRAINERS

Established in 2015, Training Disaster Medicine Trainers (TdmT) is a student- and expert-led programme that equips medical students with the knowledge and skills they need to take action in disaster situations. The programme is hosted by the International Federation of Medical Students' Associations, together with the Research Center in Emergency and Disaster Medicine of the Università del Piemonte Orientale, and is supported by experts from the World Health Organization (WHO), United Nations Office for the Coordination of Humanitarian Affairs, European Master Disaster Medicine Alumni, and Médecins sans Frontières.

The aim of this initiative is to train medical undergraduates in disaster medicine. Students learn about ethical challenges during disasters, the health consequences of different forms of disasters, international coordination systems, and international humanitarian law (including implementation challenges). Many medical programmes do not include a disaster medicine component, and this programme is designed to fill that gap.

TdmT students come from all around the world. After completing the programme, they return home and train others in their community using a peer-to-peer methodology. The programme utilizes various innovative teaching methods, including table-top and virtual simulations, role-plays, and real-size disaster simulations. Students also receive a mentor from their region who works in disaster medicine and can provide them with professional and research guidance.

To date, more than 60 students have graduated from TdmT programmes and have delivered over two dozen peer-to-peer training courses in disaster medicine in their communities. Overall, the initiative has directly impacted more than 520 medical students around the world. A detailed analytical evaluation is undertaken after every workshop to ensure that specific audiences are able to adapt sessions to the individual needs of affected communities. Such flexibility enables course graduates to tailor their activities to the specific challenges faced by their communities, which feeds into the individual yet collective approach to disaster risk reduction both globally and locally.

Source: Sinha and others (n.d.), available from *https://ifmsa.org/2016/09/18/expert-training-disaster-medicine-medical-students/*.

drawing attention to the 2030 Agenda, the Sustainable Development Goals, and key youth development issues (see boxes 6.3-6.5). Through peer-to-peer education, training and capacity-building, youth-led organizations are also at the forefront in the planning and delivery of workshops and campaigns to provide a youth perspective on national sustainable development discussions and to ensure that youth are meaningfully engaged. While youth-led organizations are often well placed to provide training and support to policymakers and government officials in their efforts to integrate youth policies and participation into public planning processes, such organizations often suffer from a lack of resources, funding and recognition. Awareness of and capacity for development activities could be greatly enhanced through increased financial and regulatory support for youth-led structures.

Decision-making and policy development

Coherence and coordination across government agencies, sectors and policies are needed to integrate the 2030 Agenda into development plans and to adapt the commitments, goals and targets of global frameworks such as the Sustainable Development Goals and the Addis Ababa Action Agenda to local and national contexts. Increasingly, Governments are recognizing the importance of establishing and supporting mechanisms and structures for the meaningful engagement and participation of civil society stakeholders, including youth, in sustainable development

BOX 6.5.

CASE STUDY: THEGOALS.ORG – RAISING AWARENESS ONLINE, DRIVING ACTION OFFLINE

Focusing on turning the first connected generation into the first sustainable generation, TheGoals.org uses an innovative and transformative crowd-learning approach that goes beyond traditional e-learning. It draws from digital and analog learning tools and combines them for a fun and engaging learning experience that connects young people worldwide, encouraging them to explore global challenges and take local action.

Launched in 2012 with the creation of a digital platform accessible from the simplest mobile device, The Goals.org has since grown into a learning platform for sustainable development based on the 2030 Agenda. It offers courses on each of the 17 Sustainable Development Goals, allowing youth around the world explore, create, share knowledge, and provide feedback to each other as part of the learning process.

The platform generates unique mission stories based on distinctive youth voices. It was used by the Major Group for Children and Youth as an advocacy tool for the Ocean Conference held by the United Nations in June 2017. Participating in a course on Sustainable Development Goal 14, users immersed themselves in sustainability issues, carried out activities in their local communities, and reflected on issues concerning themselves, their lifestyles, and the oceans. The 1,500 users together generated approximately 3,000 mission stories that showcased their own activities, ranging from plastic collection to awareness-raising campaigns. Most importantly, the stories had a significant impact on the users' ocean literacy, helping to bridge the gap between highly knowledgeable ocean scientists and activists and the general public in terms of understanding the importance of the world's oceans.

efforts. Such participation can take many forms, ranging from consultation to collaboration and partnership.

Youth engagement in decision-making processes often takes the form of large-scale online consultations at the national level that are meant to provide a sense of the issues of concern to youth. Such consultations produce a useful snapshot of the situation of many young people that can be used to inform and elaborate polices and strategies. However, broad, generic consultations run the risk of excluding young people who are hard to reach, vulnerable or marginalized; indigenous and rural youth, for example, may not have access to online participation mechanisms. Moreover, while such participation and feedback can provide a good overview of key issues concerning youth, it does not allow for a deeper discussion and understanding of why these issues are impacting young people.

BOX 6.6.
CONSULTATIONS FOR ADAPTING SUSTAINABLE DEVELOPMENT GOALS AT THE NATIONAL LEVEL

During the process of defining the 2030 Agenda, Turkmenistan held country consultations with support from the United Nations to discuss the lessons learned from the implementation of the Millennium Development Goals, to inform the public of the global discussions on the Sustainable Development Goals, and to seek input to the 2030 Agenda. These consultations engaged diverse stakeholders such as parliamentarians, academics, youth and schoolchildren (the Youth Union), women (the Women's Union), private sector actors (the Union of Industrialists and Entrepreneurs), and NGOs working with persons with disabilities. The consultations resulted in a very high level of government awareness of the Sustainable Development Goals and contributed to the introduction of a whole-of-government approach to the Goals.

Source: United Nations Development Group (2016).

From consultation to collaboration

Meaningful and sustained youth engagement requires that young people be involved in all aspects of policy-making and decision-making through mechanisms such as youth advisory boards for government entities, youth parliaments, and regular meetings and dialogue with members of parliament and local councils.

One way to facilitate such coherence is through the establishment of multi-stakeholder councils and similar bodies that provide advice to Governments on national development issues. Several countries have established national councils for sustainable development whose aim is to better coordinate sustainable development efforts and policies and facilitate their integration into existing plans and strategies. While examples of youth-led organization and youth representative involvement in Sustainable Development Goal coordination mechanisms remain sparse, the growing recognition of the value and importance of young people's engagement in policy development more broadly points to improved prospects for the meaningful and sustainable engagement of youth in Sustainable Development Goal coordination bodies.

A few countries have actively sought youth involvement in policy discussions. Canada, for example, has the Prime Minister's Youth Council, a group of young people aged 16 to 24 years "who provide non-partisan advice to the Prime Minister and the Government of Canada on issues of importance", including employment, access to education, strengthening communities, climate change, and clean growth (Canada, 2017, background). In Burkina Faso, the Government has appointed a youth leader to take on what is essentially an "ombudsman for youth" role during the Sustainable Development Goal advancement and localization process, and this individual reports

directly to the Prime Minister (Restless Development and the Commonwealth, 2016). The prominence of this role helps to elevate youth issues and to draw awareness to the importance of youth engagement at all levels.

National youth councils constitute a key point of reference for many Governments seeking to engage young people in the development of youth policies. Such councils do not exist in every country, but where they do, they typically provide an independent, democratically structured platform for a country's youth-led organizations to convene and work together on common priorities and messages about youth development at the national

BOX 6.7.
CASE STUDY: SUPPORTING YOUNG WOMEN'S PARTICIPATION – THE BUTTERFLY PROJECT

INDIA–YP FOUNDATION

Established as a youth-led and youth-serving group in 2002, the YP Foundation endeavours to strengthen young people's engagement in policymaking and community advocacy at the local, national and regional levels through a number of programmes and projects.

Through its Butterfly Project, the YP Foundation seeks to empower marginalized and vulnerable young women with the confidence and skills to tell their own stories and demand change. Initiated in 2006, the Project provides a forum in which these young women can address issues of identity, human rights, sexual and reproductive rights, and discrimination through digital media. Dalit, Muslim, and other disenfranchised young women and girls use the strength of their own digital stories to become powerful community advocates for equity, gender equality, and freedom from violence in their interactions with decision makers including families, community leaders and key stakeholders.

Currently, the Project works with more than 200 girls and young women living in three districts of Rajasthan and Delhi where gender inequality and rates of child and early marriage are high, female educational attainment is low, and women's health indicators are poor. Since its inception, the programme has successfully brought together young women and girls from Dalit and Muslim backgrounds in poor urban and rural areas. Empowered by the Project, girls and young women are advocating for their sexual and reproductive rights and have leveraged their collective influence to resist and subvert oppressive gender norms in their communities. Young Women Leaders from the project such as Shabana, Fancy and Bhanwari have rebelled against child and early marriage conventions and have negotiated with their families to continue their education and follow their career aspirations. Shabana, a Muslim girl who lives in a resettlement colony in Delhi, has convinced her family to allow her to continue her education and has made her parents understand why attending Project sessions is important. She has also motivated other girls from her community to join the Project. Bhanwari and Fancy, who are Dalit girls from a rural district in Rajasthan, conducted a short survey to assess the distribution of the workload between men and women in their village. They used their findings—which underline the enormous load placed on women's shoulders—to rally their neighbours and other families to promote gender equality and recognition of women's unpaid labour.

Source: YP Foundation (*http://www.theypfoundation.org/programmes/*).

level. Many Governments turn to the youth councils when developing and implementing youth policies and strategies. National youth councils can provide an important resource for policymakers in elaborating policies and efforts to meet youth-related goals and targets in the context of the 2030 Agenda.

Financing and budgeting

As noted throughout the *Report*, youth development efforts often suffer from a lack of adequate financing. The adaptation and implementation of the 2030 Agenda and the Addis Ababa Action Agenda within the framework of national and local plans of action provide an opportunity to increase investment in youth development policies and programming. Young people play an important role in advocating for youth mainstreaming in financial planning and budgets and can work to ensure that a youth lens is used for decisions on sources and instruments of finance. Promoting better policy and programming coordination through a whole-of-government approach that includes ministries of planning and finance plays a key role in ensuring that youth issues, policies and programmes are considered in overall development decisions and are allocated adequate financial resources.

A number of tools exist to help development actors identify the best sources of financing for their sustainable development efforts. Development finance assessments (DFAs) accessible through the United Nations system, for example, provide decision makers with strategic support including a panoramic dashboard-like view of all available financing options and the information needed to use them (Stratta, 2015). DFAs assess financing policies and institutional arrangements with a view to strengthening coherence and connectedness between different financial flows and national priorities and the Sustainable Development Goals (United Nations Development Group, 2017), and they offer the opportunity to integrate various perspectives into financial planning and decision-making. While integrating a youth lens and the monitoring of youth spending into financial planning is not yet the norm, DFAs could provide countries with a way to facilitate issue-based mainstreaming and, in particular, the integration of youth perspectives into budgets in the context of the 2030 Agenda.

Participatory budgeting, which engages citizens in decision-making on government financial allocations,

BOX 6.8.
ARAB YOUTH CLIMATE MOVEMENT

MIDDLE EAST AND NORTHERN AFRICA

The Arab Youth Climate Movement is an independent entity working "to create a generation-wide movement across the Middle East and Northern Africa to solve the climate crisis, and to assess and support the establishment of legally binding agreements to deal with climate change issues" within the framework of international negotiations. The Movement was launched in September 2012 by youth from more than a dozen Arab countries in the lead-up to the 18th annual session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC/COP18) in Doha.

The Arab Youth Climate Movement believes that climate change constitutes a serious threat to humanity and that "young people—as the inheritors of this planet—are the key stakeholder[s] in humanity's response to the climate crisis". In addressing the climate crisis, there is "an opportunity to create a more sustainable, prosperous, meaningful, just, and fair world".

By fostering "formal and informal climate and environmental education, building the capacity of local populations to understand the effects of climate change on their communities and to take action", the Movement endeavours to empower "young people in their local communities to create change on a national, regional and international scale" while engaging youth in Conference of the Parties "and international climate policy sessions, as well as in grassroots solutions in their respective countries".

Source: Arab Youth Climate Movement (*http://aycm.org/about-us/*).

is another way to involve youth directly in financial planning processes, particularly at the local level. An approach that emerged in the city of Porto Alegre, Brazil, in 1989, participatory budgeting helps address inequality by expanding and strengthening the involvement of citizens in the allocation of public resources (LaJeunesse and Derr, 2016). It has been described as an "attractive and politically malleable device, ... [simplified and reduced] to a set of procedures for the democratization of demand-making" and increased transparency (Ganuza and Baiocchi, 2012, abstract). Over a period of almost 30 years, participatory budgeting has spread to more than 1,500 cities worldwide (Participatory Budgeting Project, n.d.). While the approach has historically not found much traction among youth (LaJeunesse and Derr, 2016), recent developments indicate that this is changing (see box 6.9).

Data generation and indicator development

As noted previously, regularly updated, high-quality disaggregated data are needed to effectively monitor and review progress towards implementation of the 2030 Agenda. However, many countries suffer from a lack of robust data on youth, largely because a great many national data and statistical systems are weak and under-resourced. This interferes with efforts to monitor the situation of youth and ultimately affects the achievement of the Sustainable Development Goals. Where gaps exist, complementary and supplementary systems for data collection and analysis must be set up to help provide a more robust and comprehensive picture of development efforts.

Young people can play a key role in filling in these gaps through the generation and usage of youth-driven data, which in turn can inform policy decisions and

BOX 6.9.

YOUTH LEAD THE CHANGE: YOUTH PARTICIPATORY BUDGETING IN SCHOOLS

UNITED STATES OF AMERICA

In 2014, the City of Boston launched Youth Lead the Change, the first youth participatory budgeting programme in the United States. Through this initiative, youth change agents volunteer to develop ideas for capital projects that will bring long-term improvements to the city and make it a better place for young people to live. Provided with some support and guidance, the change agents are responsible for not only conceptualizing projects but also creating budgets and proposals, which they vote on annually. In programme surveys, young people have identified heightened civic awareness, skill-building, increased motivation to act, and feelings of empowerment as important benefits of participation (Grillos, 2014, in LaJeunesse and Derr, 2016).

Similarly, the Phoenix Union High School District in Arizona initiated a participatory budgeting process in 2016 that saw five schools undertake six months of training, outreach efforts, idea collection events, and meetings with district staff to transform ideas about ways to improve their schools into project proposals (Brennan, 2017). These student-led efforts culminated in an entire week of voting in which 3,854 students in the five public high schools (an average turnout rate of over 80 per cent) directly decided how to spend $26,000 in school district funds. The district that initiated the process has established partnerships across Phoenix that have already inspired other school districts and cities to reimagine ways to work together (ibid.).

development efforts. Young people generating and using data are not only helping policymakers better understand the full situation of youth, but are coming up with initiatives and activities that help meet the Sustainable Development Goals.

Young people, who have direct access to youth communities, are often well placed to collect and use quantitative and qualitative data on youth at the local level. Such data and information can supplement official data and statistics and contribute to the

BOX 6.10.

ACT!2030: YOUTH-LED, DATA-DRIVEN ACCOUNTABILITY FOR THE SUSTAINABLE DEVELOPMENT GOALS AND HIV RESPONSE

ACT!2030 is a global movement of youth* demanding accountability around the Sustainable Development Goals and other frameworks relevant to young people's sexual and reproductive health and rights including access to HIV and other sexual and reproductive health services. Launched in 2013, ACT!2030 is a collaboration between the Joint United Nations Programme on HIV/AIDS (UNAIDS), the International Planned Parenthood Federation, and The PACT (a coalition of more than 80 youth organizations working on HIV and sexual and reproductive health and rights at the community, national and international levels). ACT!2030 is in its fourth and final phase and focuses on empowering young people to prioritize policy barriers that jeopardize their access to sexual and reproductive health support (such as age of consent for HIV testing and treatment, access to youth-friendly health care, or the lack of comprehensive sexuality education), gather their own data and evidence on the impact that these barriers have on young people, and translate the findings into national advocacy strategies to build accountability mechanisms that respond to these challenges.

Since the launch of ACT!2030, more than 600 young people have been trained in data collection and research using a customized curriculum and have been carrying out their own research projects on the biggest barriers to young people's sexual and reproductive health and rights. In Algeria, young researchers gathered evidence on stigma and discrimination faced by targeted youth populations and engaged in advocacy with key stakeholders, including the Ministry of Health and UNAIDS, to influence the national strategic plan on HIV and AIDS. In Zimbabwe, young people are undertaking direct assessments of clinics in 20 districts according to youth-friendly-service criteria. They have presented their data to the Ministry of Health and Child Care and continue to advocate for better services for young people. In addition, the evidence produced by ACT!2030 Zimbabwe informed the country's 2017 Sustainable Development Goal VNR, and ACT!2030 advocates were invited to participate in the country's official delegation during the United Nations High-level Political Forum on Sustainable Development.

Funding youth-led organizations directly has also supported organizational development, including new websites, better infrastructure, and capacity-building in grant management and budget tracking. This ensures that ACT!2030 invests in youth leadership and empowers young people to deliver sustainable programmes to end AIDS and achieve the Sustainable Development Goals by 2030.

Source: ACT!2030 (*http://www.act2030.org/*).

* The movement presently includes youth from Algeria, Bulgaria, India, Jamaica, Kenya, Mexico, Nigeria, the Philippines, South Africa, Uganda, Zambia and Zimbabwe.

BOX 6.11.
CODEPHIL: DEMOCRATIZING ACCESS TO DIGITAL LITERACY

THE PHILIPPINES

CodePhil seeks to strengthen the digital literacy skills of youth in rural Philippines and other developing areas. Founded in 2016 and targeting low-income high school students, this initiative provides instruction in typing, computing and programming in order to prepare young people for decent jobs, promote community resilience, and break the cycle of poverty in the community. CodePhil piloted the initiative in Northern Samar, the fifth poorest province in the Philippines, teaching computer programming logic (Scratch and Python), website development (HyperText Markup Language, Cascading Style Sheets, and Javascript), and three-dimensional architecture modelling (computer-aided design) to more than 150 high school students and also training teachers in these subjects. Significantly, 83 per cent of students said that they were more comfortable using a computer after a three-week workshop organized by CodePhil.

CodePhil developed free software called TypePhil (available online and offline) to improve basic keyboarding skills among youth in areas lacking Internet connectivity. TypePhil teaches students how to type properly in English, Tagalog, and various local Filipino dialects, enhancing digital literacy and preserving local traditions. In the summer of 2017, the TypePhil software was piloted at 13 elementary and high schools spanning five municipalities in Northern Samar. In partnership with the Department of Information and Communications Technology of the Philippines, CodePhil is currently distributing the software to 1,628 community e-centers (Tech4ED centres) across the country.

Encouraging youth entrepreneurship as a way to meet community-identified needs, CodePhil connects rural youth to mentors in the information technology (IT) industry through the annual Innovation Summit held in Northern Samar. The inaugural Innovation Summit, an ideathon for low-income high school and college students in the area, took place on 26 and 27 August 2017 at the University of Eastern Philippines in Catarman. There were 160 participants from five different high schools and three universities in Northern Samar and Mindanao, and numerous high-profile keynote speakers from industry, government, and academia were present. The Innovation Summit built on the momentum of the 2030 Agenda and Sustainable Development Goals by challenging young people in Northern Samar to identify challenges, contextualize them within local settings, and develop sustainable solutions with the support of mentors in an interactive and exploratory setting. By the conclusion of the Summit, the participants had developed 20 different technological solutions to local issues.

Source: CodePhil (*https://www.codephil.org*).

monitoring of progress towards the Sustainable Development Goals.

Harnessing the technological advantage many young people have is key to strengthening data transparency and accessibility in support of development efforts. As shown by the BudgIT example in box 5.9, youth are well placed to transform large and often unreadable data sets into easy-to-read visualizations and infographics, which brings critical information on development indicators and progress towards achievement of the Goals not only to other young people but also to policymakers and the general public. For such efforts to be successful, it is important that relevant data and information be transparent and accessible. Open access to information is at the heart of ensuring transparency in meeting the Goals, and in empowering young people as active stakeholders in the implementation of sustainable development efforts.

Monitoring and accountability

Monitoring the implementation of the 2030 Agenda holds government officials and policymakers at all levels accountable for their actions and decisions and contributes to the realization of the Sustainable Development Goals. Monitoring mechanisms can take many forms, ranging from official institutions such as ombudsmen and independent auditing bodies to community-led initiatives set up to monitor and track policy implementation, spending and progress.

Armed with the right tools, information, and methodologies, young people can play a critical role in the areas of monitoring and advocacy. They can review existing strategies and plans and identify gaps, map Sustainable Development Goal interconnections, make preliminary recommendations to the Government on how to mainstream youth in

planning and policies, establish nationally relevant targets, and formulate plans and strategies using predictive and systems analysis and other critical-thinking skills.

Many youth organizations have already begun the process of reviewing and monitoring national plans for alignment with the Sustainable Development Goals. Restless Development, a youth-led development agency, partnered with the Commonwealth Secretariat[42] in 2016 to prepare *Youth-Led Accountability for the SDGs: A Guide to National Action*. Recognizing that "there is a lot of rhetoric around harnessing citizens' role in formal review and accountability processes, but few practical suggestions" (Restless Development and the Commonwealth, 2016, p. 8), the *Guide* stresses that "it is vital to expand the enabling environment for young people's engagement in decision-making, and to mainstream youth-led engagement at national and regional levels" (ibid., p. 4).

Follow-up and review

> *Our Governments have the primary responsibility for follow-up and review, at the national, regional and global levels, in relation to the progress made in implementing the Goals and targets over the coming 15 years. To support accountability to our citizens, we will provide for systematic follow-up and review at the various levels, as set out in ... [the 2030] Agenda and the Addis Ababa Action Agenda. The high-level political forum under the auspices of the General Assembly and the Economic and Social Council will have the central role in overseeing follow-up and review at the global level. (United Nations, General Assembly, 2015b, para. 47)*

[42] The Commonwealth is a voluntary association of 53 independent and equal sovereign States that are home to 2.2 billion citizens.

BOX 6.12.
YOUTH IN ACTION: YOUTH-LED ACCOUNTABILITY FOR THE SDGS: A GUIDE TO NATIONAL ACTION

RESTLESS DEVELOPMENT

Youth-Led Accountability for the SDGs: A Guide to National Action offers a series of concrete recommendations on how young people's involvement in review and accountability processes surrounding the Sustainable Development Goals can be implemented and operationalized in Commonwealth countries at the national and subnational levels. The *Guide* provides practical ways for leveraging youth opportunities to participate in government processes for reviewing existing national plans and adapting the Sustainable Development Goals to national contexts. The recommendations (excerpted from the *Guide*) are as follows:

Youth participation in review and accountability mechanisms:

A. Assess and strengthen spaces for institutionalising youth participation
B. Develop co-management structures for national and local accountability platforms
C. Implement regular dialogues and action planning with young constituents
D. Create official roles for youth at the national and regional levels

Data for monitoring and review:

E. Empower a generation of SDG infomediaries
F. Develop "shadow" indicators grounded in lived experiences

Transparency and access to information:

G Ensure open access to information for young people on the SDGs and state-led reviews

Emerging accountability approaches and practices:

H. Develop communities of practice on data-driven social accountability
I. Put ground level panels and platforms at the forefront of accountability
J. Embed review in everyday life and popular culture

Source: Restless Development and the Commonwealth (2016), p. 10.

High-level Political Forum on Sustainable Development

The High-level Political Forum on Sustainable Development, a mechanism established at the 2012 Rio+20 Conference,[43] is the main forum for the monitoring and review of progress made in the implementation of the 2030 Agenda. The Forum meets annually at the ministerial level and once every four years at the heads of State level, providing Member States the space to share experiences, successes, challenges and lessons learned in their development efforts through VNRs. These are "regular and inclusive reviews of progress at the national and subnational levels which are country-led and country-driven" (United Nations, General Assembly, 2015b, para. 79), and are aimed at strengthening policies and institutions and mobilizing multi-stakeholder support and partnerships for the implementation of the 2030 Agenda. Crucially, as set out in paragraph 84 of the 2030 Agenda, VNRs are to be State-led and involve multiple stakeholders.

With the inclusion of youth perspectives in these reviews, the VNR process presents a leverage point for youth engagement at the national level in the follow-up and review of 2030 Agenda implementation. In 2017, the second year of reporting, some countries' reports mentioned or referenced youth, while others detailed how youth had been involved as consultants or active participants in the drafting and preparation of the reports.[44] As part of its mandate, the Major Group for Children and Youth submits a sector paper as a formal input to the High-level Political Forum. This document includes the views of the youth

43 United Nations (n.d.(c)); see also United Nations, General Assembly (2012).

44 United Nations (n.d.(a)).

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constituency on all aspects of the formal deliberations of the Forum and is welcomed in the ministerial resolution, translated into the six official United Nations languages, and recorded as a formal input document to the Forum.[45]

A number of countries have included youth delegates or youth representatives as part of their delegations to the Forum, showcasing their commitment to youth engagement in the monitoring and review of their sustainable development efforts (see box 6.14).

Shadow reports

Informal "shadow" reporting is being carried out by civil society organizations to supplement the information provided via official VNRs as part of the formal reporting process. As noted by Global Policy Watch, "the most comprehensive report has been compiled by a civil society alliance of around 20 environmental, development and human rights organizations and trade unions under the title *Spotlight on Sustainable Development*" (Martens, 2016); published in 2016, the first *Report by the Reflection Group on the 2030 Agenda for Sustainable Development* included contributions from more than 50 countries (Adams and others, 2016).[46] In 2016, the Spotlight on Sustainable Development alliance compiled 35 country spotlight reports from civil society organizations around the world (Spotlight on Sustainable Development, 2016) and also produced a synopsis of the national reports (Bissio, 2016). Similarly, in 2017 the Japan Youth Platform for Sustainability produced a youth-led shadow report for *Japan's Voluntary National Review*, elements of which were included in the official Japanese civil society shadow report. Shadow (or spotlight) reporting is an increasingly popular mechanism for youth interested in accelerating progress towards the Sustainable Development Goals and can serve as an important tool for advocacy.

BOX 6.13.

BIG IDEA AND ACT!2015 – TRACKING PROGRESS TOWARDS 2030

The global ACT!2015 meeting Tracking Progress Towards 2030, held in Lusaka, Zambia, 7-11 December 2015, brought together youth representatives of national alliances to build capacity on Sustainable Development Goal (SDGs) and indicator processes to ensure indicators on sexual and reproductive health and rights (SRHR) and HIV are adopted in country and global reporting mechanisms.

Recognising that young people in the AIDS response have strong experience in advocacy, the training focused on building technical knowledge on monitoring and evaluation processes. Young people also mapped accountability "ecosystems" to ensure that no one is left behind in the AIDS response in the monitoring of the SDGs at [the] country level. As a result, participants will host national trainings with key youth partners, with support from UNAIDS, to build an effective knowledge-based advocacy strategy that influences country-level indicator processes.

Source: Reproduced from Tobón Garcia (2015).

CONCLUSIONS

Adapting the Sustainable Development Goal framework to national and local conditions and priorities is essential both for stakeholder buy-in and for stimulating targeted development efforts at the country and community levels. This chapter highlights the enormous—and often untapped—potential of youth to contribute to the realization of the Sustainable Development Goals through advocacy and awareness-raising, capacity-building, policy development, data production, and monitoring progress to enhance accountability. Governments are starting to

45 As per General Assembly resolution 67/290 of 9 July 2013 on the format and organizational aspects of the high-level political forum on sustainable development (A/RES/67/290).

46 The *Spotlight* reports are published annually; in addition to the first publication (*Spotlight on Sustainable Development 2016: Report by the Reflection Group on the 2030 Agenda for Sustainable Development*), the series now includes *Spotlight on Sustainable Development 2017: Reclaiming Policies for the Public* and *Spotlight on Sustainable Development 2018: Exploring New Policy Pathways*.

recognize the importance of multi-stakeholder engagement in the realization of the 2030 Agenda and are increasingly aware of the need to support youth initiatives and activities at both the grass-roots and national levels to accelerate the process of achieving the Sustainable Development Goals.

BOX 6.14.

UNITED NATIONS YOUTH DELEGATE PROGRAMME

The United Nations Youth Delegate Programme, coordinated at the global level by the Focal Point on Youth, supports the participation of young people as part of their respective Member State delegations to intergovernmental deliberations and negotiations at the United Nations, most notably those of the Third Committee of the General Assembly and the Commission for Social Development.

Increasing numbers of Member States are including youth delegates as part of their delegations to the High-level Political Forum, helping to strengthen the youth voice at the event and, through the VNR process, highlighting the role youth play in implementing and reporting on the 2030 Agenda. The Netherlands, Slovenia and Sweden, which were among the nine countries that had at least one youth delegate as part of their delegations in 2017, allowed their youth delegates to speak on behalf of their country during their national review to detail the engagement of youth in the process.

Youth delegates have also been exploring other ways of bringing their views and work related to the 2030 Agenda to the attention of their Governments. The 2017-2018 youth delegates from Ireland prepared a report entitled *Generation for Change: Spotlight Report on Young People, the Sustainable Development Goals and Ireland, 2018* (Dockery and Flanagan, 2018) to provide a youth perspective on key issues for government departments leading Sustainable Development Goal work in advance of the country's 2018 VNR.

SLOVENIA

In 2017, the preparation of the *Slovenia Voluntary National Review on the Implementation of the 2030 Agenda* was carried out under the auspices of the Government Office for Development and European Cohesion Policy. As part of this process, the Office of the National Youth Council of Slovenia and the United Nations youth delegate from Slovenia were invited to prepare a special report which provided direct input to the VNR. The report constituted a youth-based reflection on the Government's work in the area of sustainable development. It highlighted persistent challenges for young people in Slovenia, such as structural unemployment and the lack of skills for the future of work, as well as positive achievements, including youth participation in decision-making, education and gender equality efforts. The report was presented at the 2017 High-level Political Forum in New York, where the United Nations youth delegate of Slovenia was given a chance to address the plenary session on behalf of the youth sector in Slovenia. (Slovenia, Government Office for Development and European Cohesion Policy, n.d.).

NETHERLANDS

The Dutch National Youth Council is responsible for the selection of United Nations youth delegates. The youth delegates often travel throughout the country gathering the ideas of young people aged 12-25 years on topics of relevance to the United Nations and work to translate complicated policy language into actionable ideas. In 2016, the Youth Council launched its own national Sustainable Development Goal project with three objectives: informing youth about the issues underlying the Sustainable Development Goals; inspiring young people to take an active role in the implementation, monitoring and evaluation of the Goals; and inviting policymakers to facilitate meaningful youth participation throughout the Sustainable Development Goal process. Ahead of the 2017 High-level Political Forum, and based on consultations with its youth constituency, the Dutch National Youth Council prepared a paper on how youth thought the country was performing in its implementation of the Sustainable Development Goals. The paper was included in the official process of drafting the country's 2017 VNR. (Dutch National Youth Council, 2016; Lebada, 2017)

CONCLUSIONS

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CONCLUSIONS

THE Goals, targets and indicators associated with the 2030 Agenda offer increased opportunities to advance youth development objectives in the context of social, economic and environmental sustainable development efforts. When coupled with strong policy frameworks for advancing youth development—incorporating both targeted youth policies and the mainstreaming of youth issues—the new development landscape offers innumerable opportunities for young people to thrive. For youth-related development objectives to be realized, however, much more is needed in terms of financial support, data collection and analysis, agreed standards of measurement, and targeted interventions. In the areas of education and employment, persistent deficiencies and disparities in data availability and development indicators are impeding progress on the achievement of the objectives set out in the 2030 Agenda and complementary frameworks.

YOUTH EDUCATION AND EMPLOYMENT IN THE 2030 AGENDA

The 2030 Agenda offers a positive vision for youth development; however, a great deal of effort will be needed to realize this vision. A few years into the implementation of the Agenda, unacceptably high numbers of young people are still experiencing poor education and employment outcomes, and future prospects remain uncertain.

Education

Education statistics indicate that there is still much work to be done. There are 142 million youth of upper secondary age who are out of school, and upper secondary enrolment rates average only 14 per cent

in low-income countries. Moreover, almost 30 per cent of the poorest 12- to 14-year olds have never been to school, and many of the youth of the future are still unable to obtain an acceptable primary education. In a number of regions, young women face particular challenges in terms of securing an education, and many are unable to complete their studies. Disparities within and between countries in educational participation among youth are stark, with female gender, poverty, rurality, disability, and migrant/refugee status all being major determinants of disadvantage. Inequalities in access are reinforced by discrimination and violence often directed towards these same groups.

Using even a narrow measure of attendance, UNESCO projects that only 69 per cent of 15- to 19-year olds will complete upper secondary education in 2030, and most regions are not expected to meet this globally agreed goal until after 2080. Moreover, the current process of developing indicators to measure progress on Sustainable Development Goal 4 may not fully reflect the breadth of what should be learned for a quality education.

In spite of the aspirations of the 2030 Agenda, UNESCO data show stagnating ODA support for education.[47] Major funding initiatives have been launched, but they may be insufficient to meet the Sustainable Development Goal targets—and such initiatives typically focus on children in primary education rather than on youth. There have been civil society calls for tax reforms to fund education, but the international political will to engage seriously with this issue is absent.

Employment

Although the global economy has started to recover, the youth employment situation has worsened in recent years. There are presently 71 million young people unemployed, and many millions more are in precarious or informal employment. ILO estimates that 156 million youth in low- and middle-income countries are living in poverty even though they are employed. The challenges of securing and retaining decent work are even more serious and complex for vulnerable and marginalized youth including young women, those living in humanitarian settings, youth with disabilities, migrant youth, and lesbian, gay, bisexual and transgender youth. While entrepreneurship offers opportunities for some youth, a diverse and robust employment strategy must include options and opportunities for all young people in society.

Global action is needed to stimulate job creation and resolve youth economic exclusion, with attention given to facilitating the school-to-work transition and providing young people with opportunities for decent work. International organizations, along with bilateral donors in developed countries, will play a key role in helping countries move forward on the goal of generating opportunities for decent work. In this regard, they serve not only as an essential resource for investment and grants to push the Agenda forward, but as providers of vital technical assistance and as conveners of important voices in the youth space internationally. The United Nations, ILO, World Bank and other international and regional organizations are moving forward with efforts to implement Sustainable Development Goal 8 and related measures to stimulate youth employment and the creation of decent work for present and future generations of young people through the Global Initiative on Decent Jobs for Youth. This Initiative is an important step forward, but there are still some major issues to address with regard to the youth employment elements of Agenda 2030. In particular, the

47 See UNESCO (2017).

measurement both of NEET status and of decent work could be better defined.

The case studies highlighted in this *Report* point to the possibility of building successful programmes adapted to the individual and socioeconomic contexts in which young people actually live; this would represent a significant departure from the oft-repeated skills-for-employability rhetoric which supposes that there are formal sector jobs available if only young people were not so unprepared. In such programmes entrepreneurship is viewed practically, as a part of livelihood strategy, rather than through an ideological lens. There is a firm conviction that young people can succeed in business but face risks and need support.

It is important to recognize that the flourishing of youth is about more than successful transitions to employment. Young people have aspirations that are far broader and need to be valued and supported. Approaches that focus on prioritizing youth participation, respecting the rights of youth, and addressing individual youth aspirations are key. Rather than rating the success of programmes on narrow measures of educational or employment attainment, it is crucial that institutional, programme and policy evaluations be more firmly grounded in young people's own accounts of what they value for their human development and for the sustainable development of their communities and this shared planet.

EVIDENCE-BASED YOUTH POLICIES

The important role data and evidence play in the development and implementation of policies to meet the 2030 Agenda objectives is emphasized throughout the present *Report*. Evidence-based youth policies, adapted and tailored to national and local contexts, help ensure that youth development challenges are addressed. The *Report* identifies key priorities for the formulation and activation of effective youth policies, including providing political leadership and strategic vision; securing adequate budgetary and resource allocations; gathering and using timely and accurate data on the situation of young people; harnessing the knowledge, experience and expertise of young people for the design, implementation and evaluation of youth policies; mainstreaming and integrating youth policies across sectors; taking into account the linkages and impact of policy objectives; and establishing a transparent monitoring and accountability framework.

The *Report* further underlines the need to strengthen youth participation mechanisms to facilitate young people's engagement in policies and activities that enhance sustainable development efforts. Particular attention should be given to increasing youth involvement in national sustainable development coordination councils, working with national youth councils, expanding the United Nations Youth Delegate Programme and other opportunities for youth representation, and ensuring that young people contribute to voluntary national reviews of progress on the Sustainable Development Goals.

Relevant and timely data on how much and how well public spending has been utilized to achieve youth-related goals are essential for addressing gaps and improving the effectiveness of existing expenditures. There are germane lessons to be learned from recent efforts to monitor spending in other cross-cutting areas such as gender, children and climate.

Evidence and transparency are essential for achieving real transformation in youth policies and the use of public resources for youth development. Equally important are increased participation and advocacy (especially by youth themselves), improved accountability on the part of Governments, and a commitment from both public authorities and private citizens to bring about the desired changes.

ENHANCING YOUTH DATA

One of the primary impediments to meeting youth development objectives under the 2030 Agenda is the lack of accurate, regularly updated age-disaggregated data on the situation of young people.

Filling the large gaps in data availability and addressing data inequalities within and between countries will require significant capacity-building, substantial financial investment, and innovative approaches to data collection, utilization and dissemination, especially in the least developed countries. Efforts to increase the capacity of national statistical offices and to support the collection and use of data by non-traditional sources (including young people themselves) will contribute to the development of a more comprehensive and holistic picture of the youth situation. An open and transparent Internet, accessible and usable data, and the presentation of data in ways that make sense to both young people and policymakers are critical for effective policy development, implementation, and monitoring.

Appropriately leveraged, the data revolution and the emergence of new technologies offer a multitude of opportunities to amass a significant amount of data on the situation of youth. Supporting data sharing through public-private partnerships between the Government, the private sector, civil society and academia are also critical, as is the development of a robust regulatory framework to safeguard privacy rights and protect the security of information.

While 90 of the 232 indicators developed to measure progress on the implementation of the Sustainable Development Goals can be considered relevant to young people, they do not cover all areas of youth development. Coordinated use should be made of indicators and other measures of progress for the Sustainable Development Goals, the World Programme of Action for Youth, and other global, regional and national frameworks, as reliance on a broader range of indicators will help provide a more comprehensive measurement toolbox for assessing the situation of youth.

FINANCING YOUTH DEVELOPMENT

Although funding for social sectors has increased in several countries over the past decade, many countries are unlikely to achieve the Sustainable Development Goals by 2030 without greater investment in areas such as education.

In the context of the Sustainable Development Goals, specifically Goal 17, developed countries are committing to the full implementation of their ODA obligations, and many are pledging to direct their assistance to the least developed countries most in need. In this regard, the 2030 Agenda encourages donor countries to consider providing at least 0.20 per cent of GNI as ODA to least developed countries. Sustainable Development Goal 17 also includes a number of targets related to technology transfer, investment and trade aimed at facilitating economic development in developing countries and improving their economic welfare.

Beyond these broad commitments, the Addis Ababa Action Agenda provides for mechanisms to strengthen collaboration between Governments, civil society, the private sector, and other stakeholders in the areas of technology, infrastructure development and investment, and poverty alleviation. In support of youth employment, the Action Agenda specifically commits countries to promoting stable and affordable access to finance for SMEs, which are essential for promoting job creation. For developed countries, the Agenda establishes important targets for increasing foreign aid.

LOCALIZING THE 2030 AGENDA

The most effective youth development efforts are founded on national and local initiatives aligned with the unique needs of young people and other relevant actors in any particular country or community context. Applying a whole-of-government approach to development and policy formulation and implementation is key to localizing the 2030 Agenda and ensuring that no one is left behind. While the international community will play an essential role in providing overall leadership, bringing stakeholders together, channelling international financial support, and providing technical assistance, real solutions to the economic and social challenges facing youth will begin and end at home. Governments should therefore support those youth initiatives and activities at the grassroots and national levels that contribute to the realization of the 2030 Agenda.

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STATISTICAL ANNEX

CONTENTS

YOUTH-RELATED SUSTAINABLE DEVELOPMENT GOAL INDICATORS

PART 1 of this annex contains data found in the Global SDG Indicators Database (*https://unstats.un.org/sdgs/indicators/database/*) as well as data provided by relevant Sustainable Development Goal data custodians. Data have been presented at the global and regional levels as defined by the United Nations Statistics Division.* Where other sources have been used that have varied regional definitions, data have been included by the regions they specify. The Global SDG Indicators Database also contains many country-level observations, as do the data custodian sites. It should be noted that not all indicators have data as yet, and some have proxy indicators to be used until such time as the actual indicators have adequate data collections.

Data have been prioritized by the age group 15-24 where possible, followed by other age groupings which are relevant to the indicator or contain youth within the range. The most recent year observation value has been provided going back to 2006. Sex-disaggregated data have also been provided where available. Further metadata on each observed value can be found at the source and should be understood before data are used in policy or programme design.

Supplementary data not yet available in the Global SDG Indicators Database were supplied by data custodians. These supplementary data are indicated in *italics*.

* The United Nations geoscheme was used for the regional groupings at the third grouping level based on the M49 (Standard Country or Area Codes for Statistical Use) coding classification (*https://unstats.un.org/unsd/methodology/m49/*).

GOAL 1
END POVERTY IN ALL ITS FORMS EVERYWHERE

INDICATOR 1.1.1 **PROPORTION OF POPULATION BELOW THE INTERNATIONAL POVERTY LINE, BY SEX, AGE, EMPLOYMENT STATUS AND GEOGRAPHICAL LOCATION (URBAN/RURAL)**

AGE GROUP: 15-24 years old
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Proportion of employed population below the international poverty line of US$1.90 per day (the working poor)	Caribbean	Both sexes or no breakdown by sex	7.43
		Female	7.32
		Male	7.5
	Central America	Both sexes or no breakdown by sex	3.74
		Female	3.35
		Male	3.96
	Central Asia	Both sexes or no breakdown by sex	3.84
		Female	2.8
		Male	4.47
	Eastern Africa	Both sexes or no breakdown by sex	30.8
		Female	31.42
		Male	30.25
	Eastern Asia	Both sexes or no breakdown by sex	6.18
		Female	6.08
		Male	6.26
	Europe	Both sexes or no breakdown by sex	0.42
		Female	0.4
		Male	0.43
	Melanesia	Both sexes or no breakdown by sex	16.44
		Female	16.14
		Male	16.72
	Middle Africa	Both sexes or no breakdown by sex	49.34
		Female	51.26
		Male	47.41
	Northern Africa	Both sexes or no breakdown by sex	5.82
		Female	5.52
		Male	5.91

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INDICATOR 1.1.1 **PROPORTION OF POPULATION BELOW THE INTERNATIONAL POVERTY LINE, BY SEX, AGE, EMPLOYMENT STATUS AND GEOGRAPHICAL LOCATION (URBAN/RURAL)**

AGE GROUP: 15-24 years old
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 1.1.1 continued)			
Proportion of employed population below the international poverty line of US$1.90 per day (the working poor)	South America	Both sexes or no breakdown by sex	3.35
		Female	2.85
		Male	3.66
	South-Eastern Asia	Both sexes or no breakdown by sex	10.49
		Female	9.72
		Male	11.03
	Southern Africa	Both sexes or no breakdown by sex	10.75
		Female	9.4
		Male	11.65
	Southern Asia	Both sexes or no breakdown by sex	20.73
		Female	24.11
		Male	19.58
	Western Africa	Both sexes or no breakdown by sex	41.74
		Female	37.81
		Male	44.79
	World	Both sexes or no breakdown by sex	15.1
		Female	15.18
		Male	15.04
SUPPLEMENTARY DATA			
Proportion of employed population below the international poverty line of US$1.90 per day (the working poor)	*Central and Southern Asia*	*Both sexes or no breakdown by sex*	*20.08*
		Female	*22.89*
		Male	*19.09*
	Eastern and South-Eastern Asia	*Both sexes or no breakdown by sex*	*7.64*
		Female	*7.22*
		Male	*7.99*
	Eastern Europe	*Both sexes or no breakdown by sex*	*1.19*
		Female	*1.22*
		Male	*1.17*
	Europe and Northern America	*Both sexes or no breakdown by sex*	*0.23*
		Female	*0.21*
		Male	*0.24*
	Latin America and the Caribbean	*Both sexes or no breakdown by sex*	*3.66*
		Female	*3.21*
		Male	*3.94*

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INDICATOR 1.1.1 PROPORTION OF POPULATION BELOW THE INTERNATIONAL POVERTY LINE, BY SEX, AGE, EMPLOYMENT STATUS AND GEOGRAPHICAL LOCATION (URBAN/RURAL)

AGE GROUP: 15-24 years old
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 1.1.1 continued)			
Proportion of employed population below the international poverty line of US$1.90 per day (the working poor)	*Northern Africa and Western Asia*	*Both sexes or no breakdown by sex*	*4.07*
		Female	*3.13*
		Male	*4.37*
	Oceania	*Both sexes or no breakdown by sex*	*4.81*
		Female	*4.71*
		Male	*4.91*
	Oceania (excluding Australia and New Zealand)	*Both sexes or no breakdown by sex*	*15.81*
		Female	*15.67*
		Male	*15.94*
	Southern Europe	*Both sexes or no breakdown by sex*	*0.08*
		Female	*0.08*
		Male	*0.08*
	Sub-Saharan Africa	*Both sexes or no breakdown by sex*	*36.68*
		Female	*36.17*
		Male	*37.11*
	Western Asia	*Both sexes or no breakdown by sex*	*2.74*
		Female	*1.54*
		Male	*3.15*

Source: ILO estimates (November 2016), available from ILOSTAT (*www.ilo.org/ilostat*). For specific sources by country and estimation methodology, refer to ILOSTAT directly.

Note: Country-level data available from the World Bank.

INDICATOR 1.2.1 PROPORTION OF POPULATION LIVING BELOW THE NATIONAL POVERTY LINE, BY SEX AND AGE

No data at requested disaggregation.

Notes: No regional/aggregate-level data available. Country-level data available (annual up to 2016).

INDICATOR 1.2.2 PROPORTION OF MEN, WOMEN AND CHILDREN OF ALL AGES LIVING IN POVERTY IN ALL ITS DIMENSIONS ACCORDING TO NATIONAL DEFINITIONS

No data at requested disaggregation.

Notes: None

INDICATOR 1.3.1 **PROPORTION OF POPULATION COVERED BY SOCIAL PROTECTION FLOORS/SYSTEMS, BY SEX, DISTINGUISHING CHILDREN, UNEMPLOYED PERSONS, OLDER PERSONS, PERSONS WITH DISABILITIES, PREGNANT WOMEN, NEWBORNS, WORK-INJURY VICTIMS AND THE POOR AND THE VULNERABLE**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of children covered by social protection	Australia and New Zealand	99.23
	Central America	29.06
	Central Asia	43.90
	Eastern Asia	10.80
	Europe	93.21
	Middle Africa	18.90
	South America	70.26
	Southern Africa	65.07
	Western Africa	4.46
	World	34.86
Proportion of mothers receiving maternity benefits and benefits for newborns	Central Asia	42.42
	Eastern Asia	22.50
	Europe	93.56
	Northern Africa	69.08
	South America	49.69
	Southern Asia	42.00
	Western Africa	3.74
	World	41.08
Proportion of population above retirement age receiving a pension	Australia and New Zealand	79.46
	Central Asia	90.68
	Eastern Africa	14.49
	Eastern Asia	77.33
	Europe	96.39
	Melanesia	8.87
	Middle Africa	17.87
	Northern America	100.00
	Polynesia	31.26
	South America	73.16
	South-Eastern Asia	31.45
	Southern Africa	92.43
	Southern Asia	23.62
	Western Africa	12.82
	World	67.93

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INDICATOR 1.3.1 **PROPORTION OF POPULATION COVERED BY SOCIAL PROTECTION FLOORS/SYSTEMS, BY SEX, DISTINGUISHING CHILDREN, UNEMPLOYED PERSONS, OLDER PERSONS, PERSONS WITH DISABILITIES, PREGNANT WOMEN, NEWBORNS, WORK-INJURY VICTIMS AND THE POOR AND THE VULNERABLE**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
(Indicator 1.3.1 continued)		
Proportion of population covered by at least one social protection floor/ system	Australia and New Zealand	79.60
	Central America	67.16
	Eastern Africa	11.13
	Eastern Asia	64.10
	Europe	89.26
	Middle Africa	14.25
	Northern Africa	39.19
	Northern America	78.49
	South America	58.72
	Southern Africa	43.66
	Southern Asia	14.18
	Western Africa	8.67
	World	45.17
Proportion of population with severe disabilities collecting disability social protection benefits	Australia and New Zealand	96.88
	Europe	94.57
	Northern America	96.70
	South America	66.32
	South-Eastern Asia	10.40
	Southern Africa	59.66
	Southern Asia	7.88
	World	27.79
Proportion of unemployed receiving unemployment benefits	Australia and New Zealand	49.73
	Central Asia	14.45
	Eastern Africa	0.01
	Eastern Asia	19.51
	Europe	49.44
	Northern America	28.52
	South America	9.38
	Southern Africa	12.83
	Western Africa	0.00
	World	21.77

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INDICATOR 1.3.1 **PROPORTION OF POPULATION COVERED BY SOCIAL PROTECTION FLOORS/SYSTEMS, BY SEX, DISTINGUISHING CHILDREN, UNEMPLOYED PERSONS, OLDER PERSONS, PERSONS WITH DISABILITIES, PREGNANT WOMEN, NEWBORNS, WORK-INJURY VICTIMS AND THE POOR AND THE VULNERABLE**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
(Indicator 1.3.1 continued)		
Proportion of vulnerable population covered by social protection floors/systems	Australia and New Zealand	46.16
	Central America	54.72
	Eastern Africa	7.37
	Eastern Asia	32.49
	Europe	71.54
	Middle Africa	4.66
	Northern America	37.85
	South America	33.92
	Southern Africa	31.69
	Southern Asia	2.99
	Western Africa	3.56
	World	24.72

Source: ILO estimates based on country data compiled through the ILO Social Security Inquiry.
Notes: Multiple series included in this data set. See series description for changes in definitions.

INDICATOR 1.5.1 NUMBER OF DEATHS, MISSING PERSONS AND DIRECTLY AFFECTED PERSONS ATTRIBUTED TO DISASTERS PER 100,000 POPULATION

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
VALUE/UNIT: Number

SERIES DESCRIPTION	REGION	YEAR	VALUE
SUPPLEMENTARY DATA			
Missing persons due to disaster	*Europe*	*2015*	*1*
	South-Eastern Asia	*2015*	*41*
	Southern Asia	*2014*	*134*
Number of deaths due to disaster	*Europe*	*2015*	*7*
	South-Eastern Asia	*2016*	*131*
	Southern Asia	*2014*	*1516*
Number of persons affected by disaster per 100,000 people	*Europe*	*2015*	*303*
	South-Eastern Asia	*2015*	*2094773*
	Southern Asia	*2014*	*98124*

Source: United Nations Office for Disaster Risk Reduction, Global Assessment Report on Disaster Risk Reduction, 2015 (Geneva, 2015), available from *https://www.unisdr.org/we/inform/publications/42809*.

Notes: (a) The number of affected people equals people injured plus people whose houses are damaged or destroyed. The number of people whose houses are damaged or destroyed is estimated by multiplying the average number of people per household by the number of damaged or destroyed houses. If the average number of people per household is not available, a proxy being developed by the United Nations Office for Disaster Risk Reduction (currently under development and yet to be approved and reviewed by partners) is used to estimate the number of people per household.
(b) Not available disaggregated by age; disaggregation to be enabled with new online monitoring tool (first results expected end March 2018).
(c) This indicator is also designated 11.5.1 and 13.1.1.

INDICATOR 1.a.2 PROPORTION OF TOTAL GOVERNMENT SPENDING ON ESSENTIAL SERVICES (EDUCATION, HEALTH AND SOCIAL PROTECTION)

No data at requested disaggregation.

Notes: Countries do not record how much they spend on the education of different age groups. It would be impossible to determine how much teacher time was spent on 15-year olds as opposed to 14-year olds in the same classroom (especially given that 14-year olds at the beginning of the school year will typically be 15 years old by the end of the school year).

INDICATOR 1.b.1 PROPORTION OF GOVERNMENT RECURRENT AND CAPITAL SPENDING TO SECTORS THAT DISPROPORTIONATELY BENEFIT WOMEN, THE POOR AND VULNERABLE GROUPS

No data at requested disaggregation.

Notes: None

GOAL 2
END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE

INDICATOR 2.2.2 **PREVALENCE OF MALNUTRITION (WEIGHT FOR HEIGHT >+2 OR <-2 STANDARD DEVIATION FROM THE MEDIAN OF THE WHO CHILD GROWTH STANDARDS) AMONG CHILDREN UNDER 5 YEARS OF AGE, BY TYPE (WASTING AND OVERWEIGHT)**

SEX: Both sexes or no breakdown by sex
AGE GROUP: Under 5 years old
YEAR OF DATA: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of overweight children (weight for height above plus two standard deviations from the median) under the age of 5 years	Caribbean	6.9
	Central America	6
	Central Asia	10.7
	Eastern Africa	4.7
	Eastern Asia	5.3
	Middle Africa	4.7
	Northern Africa	10
	Northern America	7.8
	South America	7.4
	South-Eastern Asia	7.2
	Southern Africa	11.8
	Southern Asia	4.4
	Western Africa	3
	World	6
Proportion of wasted children (weight for height below minus two standard deviations from the median) under the age of 5 years	Caribbean	3
	Central America	0.9
	Central Asia	3.8
	Eastern Africa	6.5
	Eastern Asia	1.9
	Middle Africa	7.3
	Northern Africa	7.9
	Northern America	0.5
	South America	1.3
	South-Eastern Asia	8.9
	Southern Africa	5.5
	Southern Asia	15.4
	Western Africa	8.5
	World	7.7

Source: UNICEF, WHO and World Bank Group, Joint Child Malnutrition Estimates (2017 edition), available from *http://www.who.int/nutgrowthdb/estimates2016/en/*.

2 ZERO HUNGER

INDICATOR 2.3.2 AVERAGE INCOME OF SMALL-SCALE FOOD PRODUCERS, BY SEX AND INDIGENOUS STATUS

No data at requested disaggregation.

Note: The Food and Agriculture Organization of the United Nations (FAO) advised that the focus has been on developing the methodology for this Tier III indicator. FAO submitted to the Inter-agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDG) at its last meeting in November 2017 a proposed international definition, as well as methodological documentation, for the reclassification of this indicator. Over the past year, results and methodologies have been shared extensively with member countries, and capacity-building exercises are currently under way (see *https://unstats.un.org/sdgs/tierIII-indicators/files/Tier3-02-03-02.pdf*).

GOAL 3
ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

INDICATOR 3.1.1 **MATERNAL MORTALITY RATIO**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR OF DATA: 2015
VALUE/UNIT: Per 100,000 live births

SERIES DESCRIPTION	REGION	VALUE
Maternal mortality ratio	South-Eastern Asia	110
	Southern Asia	176
	World	216
SUPPLEMENTARY DATA [(b)]		
Maternal mortality ratio (modelled estimate, per 100,000 live births)	*East Asia & Pacific*	*59*
	Europe & Central Asia	*16*
	Latin America & Caribbean	*67*
	Middle East & North Africa	*81*
	North America	*13*
	South Asia	*182*
	Sub-Saharan Africa	*547*
	World	*216*

Sources: (a) WHO data available from the United Nations Statistics Division, with additional data from WHO.
(b) WHO and others, Trends in Maternal Mortality: 1990 to 2015 (Geneva, 2015), available from *https://data.worldbank.org/indicator/SH.STA.MMRT*.

Notes: None

INDICATOR 3.1.2 **PROPORTION OF BIRTHS ATTENDED BY SKILLED HEALTH PERSONNEL**

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	YEAR	VALUE, %
Proportion of births attended by skilled health personnel	Australia and New Zealand	All age ranges or no breakdown by age	Both sexes or no breakdown by sex	2016	98.9
	Caribbean				77.6
	Central Asia				98.1
	Eastern Africa				51.1
	Eastern Asia				99.9
	Europe				99.3
	Middle Africa				70.2
	Northern Africa				86.6
	Northern America				98.5
	Polynesia				82.5
	South-Eastern Asia				83.5
	Southern Asia				72.0
	Western Africa				42.4
	World				78.5
SUPPLEMENTARY DATA [(b)]					
Proportion of births attended by skilled health personnel	*Caribbean*	*15 to 19 years old*	*Female*	*2011 to 2016*	*73.6*
	Central America				*93.7*
	Eastern Africa				*52.4*
	Middle Africa				*67.7*
	Western Africa				*39.9*
	Africa				*55.4*
	South-Eastern Asia				*76.8*
	Southern Asia				*52.3*
	Asia				*67.7*
	Central Asia				*97.2*
	Northern Africa				*87.8*
	Sub-Saharan Africa				*50.3*
	Global				*63.3*

Sources: (a) Delivery care: UNICEF/WHO joint database on skilled attendance at birth, available from *https://data.humdata.org/dataset/delivery-care-unicef-who-joint-database-on-skilled-attendance-at-birth-2017*.
(b) UNICEF analysis based on Demographic and Health Survey and Multiple Indicator Cluster Survey data.

Notes: None

INDICATOR 3.3.1 **NUMBER OF NEW HIV INFECTIONS PER 1,000 UNINFECTED POPULATION, BY SEX, AGE AND KEY POPULATIONS**

AGE GROUP: 15 to 24 years old
YEAR: 2016
VALUE/UNIT: Per 1,000

SERIES DESCRIPTION	REGION	SEX	VALUE
SUPPLEMENTARY DATA			
Estimated HIV incidence rate	*Australia and New Zealand*	*Both sexes or no breakdown by sex*	*0.053*
		Male	*0.083*
		Female	*0.022*
	Central Asia	*Both sexes or no breakdown by sex*	*0.176*
		Male	*0.191*
		Female	*0.159*
	Central Asia and Southern Asia	*Both sexes or no breakdown by sex*	*0.110*
		Male	*0.120*
		Female	*0.099*
	Eastern Asia	*Both sexes or no breakdown by sex*	*0.044*
		Male	*0.050*
		Female	*0.037*
	Eastern Asia and South-Eastern Asia	*Both sexes or no breakdown by sex*	*0.176*
		Male	*0.218*
		Female	*0.130*
	Europe	*Both sexes or no breakdown by sex*	*0.365*
		Male	*0.328*
		Female	*0.404*
	Latin America and the Caribbean	*Both sexes or no breakdown by sex*	*0.370*
		Male	*0.452*
		Female	*0.285*
	Northern Africa	*Both sexes or no breakdown by sex*	*0.089*
		Male	*0.086*
		Female	*0.093*
	Northern America	*Both sexes or no breakdown by sex*	*0.249*
		Male	*0.359*
		Female	*0.133*
	Northern America and Europe	*Both sexes or no breakdown by sex*	*0.322*
		Male	*0.339*
		Female	*0.304*
	Oceania	*Both sexes or no breakdown by sex*	*0.179*
		Male	*0.161*
		Female	*0.198*
	Oceania excluding Australia and New Zealand	*Both sexes or no breakdown by sex*	*0.453*
		Male	*0.331*
		Female	*0.583*

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INDICATOR 3.3.1 **NUMBER OF NEW HIV INFECTIONS PER 1,000 UNINFECTED POPULATION, BY SEX, AGE AND KEY POPULATIONS**

AGE GROUP: 15 to 24 years old
YEAR: 2016
VALUE/UNIT: Per 1,000

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 3.3.1 continued)			
Estimated HIV incidence rate	*South-Eastern Asia*	*Both sexes or no breakdown by sex*	*0.418*
		Male	*0.541*
		Female	*0.292*
	Southern Asia	*Both sexes or no breakdown by sex*	*0.108*
		Male	*0.118*
		Female	*0.097*
	Sub-Saharan Africa	*Both sexes or no breakdown by sex*	*2.347*
		Male	*1.533*
		Female	*3.187*
	Western Asia	*Both sexes or no breakdown by sex*	*0.079*
		Male	*0.091*
		Female	*0.067*
	Western Asia and Northern Africa	*Both sexes or no breakdown by sex*	*0.085*
		Male	*0.088*
		Female	*0.082*
	World	*Both sexes or no breakdown by sex*	*0.525*
		Male	*0.417*
		Female	*0.641*

Source: UNAIDS 2017 HIV estimates.

Notes: None

INDICATOR 3.4.2 **SUICIDE MORTALITY RATE**

AGE GROUP: 15-24 years old
YEAR: 2015
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	SEX	VALUE
SUPPLEMENTARY DATA			
Suicide mortality rate	*Australia and New Zealand*	*Both sexes or no breakdown by sex*	*12.38*
		Female	*7.24*
		Male	*17.21*
	Caribbean	*Both sexes or no breakdown by sex*	*11.05*
		Female	*6.24*
		Male	*15.72*
	Central America	*Both sexes or no breakdown by sex*	*7.58*
		Female	*4.4*
		Male	*10.68*
	Central Asia	*Both sexes or no breakdown by sex*	*14.63*
		Female	*11.4*
		Male	*17.74*
	Eastern Africa	*Both sexes or no breakdown by sex*	*8.15*
		Female	*3.82*
		Male	*12.48*
	Eastern Asia	*Both sexes or no breakdown by sex*	*5.11*
		Female	*6.08*
		Male	*4.24*
	Eastern Europe	*Both sexes or no breakdown by sex*	*18.13*
		Female	*6.32*
		Male	*29.36*
	Europe	*Both sexes or no breakdown by sex*	*10.57*
		Female	*4.12*
		Male	*16.74*
	Latin America & the Caribbean	*Both sexes or no breakdown by sex*	*9.29*
		Female	*4.62*
		Male	*13.81*
	Middle Africa	*Both sexes or no breakdown by sex*	*23.05*
		Female	*13.51*
		Male	*32.56*
	Northern Africa	*Both sexes or no breakdown by sex*	*6.33*
		Female	*3.4*
		Male	*9.16*
	Northern America	*Both sexes or no breakdown by sex*	*11.64*
		Female	*5.05*
		Male	*17.86*
	Northern Europe	*Both sexes or no breakdown by sex*	*7.39*
		Female	*3.56*
		Male	*11.06*

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INDICATOR 3.4.2 **SUICIDE MORTALITY RATE**

AGE GROUP: 15-24 years old
YEAR: 2015
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 3.4.2 continued)			
Suicide mortality rate	*Oceania excluding Australia and New Zealand*	*Both sexes or no breakdown by sex*	*18.32*
		Female	*11.43*
		Male	*24.81*
	South America	*Both sexes or no breakdown by sex*	*9.9*
		Female	*4.56*
		Male	*15.06*
	South-Eastern Asia	*Both sexes or no breakdown by sex*	*5.84*
		Female	*3.9*
		Male	*7.73*
	Southern Africa	*Both sexes or no breakdown by sex*	*9.36*
		Female	*3.32*
		Male	*14.84*
	Southern Asia	*Both sexes or no breakdown by sex*	*19.39*
		Female	*23.78*
		Male	*15.37*
	Southern Europe	*Both sexes or no breakdown by sex*	*3.55*
		Female	*1.65*
		Male	*5.38*
	Sub-Saharan Africa	*Both sexes or no breakdown by sex*	*11.8*
		Female	*6.21*
		Male	*17.27*
	Western Africa	*Both sexes or no breakdown by sex*	*11.57*
		Female	*6.32*
		Male	*16.65*
	Western Asia	*Both sexes or no breakdown by sex*	*8.77*
		Female	*5.81*
		Male	*11.54*
	Western Europe	*Both sexes or no breakdown by sex*	*6.24*
		Female	*2.99*
		Male	*9.37*
	World	*Both sexes or no breakdown by sex*	*11.65*
		Female	*10.53*
		Male	*12.7*

Source: WHO, "Global health estimates 2015: deaths by cause, age, sex, by country and by region, 2000-2015" (Geneva, 2016), available from *http://www.who.int/healthinfo/global_burden_disease/estimates_regional_2000_2015/en/*.

Notes: None

INDICATOR 3.5.1 COVERAGE OF TREATMENT INTERVENTIONS (PHARMACOLOGICAL, PSYCHOSOCIAL AND REHABILITATION AND AFTERCARE SERVICES) FOR SUBSTANCE USE DISORDERS

No data at requested disaggregation.

Notes: None

INDICATOR 3.5.2 HARMFUL USE OF ALCOHOL, DEFINED ACCORDING TO THE NATIONAL CONTEXT AS ALCOHOL PER CAPITA CONSUMPTION (AGED 15 YEARS AND OLDER) WITHIN A CALENDAR YEAR IN LITRES OF PURE ALCOHOL

AGE GROUP: 15 years old and over
SEX: Both sexes or no breakdown by sex
YEAR: 2016
VALUE/UNIT: Litres pure alcohol

SERIES DESCRIPTION	REGION	VALUE
Alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol	Australia and New Zealand	11.03
	Central Asia	5.88
	Eastern Asia	7.88
	Europe	11.66
	Northern Africa	1.1
	Northern America	9.37
	South-Eastern Asia	3.72
	Southern Asia	3.81
	World	6.44

Source: WHO Global Information System on Alcohol and Health (2017), available from *http://www.who.int/gho/alcohol/en/*.

Notes: None

INDICATOR 3.6.1 **DEATH RATE DUE TO ROAD TRAFFIC INJURIES**

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
SUPPLEMENTARY DATA				
Deaths road injuries	*Australasia*	*15 to 19 years old*	*Male*	*13.2*
			Female	*6.1*
			Both	*9.8*
		20 to 24 years old	*Male*	*16.0*
			Female	*5.1*
			Both	*10.7*
	Central Asia	*15 to 19 years old*	*Male*	*13.6*
			Female	*3.5*
			Both	*8.7*
		20 to 24 years old	*Male*	*29.8*
			Female	*4.5*
			Both	*17.4*
	Central Europe	*15 to 19 years old*	*Male*	*13.8*
			Female	*5.3*
			Both	*9.6*
		20 to 24 years old	*Male*	*23.3*
			Female	*4.8*
			Both	*14.3*
	East Asia	*15 to 19 years old*	*Male*	*20.0*
			Female	*5.9*
			Both	*13.4*
		20 to 24 years old	*Male*	*32.9*
			Female	*7.7*
			Both	*21.0*
	Eastern Europe	*15 to 19 years old*	*Male*	*19.3*
			Female	*9.8*
			Both	*14.7*
		20 to 24 years old	*Male*	*39.2*
			Female	*10.3*
			Both	*25.1*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*8.8*
			Female	*2.6*
			Both	*5.8*
		20 to 24 years old	*Male*	*10.7*
			Female	*2.8*
			Both	*6.9*

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INDICATOR 3.6.1 **DEATH RATE DUE TO ROAD TRAFFIC INJURIES**

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 3.6.1 continued)				
Deaths road injuries	*High-income North America*	*15 to 19 years old*	*Male*	*18.4*
			Female	*10.0*
			Both	*14.3*
		20 to 24 years old	*Male*	*30.8*
			Female	*10.5*
			Both	*20.9*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*27.6*
			Female	*6.8*
			Both	*17.4*
		20 to 24 years old	*Male*	*44.9*
			Female	*7.7*
			Both	*26.6*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*40.6*
			Female	*7.1*
			Both	*24.3*
		20 to 24 years old	*Male*	*56.0*
			Female	*9.3*
			Both	*33.4*
	Oceania	*15 to 19 years old*	*Male*	*20.5*
			Female	*10.5*
			Both	*15.7*
		20 to 24 years old	*Male*	*48.1*
			Female	*14.9*
			Both	*31.9*
	South Asia	*15 to 19 years old*	*Male*	*19.6*
			Female	*4.0*
			Both	*12.2*
		20 to 24 years old	*Male*	*36.6*
			Female	*5.4*
			Both	*21.6*
	Southeast Asia	*15 to 19 years old*	*Male*	*29.0*
			Female	*8.4*
			Both	*18.9*
		20 to 24	*Male*	*40.9*
			Female	*7.1*
			Both	*24.2*

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INDICATOR 3.6.1 **DEATH RATE DUE TO ROAD TRAFFIC INJURIES**

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 3.6.1 continued)				
Deaths road injuries	*Southern Latin America*	*15 to 19 years old*	*Male*	*20.5*
			Female	*6.2*
			Both	*13.5*
		20 to 24 years old	*Male*	*31.9*
			Female	*6.5*
			Both	*19.4*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*16.5*
			Female	*5.3*
			Both	*11.0*
		20 to 24 years old	*Male*	*27.5*
			Female	*6.6*
			Both	*17.1*
	Western Europe	*15 to 19 years old*	*Male*	*10.7*
			Female	*3.7*
			Both	*7.3*
		20 to 24 years old	*Male*	*15.4*
			Female	*3.6*
			Both	*9.6*

Source: Institute for Health Metrics and Evaluation, GBD Results Tool, available from *http://ghdx.healthdata.org/gbd-results-tool.*
Notes: None

INDICATOR 3.7.1 **PROPORTION OF WOMEN OF REPRODUCTIVE AGE (AGED 15-49 YEARS) WHO HAVE THEIR NEED FOR FAMILY PLANNING SATISFIED WITH MODERN METHODS**

SEX: Female
AGE GROUP: 15 to 49 years old
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
SUPPLEMENTARY DATA		
Proportion of women married or in a union of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods	*Australia and New Zealand*	*84.1*
	Caribbean	*75.7*
	Central America	*81.5*
	Central and Southern Asia	*71.7*
	Central Asia	*77.8*
	Eastern Africa	*61.5*
	Eastern and South-Eastern Asia	*89*
	Eastern Asia	*93.5*
	Eastern Europe	*72.7*
Proportion of women married or in a union of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods	*Europe*	*77.8*
	Europe and Northern America	*80.5*
	Landlocked developing countries	*61.3*
	Latin America and the Caribbean	*82.8*
	Least developed countries	*57.8*
	Melanesia	*52*
	Micronesia	*59.6*
	Middle Africa	*26.5*
	Northern Africa	*73.4*
	Northern Africa and Western Asia	*64.9*
	Northern America	*86.4*
	Northern Europe	*89.1*
	Oceania	*75.7*
	Oceania (excluding Australia and New Zealand)	*52*
	Polynesia	*43.9*
	Small island developing States	*70.2*
	South America	*84*
	South-Eastern Asia	*75.9*
	Southern Africa	*83.8*
	Southern Asia	*71.5*
	Southern Europe	*68.8*
	Sub-Saharan Africa	*50.3*
	Western Africa	*37.7*
	Western Asia	*57.6*
	Western Europe	*87.1*
	World	*77.8*

Source: United Nations, Model-based Estimates and Projections of Family Planning Indicators 2017 (New York, 2017).
Notes: Estimated. Country-level data available.

INDICATOR 3.7.2 ADOLESCENT BIRTH RATE (AGED 10-14 YEARS; AGED 15-19 YEARS) PER 1,000 WOMEN IN THAT AGE GROUP

SEX: Female
AGE GROUP: 15 to 19 years old
YEAR: 2015
VALUE/UNIT: Per 1,000 population

SERIES DESCRIPTION	REGION	VALUE
Adolescent birth rate per 1,000 adolescent women aged 15-19	Australia and New Zealand	15.8
	Caribbean	57.6
	Central America	66
	Central Asia	24.7
	Eastern Africa	90.9
	Eastern Asia	6.7
	Europe	14.1
	Melanesia	52.6
	Micronesia	27
	Middle Africa	126.3
	Northern Africa	43.9
	Northern America	21.5
	Polynesia	27.2
	South America	63.9
	South-Eastern Asia	44.9
	Southern Africa	49.1
	Southern Asia	33.6
	Western Africa	115.3
	World	44.1

Source: United Nations, World Population Prospects: The 2015 Revision, DVD edition, available from *http://esa.un.org/unpd/wpp/*.

Notes: Estimated. Country-level data available. Rate for individuals aged 10-14 years not yet available.

INDICATOR 3.8.1 COVERAGE OF ESSENTIAL HEALTH SERVICES (DEFINED AS THE AVERAGE COVERAGE OF ESSENTIAL SERVICES BASED ON TRACER INTERVENTIONS THAT INCLUDE REPRODUCTIVE, MATERNAL, NEWBORN AND CHILD HEALTH, INFECTIOUS DISEASES, NON-COMMUNICABLE DISEASES AND SERVICE CAPACITY AND ACCESS, AMONG THE GENERAL AND THE MOST DISADVANTAGED POPULATION)

No data at requested disaggregation.

Notes: None

INDICATOR 3.9.1 MORTALITY RATE ATTRIBUTED TO HOUSEHOLD AND AMBIENT AIR POLLUTION

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2012
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	VALUE
Mortality rate attributed to household and ambient air pollution	Australia and New Zealand	0
	Central and Southern Asia	85.40919
	Eastern and South-Eastern Asia	87.06084
	Europe and Northern America	7.125291
	Latin America and the Caribbean	13.38401
	Northern Africa and Western Asia	11.75351
	Oceania (excluding Australia and New Zealand)	42.48671
	Sub-Saharan Africa	67.5325
	World	60.34741

Source: WHO, Global Health Observatory.
Note: Series code: SH_AAP_MORT.

INDICATOR 3.9.2 MORTALITY RATE ATTRIBUTED TO UNSAFE WATER, UNSAFE SANITATION AND LACK OF HYGIENE (EXPOSURE TO UNSAFE WATER, SANITATION AND HYGIENE FOR ALL (WASH) SERVICES)

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2012
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	VALUE
Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene	Australia and New Zealand	0.10
	Central Asia	3.00
	Eastern Asia	0.40
	Europe	0.30
	Northern Africa	7.90
	Northern America	0.60
	South-Eastern Asia	4.00
	Southern Asia	23.20
	World	12.40

Source: WHO, World Health Statistics 2016: Monitoring Health for the SDGs (Geneva, 2016), available from *http://www.who.int/gho/publications/world_health_statistics/2016/en/*.
Notes: None

INDICATOR 3.9.3 **MORTALITY RATE ATTRIBUTED TO UNINTENTIONAL POISONING**

AGE GROUP: 15 to 24 years old
YEAR: 2015
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	SEX	VALUE
SUPPLEMENTARY DATA			
Mortality rate attributed to unintentional poisonings	*Australia and New Zealand*	*Both sexes or no breakdown by sex*	*0.29*
		Female	*0.25*
		Male	*0.33*
	Caribbean	*Both sexes or no breakdown by sex*	*0.79*
		Female	*0.67*
		Male	*0.91*
	Central America	*Both sexes or no breakdown by sex*	*0.53*
		Female	*0.43*
		Male	*0.62*
	Central Asia	*Both sexes or no breakdown by sex*	*0.81*
		Female	*0.51*
		Male	*1.1*
	Eastern Africa	*Both sexes or no breakdown by sex*	*1*
		Female	*0.72*
		Male	*1.28*
	Eastern Asia	*Both sexes or no breakdown by sex*	*0.71*
		Female	*0.97*
		Male	*0.47*
	Eastern Europe	*Both sexes or no breakdown by sex*	*0.72*
		Female	*0.43*
		Male	*0.98*
	Europe	*Both sexes or no breakdown by sex*	*0.39*
		Female	*0.25*
		Male	*0.51*
	Latin America & the Caribbean	*Both sexes or no breakdown by sex*	*0.6*
		Female	*0.46*
		Male	*0.74*
	Middle Africa	*Both sexes or no breakdown by sex*	*2.95*
		Female	*2.15*
		Male	*3.75*
	Northern Africa	*Both sexes or no breakdown by sex*	*0.96*
		Female	*0.83*
		Male	*1.08*
	Northern America	*Both sexes or no breakdown by sex*	*0.76*
		Female	*0.54*
		Male	*0.97*

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INDICATOR 3.9.3 **MORTALITY RATE ATTRIBUTED TO UNINTENTIONAL POISONING**

AGE GROUP: 15 to 24 years old
YEAR: 2015
VALUE/UNIT: Per 100,000 population

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 3.9.3 continued)			
Mortality rate attributed to unintentional poisonings	*Northern Europe*	*Both sexes or no breakdown by sex*	*0.26*
		Female	*0.2*
		Male	*0.31*
	Oceania excluding Australia and New Zealand	*Both sexes or no breakdown by sex*	*0.96*
		Female	*0.54*
		Male	*1.36*
	South America	*Both sexes or no breakdown by sex*	*0.62*
		Female	*0.45*
		Male	*0.78*
	South-Eastern Asia	*Both sexes or no breakdown by sex*	*0.64*
		Female	*0.56*
		Male	*0.72*
	Southern Africa	*Both sexes or no breakdown by sex*	*0.57*
		Female	*0.47*
		Male	*0.66*
	Southern Asia	*Both sexes or no breakdown by sex*	*1.16*
		Female	*1.31*
		Male	*1.02*
	Southern Europe	*Both sexes or no breakdown by sex*	*0.17*
		Female	*0.14*
		Male	*0.2*
	Sub-Saharan Africa	*Both sexes or no breakdown by sex*	*1.58*
		Female	*1.1*
		Male	*2.04*
	Western Africa	*Both sexes or no breakdown by sex*	*1.83*
		Female	*1.2*
		Male	*2.44*
	Western Asia	*Both sexes or no breakdown by sex*	*0.83*
		Female	*0.78*
		Male	*0.88*
	Western Europe	*Both sexes or no breakdown by sex*	*0.12*
		Female	*0.1*
		Male	*0.14*
	World	*Both sexes or no breakdown by sex*	*0.95*
		Female	*0.92*
		Male	*0.98*

Source: WHO, "Global health estimates 2015: deaths by cause, age, sex, by country and by region, 2000-2015" (Geneva, 2016), available from *http://www.who.int/healthinfo/global_burden_disease/estimates_regional_2000_2015/en/*.

Notes: None

INDICATOR 3.a.1 **AGE-STANDARDIZED PREVALENCE OF CURRENT TOBACCO USE AMONG PERSONS AGED 15 YEARS AND OLDER**

AGE GROUP: 15 to 24 years old
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
SUPPLEMENTARY DATA			
Percentage of the population aged 15 years and over who currently use any tobacco product (smoked and/or smokeless tobacco) on a daily or non-daily basis	*Australia and New Zealand*	*Both sexes*	*13.4*
		Female	*12.8*
		Male	*14.0*
	Caribbean	*Both sexes*	*13.5*
		Female	*5.6*
		Male	*21.2*
	Central America	*Both sexes*	*13.5*
		Female	*6.0*
		Male	*20.9*
	Central Asia	*Both sexes*	*17.0*
		Female	*6.7*
		Male	*26.9*
	Eastern Africa	*Both sexes*	*7.0*
		Female	*1.4*
		Male	*12.5*
	Eastern Asia	*Both sexes*	*16.8*
		Female	*1.3*
		Male	*30.7*
	Europe	*Both sexes*	*31.7*
		Female	*26.7*
		Male	*36.5*
	Melanesia	*Both sexes*	*37.1*
		Female	*21.7*
		Male	*51.6*
	Micronesia	*Both sexes*	*38.1*
		Female	*24.7*
		Male	*50.8*
	Middle Africa	*Both sexes*	*5.7*
		Female	*1.5*
		Male	*9.9*
	Northern Africa	*Both sexes*	*17.6*
		Female	*0.5*
		Male	*34.1*
	Northern America	*Both sexes*	*21.1*
		Female	*18.0*
		Male	*24.0*

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INDICATOR 3.a.1 AGE-STANDARDIZED PREVALENCE OF CURRENT TOBACCO USE AMONG PERSONS AGED 15 YEARS AND OLDER

AGE GROUP: 15 to 24 years old
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 3.a.1 continued)			
Percentage of the population aged 15 years and over who currently use any tobacco product (smoked and/or smokeless tobacco) on a daily or non-daily basis	*Polynesia*	*Both sexes*	*26.1*
		Female	*14.6*
		Male	*36.5*
	South America	*Both sexes*	*12.7*
		Female	*8.7*
		Male	*16.5*
	South-Eastern Asia	*Both sexes*	*22.7*
		Female	*1.6*
		Male	*43.1*
	Southern Africa	*Both sexes*	*16.4*
		Female	*5.2*
		Male	*26.6*
	Southern Asia	*Both sexes*	*7.9*
		Female	*0.5*
		Male	*14.7*
	Western Africa	*Both sexes*	*6.3*
		Female	*0.7*
		Male	*11.7*
	Western Asia	*Both sexes*	*17.7*
		Female	*6.6*
		Male	*28.1*
	World	*Both sexes*	*14.2*
		Female	*4.5*
		Male	*23.4*

Source: WHO, "Global health estimates 2015: deaths by cause, age, sex, by country and by region, 2000-2015" (Geneva, 2016), available from *http://www.who.int/healthinfo/global_burden_disease/estimates_regional_2000_2015/en/*.

Notes: None

INDICATOR 3.b.1 PROPORTION OF THE TARGET POPULATION COVERED BY ALL VACCINES INCLUDED IN THEIR NATIONAL PROGRAMME

No data at requested disaggregation.

Notes:

(a) Most vaccination takes place in early childhood. Immunization data are available from *http://www.who.int/immunization/monitoring_surveillance/data/en/*.

(b) In most countries there are no significant differences by sex; therefore, coverage estimates are not disaggregated by sex. However, sex-disaggregated data for some countries are available from coverage surveys monitored through the Health Equity Monitor (Global Health Observatory data), available from *http://www.who.int/gho/health_equity/en/*.

GOAL 4
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

INDICATOR 4.1.1 PROPORTION OF CHILDREN AND YOUNG PEOPLE (A) IN GRADES 2/3; (B) AT THE END OF PRIMARY; AND (C) AT THE END OF LOWER SECONDARY ACHIEVING AT LEAST A MINIMUM PROFICIENCY LEVEL IN (I) READING AND (II) MATHEMATICS, BY SEX

No data at requested disaggregation.

Notes: The learning outcome indicators are defined by stages of education (grades 2/3, end of primary, end of lower secondary). Programme for International Student Assessment results are based on data for 15-year olds. There are insufficient data to calculate regional or global averages. Refer to indicator 1 in Part 2 for 2017 estimates on total literacy available on the World Bank website.

INDICATOR 4.3.1 PARTICIPATION RATE OF YOUTH AND ADULTS IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING IN THE PREVIOUS 12 MONTHS, BY SEX

No data at requested disaggregation.

Notes: Refers to the population aged 25-64 years. There are insufficient data to calculate regional or global averages.

INDICATOR 4.4.1 PROPORTION OF YOUTH AND ADULTS WITH INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) SKILLS, BY TYPE OF SKILL

No data at requested disaggregation.

Note: There are insufficient data to calculate regional or global averages.

INDICATOR 4.5.1 PARITY INDICES (FEMALE/MALE, RURAL/URBAN, BOTTOM/TOP WEALTH QUINTILE AND OTHERS SUCH AS DISABILITY STATUS, INDIGENOUS PEOPLES AND CONFLICT-AFFECTED, AS DATA BECOME AVAILABLE) FOR ALL EDUCATION INDICATORS ON THIS LIST THAT CAN BE DISAGGREGATED

SEX: Female/Male
AGE GROUP: 15 to 24 years old
YEAR: 2015
VALUE/UNIT: Ratio (F/M)

SERIES DESCRIPTION	REGION	VALUE
SUPPLEMENTARY DATA		
Gender disparity in youth literacy rate	*Caucasus and Central Asia*	*1.000*
	Eastern and South-Eastern Asia	*1.000*
	Eastern Asia	*1.000*
	South-Eastern Asia	*1.001*
	Latin America and the Caribbean	*1.004*
	Caribbean	*1.004*
	Latin America	*1.004*
	Northern Africa and Western Asia	*0.956*
	Northern Africa	*0.983*
	Western Asia	*0.931*
	Southern Asia	*0.952*
	Sub-Saharan Africa	*0.904*
	World	*0.969*

Source: UNESCO, Global Education Monitoring Report, 2017/18—Accountability in Education: Meeting Our Commitments, table 7 (SDG 4, target 4.5—gender—eliminating gender disparity in education), pp. 346-353, available from *https://gem-report-2017.unesco.org/wp-content/uploads/2017/10/2017-GEM-Report-Statistical-Tables.pdf*. Most data are from the UNESCO Institute for Statistics database.

Notes: F/M = female/male.

INDICATOR 4.6.1 PROPORTION OF POPULATION IN A GIVEN AGE GROUP ACHIEVING AT LEAST A FIXED LEVEL OF PROFICIENCY IN FUNCTIONAL (A) LITERACY AND (B) NUMERACY SKILLS, BY SEX

No data at requested disaggregation.

Notes: There are insufficient data to calculate regional or global averages. Refer to indicator 1 in Part 2 for 2017 estimates on total literacy available on the World Bank website.

INDICATOR 4.7.1 EXTENT TO WHICH (I) GLOBAL CITIZENSHIP EDUCATION AND (II) EDUCATION FOR SUSTAINABLE DEVELOPMENT, INCLUDING GENDER EQUALITY AND HUMAN RIGHTS, ARE MAINSTREAMED AT ALL LEVELS IN: (A) NATIONAL EDUCATION POLICIES; (B) CURRICULA; (C) TEACHER EDUCATION; AND (D) STUDENT ASSESSMENT

No data at requested disaggregation.

Note: There are insufficient data to calculate regional or global averages.

INDICATOR 4.a.1 PROPORTION OF SCHOOLS WITH ACCESS TO: (A) ELECTRICITY; (B) THE INTERNET FOR PEDAGOGICAL PURPOSES; (C) COMPUTERS FOR PEDAGOGICAL PURPOSES; (D) ADAPTED INFRASTRUCTURE AND MATERIALS FOR STUDENTS WITH DISABILITIES; (E) BASIC DRINKING WATER; (F) SINGLE-SEX BASIC SANITATION FACILITIES; AND (G) BASIC HANDWASHING FACILITIES (AS PER THE WASH INDICATOR DEFINITIONS)

No data at requested disaggregation.

Note: School resources are generally available for all students; it would not be possible to identify, for example, which toilets are available for the youth age group.

INDICATOR 4.b.1 VOLUME OF OFFICIAL DEVELOPMENT ASSISTANCE FLOWS FOR SCHOLARSHIPS BY SECTOR AND TYPE OF STUDY

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015
VALUE/UNIT: Constant USD billions

SERIES DESCRIPTION	REGION	VALUE
Total official flows for scholarships, by recipient	Caribbean	8.10484
	Central America	15.21966
	Central Asia	12.87031
	Eastern Africa	56.29627
	Eastern Asia	28.98816
	Europe	53.93835
	Melanesia	42.82194
	Micronesia	4.048357
	Middle Africa	21.96162
	Northern Africa	66.82794
	Polynesia	11.14123
	South America	42.73219
	South-Eastern Asia	176.6062
	Southern Africa	13.49873
	Southern Asia	82.29691
	Western Africa	39.65902

Source: United Nations Statistics Division.

Notes: Gross disbursements; based on OECD Creditor Reporting System database (2017); constant 2015 United States dollars (billions). Cannot currently be disaggregated by sector, age, or sex; OECD is working on obtaining better information by sector for future reports.

INDICATOR 4.c.1 **PROPORTION OF TEACHERS IN: (A) PRE-PRIMARY; (B) PRIMARY; (C) LOWER SECONDARY; AND (D) UPPER SECONDARY EDUCATION WHO HAVE RECEIVED AT LEAST THE MINIMUM ORGANIZED TEACHER TRAINING* (E.G. PEDAGOGICAL TRAINING) PRE-SERVICE OR IN-SERVICE REQUIRED FOR TEACHING AT THE RELEVANT LEVEL IN A GIVEN COUNTRY**

AGE GROUP: All age ranges or no breakdown by age
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
Proportion of teachers in **pre-primary education** who have received at least the minimum organized teacher training*	Caribbean	Female	2013	79.01
		Male		46.45
		Both sexes or no breakdown by sex		77.36
	Central Asia	Male	2014	93.59
		Female		92.45
		Both sexes or no breakdown by sex		92.48
	Northern Africa	Female	2014	77.72
		Male		86.36
		Both sexes or no breakdown by sex		78.86
	South-Eastern Asia	Female	2013	88.43
		Male		71.03
		Both sexes or no breakdown by sex	2014	88.28
Proportion of teachers in **primary education** who have received at least the minimum organized teacher training*	Caribbean	Female	2014	79.27
		Male		52.58
		Both sexes or no breakdown by sex		70.99
	Central Asia	Female	2014	96.78
		Male		98.67
		Both sexes or no breakdown by sex		96.97
	Northern Africa	Female	2014	85.61
		Male		83.35
		Both sexes or no breakdown by sex		84.70
	South-Eastern Asia	Female	2014	97.03
		Male		96.46
Proportion of teachers in **lower secondary education** who have received at least the minimum organized teacher training*	Caribbean	Female	2014	78.88
		Male		79.26
		Both sexes or no breakdown by sex		78.99
	Northern Africa	Female	2014	74.04
		Male		66.89
		Both sexes or no breakdown by sex		70.26
Proportion of teachers in **secondary education** who have received at least the minimum organized teacher training*	Caribbean	Female	2014	82.12
		Male		70.38
		Both sexes or no breakdown by sex		76.96
	Central Asia	Both sexes or no breakdown by sex	2012	95.88
	Northern Africa	Female	2014	73.55
		Male		68.41
		Both sexes or no breakdown by sex		70.66

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INDICATOR 4.c.1 **PROPORTION OF TEACHERS IN: (A) PRE-PRIMARY; (B) PRIMARY; (C) LOWER SECONDARY; AND (D) UPPER SECONDARY EDUCATION WHO HAVE RECEIVED AT LEAST THE MINIMUM ORGANIZED TEACHER TRAINING* (E.G. PEDAGOGICAL TRAINING) PRE-SERVICE OR IN-SERVICE REQUIRED FOR TEACHING AT THE RELEVANT LEVEL IN A GIVEN COUNTRY**

AGE GROUP: All age ranges or no breakdown by age
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
(Indicator 4.c.1 continued)				
Proportion of teachers in **upper secondary** education who have received at least the minimum organized teacher training*	Caribbean	Female	2014	86.94
		Male		66.13
		Both sexes or no breakdown by sex		75.09
	Northern Africa	Female	2014	72.87
		Male		69.97
		Both sexes or no breakdown by sex		71.13

*(e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Source: UNESCO Institute for Statistics, education data release (December 2016).

Notes: Estimated based on publishable country-level values for between 33 and 60 per cent of the relevant population.

GOAL 5
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

INDICATOR 5.2.1 — PROPORTION OF EVER-PARTNERED WOMEN AND GIRLS AGED 15 YEARS AND OLDER SUBJECTED TO PHYSICAL, SEXUAL OR PSYCHOLOGICAL VIOLENCE BY A CURRENT OR FORMER INTIMATE PARTNER IN THE PREVIOUS 12 MONTHS, BY FORM OF VIOLENCE AND BY AGE

SEX: Both sexes or no breakdown by sex
AGE GROUP: 15 to 49 years old
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of ever-partnered women and girls aged 15 to 49 years subjected to physical or sexual violence by a current or former intimate partner in the previous 12 months	Central Asia	15.98
	Europe	6.14
	Northern Africa	14.00
	South-Eastern Asia	7.83
	Southern Asia	23.19
	World	18.96
	SUPPLEMENTARY DATA	
	Europe and Northern America	*6.14*
	Latin America and the Caribbean	*20.96*
	Central and Southern Asia	*23.12*
	Eastern and South-Eastern Asia	*7.83*
	Northern Africa and Western Asia	*12.42*
	Western Asia	*11.02*
	Sub-Saharan Africa	*22.31*
	Oceania	*39.55*
	Oceania (excluding Australia and New Zealand)	*39.55*

Source: Demographic and Health Surveys and other national surveys.
Notes: Based on limited country coverage.

INDICATOR 5.2.2 — PROPORTION OF WOMEN AND GIRLS AGED 15 YEARS AND OLDER SUBJECTED TO SEXUAL VIOLENCE BY PERSONS OTHER THAN AN INTIMATE PARTNER IN THE PREVIOUS 12 MONTHS, BY AGE AND PLACE OF OCCURRENCE

No data at requested disaggregation.
Notes: None

INDICATOR 5.3.1 PROPORTION OF WOMEN AGED 20-24 YEARS WHO WERE MARRIED OR IN A UNION BEFORE AGE 15 AND BEFORE AGE 18

SEX: Female
AGE GROUP: 20 to 24 years old
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
Proportion of women aged 20-24 years who were married by age 15	Caribbean	5.96	Based on 7 countries covering 98 per cent*
	Central America	4.80	Based on 8 countries covering 100 per cent*
	Central Asia	0.28	Based on 5 countries covering 100 per cent*
	Eastern Africa	9.77	Based on 16 countries covering 100 per cent*
	Eastern Asia	0.10	Based on 1 country covering 0 per cent*
	Europe	0.17	Based on 8 countries covering 11 per cent*
	Melanesia	2.18	Based on 3 countries covering 91 per cent*
	Micronesia	2.80	Based on 3 countries covering 47 per cent*
	Middle Africa	12.82	Based on 8 countries covering 84 per cent*
	Northern Africa	3.60	Based on 5 countries covering 97 per cent*
	Polynesia	0.55	Based on 3 countries covering 100 per cent*
	South America	8.13	Based on 8 countries covering 76 per cent*
	South-Eastern Asia	1.68	Based on 7 countries covering 85 per cent*
	Southern Africa	0.84	Based on 4 countries covering 96 per cent*
	Southern Asia	16.31	Based on 8 countries covering 96 per cent*
	Western Africa	14.61	Based on 16 countries covering 100 per cent*
	World	7.51	Based on 120 countries covering 64 per cent*
Proportion of women aged 20-24 years who were married by age 18	Caribbean	23.84	Based on 7 countries covering 98 per cent*
	Central America	27.32	Based on 8 countries covering 100 per cent*
	Central Asia	7.99	Based on 5 countries covering 100 per cent*
	Eastern Africa	36.16	Based on 16 countries covering 100 per cent*
	Eastern Asia	5.20	Based on 1 country covering 0 per cent*
	Europe	7.57	Based on 8 countries covering 11 per cent*
	Melanesia	21.38	Based on 3 countries covering 91 per cent*
	Micronesia	20.30	Based on 3 countries covering 47 per cent*
	Middle Africa	40.22	Based on 8 countries covering 84 per cent*
	Northern Africa	16.87	Based on 5 countries covering 97 per cent*
	Polynesia	8.89	Based on 3 countries covering 100 per cent*
	South America	30.41	Based on 8 countries covering 76 per cent*
	South-Eastern Asia	14.71	Based on 7 countries covering 85 per cent*
	Southern Africa	6.13	Based on 4 countries covering 96 per cent*
	Southern Asia	44.58	Based on 8 countries covering 96 per cent*
	Western Africa	41.44	Based on 16 countries covering 100 per cent*
	World	26.69	Based on 120 countries covering 64 per cent*

* of the regional population of women aged 20-24 years

Sources: Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and other national surveys.

Notes: Different for each value, see additional "notes" column and footnote..

INDICATOR 5.3.2 PROPORTION OF GIRLS AND WOMEN AGED 15-49 YEARS WHO HAVE UNDERGONE FEMALE GENITAL MUTILATION/CUTTING, BY AGE

SEX: Female
AGE GROUP: 15 to 24 years old
YEAR: 2010-2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
SUPPLEMENTARY DATA			
Percentage of girls and women aged 15 to 49 who have undergone female genital mutilation/cutting	*Eastern Africa*	*27.27*	*Based on 5 countries covering 62 per cent**
	Eastern Asia and South-Eastern Asia	*49.20*	*Based on 1 country covering 16 per cent**
	Landlocked developing countries	*39.96*	*Based on 7 countries covering 48 per cent**
	Least developed countries	*38.84*	*Based on 20 countries covering 44 per cent**
	Middle Africa	*31.00*	*Based on 2 countries covering 13 per cent**
	Northern Africa	*78.35*	*Based on 2 countries covering 63 per cent**
	Small island developing States	*43.87*	*Based on 1 country covering 3 per cent**
	South-Eastern Asia	*49.20*	*Based on 1 country covering 41 per cent**
	Sub-Saharan Africa	*27.42*	*Based on 22 countries covering 64 per cent**
	Western Africa	*27.32*	*Based on 15 countries covering 100 per cent**
	Western Asia	*10.92*	*Based on 2 countries covering 30 per cent**
	Western Asia and Northern Africa	*54.74*	*Based on 4 countries covering 45 per cent**
	World	*37.22*	*Based on 27 countries covering 19 per cent**

* of the regional population of women aged 15-24 years

Sources: UNICEF global databases (November 2017), based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and other nationally representative sources. For specific sources by country and the estimation methodology, refer to *data.unicef.org* directly.

Notes: Different for each value, see additional "notes" column and footnote.

INDICATOR 5.4.1 PROPORTION OF TIME SPENT ON UNPAID DOMESTIC AND CARE WORK, BY SEX, AGE AND LOCATION

No data at requested disaggregation.

Note: Some country-level data are available from UN Women.

INDICATOR 5.5.1 **PROPORTION OF SEATS HELD BY WOMEN IN (A) NATIONAL PARLIAMENTS AND (B) LOCAL GOVERNMENTS**

SEX: Female
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Number or Per cent, as indicated

SERIES DESCRIPTION	REGION	UNIT	VALUE
Number of seats held by women in national parliaments	Australia and New Zealand	Number	84
	Caribbean		410
	Central America		371
	Central Asia		120
	Eastern Africa		1178
	Eastern Asia		919
	Europe		2610
	Melanesia		12
	Micronesia		10
	Middle Africa		284
	Northern Africa		544
	Northern America		171
	Polynesia		7
	South America		470
	South-Eastern Asia		526
	Southern Africa		250
	Southern Asia		489
	Western Africa		348
	World		9170
Number of seats in national parliaments	Australia and New Zealand	Number	270
	Caribbean		1213
	Central America		1122
	Central Asia		564
	Eastern Africa		3967
	Eastern Asia		4487
	Europe		9315
	Melanesia		263
	Micronesia		128
	Middle Africa		1628
	Northern Africa		2284
	Northern America		770
	Polynesia		91
	South America		1919
	South-Eastern Asia		2719
	Southern Africa		748
	Southern Asia		2722
	Western Africa		2339
	World		39208

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INDICATOR 5.5.1 **PROPORTION OF SEATS HELD BY WOMEN IN (A) NATIONAL PARLIAMENTS AND (B) LOCAL GOVERNMENTS**

SEX: Female
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Number or Per cent, as indicated

SERIES DESCRIPTION	REGION	UNIT	VALUE
(Indicator 5.5.1 continued)			
Proportion of seats held by women in national parliaments	Australia and New Zealand	Per cent	31.1111
	Caribbean		33.8005
	Central America		33.066
	Central Asia		21.2766
	Eastern Africa		29.695
	Eastern Asia		20.4814
	Europe		28.0193
	Melanesia		4.5627
	Micronesia		7.8125
	Middle Africa		17.4447
	Northern Africa		23.8179
	Northern America		22.2078
	Polynesia		7.6923
	South America		24.4919
	South-Eastern Asia		19.3453
	Southern Africa		33.4225
	Southern Asia		17.9647
	Western Africa		14.8782
	World		23.3881

Source: Inter-Parliamentary Union, database on women in national parliaments, accessed 1 February of given year for annual data.
Notes: Annual data as of 1 February of given year. Country-level data available disaggregated by age and sex.

INDICATOR 5.5.2 PROPORTION OF WOMEN IN MANAGERIAL POSITIONS

No data at requested disaggregation.

Notes: Some country-level data are available through ILO.

INDICATOR 5.6.1 PROPORTION OF WOMEN AGED 15-49 YEARS WHO MAKE THEIR OWN INFORMED DECISIONS REGARDING SEXUAL RELATIONS, CONTRACEPTIVE USE AND REPRODUCTIVE HEALTH CARE

No data at requested disaggregation.

Notes: Some country-level data are available through UNFPA.

INDICATOR 5.6.2 NUMBER OF COUNTRIES WITH LAWS AND REGULATIONS THAT GUARANTEE FULL AND EQUAL ACCESS TO WOMEN AND MEN AGED 15 YEARS AND OLDER TO SEXUAL AND REPRODUCTIVE HEALTH CARE, INFORMATION AND EDUCATION

No data at requested disaggregation.

Note: Currently a Tier III indicator; no data available.

INDICATOR 5.b.1 PROPORTION OF INDIVIDUALS WHO OWN A MOBILE TELEPHONE, BY SEX

No data at requested disaggregation.

Notes: None

INDICATOR 5.c.1 PROPORTION OF COUNTRIES WITH SYSTEMS TO TRACK AND MAKE PUBLIC ALLOCATIONS FOR GENDER EQUALITY AND WOMEN'S EMPOWERMENT

No data at requested disaggregation.

Notes: None

GOAL 6
ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

INDICATOR 6.1.1 PROPORTION OF POPULATION USING SAFELY MANAGED DRINKING WATER SERVICES

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015; except where otherwise indicated (*)
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
Proportion of population using safely managed drinking water services	Australia and New Zealand	Urban	96.51
	Central America	Total (national level)	50.26
	Central Asia	Rural*	42.98
		Urban	88.68
		Total (national level)*	61.23
	Eastern Africa	Rural	7.49
		Urban	47.72
		Total (national level)	17.81
	Eastern Asia	Urban	92.66
	Europe	Total (national level)	91.80
	Northern America	Urban	99.57
		Total (national level)	98.99
	South America	Rural	40.83
		Urban	81.08
		Total (national level)	74.39
	Southern Africa	Urban	85.03
	Southern Asia	Rural	54.88
		Urban	58.74
		Total (national level)	56.22
	Western Africa	Total (national level)	25.43
	World	Rural	54.81
		Urban	85.12
		Total (national level)	71.16

Source: WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (2017).
Note: Urban, rural and national figures included.

* Year of data is 2012

INDICATOR 6.2.1 PROPORTION OF POPULATION USING SAFELY MANAGED SANITATION SERVICES, INCLUDING A HAND-WASHING FACILITY WITH SOAP AND WATER

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015; except where otherwise indicated (*)
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
Proportion of population practicing open defecation	Caribbean	Rural	13.83
		Urban	2.33
		Total (national level)	5.74
	Central America	Rural	7.44
		Urban	0.73
		Total (national level)	2.49
	Central Asia	Rural*	0.02
		Urban*	0.00
		Total (national level)*	0.01
	Eastern Africa	Rural	27.04
		Urban	6.53
		Total (national level)	21.78
	Eastern Asia	Rural	2.57
		Urban	0.49
		Total (national level)	1.32
	Europe	Rural	0.02
		Urban	0.00
		Total (national level)	0.01
	Melanesia	Rural	15.16
		Urban	2.75
		Total (national level)	12.77
	Micronesia	Rural	37.60
		Urban	3.20
		Total (national level)	14.71
	Middle Africa	Rural	32.75
		Urban	3.73
		Total (national level)	20.02
	Northern Africa	Rural	12.10
		Urban	0.54
		Total (national level)	6.18
	Polynesia	Rural	0.16
		Urban	0.15
		Total (national level)	0.16
	South America	Rural	12.96
		Urban	1.02
		Total (national level)	3.00

* Year of data is 2014

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INDICATOR 6.2.1 PROPORTION OF POPULATION USING SAFELY MANAGED SANITATION SERVICES, INCLUDING A HAND-WASHING FACILITY WITH SOAP AND WATER

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015; except where otherwise indicated (*)
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.2.1 continued)			
Proportion of population practicing open defecation	South-Eastern Asia	Rural	12.91
		Urban	3.16
		Total (national level)	8.27
	Southern Africa	Rural	12.69
		Urban	1.47
		Total (national level)	5.78
	Southern Asia	Rural	44.23
		Urban	5.09
		Total (national level)	30.62
	Western Africa	Rural	42.15
		Urban	11.44
		Total (national level)	28.33
	World	Rural	23.97
		Urban	2.03
		Total (national level)	12.14
Proportion of population using safely managed sanitation services	Australia and New Zealand	Total (national level)	68.25
	Central America	Urban	34.18
		Total (national level)	27.67
	Central Asia	Urban	39.94
	Eastern Asia	Rural	41.39
		Urban	70.50
		Total (national level)	58.88
	Europe	Rural	51.69
		Urban	85.66
		Total (national level)	76.72
	Northern Africa	Urban	36.74
		Total (national level)	25.12
	Northern America	Urban	89.47
		Total (national level)	79.33
	South America	Urban	25.33
		Total (national level)	21.77

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INDICATOR 6.2.1 PROPORTION OF POPULATION USING SAFELY MANAGED SANITATION SERVICES, INCLUDING A HAND-WASHING FACILITY WITH SOAP AND WATER

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015; except where otherwise indicated (*)
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.2.1 continued)			
Proportion of population using safely managed sanitation services	Southern Asia	Rural	26.83
	World	Rural	34.59
		Urban	43.24
		Total (national level)	39.25
	SUPPLEMENTARY DATA		
	Northern Europe	*Total (national level)*	*89.60*
	Eastern Europe		*61.44*
	Southern Europe		*77.94*
	Western Asia		*51.46*
	Western Europe		*94.01*
Proportion of population with basic handwashing facilities on premises	Caribbean	Rural	43.99
		Urban	62.78
	Central America	Rural	78.38
		Urban	89.23
	Central Asia	Rural	86.15
		Urban	94.93
	Eastern Africa	Rural	12.28
		Urban	30.74
	Middle Africa	Rural	4.37
		Urban	12.89
	Northern Africa	Rural	64.28
		Urban	81.99
	South-Eastern Asia	Rural	71.12
		Urban	87.58
	Western Africa	Rural	8.19
		Urban	20.19
SUPPLEMENTARY DATA			
Proportion of population with access to handwashing facilities with soap and water	*Caribbean*	*Total (national level)*	*57.20*
	Central America		*86.39*
	Central Asia		*89.71*
	Eastern Africa		*17.02*
	Middle Africa		*8.11*
	Northern Africa		*73.36*
	South-Eastern Asia		*78.96*
	Western Africa		*13.59*

Source: WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene (2017).
Notes: Urban, rural and national figures included. Multiple series are included in this data set. See series description for changes in definitions.

INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
Proportion of countries with clearly defined procedures in law or policy for participation by service users/ communities in planning program in drinking-water supply	Australia and New Zealand	Rural	0.00
		Urban	0.00
	Caribbean	Rural	80.00
		Urban	40.00
	Central America	Rural	66.67
		Urban	66.67
	Central Asia	Rural	33.33
		Urban	66.67
	Eastern Africa	Rural	100.00
		Urban	100.00
	Eastern Asia	Rural	100.00
		Urban	100.00
	Europe	Rural	100.00
		Urban	100.00
	Melanesia	Rural	50.00
		Urban	50.00
	Micronesia	Rural	0.00
		Urban	0.00
	Middle Africa	Rural	0.00
		Urban	0.00
	Northern Africa	Rural	0.00
		Urban	0.00
	Northern America	Rural	0.00
		Urban	0.00
	Polynesia	Rural	100.00
		Urban	100.00
	South America	Rural	100.00
		Urban	100.00
	South-Eastern Asia	Rural	100.00
		Urban	85.71
	Southern Africa	Rural	100.00
		Urban	100.00
	Southern Asia	Rural	100.00
		Urban	85.71
	Western Africa	Rural	75.00
		Urban	62.50
	World	Rural	86.49
		Urban	81.08

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INDICATOR 6.b.1 **PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with clearly defined procedures in law or policy for participation by service users/ communities in planning program in hygiene promotion	Australia and New Zealand	Total (national level)	16.67
	Caribbean		0.00
	Central America		0.00
	Central Asia		33.33
	Eastern Africa		33.33
	Eastern Asia		0.00
	Europe		0.00
	Melanesia		0.00
	Micronesia		9.52
	Middle Africa		0.00
	Northern Africa		17.57
	Northern America		0.00
	Polynesia		0.00
	South America		0.00
	South-Eastern Asia		14.29
	Southern Africa		28.57
	Southern Asia		16.67
	Western Africa		30.00
	World		8.11

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with clearly defined procedures in law or policy for participation by service users/ communities in planning program in sanitation	Australia and New Zealand	Rural	0.00
		Urban	0.00
	Caribbean	Rural	100.00
		Urban	60.00
	Central America	Rural	66.67
		Urban	66.67
	Central Asia	Rural	33.33
		Urban	66.67
	Eastern Africa	Rural	100.00
		Urban	100.00
	Eastern Asia	Rural	100.00
		Urban	100.00
	Europe	Rural	83.33
		Urban	100.00
	Melanesia	Rural	50.00
		Urban	50.00
	Micronesia	Rural	0.00
		Urban	0.00
	Middle Africa	Rural	0.00
		Urban	0.00
	Northern Africa	Rural	0.00
		Urban	0.00
	Northern America	Rural	0.00
		Urban	0.00
	Polynesia	Rural	100.00
		Urban	100.00
	South America	Rural	80.00
		Urban	100.00
	South-Eastern Asia	Rural	100.00
		Urban	71.43
	Southern Africa	Rural	100.00
		Urban	100.00
	Southern Asia	Rural	100.00
		Urban	85.71
	Western Africa	Rural	75.00
		Urban	75.00
	World	Rural	83.78
		Urban	82.43

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with clearly defined procedures in law or policy for participation by service users/ communities in planning program in water resources planning and management	Australia and New Zealand	Total (national level)	15.38
	Caribbean		12.50
	Central America		0.00
	Central Asia		33.33
	Eastern Africa		11.11
	Eastern Asia		12.50
	Europe		10.00
	Melanesia		20.00
	Micronesia		0.00
	Middle Africa		0.00
	Northern Africa		0.00
	Northern America		18.42
	Polynesia		8.33
	South America		13.51
	South-Eastern Asia		16.67
	Southern Africa		13.89
	Southern Asia		30.00
	Western Africa		0.00
	World		0.00

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with high level of users/ communities participating in planning programs in drinking-water supply	Australia and New Zealand	Rural	0.00
		Urban	0.00
	Caribbean	Rural	0.00
		Urban	0.00
	Central America	Rural	33.33
		Urban	16.67
	Central Asia	Rural	0.00
		Urban	0.00
	Eastern Africa	Rural	44.44
		Urban	11.11
	Eastern Asia	Rural	0.00
		Urban	0.00
	Europe	Rural	16.67
		Urban	16.67
	Melanesia	Rural	50.00
		Urban	0.00
	Micronesia	Rural	0.00
		Urban	0.00
	Middle Africa	Rural	0.00
		Urban	0.00
	Northern Africa	Rural	0.00
		Urban	0.00
	Northern America	Rural	0.00
		Urban	0.00
	Polynesia	Rural	0.00
		Urban	0.00
	South America	Rural	20.00
		Urban	20.00
	South-Eastern Asia	Rural	14.29
		Urban	14.29
	Southern Africa	Rural	33.33
		Urban	0.00
	Southern Asia	Rural	28.57
		Urban	14.29
	Western Africa	Rural	0.00
		Urban	0.00
	World	Rural	21.62
		Urban	10.81

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with high level of users/ communities participating in planning programs in hygiene promotion	Australia and New Zealand	Total (national level)	0.00
	Caribbean		0.00
	Central America		33.33
	Central Asia		0.00
	Eastern Africa		22.22
	Eastern Asia		0.00
	Europe		16.67
	Melanesia		25.00
	Micronesia		0.00
	Middle Africa		0.00
	Northern Africa		0.00
	Northern America		0.00
	Polynesia		0.00
	South America		0.00
	South-Eastern Asia		0.00
	Southern Africa		0.00
	Southern Asia		14.29
	Western Africa		0.00
	World		9.46

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with high level of users/ communities participating in planning programs in sanitation	Australia and New Zealand	Rural	0.00
		Urban	0.00
	Caribbean	Rural	0.00
		Urban	0.00
	Central America	Rural	16.67
		Urban	16.67
	Central Asia	Rural	0.00
		Urban	0.00
	Eastern Africa	Rural	44.44
		Urban	11.11
	Eastern Asia	Rural	0.00
		Urban	0.00
	Europe	Rural	16.67
		Urban	16.67
	Melanesia	Rural	50.00
		Urban	0.00
	Micronesia	Rural	0.00
		Urban	0.00
	Middle Africa	Rural	0.00
		Urban	0.00
	Northern Africa	Rural	0.00
		Urban	0.00
	Northern America	Rural	0.00
		Urban	0.00
	Polynesia	Rural	0.00
		Urban	0.00
	South America	Rural	10.00
		Urban	20.00
	South-Eastern Asia	Rural	0.00
		Urban	14.29
	Southern Africa	Rural	33.33
		Urban	0.00
	Southern Asia	Rural	28.57
		Urban	0.00
	Western Africa	Rural	12.50
		Urban	0.00
	World	Rural	17.57
		Urban	8.11

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INDICATOR 6.b.1 PROPORTION OF LOCAL ADMINISTRATIVE UNITS WITH ESTABLISHED AND OPERATIONAL POLICIES AND PROCEDURES FOR PARTICIPATION OF LOCAL COMMUNITIES IN WATER AND SANITATION MANAGEMENT

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
(Indicator 6.b.1 continued)			
Proportion of countries with high level of users/ communities participating in planning programs in water resources planning and management	Australia and New Zealand	Total (national level)	0.00
	Caribbean		40.00
	Central America		16.67
	Central Asia		0.00
	Eastern Africa		44.44
	Eastern Asia		0.00
	Europe		16.67
	Melanesia		50.00
	Micronesia		0.00
	Middle Africa		0.00
	Northern Africa		0.00
	Northern America		0.00
	Polynesia		0.00
	South America		10.00
	South-Eastern Asia		14.29
	Southern Africa		33.33
	Southern Asia		0.00
	Western Africa		12.50
	World		8.11

Source: Key indicators of the UN-Water Global Analysis and Assessment of Sanitation and Drinking-Water. For specific sources by country, refer to *http://www.who.int/water_sanitation_health/monitoring/investments/glaas/en/*.

Notes: Urban, rural and national figures included. Multiple series are included in this data set. See series description for changes in definitions.

GOAL 7
ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

INDICATOR 7.1.1 **PROPORTION OF POPULATION WITH ACCESS TO ELECTRICITY**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2014
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	LOCATION	VALUE
Proportion of population with access to electricity	Australia and New Zealand	Rural	100.0
		Urban	100.0
		Total (national level)	100.0
	Central Asia	Rural	99.9
		Urban	100.0
		Total (national level)	100.0
	Eastern Asia	Rural	99.9
		Urban	100.0
		Total (national level)	98.9
	Europe	Rural	100.0
		Urban	100.0
		Total (national level)	100.0
	Northern Africa	Rural	81.2
		Urban	95.8
		Total (national level)	88.7
	Northern America	Rural	100.0
		Urban	100.0
		Total (national level)	100.0
	South-Eastern Asia	Rural	86.9
		Urban	96.5
		Total (national level)	91.4
	Southern Asia	Rural	72.2
		Urban	97.4
		Total (national level)	80.9
	World	Rural	73.0
		Urban	96.3
		Total (national level)	85.3

Source: United Nations Statistics Division.
Note: Urban, rural and national figures included.

INDICATOR 7.1.2 PROPORTION OF POPULATION WITH PRIMARY RELIANCE ON CLEAN FUELS AND TECHNOLOGY

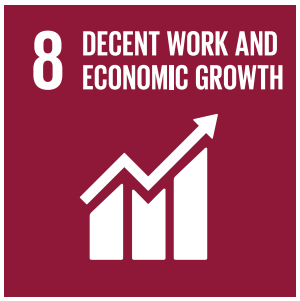
SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2014
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE,
Proportion of population with primary reliance on clean fuels and technology	Central Asia	87.92
	Eastern Asia	61.15
	Northern Africa	85.64
	South-Eastern Asia	52.71
	Southern Asia	35.42
	World	57.34

Source: Sources and methods as reported at *http://www.who.int/indoorair/publications/burning-opportunities/en/*.

Notes: None

7 AFFORDABLE AND CLEAN ENERGY



GOAL 8
PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

INDICATOR 8.3.1 PROPORTION OF INFORMAL EMPLOYMENT IN NON-AGRICULTURE EMPLOYMENT, BY SEX

No data at requested disaggregation.

Notes: None

INDICATOR 8.5.1 AVERAGE HOURLY EARNINGS OF FEMALE AND MALE EMPLOYEES, BY OCCUPATION, AGE AND PERSONS WITH DISABILITIES

No data at requested disaggregation.

Notes: Limited country-level data available from ILOSTAT.

INDICATOR 8.5.2 UNEMPLOYMENT RATE, BY SEX, AGE AND PERSONS WITH DISABILITIES

AGE GROUP: 15 to 24 years old
YEAR: 2016
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Unemployment rate	Australia and New Zealand	Both sexes or no breakdown by sex	12.67
		Female	11.75
		Male	13.5
	Caribbean	Both sexes or no breakdown by sex	25.16
		Female	32.44
		Male	19.86
	Central America	Both sexes or no breakdown by sex	8.51
		Female	10.67
		Male	7.35
	Central Asia	Both sexes or no breakdown by sex	14.67
		Female	15.12
		Male	14.39
	Eastern Africa	Both sexes or no breakdown by sex	10.66
		Female	12.07
		Male	9.35
	Eastern Asia	Both sexes or no breakdown by sex	10.42
		Female	7.97
		Male	12.5

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INDICATOR 8.5.2 **UNEMPLOYMENT RATE, BY SEX, AGE AND PERSONS WITH DISABILITIES**

AGE GROUP: 15 to 24 years old
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
(Indicator 8.5.2 continued)			
Unemployment rate	Europe	Both sexes or no breakdown by sex	18.33
		Female	17.95
		Male	18.64
	Melanesia	Both sexes or no breakdown by sex	9.53
		Female	10.42
		Male	8.69
	Micronesia	Both sexes or no breakdown by sex	24.68
		Female	24.1
		Male	25.15
	Middle Africa	Both sexes or no breakdown by sex	8.41
		Female	9.5
		Male	7.3
	Northern Africa	Both sexes or no breakdown by sex	28.61
		Female	38.76
		Male	25.14
	Northern America	Both sexes or no breakdown by sex	11.21
		Female	9.98
		Male	12.34
	Polynesia	Both sexes or no breakdown by sex	31.63
		Female	38.12
		Male	27.96
	South America	Both sexes or no breakdown by sex	20.4
		Female	25.1
		Male	17.08
	South-Eastern Asia	Both sexes or no breakdown by sex	11.73
		Female	12.03
		Male	11.52
	Southern Africa	Both sexes or no breakdown by sex	49.89
		Female	55.06
		Male	45.83
	Southern Asia	Both sexes or no breakdown by sex	10.51
		Female	11.37
		Male	10.21
	Western Africa	Both sexes or no breakdown by sex	8.96
		Female	10.51
		Male	7.72
	World	Both sexes or no breakdown by sex	12.82
		Female	13.26
		Male	12.53

Source: ILO estimates (November 2016), available from ILOSTAT (*http://www.ilo.org/ilostat*). For specific sources by country and the estimation methodology, refer to ILOSTAT directly. Refer to indicator 7 in Part 2 for 2017 estimates available on the World Bank website.

Notes: None

INDICATOR 8.6.1 PROPORTION OF YOUTH (AGED 15-24 YEARS) NOT IN EDUCATION, EMPLOYMENT OR TRAINING

AGE GROUP: 15-29 years old
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
SUPPLEMENTARY DATA				
NEET	*Europe & Central Asia*	*Both*	*2015*	*14.11*
		Female		*16.30*
		Male		*12.12*
	Latin America & Caribbean	*Both*	*2014*	*19.31*
		Female		*26.82*
		Male		*11.99*
	North America	*Both*	*2012*	*15.92*
		Female		*16.89*
		Male		*14.98*
	South Asia	*Both*	*2010*	*27.13*
		Female		*53.53*
		Male		*3.66*

Source: ILO, Key Indicators of the Labour Market database.
Notes: None

INDICATOR 8.7.1 PROPORTION AND NUMBER OF CHILDREN AGED 5-17 YEARS ENGAGED IN CHILD LABOUR, BY SEX AND AGE

SEX: Both sexes or no breakdown by sex
AGE GROUP: 15 to 17 years old
YEAR: 2010-2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
SUPPLEMENTARY DATA			
Proportion and number of children aged 5-17 years engaged in child labour, by sex and age	*Caribbean*	*18.10*	*Based on 1 country covering 31 per cent**
	Central America	*20.70*	*Based on 5 countries covering 83 per cent**
	Central Asia	*15.60*	*Based on 2 countries covering 17 per cent**
	Central Asia and Southern Asia	*31.10*	*Based on 6 countries covering 15 per cent**
	Eastern Africa	*23.90*	*Based on 2 countries covering 15 per cent**
	Eastern Asia	*18.10*	*Based on 1 country covering 0 per cent**

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INDICATOR 8.7.1 **PROPORTION AND NUMBER OF CHILDREN AGED 5-17 YEARS ENGAGED IN CHILD LABOUR, BY SEX AND AGE**

SEX: Both sexes or no breakdown by sex
AGE GROUP: 15 to 17 years old
YEAR: 2010-2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
(Indicator 8.7.1 continued)			
Proportion and number of children aged 5-17 years engaged in child labour, by sex and age	*Eastern Asia and South-Eastern Asia*	*23.90*	*Based on 4 countries covering 9 per cent**
	Europe	*7.70*	*Based on 2 countries covering 2 per cent**
	Landlocked developing countries	*38.10*	*Based on 12 countries covering 39 per cent**
	Latin America and the Caribbean	*22.30*	*Based on 10 countries covering 41 per cent**
	Least developed countries	*35.60*	*Based on 17 countries covering 56 per cent**
	Middle Africa	*46.80*	*Based on 6 countries covering 95 per cent**
	Northern Africa	*19.40*	*Based on 2 countries covering 64 per cent**
	Northern America and Europe	*7.70*	*Based on 2 countries covering 1 per cent**
	Small island developing States	*21.90*	*Based on 5 countries covering 24 per cent**
	South America	*26.00*	*Based on 4 countries covering 22 per cent**
	South-Eastern Asia	*24.00*	*Based on 3 countries covering 22 per cent**
	Southern Asia	*31.60*	*Based on 4 countries covering 15 per cent**
	Southern Europe	*7.70*	*Based on 2 countries covering 8 per cent**
	Sub-Saharan Africa	*39.30*	*Based on 14 countries covering 29 per cent**
	Western Africa	*37.5*	*Based on 6 countries covering 22 per cent**
	Western Asia	*14.20*	*Based on 4 countries covering 35 per cent**
	Western Asia and Northern Africa	*17.40*	*Based on 6 countries covering 48 per cent**
	World	*28.30*	*Based on 42 countries covering 19 per cent**

* of the regional population of children aged 15-17 years

Source: UNICEF global databases (November 2017), based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and other nationally representative sources. For specific sources by country and the estimation methodology, refer to *data.unicef.org* directly.

Notes: Different for each value, see additional "notes" column and footnote.

INDICATOR 8.8.1 FREQUENCY RATES OF FATAL AND NON-FATAL OCCUPATIONAL INJURIES, BY SEX AND MIGRANT STATUS

No data at requested disaggregation.

Notes: See ILOSTAT for data reference period: end of the year; reference group coverage: insured persons; coverage of occupational injuries: compensated injuries; type of cases of occupational injuries: cases of occupational injury; type of rate: frequency rate (per 1,000,000 hours worked); time period for occurrence of death: deaths occurring within one year.

INDICATOR 8.10.2 PROPORTION OF ADULTS (15 YEARS AND OLDER) WITH AN ACCOUNT AT A BANK OR OTHER FINANCIAL INSTITUTION OR WITH A MOBILE-MONEY-SERVICE PROVIDER

SEX: Both sexes or no breakdown by sex
AGE GROUP: 15 to 24 years old
YEAR: 2014
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
SUPPLEMENTARY DATA		
Account (% age 15-24) —percentage of respondents who report having an account (by themselves or together with someone else)	*East Asia & Pacific (excluding high-income countries)*	*60.7*
	Europe & Central Asia (excluding high-income countries)	*35.6*
	Latin America & Caribbean (excluding high-income countries)	*37.4*
	South Asia	*36.7*
	Sub-Saharan Africa (excluding high-income countries)	*25.9*
	World	*46.3*

Source: World Bank Development Indicators 2015, Global Financial Inclusion (Global Findex) database.

Notes: Does not include high-income economies. Data availability: 2011 and 2014 (for 2014, this can be a mobile account), country level. Other indicators in the series may be available disaggregated by sex or by other socioeconomic categories.

INDICATOR 8.b.1 EXISTENCE OF A DEVELOPED AND OPERATIONALIZED NATIONAL STRATEGY FOR YOUTH EMPLOYMENT, AS A DISTINCT STRATEGY OR AS PART OF A NATIONAL EMPLOYMENT STRATEGY

No data at requested disaggregation.

Notes: None

GOAL 9
BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

INDICATOR 9.1.1 PROPORTION OF THE RURAL POPULATION WHO LIVE WITHIN 2 KM OF AN ALL-SEASON ROAD

No data at requested disaggregation.
Notes: None

INDICATOR 9.5.2 RESEARCHERS (IN FULL-TIME EQUIVALENT) PER MILLION INHABITANTS

No data at requested disaggregation.
Notes: None

INDICATOR 9.c.1 PROPORTION OF POPULATION COVERED BY A MOBILE NETWORK, BY TECHNOLOGY

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of population covered by at least a 2G mobile network	Australia and New Zealand	98.8
	Caribbean	88.0
	Central Asia	97.5
	Eastern Africa	88.7
	Eastern Asia	99.6
	Europe	97.2
	Micronesia	80.0
	Middle Africa	70.5
	Northern Africa	97.6
	Northern America	99.8
	South America	96.2
	South-Eastern Asia	95.9
	Southern Africa	99.7
	Southern Asia	93.0
	Western Africa	96.6
	World	95.6

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INDICATOR 9.c.1 **PROPORTION OF POPULATION COVERED BY A MOBILE NETWORK, BY TECHNOLOGY**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
(Indicator 8.7.1 continued)		
Proportion of population covered by at least a 3G mobile network	Australia and New Zealand	98.8
	Caribbean	58.4
	Central Asia	48.0
	Eastern Africa	64.3
	Eastern Asia	95.6
	Europe	88.7
	Micronesia	15.0
	Middle Africa	38.7
	Northern Africa	74.9
	Northern America	99.7
	South America	83.5
	South-Eastern Asia	72.6
	Southern Africa	94.8
	Southern Asia	57.9
	Western Africa	63.6
	World	82.4
Proportion of population covered by at least a 4G mobile network	Micronesia	0.0
	South America	62.1
	World	61.8

Source: United Nations Statistics Division.

Notes: None

GOAL 10
REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

INDICATOR 10.2.1 PROPORTION OF PEOPLE LIVING BELOW 50 PER CENT OF MEDIAN INCOME, BY SEX, AGE AND PERSONS WITH DISABILITIES

No data at requested disaggregation.

Notes: No data currently available. This is a Tier III indicator. First round of country-level statistics expected to be available mid- to late 2018.

INDICATOR 10.3.1 PROPORTION OF POPULATION REPORTING HAVING PERSONALLY FELT DISCRIMINATED AGAINST OR HARASSED IN THE PREVIOUS 12 MONTHS ON THE BASIS OF A GROUND OF DISCRIMINATION PROHIBITED UNDER INTERNATIONAL HUMAN RIGHTS LAW

No data at requested disaggregation.

Notes: None

INDICATOR 10.7.2 NUMBER OF COUNTRIES THAT HAVE IMPLEMENTED WELL-MANAGED MIGRATION POLICIES

No data at requested disaggregation.

Notes: None

GOAL 11
MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

INDICATOR 11.1.1 PROPORTION OF URBAN POPULATION LIVING IN SLUMS, INFORMAL SETTLEMENTS OR INADEQUATE HOUSING

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2014
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of urban population living in slums, informal settlements or inadequate housing	South-Eastern Asia	27.4
	Southern Asia	30.7
	Latin America and the Caribbean	20.5
	Oceania (excluding Australia and New Zealand)	24.1

Source: United Nations Statistics Division.
Notes: None

INDICATOR 11.2.1 PROPORTION OF POPULATION THAT HAS CONVENIENT ACCESS TO PUBLIC TRANSPORT, BY SEX, AGE AND PERSONS WITH DISABILITIES

No data at requested disaggregation.
Note: No data currently available; will be available early 2018.

INDICATOR 11.5.1 NUMBER OF DEATHS, MISSING PERSONS AND DIRECTLY AFFECTED PERSONS ATTRIBUTED TO DISASTERS PER 100,000 POPULATION

Refer to Sustainable Development Goal indicator 1.5.1 in Part 1 of the present annex.

INDICATOR 11.7.1 AVERAGE SHARE OF THE BUILT-UP AREA OF CITIES THAT IS OPEN SPACE FOR PUBLIC USE FOR ALL, BY SEX, AGE AND PERSONS WITH DISABILITIES

No data at requested disaggregation.
Note: No data currently available; will be available early 2018.

INDICATOR 11.7.2 PROPORTION OF PERSONS VICTIM OF PHYSICAL OR SEXUAL HARASSMENT, BY SEX, AGE, DISABILITY STATUS AND PLACE OF OCCURRENCE, IN THE PREVIOUS 12 MONTHS

No data at requested disaggregation.
Note: No data currently available; will be available early 2018.

GOAL 12
ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS

INDICATOR 12.8.1 **EXTENT TO WHICH (I) GLOBAL CITIZENSHIP EDUCATION AND (II) EDUCATION FOR SUSTAINABLE DEVELOPMENT (INCLUDING CLIMATE CHANGE EDUCATION) ARE MAINSTREAMED IN (A) NATIONAL EDUCATION POLICIES; (B) CURRICULA; (C) TEACHER EDUCATION; AND (D) STUDENT ASSESSMENT**

No data at requested disaggregation.

Note: This is not an indicator that could meaningfully be disaggregated by age group.

GOAL 13
TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

INDICATOR 13.1.1 NUMBER OF DEATHS, MISSING PERSONS AND DIRECTLY AFFECTED PERSONS ATTRIBUTED TO DISASTERS PER 100,000 POPULATION

Refer to Sustainable Development Goal indicator 1.5.1 in Part 1 of the present annex.

INDICATOR 13.3.1 NUMBER OF COUNTRIES THAT HAVE INTEGRATED MITIGATION, ADAPTATION, IMPACT REDUCTION AND EARLY WARNING INTO PRIMARY, SECONDARY AND TERTIARY CURRICULA

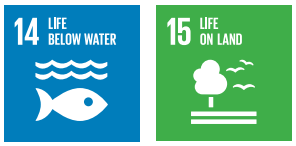
No data at requested disaggregation.

Notes: No data available; this is a Tier III indicator, currently under development by IAEG-SDGs. As at 3 March 2017, progress was assessed as follows: "[Methodology] to be developed when data sources are more clearly defined" (United Nations Statistics Division, "Work plans for Tier III indicators", available from *https://unstats.un.org/sdgs/tierIII-indicators/files/Tier3-13-03-01.pdf*).

INDICATOR 13.b.1 NUMBER OF LEAST DEVELOPED COUNTRIES AND SMALL ISLAND DEVELOPING STATES THAT ARE RECEIVING SPECIALIZED SUPPORT, AND AMOUNT OF SUPPORT, INCLUDING FINANCE, TECHNOLOGY AND CAPACITY-BUILDING, FOR MECHANISMS FOR RAISING CAPACITIES FOR EFFECTIVE CLIMATE CHANGE-RELATED PLANNING AND MANAGEMENT, INCLUDING FOCUSING ON WOMEN, YOUTH AND LOCAL AND MARGINALIZED COMMUNITIES

No data at requested disaggregation.

Notes: No data available; this is a Tier III indicator, currently under development by IAEG-SDGs. As at 3 March 2017, progressed was assessed as follows: "Compilation of relevant data sets is under way. Relevant negotiations to operationalize the Paris Agreement are planned to conclude at the twenty-fourth session of the Conference of the Parties (December 2018). This outcome is expected to provide modalities, procedures and guidelines which will define new data and reporting requirements under the Paris Agreement. This will allow for the possible refinement of this indicator in 2020, and serve as a basis to assess progress on this target/indicator" (United Nations Statistics Division, "Work plans for Tier III indicators", available from *https://unstats.un.org/sdgs/tierIII-indicators/files/Tier3-13-b-01.pdf*).



There are currently no youth-related indicators for Sustainable Development Goals 14 and 15

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

INDICATOR 16.1.1 **NUMBER OF VICTIMS OF INTENTIONAL HOMICIDE PER 100,000 POPULATION, BY SEX AND AGE**

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015

SERIES DESCRIPTION	REGION	UNIT	VALUE
SUPPLEMENTARY DATA			
Number of victims of intentional homicide per 100,000 population	*Europe and Northern America*	*Per 100,000 population*	*3.70*
	Latin America and the Caribbean		*22.32*
	Central and Southern Asia		*3.68*
	Eastern and South-Eastern Asia		*1.34*
	Northern Africa and Western Asia		*3.66*
	Sub-Saharan Africa		*9.56*
	Oceania (excluding Australia and New Zealand)		*8.84*
	Australia and New Zealand		*0.97*
	World		*5.34*
Number of victims of intentional homicide	*Europe and Northern America*	*Number*	*40,649*
	Latin America and the Caribbean		*140,824*
	Central and Southern Asia		*68,364*
	Eastern and South-Eastern Asia		*29,801*
	Northern Africa and Western Asia		*17,034*
	Sub-Saharan Africa		*89,710*
	Oceania (excluding Australia and New Zealand)		*775*
	Australia and New Zealand		*277*
	World		*387,433*

Source: United Nations Office on Drugs and Crime.

Notes: Global and regional estimates (by age and sex) will be produced for the 2018 Global Study on Homicide, which is scheduled for publication during the second half of 2018.

INDICATOR 16.1.2 **CONFLICT-RELATED DEATHS PER 100,000 POPULATION, BY SEX, AGE AND CAUSE**

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
SUPPLEMENTARY DATA				
Deaths conflict and terrorism	*Australasia*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Central Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Central Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	East Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Eastern Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*

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INDICATOR 16.1.2 **CONFLICT-RELATED DEATHS PER 100,000 POPULATION, BY SEX, AGE AND CAUSE**

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16.1.2 continued)				
Deaths conflict and terrorism	*High-income North America*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*50.1*
			Female	*19.8*
			Both	*35.4*
		20 to 24 years old	*Male*	*83.9*
			Female	*15.9*
			Both	*50.9*
	Oceania	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	South Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.1*
	Southeast Asia	*15 to 19 years old*	*Male*	*0.6*
			Female	*0.2*
			Both	*0.4*
		20 to 24 years old	*Male*	*1.2*
			Female	*0.2*
			Both	*0.7*

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INDICATOR 16.1.2 CONFLICT-RELATED DEATHS PER 100,000 POPULATION, BY SEX, AGE AND CAUSE

YEAR: 2016
VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16.1.2 continued)				
Deaths conflict and terrorism	*Southern Latin America*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*1.9*
			Female	*0.7*
			Both	*1.3*
		20 to 24 years old	*Male*	*3.7*
			Female	*0.7*
			Both	*2.2*
	Western Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*

Source: Institute for Health Metrics and Evaluation, GBD Results Tool, available from *http://ghdx.healthdata.org/gbd-results-tool*.
Notes: None

INDICATOR 16.1.3 PROPORTION OF POPULATION SUBJECTED TO PHYSICAL, PSYCHOLOGICAL OR SEXUAL VIOLENCE IN THE PREVIOUS 12 MONTHS

No data at requested disaggregation.
Notes: None

INDICATOR 16.1.4 PROPORTION OF POPULATION THAT FEEL SAFE WALKING ALONE AROUND THE AREA THEY LIVE

No data at requested disaggregation.
Notes: None

INDICATOR 16.2.1 PROPORTION OF CHILDREN AGED 1-17 YEARS WHO EXPERIENCED ANY PHYSICAL PUNISHMENT AND/OR PSYCHOLOGICAL AGGRESSION BY CAREGIVERS IN THE PAST MONTH

No data at requested disaggregation.
Notes: Main sources of data (Multiple Indicator Cluster Surveys and Demographic and Health Surveys) do not collect data on child discipline for the youth cohort of interest; no disaggregated data available.

INDICATOR 16.2.2 NUMBER OF VICTIMS OF HUMAN TRAFFICKING PER 100,000 POPULATION, BY SEX, AGE AND FORM OF EXPLOITATION

No data at requested disaggregation.

Notes: None

INDICATOR 16.2.3 PROPORTION OF YOUNG WOMEN AND MEN AGED 18-29 YEARS WHO EXPERIENCED SEXUAL VIOLENCE BY AGE 18

SEX: Female
AGE GROUP: 18 to 29 years old
YEAR: 2007-2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
SUPPLEMENTARY DATA			
Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18	*Caribbean*	*2.80*	*Based on 2 countries covering 62 per cent**
	Central America	*4.40*	*Based on 2 countries covering 16 per cent**
	Central Asia	*0.20*	*Based on 2 countries covering 22 per cent**
	Central Asia and Southern Asia	*0.90*	*Based on 4 countries covering 4 per cent**
	Eastern Africa	*6.10*	*Based on 10 countries covering 83 per cent**
	Eastern Asia and South-Eastern Asia	*2.60*	*Based on 4 countries covering 9 per cent**
	Eastern Europe	*1.80*	*Based on 1 country covering 15 per cent**
	Europe	*1.80*	*Based on 2 countries covering 12 per cent**
	Landlocked developing countries	*4.40*	*Based on 12 countries covering 62 per cent**
	Latin America and the Caribbean	*3.00*	*Based on 5 countries covering 16 per cent**
	Least developed countries	*5.70*	*Based on 22 countries covering 57 per cent**
	Middle Africa	*10.80*	*Based on 6 countries covering 93 per cent**
	Northern America and Europe	*1.80*	*Based on 1 country covering 4 per cent**
	Small island developing States	*2.80*	*Based on 5 countries covering 41 per cent**
	South America	*2.20*	*Based on 1 country covering 12 per cent**

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16 PEACE, JUSTICE AND STRONG INSTITUTIONS

INDICATOR 16.2.3 PROPORTION OF YOUNG WOMEN AND MEN AGED 18-29 YEARS WHO EXPERIENCED SEXUAL VIOLENCE BY AGE 18

SEX: Female
AGE GROUP: 18 to 29 years old
YEAR: 2007-2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE	NOTES
(Indicator 16.2.3 continued)			
Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18	*South-Eastern Asia*	*2.60*	*Based on 4 countries covering 28 per cent**
	Southern Africa	*0.50*	*Based on 1 country covering 4 per cent**
	Southern Asia	*1.10*	*Based on 2 countries covering 4 per cent**
	Sub-Saharan Africa	*6.50*	*Based on 23 countries covering 73 per cent**
	Western Africa	*4.60*	*Based on 6 countries covering 65 per cent**
	Western Asia	*0.10*	*Based on 1 country covering 1 per cent**
	Western Asia and Northern Africa	*0.10*	*Based on 1 country covering 1 per cent**
	World	*5.00*	*Based on 38 countries covering 17 per cent**

* of the regional population of women aged 18-29 years

Source: UNICEF global databases (November 2017), based on Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and other nationally representative sources. For specific sources by country and the estimation methodology, refer to *data.unicef.org* directly.

Notes: Different for each value, see additional "notes" column and footnote.

INDICATOR 16.3.1 PROPORTION OF VICTIMS OF VIOLENCE IN THE PREVIOUS 12 MONTHS WHO REPORTED THEIR VICTIMIZATION TO COMPETENT AUTHORITIES OR OTHER OFFICIALLY RECOGNIZED CONFLICT RESOLUTION MECHANISMS

No data at requested disaggregation.

Notes: None

INDICATOR 16.3.2 UNSENTENCED DETAINEES AS A PROPORTION OF OVERALL PRISON POPULATION

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Unsentenced detainees as a proportion of overall prison population	World	31

Source: United Nations Statistics Division.
Notes: 2015 data refer to three-year average (2013-2015).

INDICATOR 16.5.1 PROPORTION OF PERSONS WHO HAD AT LEAST ONE CONTACT WITH A PUBLIC OFFICIAL AND WHO PAID A BRIBE TO A PUBLIC OFFICIAL, OR WERE ASKED FOR A BRIBE BY THOSE PUBLIC OFFICIALS, DURING THE PREVIOUS 12 MONTHS

No data at requested disaggregation.
Notes: None

INDICATOR 16.6.2 PROPORTION OF POPULATION SATISFIED WITH THEIR LAST EXPERIENCE OF PUBLIC SERVICES

No data at requested disaggregation.
Notes: None

INDICATOR 16.7.1 PROPORTIONS OF POSITIONS (BY SEX, AGE, PERSONS WITH DISABILITIES AND POPULATION GROUPS) IN PUBLIC INSTITUTIONS (NATIONAL AND LOCAL LEGISLATURES, PUBLIC SERVICE, AND JUDICIARY) COMPARED TO NATIONAL DISTRIBUTIONS

No data at requested disaggregation.
Notes: None

INDICATOR 16.7.2 PROPORTION OF POPULATION WHO BELIEVE DECISION-MAKING IS INCLUSIVE AND RESPONSIVE, BY SEX, AGE, DISABILITY AND POPULATION GROUP

No data at requested disaggregation.
Notes: None

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

INDICATOR 16.10.1 NUMBER OF VERIFIED CASES OF KILLING, KIDNAPPING, ENFORCED DISAPPEARANCE, ARBITRARY DETENTION AND TORTURE OF JOURNALISTS, ASSOCIATED MEDIA PERSONNEL, TRADE UNIONISTS AND HUMAN RIGHTS ADVOCATES IN THE PREVIOUS 12 MONTHS

AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Number

SERIES DESCRIPTION	REGION	SEX	VALUE
Number of cases of killings of journalists and associated media personnel	World	Female	10
		Male	92
		Both sexes or no breakdown by sex	102

Source: United Nations Statistics Division.

Notes: The Office of the High Commissioner for Human Rights is currently working on the compilation of data for indicator 16.10.1.

INDICATOR 16.a.1 EXISTENCE OF INDEPENDENT NATIONAL HUMAN RIGHTS INSTITUTIONS IN COMPLIANCE WITH THE PARIS PRINCIPLES

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
SUPPLEMENTARY DATA		
Proportion of countries with independent national human rights institutions in compliance with the Paris Principles	*Europe and Northern America*	*45.65*
	Latin America and the Caribbean	*38.24*
	Central and Southern Asia	*21.43*
	Southern Asia	*33.3*
	Eastern and South-Eastern Asia	*35.29*
	South-Eastern Asia	*36.4*
	Northern Africa and Western Asia	*33.33*
	Sub-Saharan Africa	*33.33*
	Oceania	*8.33*
	Oceania (excluding Australia and New Zealand)	*8.3*
	Australia and New Zealand	*100*
	Landlocked developing countries	*34.4*
	Least developed countries	*27.1*
	Small island developing States	*10.5*
	World	*36.5*

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INDICATOR 16.a.1 EXISTENCE OF INDEPENDENT NATIONAL HUMAN RIGHTS INSTITUTIONS IN COMPLIANCE WITH THE PARIS PRINCIPLES

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2016
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
(Indicator 16.a.1 continued)		
Proportion of countries that applied for accreditation as independent national human rights institutions in compliance with the Paris Principles	*Europe and Northern America*	*69.57*
	Latin America and the Caribbean	*52.94*
	Central and Southern Asia	*71.43*
	Southern Asia	*77.8*
	Eastern and South-Eastern Asia	*52.94*
	South-Eastern Asia	*54.5*
	Northern Africa and Western Asia	*62.5*
	Sub-Saharan Africa	*50*
	Oceania	*8.33*
	Oceania (excluding Australia and New Zealand)	*8.3*
	Australia and New Zealand	*100*
	Landlocked developing countries	*59.4*
	Least developed countries	*43.8*
	Small island developing States	*21.1*
	World	*57.3*

Source: Office of the United Nations High Commissioner for Human Rights, in collaboration with the Global Alliance of National Human Rights Institutions.

Notes: Data available as at 24 January 2017. Nature of indicator precludes data being disaggregated by age or other individual characteristics.

INDICATOR 16.b.1 PROPORTION OF POPULATION REPORTING HAVING PERSONALLY FELT DISCRIMINATED AGAINST OR HARASSED IN THE PREVIOUS 12 MONTHS ON THE BASIS OF A GROUND OF DISCRIMINATION PROHIBITED UNDER INTERNATIONAL HUMAN RIGHTS LAW

No data at requested disaggregation.

Notes: No data currently available; this is a Tier III indicator. Methodological work on this indicator began in 2016 and is expected to be completed towards the end of 2018.

GOAL 17
STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

INDICATOR 17.8.1 PROPORTION OF INDIVIDUALS USING THE INTERNET

SEX: Both sexes or no breakdown by sex
AGE GROUP: All age ranges or no breakdown by age
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Proportion of individuals using the Internet	Australia and New Zealand	85.15
	Caribbean	41.50
	Central Asia	43.46
	Eastern Africa	15.28
	Eastern Asia	54.40
	Europe	73.08
	Middle Africa	8.34
	Northern Africa	38.87
	Northern America	79.15
	South-Eastern Asia	34.17
	Southern Africa	48.26
	Southern Asia	24.59
	Western Africa	31.09
	World	43.75

Source: Based on data from World Telecommunication/ICT Indicators database (2017).
Notes: None

INDICATOR 17.18.1 PROPORTION OF SUSTAINABLE DEVELOPMENT INDICATORS PRODUCED AT THE NATIONAL LEVEL WITH FULL DISAGGREGATION WHEN RELEVANT TO THE TARGET, IN ACCORDANCE WITH THE FUNDAMENTAL PRINCIPLES OF OFFICIAL STATISTICS

No data at requested disaggregation.
Notes: None

WORLD PROGRAMME OF ACTION FOR YOUTH INDICATORS

PART 2 of this annex contains data for the core World Programme of Action for Youth indicators from trusted global sources. There are a total of 49 indicators; 34 are core indicators, and an additional 15 indicators have been identified as "stepping stones" for future work. The present annex reports on the 34 core indicators covering the current work programme only. Many are complementary to the Sustainable Development Goal indicators and therefore reference the relevant indicators in Part 1.

Data have been prioritized by the age group 15-24 where possible, followed by other age groupings which are relevant to the indicator or contain youth within the range. The most recent year observation value has been provided going back to 2006. Sex-disaggregated data have also been provided where available. Further metadata on each observed value can be found at the source and should be understood before data are used in policy or programme design.

Indicator 8 (ratio of youth to adult unemployment rates) has been calculated for this report as the unemployment rate for the age group 15-24 over the total unemployment rate.

INDICATOR 1 YOUTH LITERACY RATES, EACH SEX

Refer to Sustainable Development Goal indicators 4.1.1 and 4.6.1 in Part 1 of the present annex.

AGE GROUP: 15-24
YEAR: 2016
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Literacy rates	World	Both	91.4
		Male	92.8
		Female	89.9

Source: UNESCO Institute for Statistics, available from *https://data.worldbank.org/indicator/SE.SEC.PROG.ZS*.

Notes: None

INDICATOR 2 TRANSITION RATE FROM PRIMARY EDUCATION TO SECONDARY EDUCATION, EACH SEX

AGE GROUP: Relevant age
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
Effective transition rate from primary to lower secondary general education, both sexes (%)	East Asia & Pacific	Both	2013	94.0
	Europe & Central Asia			98.6
	Latin America & Caribbean			95.1
	Middle East & North Africa			88.1
	South Asia		2011	90.5
	Sub-Saharan Africa		2013	78.9
	World		2014	90.8
Progression to secondary school, female (%)	East Asia & Pacific	Female	2013	94.3
	Europe & Central Asia			98.5
	Latin America & Caribbean			94.1
	Middle East & North Africa			88.8
	South Asia		2011	91.2
	Sub-Saharan Africa		2013	77.9
	World		2014	90.4
Progression to secondary school, male (%)	East Asia & Pacific	Male	2013	93.7
	Europe & Central Asia			98.7
	Latin America & Caribbean			96.2
	Middle East & North Africa			87.7
	South Asia		2011	89.9
	Sub-Saharan Africa		2013	79.6
	World		2014	91.2

Source: UNESCO Institute for Statistics, available from *https://data.worldbank.org/indicator/SE.ADT.1524.LT.ZS?end=2016&start=1970&view=chart*.

Notes: Multiple series are included in this data set; see series description for changes in definitions.

INDICATOR 3 GROSS ENROLMENT RATIO IN SECONDARY EDUCATION, EACH SEX

AGE GROUP: Relevant age
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
Gross enrolment secondary	East Asia & Pacific	Both	2014	87.9
		Female		88.3
		Male		87.6
	Europe & Central Asia	Both	2014	106.0
		Female		105.4
		Male		106.5
	Latin America & Caribbean	Both	2014	94.1
		Female		97.2
		Male		91.1
	Middle East & North Africa	Both	2014	79.4
		Female		76.9
		Male		81.8
	North America	Both	2014	98.7
		Female		99.5
		Male		97.9
	South Asia	Both	2014	64.8
		Female		64.4
		Male		65.1
	Sub-Saharan Africa	Both	2014	42.7
		Female		39.5
		Male		45.9
	World	Both	2015	76.4
		Female		76.0
		Male		76.9

Source: UNESCO Institute for Statistics, available from *https://data.worldbank.org/indicator/SE.SEC.ENRR*.
Notes: None

INDICATOR 4 ENROLMENT RATES OF YOUTH

No data at requested disaggregation.
Note: See indicators disaggregated by primary, secondary and tertiary education.

INDICATOR 5 GROSS GRADUATION RATIO FOR UPPER SECONDARY EDUCATION, EACH SEX

AGE GROUP: Relevant age
YEAR: 2010-2015 average
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Upper secondary completion rates	Caucasus and Central Asia	Both	63
		Female	62
		Male	65
	Eastern and South-Eastern Asia	Both	48
		Female	49
		Male	48
	Europe and Northern America	Both	85
		Female	87
		Male	83
	Latin America and the Caribbean	Both	57
		Female	61
		Male	53
	Northern Africa and Western Asia	Both	36
		Female	33
		Male	38
	Pacific	Both	85
		Female	89
		Male	81
	Southern Asia	Both	24
		Female	23
		Male	27
	Sub-Saharan Africa	Both	19
		Female	15
		Male	23

Source: UNESCO, Statistical tables for the Global Education Monitoring Report, 2016—Education for People and Planet: Creating Sustainable Futures for All, 2nd ed. (Paris), available from *https://en.unesco.org/gem-report/sites/gem-report/files/GEM_Report_2016_2nd_edition_Statistical_Tables.pdf*.

Note: Percentage of young people aged 3-5 years above upper secondary school graduation age.

INDICATOR 6 GROSS ENROLMENT RATIO IN TERTIARY EDUCATION, EACH SEX

AGE GROUP: All ages
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	YEAR	VALUE
Gross enrolment ratio tertiary	East Asia & Pacific	Both	2014	39.1
		Female		41.4
		Male		37.0
	Europe & Central Asia	Both	2014	65.1
		Female		69.9
		Male		60.5
	Latin America & Caribbean	Both	2014	44.7
		Female		50.4
		Male		39.0
	Middle East & North Africa	Both	2014	37.9
		Female		38.3
		Male		37.6
	North America	Both	2014	84.0
		Female		97.5
		Male		71.3
	South Asia	Both	2014	20.8
		Female		19.9
		Male		21.7
	Sub-Saharan Africa	Both	2014	8.6
		Female		7.2
		Male		9.9
	World	Both	2015	35.7
		Female		37.7
		Male		33.8

Source: UNESCO Institute for Statistics, available from *https://data.worldbank.org/indicator/SE.TER.ENRR*.

Notes: None

INDICATOR 7 YOUTH UNEMPLOYMENT RATE, EACH SEX

Refer to Sustainable Development Goal indicator 8.5.2 in Part 1 of the present annex for 2016 estimates from the United Nations Statistics Division.

AGE GROUP: 15-24
YEAR: 2017
VALULE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Youth unemployment rate	East Asia & Pacific	Both	11.24
		Female	10.20
		Male	12.25
	Europe & Central Asia	Both	19.20
		Female	19.86
		Male	18.83
	Latin America & Caribbean	Both	17.58
		Female	21.66
		Male	14.81
	Middle East & North Africa	Both	29.84
		Female	46.10
		Male	25.40
	North America	Both	11.26
		Female	10.03
		Male	12.38
	South Asia	Both	9.97
		Female	10.90
		Male	9.69
	Sub-Saharan Africa	Both	12.96
		Female	14.91
		Male	11.49
	World	Both	13.64
		Female	15.40
		Male	13.04

Source: ILOSTAT database.

Notes: Unemployment, youth total (percentage of total labour force aged 15-24 years) (modelled ILO estimate).

INDICATOR 8 RATIO OF YOUTH TO ADULT UNEMPLOYMENT RATES

AGE GROUP: Relevant age
YEAR: 2017
VALUE/UNIT: Rate

SERIES DESCRIPTION	REGION	SEX	VALUE
Ratio of 15-24 unemployment to total unemployment	East Asia & Pacific	Both	2.61
		Female	2.73
		Male	2.58
	Europe & Central Asia	Both	2.37
		Female	2.45
		Male	2.33
	Latin America & Caribbean	Both	2.09
		Female	2.08
		Male	2.10
	Middle East & North Africa	Both	2.71
		Female	2.39
		Male	2.89
	North America	Both	2.19
		Female	2.03
		Male	2.33
	South Asia	Both	2.61
		Female	2.38
		Male	2.73
	Sub-Saharan Africa	Both	1.75
		Female	1.74
		Male	1.78
	World	Both	2.37
		Female	2.48
		Male	2.38

Source: ILOSTAT database.
Note: Rate calculated by Numbers and People Synergy.

INDICATOR 9 YOUTH LABOUR FORCE PARTICIPATION RATE, EACH SEX

AGE GROUP: 15-24
YEAR: 2017
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Youth labour participation	East Asia & Pacific	Both	51.68
		Female	47.96
		Male	55.12
	Europe & Central Asia	Both	41.60
		Female	36.25
		Male	46.71
	Latin America & Caribbean	Both	49.67
		Female	39.92
		Male	59.12
	Middle East & North Africa	Both	31.66
		Female	15.33
		Male	46.93
	North America	Both	52.53
		Female	51.33
		Male	53.66
	South Asia	Both	37.50
		Female	20.41
		Male	53.10
	Sub-Saharan Africa	Both	53.21
		Female	50.13
		Male	56.23
	World	Both	45.69
		Female	37.06
		Male	53.79

Source: ILOSTAT database.

Notes: Labour force participation rate for youth aged 15-24 years, total (percentage) (modelled ILO estimate).

INDICATOR 10

YOUTH NEITHER IN EDUCATION NOR EMPLOYMENT, EACH SEX, URBAN AND RURAL

Refer to Sustainable Development Goal indicator 8.6.1 in Part 1 of the present annex.

INDICATOR 11

WORKING POOR YOUTH, EACH SEX

Refer to Sustainable Development Goal indicator 1.1.1 in Part 1 of the present annex.

INDICATOR 12

PERCENTAGE OF YOUNG PEOPLE LIVING IN EXTREME POVERTY/BELOW NATIONAL POVERTY LINES

Refer to Sustainable Development Goal indicator 1.2.1 in Part 1 of the present annex.

INDICATOR 13

PERCENTAGE OF YOUTH DEPRIVED OF ADEQUATE SHELTER, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 14

PERCENTAGE OF YOUTH DEPRIVED OF SANITATION, URBAN AND RURAL

Refer to Sustainable Development Goal indicator 6.2.1 in Part 1 of the present annex.

INDICATOR 15

PERCENTAGE OF YOUTH DEPRIVED OF PROTECTED WATER SUPPLY, URBAN AND RURAL

Refer to Sustainable Development Goal indicator 6.1.1 in Part 1 of the present annex.

INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
SUPPLEMENTARY DATA				
Deaths conflict and terrorism	*Australasia*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Central Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Central Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	East Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Eastern Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*

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INDICATOR 16

YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths conflict and terrorism	*High-income North America*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*50.1*
			Female	*19.8*
			Both	*35.4*
		20 to 24 years old	*Male*	*83.9*
			Female	*15.9*
			Both	*50.9*
	Oceania	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	South Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.1*
	Southeast Asia	*15 to 19 years old*	*Male*	*0.6*
			Female	*0.2*
			Both	*0.4*
		20 to 24 years old	*Male*	*1.2*
			Female	*0.2*
			Both	*0.7*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths conflict and terrorism	*Southern Latin America*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*1.9*
			Female	*0.7*
			Both	*1.3*
		20 to 24 years old	*Male*	*3.7*
			Female	*0.7*
			Both	*2.2*
	Western Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
Deaths executions and police conflict	*Australasia*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Central Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.0*
	Central Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths executions and police conflict	*East Asia*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.2*
			Female	*0.0*
			Both	*0.1*
	Eastern Europe	*15 to 19 years old*	*Male*	*0.1*
			Female	*0.0*
			Both	*0.1*
		20 to 24 years old	*Male*	*0.3*
			Female	*0.0*
			Both	*0.1*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	High-income North America	*15 to 19 years old*	*Male*	*0.2*
			Female	*0.0*
			Both	*0.1*
		20 to 24 years old	*Male*	*0.6*
			Female	*0.0*
			Both	*0.3*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*0.7*
			Female	*0.0*
			Both	*0.4*
		20 to 24 years old	*Male*	*1.2*
			Female	*0.0*
			Both	*0.6*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.1*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths executions and police conflict	*Oceania*	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	South Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Southeast Asia	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.0*
	Southern Latin America	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*0.1*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.1*
			Female	*0.0*
			Both	*0.1*
	Western Europe	*15 to 19 years old*	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*
		20 to 24 years old	*Male*	*0.0*
			Female	*0.0*
			Both	*0.0*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths interpersonal violence	*Australasia*	*15 to 19 years old*	*Male*	*1.3*
			Female	*0.6*
			Both	*0.9*
		20 to 24 years old	*Male*	*2.2*
			Female	*1.2*
			Both	*1.7*
	Central Asia	*15 to 19 years old*	*Male*	*5.4*
			Female	*1.1*
			Both	*3.3*
		20 to 24 years old	*Male*	*12.0*
			Female	*1.9*
			Both	*7.0*
	Central Europe	*15 to 19 years old*	*Male*	*1.5*
			Female	*0.7*
			Both	*1.1*
		20 to 24 years old	*Male*	*2.9*
			Female	*0.9*
			Both	*1.9*
	East Asia	*15 to 19 years old*	*Male*	*1.8*
			Female	*0.7*
			Both	*1.2*
		20 to 24 years old	*Male*	*2.3*
			Female	*1.0*
			Both	*1.7*
	Eastern Europe	*15 to 19 years old*	*Male*	*7.3*
			Female	*3.2*
			Both	*5.3*
		20 to 24 years old	*Male*	*17.9*
			Female	*4.8*
			Both	*11.5*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*0.4*
			Female	*0.3*
			Both	*0.3*
		20 to 24 years old	*Male*	*0.6*
			Female	*0.6*
			Both	*0.6*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths interpersonal violence	*High-income North America*	*15 to 19 years old*	*Male*	*10.6*
			Female	*2.2*
			Both	*6.5*
		20 to 24 years old	*Male*	*19.8*
			Female	*4.0*
			Both	*12.1*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*55.9*
			Female	*6.3*
			Both	*31.5*
		20 to 24 years old	*Male*	*85.8*
			Female	*7.5*
			Both	*47.2*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*6.0*
			Female	*0.9*
			Both	*3.5*
		20 to 24 years old	*Male*	*10.4*
			Female	*1.2*
			Both	*5.9*
	Oceania	*15 to 19 years old*	*Male*	*8.2*
			Female	*2.1*
			Both	*5.3*
		20 to 24 years old	*Male*	*18.2*
			Female	*3.8*
			Both	*11.2*
	South Asia	*15 to 19 years old*	*Male*	*4.2*
			Female	*1.8*
			Both	*3.0*
		20 to 24 years old	*Male*	*7.9*
			Female	*2.5*
			Both	*5.3*
	Southeast Asia	*15 to 19 years old*	*Male*	*6.5*
			Female	*1.0*
			Both	*3.8*
		20 to 24 years old	*Male*	*12.1*
			Female	*1.4*
			Both	*6.8*

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INDICATOR 16

YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths interpersonal violence	*Southern Latin America*	*15 to 19 years old*	*Male*	*13.1*
			Female	*1.8*
			Both	*7.5*
		20 to 24 years old	*Male*	*18.6*
			Female	*2.2*
			Both	*10.6*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*9.5*
			Female	*1.9*
			Both	*5.7*
		20 to 24 years old	*Male*	*20.3*
			Female	*3.5*
			Both	*11.9*
	Western Europe	*15 to 19 years old*	*Male*	*0.8*
			Female	*0.4*
			Both	*0.6*
		20 to 24 years old	*Male*	*1.5*
			Female	*0.6*
			Both	*1.1*
Deaths road injuries	*Australasia*	*15 to 19 years old*	*Male*	*13.2*
			Female	*6.1*
			Both	*9.8*
		20 to 24 years old	*Male*	*16.0*
			Female	*5.1*
			Both	*10.7*
	Central Asia	*15 to 19 years old*	*Male*	*13.6*
			Female	*3.5*
			Both	*8.7*
		20 to 24 years old	*Male*	*29.8*
			Female	*4.5*
			Both	*17.4*
	Central Europe	*15 to 19 years old*	*Male*	*13.8*
			Female	*5.3*
			Both	*9.6*
		20 to 24 years old	*Male*	*23.3*
			Female	*4.8*
			Both	*14.3*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths road injuries	*East Asia*	*15 to 19 years old*	*Male*	*20.0*
			Female	*5.9*
			Both	*13.4*
		20 to 24 years old	*Male*	*32.9*
			Female	*7.7*
			Both	*21.0*
	Eastern Europe	*15 to 19 years old*	*Male*	*19.3*
			Female	*9.8*
			Both	*14.7*
		20 to 24 years old	*Male*	*39.2*
			Female	*10.3*
			Both	*25.1*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*8.8*
			Female	*2.6*
			Both	*5.8*
		20 to 24 years old	*Male*	*10.7*
			Female	*2.8*
			Both	*6.9*
	High-income North America	*15 to 19 years old*	*Male*	*18.4*
			Female	*10.0*
			Both	*14.3*
		20 to 24 years old	*Male*	*30.8*
			Female	*10.5*
			Both	*20.9*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*27.6*
			Female	*6.8*
			Both	*17.4*
		20 to 24 years old	*Male*	*44.9*
			Female	*7.7*
			Both	*26.6*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*40.6*
			Female	*7.1*
			Both	*24.3*
		20 to 24 years old	*Male*	*56.0*
			Female	*9.3*
			Both	*33.4*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths road injuries	*Oceania*	*15 to 19 years old*	*Male*	*20.5*
			Female	*10.5*
			Both	*15.7*
		20 to 24 years old	*Male*	*48.1*
			Female	*14.9*
			Both	*31.9*
	South Asia	*15 to 19 years old*	*Male*	*19.6*
			Female	*4.0*
			Both	*12.2*
		20 to 24 years old	*Male*	*36.6*
			Female	*5.4*
			Both	*21.6*
	Southeast Asia	*15 to 19 years old*	*Male*	*29.0*
			Female	*8.4*
			Both	*18.9*
		20 to 24 years old	*Male*	*40.9*
			Female	*7.1*
			Both	*24.2*
	Southern Latin America	*15 to 19 years old*	*Male*	*20.5*
			Female	*6.2*
			Both	*13.5*
		20 to 24 years old	*Male*	*31.9*
			Female	*6.5*
			Both	*19.4*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*16.5*
			Female	*5.3*
			Both	*11.0*
		20 to 24 years old	*Male*	*27.5*
			Female	*6.6*
			Both	*17.1*
	Western Europe	*15 to 19 years old*	*Male*	*10.7*
			Female	*3.7*
			Both	*7.3*
		20 to 24 years old	*Male*	*15.4*
			Female	*3.6*
			Both	*9.6*

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INDICATOR 16 YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths self-harm and interpersonal violence	*Australasia*	*15 to 19 years old*	*Male*	*14.4*
			Female	*6.2*
			Both	*10.4*
		20 to 24 years old	*Male*	*24.1*
			Female	*7.3*
			Both	*15.8*
	Central Asia	*15 to 19 years old*	*Male*	*21.6*
			Female	*9.2*
			Both	*15.6*
		20 to 24 years old	*Male*	*37.1*
			Female	*9.7*
			Both	*23.6*
	Central Europe	*15 to 19 years old*	*Male*	*11.5*
			Female	*3.4*
			Both	*7.6*
		20 to 24 years old	*Male*	*22.4*
			Female	*3.7*
			Both	*13.3*
	East Asia	*15 to 19 years old*	*Male*	*6.2*
			Female	*3.9*
			Both	*5.1*
		20 to 24 years old	*Male*	*9.8*
			Female	*5.6*
			Both	*7.8*
	Eastern Europe	*15 to 19 years old*	*Male*	*30.3*
			Female	*10.2*
			Both	*20.5*
		20 to 24 years old	*Male*	*66.0*
			Female	*12.4*
			Both	*39.9*
	High-income Asia Pacific	*15 to 19 years old*	*Male*	*8.5*
			Female	*5.5*
			Both	*7.0*
		20 to 24 years old	*Male*	*22.3*
			Female	*12.2*
			Both	*17.4*

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INDICATOR 16

YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths self-harm and interpersonal violence	*High-income North America*	*15 to 19 years old*	*Male*	*24.0*
			Female	*6.5*
			Both	*15.4*
		20 to 24 years old	*Male*	*44.5*
			Female	*9.6*
			Both	*27.5*
	Latin America and Caribbean	*15 to 19 years old*	*Male*	*65.8*
			Female	*10.5*
			Both	*38.6*
		20 to 24 years old	*Male*	*102.1*
			Female	*11.0*
			Both	*57.1*
	North Africa and Middle East	*15 to 19 years old*	*Male*	*11.2*
			Female	*3.6*
			Both	*7.5*
		20 to 24 years old	*Male*	*20.0*
			Female	*4.9*
			Both	*12.7*
	Oceania	*15 to 19 years old*	*Male*	*33.6*
			Female	*14.6*
			Both	*24.4*
		20 to 24 years old	*Male*	*63.2*
			Female	*14.7*
			Both	*39.6*
	South Asia	*15 to 19 years old*	*Male*	*15.2*
			Female	*24.6*
			Both	*19.7*
		20 to 24 years old	*Male*	*31.7*
			Female	*30.2*
			Both	*31.0*
	Southeast Asia	*15 to 19 years old*	*Male*	*13.2*
			Female	*4.0*
			Both	*8.7*
		20 to 24 years old	*Male*	*24.6*
			Female	*5.0*
			Both	*15.0*

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INDICATOR 16

YOUTH MORTALITY DUE TO ROAD TRAFFIC INJURIES, VIOLENT CAUSES (HOMICIDE AND CONFLICT-RELATED) AND SELF-INFLICTED INJURY (SUICIDE), EACH SEX

Refer to Sustainable Development Goal indicators 3.4.2, 3.6.1 and 16.2.1 in Part 1 of the present annex (data included below).

YEAR: 2016

VALUE/UNIT: Rate per 100,000

SERIES DESCRIPTION	REGION	AGE GROUP	SEX	VALUE
(Indicator 16 continued)				
Deaths self-harm and interpersonal violence	*Southern Latin America*	*15 to 19 years old*	*Male*	*33.1*
			Female	*8.4*
			Both	*21.0*
		20 to 24 years old	*Male*	*48.4*
			Female	*7.9*
			Both	*28.5*
	Sub-Saharan Africa	*15 to 19 years old*	*Male*	*13.9*
			Female	*3.7*
			Both	*8.8*
		20 to 24 years old	*Male*	*30.1*
			Female	*6.2*
			Both	*18.2*
	Western Europe	*15 to 19 years old*	*Male*	*7.4*
			Female	*2.5*
			Both	*5.0*
		20 to 24 years old	*Male*	*15.6*
			Female	*3.9*
			Both	*9.9*

Source: Institute for Health Metrics and Evaluation, GBD Results Tool, available from *http://ghdx.healthdata.org/gbd-results-tool*.

Note: Multiple series are included in this data set; see series description for changes in definitions.

INDICATOR 17

MATERNAL MORTALITY RATIO FOR ALL WOMEN AGED 15-49

Refer to Sustainable Development Goal indicator 3.1.1 in Part 1 of the present annex.

INDICATOR 18

ADOLESCENT BIRTH RATE (WOMEN AGED 15-19)

Refer to Sustainable Development Goal indicator 3.7.2 in Part 1 of the present annex.

INDICATOR 19

PROPORTION OF BIRTHS TO MOTHERS AGED 15-24 ATTENDED BY SKILLED HEALTH PERSONNEL, URBAN AND RURAL

Refer to Sustainable Development Goal indicator 3.1.2 in Part 1 of the present annex.

INDICATOR 20

MODERN CONTRACEPTIVE USE AMONG SEXUALLY ACTIVE YOUTH AGED 15-24

Refer to Sustainable Development Goal indicator 3.7.2 in Part 1 of the present annex for a proxy measure on family planning.

SEX: Female
AGE GROUP: 15-49
YEAR: 2012
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	VALUE
Contraceptive prevalence, any methods (% of women ages 15-49)	East Asia & Pacific	80.45
	Middle East & North Africa	61.21
	North America	76.40
	South Asia	52.93
	Sub-Saharan Africa	26.47
	World	63.30

Sources: World Bank, Contraceptive Prevalence Data, available from *https://data.worldbank.org/indicator/SP.DYN.CONU.ZS*.
Notes: None

INDICATOR 21

PERCENTAGE OF YOUTH WHO HAVE "BINGED" ON ALCOHOL ONE OR MORE TIMES DURING THEIR LIFE, EACH SEX

Refer to Sustainable Development Goal indicator 3.5.2 in Part 1 of the present annex for proxy measure on alcohol.

INDICATOR 22

PERCENTAGE OF YOUNG PEOPLE WHO HAVE SMOKED ONE OR MORE CIGARETTES IN THE PREVIOUS 30 DAYS, EACH SEX

Refer to Sustainable Development Goal indicator 3.a.1 in Part 1 of the present annex for proxy measure on smoking.

INDICATOR 23

PERCENTAGE OF YOUNG PEOPLE CONSIDERED OVERWEIGHT (>1 STANDARD DEVIATION ABOVE MEAN BY WORLD HEALTH ORGANIZATION GUIDELINES), EACH SEX

No data at requested disaggregation.
Notes: None

INDICATOR 24 ANNUAL PREVALENCE OF ILLICIT DRUG USE AND DRUG DEPENDENCE AMONG YOUTH BY DRUG TYPE, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 25 NUMBER OF YOUTH HELD IN CUSTODY BY CIVIL AUTHORITIES IN CONNECTION WITH DRUG RELATED CRIMES (ANNUAL), EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 26 NUMBER OF POPULATION 15-24 YEARS IN CRIMINAL DETENTION AS JUVENILES, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 27 YOUTH MIGRANTS (NUMBER AND AS A PERCENTAGE OF TOTAL YOUTH), EACH SEX

AGE GROUP: 20-24
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Percentage distribution of the international migrant stock (destination)	Africa	Both	9.1
		Female	9.6
		Male	8.6
	Asia	Both	7.6
		Female	7.7
		Male	7.5
	Europe	Both	6
		Female	5.8
		Male	6.2
	Latin America and the Caribbean	Both	7
		Female	7.1
		Male	6.9
	Oceania	Both	6.5
		Female	6.4
		Male	6.7
	World	Both	6.8
		Female	6.6
		Male	7

Source: United Nations, Trends in International Migrant Stock: The 2015 Revision (data set).

Note: Proxy measure only as related to migrants but not as proportion of youth.

INDICATOR 28 STUDENT OUTBOUND MOBILITY RATIO AT THE TERTIARY LEVEL, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 29 PERCENTAGE OF YOUTH WITH DAILY ACCESS TO A MOBILE TELEPHONE, URBAN AND RURAL

No data at requested disaggregation.

Notes: None

INDICATOR 30 PERCENTAGE OF YOUTH WHO USED A COMPUTER AT ANY LOCATION IN THE PREVIOUS WEEK OR MONTH, URBAN AND RURAL, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 31 PERCENTAGE OF YOUTH WHO USED THE INTERNET FROM ANY LOCATION IN THE PREVIOUS WEEK OR MONTH, EACH SEX

Refer to Sustainable Development Goal indicator 17.8.1 in Part 1 of the present annex for proxy measure on Internet use.

Notes: None

INDICATOR 32 HIV PREVALENCE RATE AMONG YOUTH, EACH SEX

Refer to Sustainable Development Goal indicator 3.3.1 in Part 1 of the present annex.

INDICATOR 33 PERCENTAGE OF YOUTH WITH COMPREHENSIVE CORRECT KNOWLEDGE OF HIV/AIDS, EACH SEX

No data at requested disaggregation.

Notes: None

INDICATOR 34 PERCENTAGE OF YOUTH WHO USED A CONDOM AT MOST RECENT HIGH-RISK SEXUAL ACTIVITY

AGE GROUP: 15-24
YEAR: 2015
VALUE/UNIT: Per cent

SERIES DESCRIPTION	REGION	SEX	VALUE
Condom use at last intercourse in the last 12 months	Sub-Saharan Africa	Female	14.2
		Male	39.7

Source: Demographic and Health Surveys; UNAIDS, available from *https://data.worldbank.org/indicator/SH.CON.1524.MA.ZS*.

Notes: None

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