



Sustainable Development Goals and Child Labour

A Trainer's Manual



**kerk
in actie**

Roshen Chandran ■ Mercy Kappen

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Preface

Sustainable Development Goals (SDGs) and Child Labour

SDGs are based on the conviction that fundamental transformation is needed in society and the economy. They define a paradigm shift for people and planet. As against the MDGs, SDGs are stated to be inclusive and people-centred, and leaves no one behind. The economic, social and environmental dimensions of development are taken into consideration and is believed to be rooted in a spirit of solidarity, co-operation and mutual accountability between governments and all stakeholders.

SDGs are based on a philosophy that all human beings should fulfil their potential with dignity and equality, while protecting the planet to support the needs of present and future generations. Prosperity and fulfilment depends on how effectively we align economic, social and technological progress with nature. Fostering peaceful, just and inclusive societies which are free from fear and violence is another core principle of SDGs. There can be no sustainable development without peace and no peace without sustainable development. SDGs recognize that global partnership based on the needs of the poorest and most vulnerable is essential for taking this transformative agenda forward. This involves Governments, the UN system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community – and all people.

SDGs consist of 17 action oriented, global in nature and universally applicable goals, 169 quantified targets and 241 global indicators to measure progress towards the targets. The 2030 Agenda is a call for justice addressed to everyone. The SDGs need to be appropriated by individuals, communities and civil society to start a bottom-up process, translating the goals into local realities. We need to look at the global goals and aspirations as addressed to our constituencies and local communities. What can we do to implement the SDGs at our own level, in our work to ensure child rights and establish Child Labour Free Zones? How do we give everyone a sense of ownership and responsibility for the implementation of these global goals?

Capacity building on SDGs and Child Labour

SDG 4 focuses on ‘ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all’. Besides the targets related to this goal, target 8.7 focuses on ‘eradicating forced labour, ending modern slavery and human trafficking and prohibition and elimination of the worst forms of child labour’. There are also other targets within the SDGs which refer to rectifying a range of child rights violations. Target 16.2 focuses on ‘ending abuse, exploitation, trafficking and all forms of violence against and torture of children’.

Pathway to sustainability need to be one of empowerment, collaboration and continual processes of questioning, learning and action. What are the things that we can do to implement the SDGs at the local level, especially in relation to SDG 4? How do we ensure that the implementation takes into account local realities of multiple oppressions based on caste, ethnicity, class, religion, abilities, etc. Are the indicators within SDG4 adequate for our context? Can we ensure inclusive and equitable quality education and lifelong learning’ without eliminating child labour and ending gender and other identity based discriminations? How do we build governance mechanisms and involve various stake-holders?

Not many South Asian NGOs, activists, government officials, research institutions and students are aware of SDGs, targets and indicators, and their strengths and weaknesses, including gender equality and equitable and inclusive education specific goals. Further, not many have the skills to monitor the goals, targets and indicators. We also need to identify participatory strategies for helping community/leaders to monitor SDGs, targets and indicators they feel are relevant.

A three-day capacity building workshop was conducted primarily for Kerk in Actie partners working on labour/child rights related issues. The workshop aimed to strengthen the capacity of NGOs and activists in strengthening their work with children and child labourers.

The workshop focused on strengthening participants' understanding of:

1. The concepts of equity, equality, diversity, inclusion and empowerment
2. Gender and disability inclusion – concepts and processes
3. SDGs and their importance and relevance for the Stop Child Labour Program
4. SDG targets and indicators pertaining to SDG 4 and their strengths and weaknesses
5. Developing monitoring tools for SDG 4 and related indicators at community level
6. Reviewing measures adopted by participating organizations to end child labour.
7. Identifying good practices to contribute towards SDG-4 and other child rights related targets

The modules in this manual were tested out at the workshop. We have incorporated the insights and learnings from the different sessions and best practices in community monitoring.

The presentations and handouts mentioned in this manual are also available for download from <http://www.visthar.org>

We acknowledge the contribution of Kerk in Actie in conducting the workshop and bringing out this manual. Special thanks also to the participants who shared their experiences and insights. We hope the manual will help in mainstreaming child rights and SDGs in our work.

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1. Introduction

Objectives

- To initiate a process that enables participants to reflect on our place in this world and how interconnected we are
- To foreshadow the deep interconnections between people, nature, social and ecological issues that are the basis for the upcoming sessions

Materials required

- A blank sheet of paper
- 1-2 copies of the reading “Interbeing”

Time required

- 30 minutes



Method

Arrange the chairs in a circle or invite participants to sit on the floor in a circle. Place a blank sheet of paper at the centre; consider sticking it to the floor so that it doesn't fly away.

Once participants have settled down into the circle, direct the attention of participants to the centre of the circle and invite them to share what they see. Usually, this is initially met with amusement and smiles as participants are not sure if you are serious. Wait for some time, maybe repeating the question once more, and then participants will pour out their responses. These might include:

- “a blank sheet of paper”, “a rectangle”, “empty sheet represents opportunities”, “purity”, “a place for our ideas”, “nothing”

Listen to the responses accepting everything the participants share. Give everyone who would like to speak an opportunity to share their thoughts. Some responses might evoke laughter, go along with it. No answer is “wrong”.

After everyone has shared their thoughts, gently say that you have a reading. Read aloud the short reading titled “Interbeing” by Thich Nhat Hanh given below. Ensure it is read slowly and clearly, as participants are listening to you and do not have their own copies of the reading. If there are two facilitators, they can take turns reading alternate paragraphs. Remember this is a very thoughtful and meditative piece, so give adequate time between sentences.

After the reading is over, remain silent for a short while allowing the ideas to sink in. Invite participants to share their reflections and reactions. The responses from participants might include:

- “Wow! That is very thought provoking.”
- “I had never seen it this way, but I liked this.”
- “We are all very much interconnected.”
- “When we hurt one person, everyone is hurt.”

- “I am reminded of the line ‘Injustice anywhere is a threat to justice everywhere.’”
- “When we destroy the environment, we are destroying ourselves.”

After participants have finished sharing, you may want to acknowledge and repeat a few ideas that foreshadow the ideas that will emerge in the workshop. Point out that we are meeting at a time when the dominant world view sees people as disconnected from each other and their environments, when the dominant ideas of development are divorced from the sustenance of the earth and its communities.

If participants are meeting each other for the first time, or do not know each other well, this might be a good time to do personal introductions. A simple method is to pair participants and have them share with each other about themselves – where do they come from? What do they do? What are they passionate about? After the participants have shared in their small groups, each person can introduce their partner to the larger group. Each person can take about a minute to introduce their new friend.

This might also be a good time to set the norms for the workshop. Invite participants to suggest what norms the group must follow to ensure that participants can gain the most from the workshop. After each suggestion, check with the group if they agree with it. Give some time for discussion when necessary. Write up all the norms that the group agrees to on a chart paper, and have it displayed prominently in the room. Examples of some of the norms that could emerge are:

- We will participate actively and listen to each other respectfully.
- We will ensure adequate level of translation so that all of us can understand each other.

- Everyone will be on time for every session.
- Cell phones on silent mode; go out and take phone calls if it's very important.



Reading: Interbeing

If you are a poet, you will see clearly that there is a cloud floating in this sheet of paper. Without a cloud, there will be no rain; without rain, the trees cannot grow; and without trees, we cannot make paper. The cloud is essential for the paper to exist. If the cloud is not here, the sheet of paper cannot be here either. So we can say that the cloud and the paper inter-are. “Interbeing” is a word that is not in the dictionary yet, but if we combine the prefix “inter-” with the verb “to be,” we have a new verb, inter-be. The cloud and the sheet of paper inter-are.

If we look into this sheet of paper even more deeply, we can see the sunshine in it. If the sunshine is not there, the forest cannot grow. In fact, nothing can grow. Even we cannot grow without sunshine. And so, we know that the sunshine is also in this sheet of paper. The paper and the sunshine inter-are. And if we continue to look, we can see the logger who cut the tree and brought it to the mill to be transformed into paper. And we see the wheat. We know the logger cannot exist without his daily bread, and therefore the wheat that became his bread is also in this sheet of paper. And the logger’s father and mother are in it too. When we look in this way, we see that without all of these things, this sheet of paper cannot exist.

Looking even more deeply, we can see we are in it too. This is not difficult to see, because when we look at a sheet of paper, the sheet of paper is part of our perception. Your mind is in here and mine is also. So we can say that everything is in here with this sheet of

paper. You cannot point out one thing that is not here—time, space, the earth, the rain, the minerals in the soil, the sunshine, the cloud, the river, the heat. Everything co-exists with this sheet of paper. That is why I think the word inter-be should be in the dictionary. “To be” is to inter-be. You cannot just be by yourself alone. You have to inter-be with every other thing. This sheet of paper is, because everything else is.

Suppose we try to return one of the elements to its source. Suppose we return the sunshine to the sun. Do you think that this sheet of paper will be possible? No, without sunshine nothing can be. And if we return the logger to his mother, then we have no sheet of paper either. The fact is that this sheet of paper is made up only of “non-paper elements.” And if we return these non-paper elements to their sources, then there can be no paper at all. Without “non-paper elements,” like mind, logger, sunshine and so on, there will be no paper. As thin as this sheet of paper is, it contains everything in the universe in it.

[Excerpt from “Interbeing”, by Thich Nhat Hanh]



2. Our Vision of Development

Objectives

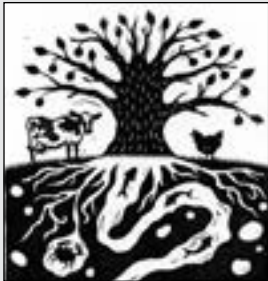
- To share each others' vision of what good development means
- To evolve a critique of the current model of development

Materials required

- Coloured chart paper
- Drawing materials (crayons, sketch pen, pencils, etc.)
- Sticking tape

Time required

- 1 hour



Method

This session is structured in 3 parts:

1. Participants draw their symbol of development individually.
2. The participants then work in small groups and come up with a joint symbol.
3. The groups then interpret each other's symbols as part of processing.

Arrange the chairs in a circle, and place some drawing material including coloured chart paper at the center of the circle.

Invite the participants to share their vision of development; request each person to draw a symbol of what development means to them – not what development is currently, but what they would like it to be. They could take 10 minutes to draw the symbol in their notebook. They will be going into group shortly; but prior to that, each person draws their own symbol of their vision of development. Note that symbols are open to interpretation. There is no right or wrong symbol. The exercise is not about the drawing skills of participants, but of sharing their ideas.

After participants have drawn their symbols, divide them into groups of 4-6 participants. In their groups, invite them to share their symbols and talk about it. Request the participants to come up with a symbol from their group – a picture, a sign, a sketch – that represents the group's vision of development. Let the groups have about 30 – 40 minutes to discuss and come up with their symbols/pictures representing their vision of development. The facilitator can move around the groups and clarify what the exercise is: the symbol the groups arrive at could be a combination of ideas/pictures from each person's symbol, or it could be a new symbol the group imagines or even one of the symbols a participant has drawn that captures everyone's ideas.

When the groups' symbols are ready, invite them to place the chart papers side-by-side on the floor, or display it on a wall such that everyone can see all the pictures clearly. Give time for the participants to walk around and admire each other's creativity.

Once the participants have settled into their seats, invite group 2 to interpret the symbol of group 1. What do they understand from the symbol group 1 has drawn? Give them time to describe the ideas they make out in the symbol. When they are done, ask group 1 if group 2 understood what they meant, are there new ideas they want to add? Remember that the group which is interpreting might read more into the symbol than what the original group intended, and that's just fine – after all, symbols are open to interpretation and reveal the mind of the artist and those viewing the symbol.

After group 2 has interpreted group 1's picture, continue this for the next group: invite group 3 to interpret group 2's image, and this continues until all the symbols have been interpreted.

While each group is interpreting the symbols of the other group, one of the facilitators writes down the keywords on the whiteboard. The keywords can be organized by the 5 P's of Sustainable Development Goals – People, Planet, Prosperity, Peace and Partnership.

The keywords/phrases that might emerge are:

People

- Non-discrimination, equality, everyone's rights are protected, education/healthcare for all, gender equality, labour rights

Planet

- Care for all life, Inter-dependence, non-destructiveness, non-depletion, sustainable resource use

Prosperity

- Economic growth, decent jobs, good wages, labour rights, education/healthcare for all

Peace

- Security, safety, non-destructiveness, positive thoughts, compassion

Partnership

- Working together, across levels – local, national, regional, global

After all the groups have shared their interpretations of all the symbols, read out the keywords listed on the white board and the classification. Mention that the facilitator has organized the phrases along the 5 dimensions of the SDG. Point out how the ideas that emerge from the group align with the 5 P's of SDG also. Invite reflections from the group. Acknowledge that the ideas don't always fall into a single category, that there is overlap. Also, that the 5 P's are inter-linked and support each other.

Recommended Reading

1. The SDG Website, <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
2. Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, <https://unstats.un.org/unsd/statcom/47th-session/documents/2016-2-IAEG-SDGs-E.pdf>



3. Sustainable Development Goals

Objectives

- To develop a shared understanding of the key ideas related to SDG
- To build on the existing knowledge of participants as all of us have some knowledge already

Materials required

- Power Point presentation of the Quiz
- Video of the SDG Intro short clip

Time required

- 90 minutes



Method

This session is structured in 3 parts:

1. A fun quiz competition that goes over key SDG ideas
2. A short presentation that clarifies and reinforces the key ideas
3. A 5-minute video that summarizes the key ideas

Facilitate a quiz on basic concepts and ideas around the SDG. A sample quiz with 20 questions is shown below. Divide the class into 4 groups. Each group gets a quiz question in turn. Give the teams half a minute for each question. If a team gets the answer right in the first attempt, give them 10 points; if a team answers a question that reaches them because another team did not get it, give them 5 points. Zero points for wrong answers. Use the quiz questions as an opportunity to go over the history and context of the SDGs. This is also a good time to review key concepts like sustainability. Hence, challenge the participants after some of the questions and invite a discussion. Let the participants discuss within the group and also across the groups when the questions are discussed. A sample quiz and answer key is shown below.

After the quiz, use a short, structured presentation to review the key ideas around SDG. A sample presentation is shown below. Adapt that to the needs of the participants.

Finally, use a 5 minute video to repeat and reinforce the ideas and concepts covered so far. The short video “The Sustainable Development Goals - Action Towards 2030” developed by CAFORD and CARITAS is an excellent example. It is available for free download at:<https://www.youtube.com/watch?v=9-xdylJr2eg>

Quiz on Sustainable Development Goals

- 1) The Sustainable Development Goals (SDGs) came into effect on 1 January 2016. When are they due to expire?
 - a) 2030
 - b) 2050
 - c) 2100
 - d) 2020
- 2) How many goals are there in the SDGs?
 - a) 8
 - b) 5
 - c) 17
 - d) 30
- 3) Each SDG is supported by a set of Targets – specific objectives that are associated with that Goal. How many Targets are there in total?
 - a) 99
 - b) 1,016
 - c) 169
 - d) 51
- 4) Which countries do the Sustainable Development Goals apply to?
 - a) Only countries in sub-Saharan Africa
 - b) Low- and middle-income countries, but not high-income countries
 - c) Only countries where more than 50% of the population live below the poverty line
 - d) All countries, both rich and poor
- 5) Which option best describes sustainable development?
 - a) Development that provides for economic and social viability even if that results in environmental degradation for the future
 - b) Development that provides environmental sustainability even if that results in economic and social degradation for future generations
 - c) Development that meets the needs of the present without compromising the ability of future generations to meet their own needs
 - d) Development that meets the needs of the future generations even if that means present society's needs go unmet
- 6) Sustainable development has three dimensions. Which option describes them best?
 - a) Waste, air quality and biodiversity
 - b) Social equality, human rights and health

- c) Wealth, economic growth and poverty
 - d) Social, environment and economy
- 7) Which of the following is not a goal in Sustainable Development Goals?
- a) Ensure healthy lives and promote wellbeing for all at all ages
 - b) End poverty in all its forms everywhere
 - c) Take urgent action to combat climate change and its impacts
 - d) Eliminate homophobia in all its forms
- 8) Which option best describes social sustainability?
- a) Meeting people's needs
 - b) Providing clean drinking water
 - c) Making sure people have jobs
 - d) Giving people good healthcare
- 9) Which option does economic sustainability meet?
- a) Helps to make products cheaper.
 - b) Company profits go to shareholders.
 - c) Creates wealth to improve living standards.
 - d) Recycles materials to save on costs.
- 10) Which of the following descriptions best explains environmental sustainability?
- a) The ability of the environment to keep producing minerals and other energy sources
 - b) The ability for all individuals regardless of nationality to enjoy the natural resources of the environment
 - c) Responsible interaction with the environment to avoid depletion or degradation of natural resources and allow for long-term environmental quality
 - d) The term that is used to describe the economic value of the natural environment
- 11) Goal 1 is about poverty. What is the aim of this goal?
- a) Cut poverty in half by 2030.
 - b) Reduce poverty by 75% by 2030.
 - c) End poverty in all its forms everywhere.
 - d) Help each nation make progress on reducing poverty.
- 12) The first SDG aims to eradicate extreme poverty. How does the UN currently measure extreme poverty?
- a) People who are unemployed and unable to access welfare benefits from the state

- b) People who live on less than \$5 a day
 - c) People who live on less than \$1.25 a day
 - d) People who claim to be living in poverty
- 13) SDG 4 is about inclusive, equitable and quality education. Which of the following is an example of inclusion in classrooms?
- a) A separate school for students with disabilities
 - b) Including people with disabilities in regular classrooms
 - c) A classroom for regular students
 - d) The idea of separating children of different abilities
- 14) Which sustainable Development Goal is about Gender equality and women's empowerment?
- a) SDG 3
 - b) SDG 5
 - c) SDG 8
 - d) SDG 15
- 15) Which of the following is not part of the Sustainable Development Goals?
- a) Access to sustainable energy for all
 - b) Availability of water and sanitation for all
 - c) Provision of internet services for all
 - d) Promotion of decent jobs for all
- 16) Which gas causes global warming?
- a) Carbon dioxide
 - b) Chlorine
 - c) Nitrogen dioxide
 - d) Sulphur dioxide
- 17) Where does most of our household waste go to?
- a) Incineration with energy recovery
 - b) Recycled
 - c) Landfill
 - d) Compost
- 18) What is the best option for dealing with waste?
- a) Recycle it
 - b) Reduce the amount produced
 - c) Incinerate it and generate electricity
 - d) Re-use the waste

- 19) Which of the following is not true about the SDGs?
- a) They encourage the promotion of health, well-being, and education for all, at all ages.
 - b) They explicitly promote innovation.
 - c) They include the development of sustainable cities, infrastructure, and industry.
 - d) They are a legally binding international treaty that all nations are required to follow.
- 20) Last question! What can individuals do to help realize the achievement of the Sustainable Development Goals?
- a) Hold their governments and the private sector accountable and support reputable civil society organizations.
 - b) Create projects and partnerships of their own and participate in existing initiatives to help achieve one or more of the goals.
 - c) Use their positions in society – as teachers, decision-makers, consumers, role-models, and ordinary citizens – to voice support for the Goals, to make decisions that advance the Goals, and to take actions to implement the Goals.
 - d) All of the above ... and more.

Answer Key

| Question | Answer | Question | Answer | Question | Answer | Question | Answer |
|----------|--------|----------|--------|----------|--------|----------|--------|
| 1 | a | 6 | d | 11 | c | 16 | a |
| 2 | c | 7 | d | 12 | c | 17 | c |
| 3 | c | 8 | a | 13 | b | 18 | b |
| 4 | d | 9 | c | 14 | b | 19 | d |
| 5 | c | 10 | c | 15 | c | 20 | d |

Presentations

SUSTAINABLE DEVELOPMENT GOALS

- SDGs define a paradigm shift for people and planet
- Inclusive and people-centered, leaving no one behind
- Integrate the economic, social and environmental dimensions
- In a spirit of solidarity, cooperation, mutual accountability
- With the participation of governments and all stakeholders

THE 5 Ps OF SUSTAINABLE DEVELOPMENT



TRANSFORMING OUR WORLD

PEOPLE

End poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

PLANET

Protect the planet from degradation through:

- sustainable consumption and production;
- sustainably managing its natural resources; and
- urgent action on climate change.

PROSPERITY

Ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

PEACE

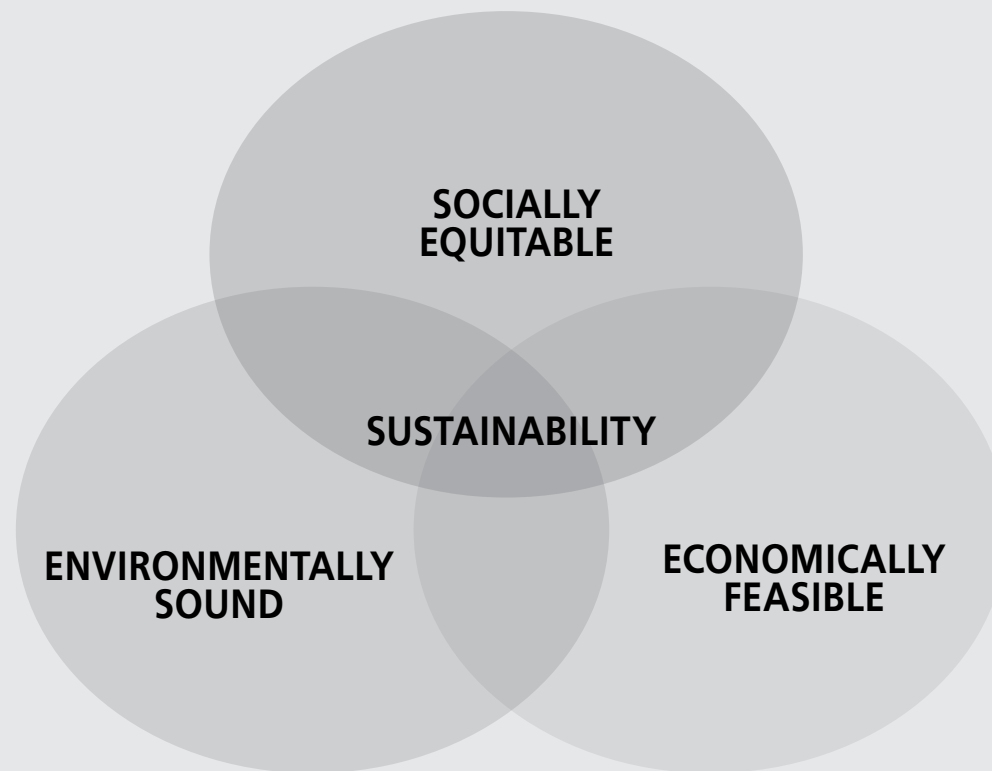
Foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

PARTNERSHIP

A revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people

- Involves Governments as well as Parliaments, the UN systems and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community - and all people ...
- Three dimensions of SDGs - economic, social and environmental
- A *Universal agenda* relevant to all societies regardless of income and/or development status.
 - *Universality of principles* (human rights), *universality of reach* (focus on equity and inclusion) and *universality of country coverage*.

SUSTAINABILITY CYCLE



SUSTAINABLE DEVELOPMENT GOALS



SUSTAINABLE DEVELOPMENT GOALS

17 action oriented, global in nature and universally applicable goals

- Goals that place humans at the centre, where environmental challenges represent threats to human health and well-being, and where environmental solutions can reinforce human progress
- Goals for environmental resources, processes and boundaries defining planetary health on which human well-being and development depend
- Goals about transitioning to a green economy that builds rather than undermines planetary sustainability
- Final two goals on institutional and governance issues and the means of implementation
- 169 quantified targets
- 241 global indicators to measure progress towards the targets

APPROPRIATING THE SDGs

- The United Nations process is essentially top-down, building a global consensus among governments
- The SDGs need to be appropriated by individuals, communities and civil society to start a bottom-up process, translating the goals into local realities
- What can we do to implement them at our own level?
- How do we give everyone a sense of ownership and responsibility?

IMPLEMENTING THE SUSTAINABLE DEVELOPMENT GOALS

- The pathway to sustainability will be one of empowerment, collaboration and continual processes of questioning, learning and action in all regions of the world.
- It will be shaped by the experiences of women, men, children, the rich, the poor, the governors and the governed as each one is enabled to play their rightful role in the construction of a new society.
- As the sweeping tides of consumerism, unfettered consumption, extreme poverty and marginalization recede, they will reveal the human capacities for justice, reciprocity and happiness.



4. Goals, Targets and Indicators

Objectives

- To understand the conceptual difference between goals, targets and indicators
- To become familiar with the framing of goals, targets and indicators in SDG

Materials required

- Exercise strips prepared from the list below
- Chart paper, glue to stick the exercise strips
- Presentation to introduce the topic

Time required

- 90 minutes



Method

This session is structured in two parts:

1. An introductory quiz to introduce the concepts; and
2. A group exercise to apply the concepts.

Open the session with a quick informal quiz that gets participants to start thinking about the differences between goals, targets and indicators. Display a series of phrases that might be goals, targets or indicators. Ask the participants which category they belong to. For instance: “End poverty in all its forms everywhere. Is this a goal, target or indicator?” After each question is displayed, ask the participants whether it is a goal, target or indicator.

(One approach is to divide the room into three zones, corresponding to goal, target and indicator. Participants can then move to that zone which they believe the phrase to be. So, all participants who believe the phrase indicates a goal moves to the “Goal zone”, etc. This ensures participants are not just sitting.)

After each question, invite a discussion on why the participants think the phrase refers to a goal, target or indicator. If there is disagreement, let participants debate among themselves before the facilitator shares her/his answer.

At the end of the quiz, invite participants to reflect on their understanding of the differences between goals, targets and indicators.

After the participants have shared, build on their understanding and summarize the key differences with a brief presentation. Clarify that goals are broad and high-level statements of our aspiration, organized thematically. The themes include: Poverty, Hunger, Health, Education, Gender. Examples

include: “End poverty in all its forms everywhere”, “Make cities and human settlements inclusive, safe, resilient and sustainable.”

Targets clarify “What is necessary to achieve those goals?”; they are concrete and usually have a deadline associated with them. Examples: “By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.”, “Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable”

Indicators are tools to measure the progress on each target and to ascertain whether we have reached the target. All SDG indicators are quantitative. Examples: “Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural).”, “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.”

A sample Power Point quiz presentation and summary of the key difference is shown below.

In the second part of the session, the participants engage in an exercise to apply the concepts they have just learned.

For the exercise, prepare 4 sets of strips from the handout below. Prepare 4 envelopes, each with one set of strips.

Divide the participants into 4 groups. Give each group one envelope with the strips, chart paper and glue sticks. Explain that each envelope contains different strips: some of them are goals, some of them are targets and some are indicators. The aim of the exercise is to match the goals to their targets and indicators. Project an example to the screen so that participants are clear what the intention is. A sample to project to the screen is shown below.

| Goals | Targets | Indicators |
|--------------------------------------|---|---|
| End poverty all its forms everywhere | By 2030, eradicate extreme poverty for all people every where, currently measured as people living on less than \$1.25 a day | Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural) |
| | By 2030 reduce at least by the half proportion of men, women and children of all ages living in poverty in all dimentions according to national defenitions | Proportion of population livig below the national poverty line, by sex and age |
| | | Proportion of men, women and children of all ages living in pverty in all its dimentions according to national defenitions |

Goals, Targets or Indicators?

What's the difference?

Goal, Target or Indicator?

- By 2030, ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums.

Goal, Target or Indicator?

- Make cities and human settlements inclusive, safe, resilient and sustainable

Goal, Target or Indicator?

- Proportion of urban population living in slums, informal settlements or inadequate housing.

Goal, Target or Indicator?

- By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport.

Goal0, Target or Indicator?

- Ensure sustainable consumption and production patterns.

Goal, Targets or Indicators?

- Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities.

Goals

- Broad and high-level statements of our aspiration
- Organized thematically
- Poverty, Hunger, Health, Education, Gender, etc.
- Examples
 - End poverty in all its forms everywhere
 - Make cities and human settlements inclusive, safe, resilient and sustainable.

Targets

- Targets clarify "What is necessary to achieve those goals?"
- Concrete
- Examples
 - By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
 - Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.

Indicators

- To measure the progress on each target
 - To ascertain whether we have reached the target
 - All SDG indicators are quantitative
- Examples**
- Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)
 - Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, new borns, work-injury victims and the poor and the vulnerable.

Explain that there are similar goals, targets and indicators in their envelopes. Each group has to prepare a chart matching the goals to their targets and indicators. Remind them that a goal can have one or more targets; a target can have one or more indicators associated with it.

Give 30 minutes for this exercise. Invite each group to present their answers. Since each goal appears for two groups, it might be sufficient for each group to present one of their goals to avoid repetition. After each group presents, invite comments from the other groups. Make any corrections on the chart paper itself.



Handout

Strips Set 1

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

Prevalence of undernourishment

Prevalence of moderate or severe food insecurity in the population

By 2030, end all forms of malnutrition

Prevalence of stunting among children under 5 years of age

Prevalence of malnutrition among children under 5 years of age, by type

Strips Set 2

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

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

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex

Participation rate in organized learning (one year before the official primary entry age), by sex

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Strips Set 3

Ensure healthy lives and promote well-being for all at all ages

By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

Maternal mortality ratio

Proportion of births attended by skilled health personnel

By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

Tuberculosis incidence per 100,000 population

Malaria incidence per 1,000 population

Strips Set 4

Achieve gender equality and empower all women and girls

Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making

Proportion of seats held by women in (a) national parliaments and (b) local governments

Proportion of women in managerial positions

Ensure universal access to sexual and reproductive health and reproductive rights

Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care

Number of countries with laws and regulations that guarantee women and men access to sexual and reproductive health care, information and education.

"Where after all, do human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."

–Eleanor Roosevelt

The first chairperson of the UN Human Rights Commission. She was also the United States delegate to the United Nations General Assembly from 1946-1952.



5. Child Labour and SDG

Objectives

- To recognize the inter-relatedness of SDGs and how they support one another
- To locate Child Labour within the SDG

Materials required

- A ball of twine
- Copy of Place Cards (sample given below)
- Copies of SDG Goals and Targets for participants
- Copy of Vijaya's story for the facilitators

Time required

- 90 minutes



Method

This session is structured into a minor part and a major part. The major part of this session involves a web exercise and its processing. As preparation for the web exercise, the minor part familiarizes participants with one SDG goal and its targets.

Share the SDG Goals and Targets with all participants. Acknowledge that the full list of goals and targets are intimidating to study at one go. Hence, we shall all learn one goal and its associated targets.

Divide the class into 8 groups. For instance, if there are 20 participants, divide into groups of 2-3 participants. Some groups will have 2 participants, and some will have 3 - that's fine.

The eight goals we will take up in this exercise are SDG Goals 1, 2, 3, 4, 5, 6, 8, and 10. Assign a different goal to each of the eight groups. Give them 20 minutes to read and understand the goal and its associated targets. If translation is required within groups, allow for 30 minutes.

While participants are studying their goal and targets, arrange all the chairs in a circle in the center of the room. The participants will sit in the circle along with their group mates for the duration of the upcoming web game exercise. So, allow for comfortable spacing between the chairs.

A set of 8 Place Cards is given below. Each Place Card contains an SDG goal and keywords that summarize the targets for that goal. Lay out the 8 Place Cards evenly spaced inside the circle, close to the chairs. Each group will take their seat behind the Place Card for their goal. Let the Place Cards face outwards so that the group can refer to them easily during the exercise.

Invite one participant to volunteer to be Vijaya, the protagonist of the story we will be using in the exercise. Request her/him to be at the center of the circle – they could sit on the floor, or in a chair in the center of the circle. Give the ball of twine to “Vijaya”

Ask the participants to read out the keywords in their Place Cards so that everyone becomes familiar with the main targets for each of the 8 goals. Give time for clarifications.

Share with the participants how the upcoming exercise will be played. The facilitator will read aloud the story of a young woman, Vijaya who becomes a child labourer. The facilitator will pause after every 2-3 sentences and ask “Which SDG Goal/Target could have prevented this from happening?” The ball of twine will be unwound and passed around to those goals the participants think could have prevented this from happening. Suggest that the exercise will become clear once the participants get started. If any group has more than 2 people, request one of them to assist the facilitator in passing the ball of twine.

Begin reading the case study, and pause after every few sentences. In the case study below, the symbol ? suggests a point where the facilitator could pause. Ask the group “Which SDG Goal could have prevented this from happening?” In most cases, participants are likely to call out which goal could have prevented the incident. In some cases, the facilitator will need to prompt participants with clues. In the authors’ experience, the targets related to social security are where participants might need hints.

As the story progresses, allow the ball of twine to be unwound and passed around from goal to goal. As the twine criss-crosses the circle, a web will emerge.

Give 20 – 30 minutes for this part of the exercise, allowing the web to emerge organically with the group’s answers as the story unfolds.

At the end of the story, pause and invite participants to reflect on what they see. Some of the reflections participants share could include:

- “This is like a web, where everything is connected”
- “Vijaya’s life is affected by all the SDG goals – these issues are all interconnected”
- “We should not see the SDG goals in isolation, they are interlinked”
- “Though Vijaya was a child labourer, her life is affected by issues in all the goals”
- “If any of the goals is not met, then the other goals become difficult to meet too”
- “Sometimes we talk about child labour in isolation or with just education, but here we see how it is connected with everything else – hunger, health, water, etc.”

The facilitator can share her/his own reflections and build on what the participants share. Give 10 – 15 minutes for the reflections. Try to get every participant to share their thoughts.

Ask clarifying and probing questions as participants share their reflections:

- “Which social institutions play a role in this web?”
- “How does the Market or Family play a role?”
- “How is clean water connected to Child Labour?”
- “Is any of these goals not connected to Child Labour?”

Once participants have reflected deeply, bring the session to a close. Request a few volunteers to re-wind the ball of twine – that activity itself could take up to 5 minutes.

Handout: Vijaya's Story

Vijaya is a 14-year-old Dalit girl from Koppal district of Northern Karnataka. Vijaya's parents used to work as manual agricultural labourers. Their first child was affected by polio. Their next child died at child-birth, quite likely because her mother was weak and did not receive adequate nutritious food. ? After their son lost his leg, her parents wanted another son who was healthy. They were disappointed when Vijaya was born – a girl child was yet another burden. ?

Vijaya's older brother went to the government school in the village. He was good at studies and did well in class. However, he was constantly teased and bullied by his classmates because he limped and walked slowly. ?

Vijaya was excited to go to school initially. The boys harassed her on the way to school. Vijaya's spirit was strong and she refused to be frightened by the

boys. ? But when she reached puberty, she became more withdrawn. Their school did not have clean toilets for girls, and she was embarrassed to go to school around the time of her periods. ?

Three years ago, their village was badly affected by floods. Parts of her house crumbled and the family had to spend money to strengthen the walls. ? The next few months, there was never enough food in the house. When there wasn't enough food, her mother served her father and brother first – the leftover food was never enough for Vijaya and her mother. ?

The Mid Day Meals in schools became very intermittent after the floods. That's when Vijaya's parents decided to pull her out of school to earn money for the family. ? Vijaya joined many other girls of her age at a seed-crossing farm nearby. Vijaya worked 6 hours a day in extremely hot weather to cross seeds of chillies and tomatoes. She would be exhausted by the evening. As there were no toilets there, she and her friends had to go out in the open. ?

Two years after the floods, the summer was unusually long. The rains came late and the crops failed. The well where Vijaya and her mother drew water from dried. They had to walk 3 kms to reach the next well she could draw water from. ? There were fewer days of work at the farm, and so the family's wages fell. Under extreme stress, her parents decided to migrate to the city. That's how Vijaya's family migrated to Bangalore. ?

The family stayed at a construction site where Vijaya's parents got work. Vijaya and her brother would help their mother break stones at the site. The stone dust irritated their lungs and her mother often fell sick. ? Luckily, her mother found work in a textile unit, even though the wages were low.

At the insistence of a local NGO, Vijaya and her brother began to attend school again. ?

One evening, Vijaya's father fell from a scaffolding and broke his legs. He could not work for several months. The pressure on Vijaya's mother increased - she had to work long hours at the textile unit and also take care of her husband.

? Vijaya's brother was now 17 and wanted to start working; but he didn't have adequate technical or vocational skills to get regular employment.

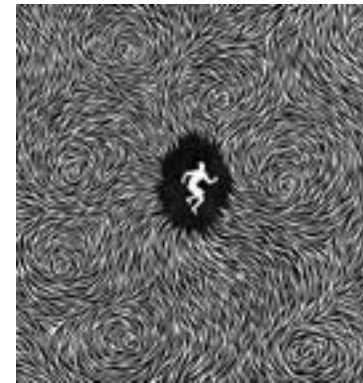
? He wanted to setup a petty shop, but no banks were willing to lend him money afraid that a boy with disability would not be able to repay them. ?

That's when Vijaya dropped out of school and began working as a domestic worker in the wealthy houses nearby. ? She swept, cleaned and washed vessels in four houses from 6 am to 3 pm. Some home owners treated her badly - they saw her as unclean and impure and didn't want her to enter the kitchen. ?

Slowly, her mother began to get depressed. The doctor at a medical camp referred her to a psychiatrist. Though her father restarted work, the family's income was insufficient to pay for the medicines prescribed by the psychiatrist. Sometimes Vijaya brought her mother medicines when they got over, but not always. Vijaya decided there was no way she could return to school - she would have to work even longer hours for her family to survive. ?

Recommended Reading

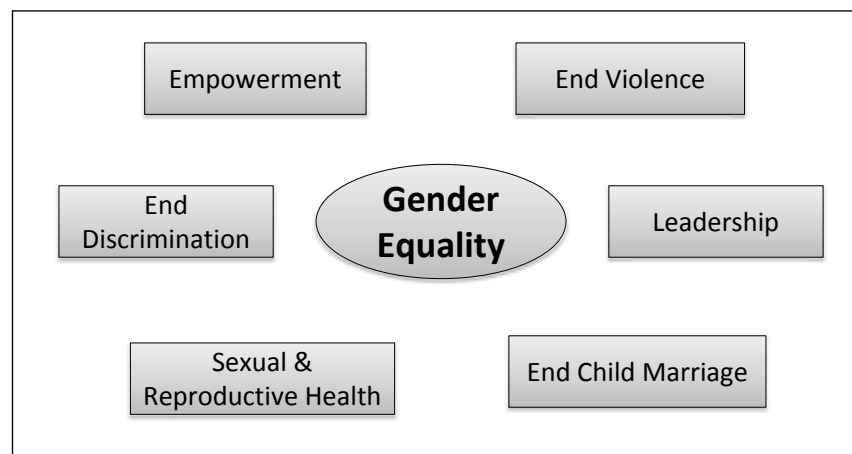
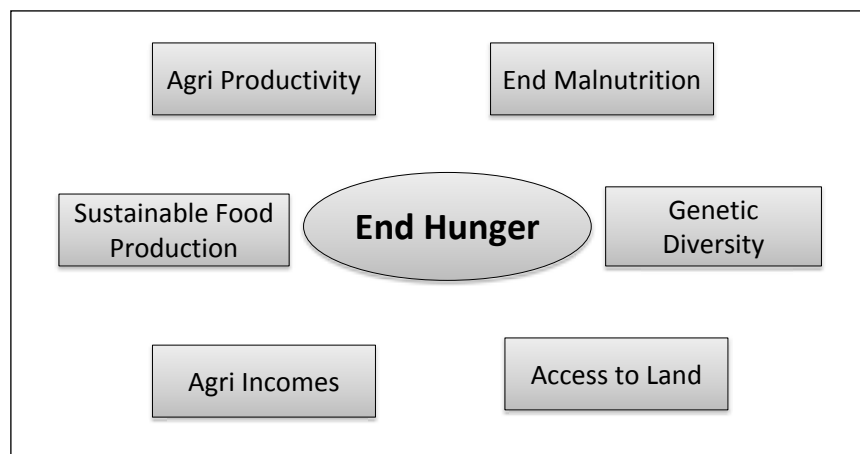
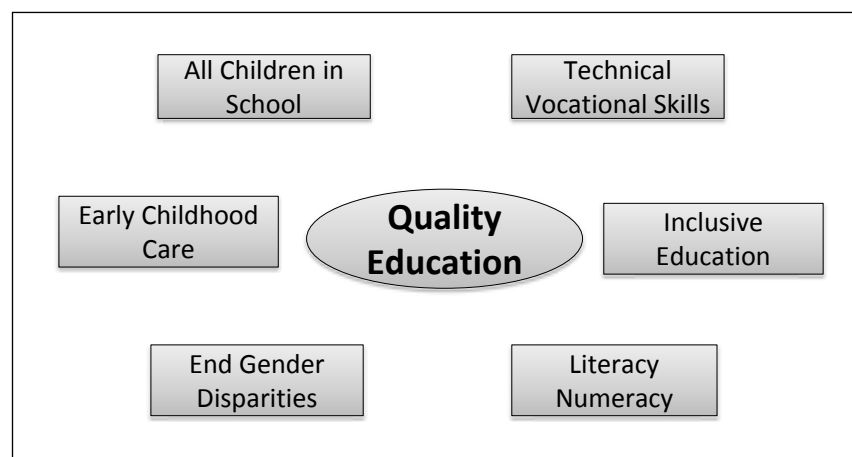
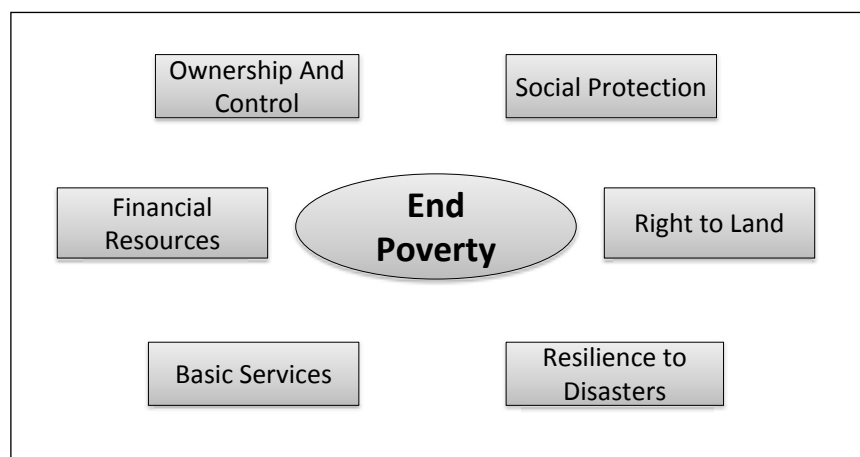
1. Towards integration at last? The sustainable development goals as a network of targets, http://www.un.org/esa/desa/papers/2015/wp141_2015.pdf

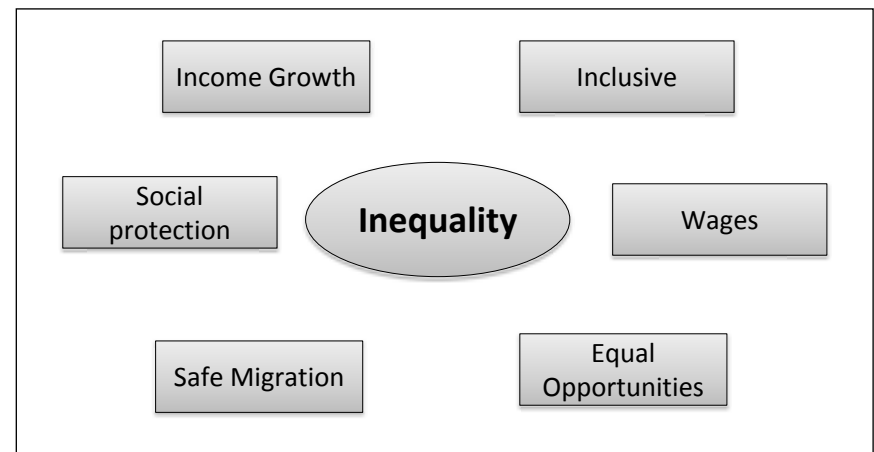
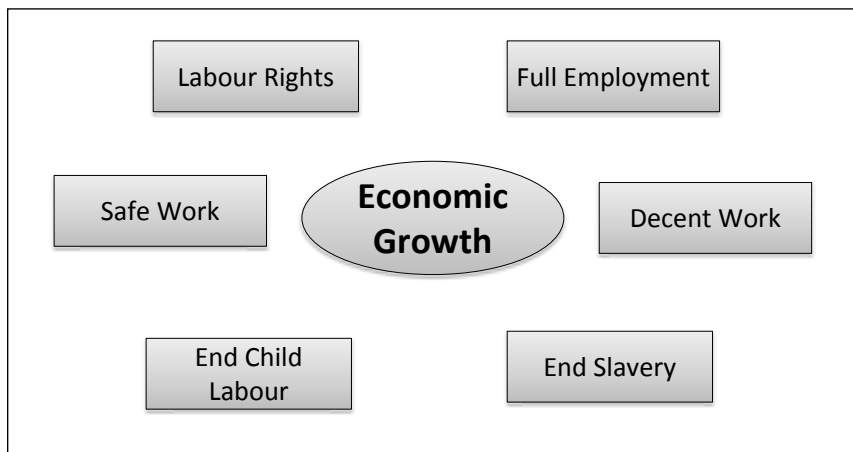
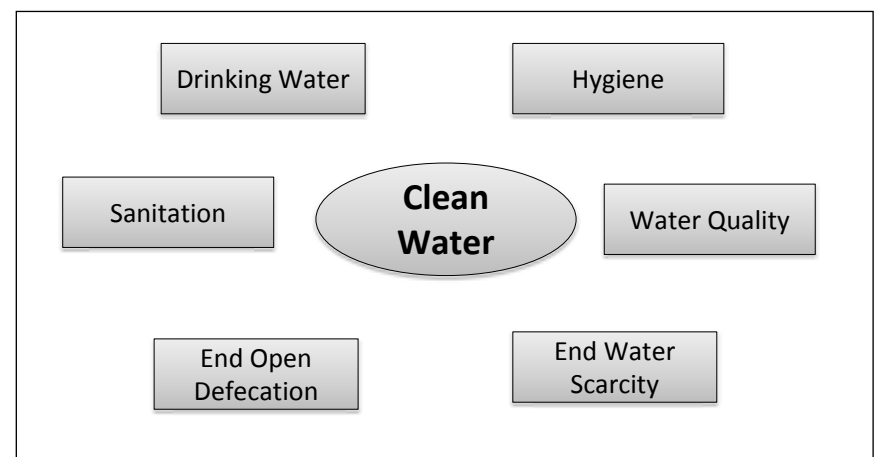
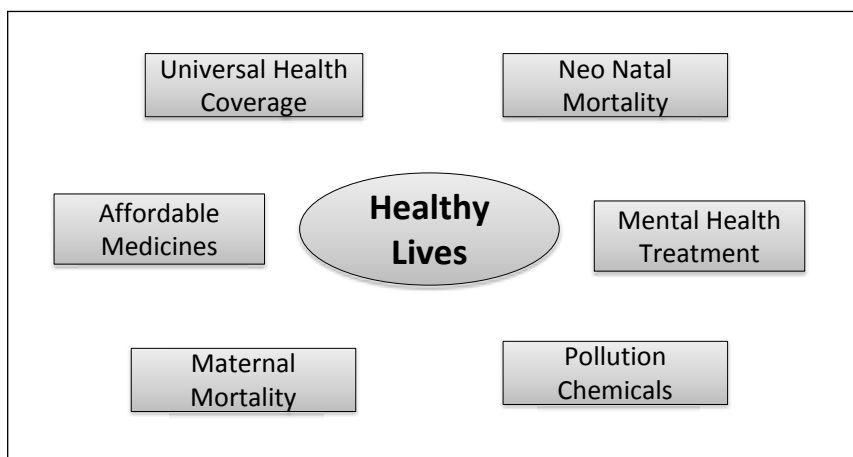


Handout: Place Cards

Below are the 8 Place Cards with keywords for each of the goals used in this exercise. Print one or two per A4 sized sheet.

Place Cards





6. Child Rights and SDG

Objectives

- To understand how the SDGs protect and promote the rights of children
- To recognize the link between SDGs and specific child rights enshrined in UNCRC

Materials required

- Handout of Child Rights summary for each participant
- Handout of SDG goals and targets
- Chart paper, coloured marker pens
- Sample presentation slide for the exercise

Time required

- 90 minutes



Method

This session follows logically from the previous session on Child Labour and SDG. In this session, participants will apply their knowledge of Child Rights to locate the SDGs within the UNCRC framework of rights. The session assumes that participants have a working knowledge of the rights of children enshrined in the UNCRC; it does not assume that participants can quote all the articles of the UNCRC from memory.

Introduce the session by recalling that in the previous session the participants located Child Labour within the framework of SDGs – they showed how multiple SDGs are relevant to address the issue of child labour. In this session, we will turn the gaze the other way, and look at the SDGs from a child rights framework. Participants will analyse how different SDG goals and targets protect and promote the rights of children.

Pass copies of the 2-page summary of child rights (given below). Let participants take 5 – 10 minutes to go over them quickly.

Inform participants that they will be divided into groups and assigned several SDG goals and targets. In their groups, they will have to analyse all the targets assigned to them from a child rights perspective. They need to find out “Which rights of children does this target protect or promote?” Note that some targets might protect one or more child rights, while some targets might not protect any child rights – they might be irrelevant from a child rights perspective. Either way, the group needs to discuss and analyse how various SDG targets are linked to child rights. They can present their findings in a table in a chart paper, with each target on the left, and the child rights they protect on the right. Display a sample segment of such a table for Goal 1.

| Target | Child Right |
|-------------------------------|--|
| 1.1 Eradicate Extreme Poverty | Right to life, Right to standard of living |
| 1.2 Halve poverty | Right to life, Right to standard of living |
| 1.3 Social protection | Right to social protection |

Gently remind participants that they are analysing each SDG target one-by-one from a Child Rights perspective. At times, participants might try to go in the other direction – which all goals protect each of the rights of children? While the latter is also a useful exercise, that is not the present exercise.

Divide the participants into groups of 4 – 5 people. Allocate a set of SDG goals to each group. If there are 4 groups, here is a simple allocation that works.

Ensure that each group gets sufficient copies of the SDG goals and targets assigned to them. One approach is to give all participants a full set of all the SDG goals and targets, which is a 14-page document available at the end of this training manual.

Give the groups 30 – 60 minutes to prepare their analysis. If each group has been assigned 4 goals, they will most likely need about 60 minutes. If the groups have only 2 – 3 goals to analyse, then they will need less time. If translation is required within groups, then budget more time.

| Group A | Group B | Group C | Group D |
|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15, 16 | 17 |

When the groups are starting to perform their analysis, the facilitators can move around each of the groups and verify that the exercise is clear to the participants. Encourage the groups to perform their analysis initially in their notebooks, and later to transfer it to the chart paper for presentation.

Request that all groups present their charts in portrait layout, and not in landscape layout. That will help in laying out the sheets for final presentation easily.

Periodically check in with the groups during their analysis. Groups might need support in understanding some of the key words and technical terms.

It is possible that some groups are unable to complete the analysis of all the goals assigned to them. Ensure that all groups complete their analysis of at least one goal.

When the groups are ready, invite them to display their charts on the white board or the floor. Arrange the charts so that participants can see them easily.

Invite a representative from each group to present. Each group can present their analysis for one of the goals assigned to them - they can choose which goal they want to present. After each presentation, check if the other participants would like any clarifications or have suggestions for the group which is presenting. Request the presenter to clarify points that seem very subtle.

After all the groups have presented on one of their goals, gently conclude the session by inviting reflections on the exercise: “What do we see from the presentations?”, and “Why are we doing this exercise?”. Some of the reflections that participants share might include:

“What do we see from the presentations?”

- “That the SDGs are strongly supportive of child rights.”
- “Most SDGs protect one or more rights of children.”
- “Sometimes SDGs promote child rights directly, sometimes more indirectly.”
- “Just as all the rights of children are important, all the SDGs are important too.”

“Why are we doing this exercise?”

- “This exercise enables us to see clearly that SDGs and Child Rights are closely linked.”
- “We can use SDGs to promote Child Rights.”

- “Rights are a more powerful language; this exercise allows us to articulate SDG also in child rights’ terms.”
- “This exercise corrects a misunderstanding that SDG is just about adults.”



Handout: Summary of UNCRC Child Rights

- Article 1 : Definition of a child.
- Article 2 : Children must be protected from discrimination.
- Article 3 : Best interests of the child (taking into account rights & duties of parents).
- Article 4 : Legislative measures to implement the treaty.
- Article 5 : The rights of parents.
- Article 6 : The right to life.
- Article 7 : The child's right to birth registration.
- Article 8 : The child's right to a name, nationality and family relations.
- Article 9 : The child's right not be separated from their parents against the child's will.
- Article 10 : The child's right to maintain contact with both parents if they separate.
- Article 11 : Measures against the illicit transfer of children abroad.
- Article 12 : The child's right to be heard in any judicial and administrative proceedings.
- Article 13 : The child's right to freedom of expression.
- Article 14 : The child's right to freedom of thought.
- Article 15 : The child's right to freedom of association.
- Article 16 : The child's right to privacy.
- Article 17 : The child's right to information from national & international mass media.
- Article 18 : Parents or legal guardians have the primary responsibility for the child's upbringing.
- Article 19 : State obligations to protect children against maltreatment and abuse.
- Article 20 : State obligations to children temporarily or permanently deprived of their family environment.
- Article 21 : State obligations to children with regard to adoption.
- Article 22 : State obligations to children who are classed as refugees.
- Article 23 : State obligations to children who are mentally or physically disabled.
- Article 24 : State obligations to provide child health care services.
- Article 25 : Children placed in physical or mental health care settings have the right to a periodic review of their circumstances and treatment.
- Article 26 : The child's right to social security insurance and benefits.
- Article 27 : The child's right to a standard of living adequate for the child's physical, mental, spiritual moral and social development.

Article 28 : The child's right to education.

Article 29 : The goals to which a child's education should be directed, and the right of individual adults to establish and direct educational institutions.

Article 30 : The rights of children belonging to ethnic, religious or linguistic minority groups.

Article 31 : The child's right to rest, leisure and recreational activities.

Article 32 : The child's right to be protected from economic exploitation.

Article 33 : State obligations to protect children from the illicit use of narcotic and psychotropic drugs.

Article 34 : State obligations to protect children from sexual exploitation and sexual abuse.

Article 35 : State obligations to prevent the abduction or trafficking of children.

Article 36 : State obligations to protect children from all other forms of exploitation prejudicial to the child's welfare.

Article 37 : State obligations to ensure that children are not subjected to torture, inhuman or degrading treatment or punishments, including capital punishment or life imprisonment without the possibility of release.

Article 38 : State obligations to ensure that children under fifteen years do not take a direct part in wars or other hostilities, and to protect and care for children affected by armed conflict.

Article 39 : State obligations to promote physical and psychological recovery of child victims of torture, degrading treatment or armed conflict.

Article 40 : State obligations concerning children who infringe penal laws.

Article 41 : No part of the Convention shall override provisions contained in State laws which are more conducive to children's rights.

Article 42 : State obligations to make the provisions of the Convention widely known.



Essential Reading: Child-related SDG Indicators - UNICEF

UNICEF's work is structured around 5 overarching areas of well-being for every child which are grounded in the 2030 Agenda for Sustainable Development. These five areas are that:

- Every child survives and thrives
- Every child learns
- Every child is protected from violence and exploitation
- Every child lives in a safe and clean environment
- Every child has a fair chance in life

This human rights based approach pursues a vision of realizing the rights of every child, especially the most disadvantaged and responds to the call to “leave no child behind”, so that the rights of every child, everywhere, will be fulfilled. The table below lists the SDG indicators that have been identified by UNICEF, based on these broad areas, as most relevant for monitoring the situation of children under each SDG goal.

| | | | |
|-------|---|-------|---|
| 1.1.1 | Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural) | 1.3.1 | Proportion of population covered by social protection floors/systems, by sex, and distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work injury victims, and the poor and the vulnerable |
| 1.2.1 | Proportion of population living below the national poverty line, by sex and age | 1.4.1 | Proportion of population living in households with access to basic services |
| 1.2.2 | Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions | 2.2.1 | Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age |
| | | 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) |
| | | 3.1.1 | Maternal mortality ratio |
| | | 3.1.2 | Proportion of births attended by skilled health personnel |
| | | 3.2.1 | Under-5 mortality rate |
| | | 3.2.2 | Neonatal mortality rate |
| | | 3.3.1 | Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations |
| | | 3.3.2 | Tuberculosis incidence per 1,000 population |
| | | 3.3.3 | Malaria incidence per 1,000 population |
| | | 3.4.2 | Suicide mortality rate |

- 3.6.1 Death rate due to road traffic injuries
- 3.7.1 Proportion of women of reproductive age (aged 15–49 years) who have their need for family planning satisfied with modern methods
- 3.7.2 Adolescent birth rate (aged 10–14 years; aged 15–19 years) per 1,000 women in that age group
- 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)
- 3.9.1 Mortality rate attributed to household and ambient air pollution
- 3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe WASH services)
- 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
- 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- 4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex
- 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)
- 4.6.1 Percentage 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
- 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 Water, Sanitation and Hygiene for All (WASH) indicator definitions)
- 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
- 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
- 5.3.1 Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18
- 5.3.2 Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age
- 5.4.1 Proportion of time spent on unpaid domestic and care work, by sex, age and location
- 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

- 6.1.1 Proportion of population using safely managed drinking water services
 - 6.2.1 Proportion of population using safely managed sanitation services, including a hand- washing facility with soap and water
 - 7.1.2 Proportion of population with primary reliance on clean fuels and technology
 - 8.7.1 Proportion and number of children aged 5-17 years engaged in child labour, by sex and age.
 - 10.1.1 Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total population
 - 11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing
 - 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.
 - 13.1.1 Number of countries with national and local disaster risk reduction strategies
 - 13.1.2 Number of deaths, missing and persons affected by disaster per 100,000 people
 - 16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age
 - 16.1.2 Conflict-related deaths per 100,000 population, by sex, age and cause
 - 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
 - 16.2.3 Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18
 - 16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age
 - 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
 - 17.19.2 Proportion of countries that a) have conducted at least one Population and Housing Census in the last ten years.
- [The above reading is excerpted from the UNICEF web site. It is available at: <https://data.unicef.org/children-sustainable-development-goals/>]

Recommended Reading

1. UNICEF and the 2030 Agenda for Sustainable Development, <https://www.unicef.org/agenda2030/>
2. UNICEF Data: Monitoring the Situation of Children and Women, <https://data.unicef.org/children-sustainable-development-goals/>
3. SDG teaching tools & child-friendly materials, https://www.unicef.org/agenda2030/69525_82235.html

7. SDG 4 and Inclusive Education

Objectives

- To understand SDG 4, its targets and indicators
- To learn from the experience of each other on good practices for inclusive education

Materials required

- Chart paper, marker pens

Time required

- 90 minutes



Method

This session is structured in two parts, with each part focusing on a different objective articulated above.

Share the objectives of the session with the participants. Emphasize that the session will build on the knowledge and experience of participants on SDG 4 and inclusive education.

Invite participants to share what they already know about SDG 4. If participants have not yet read SDG 4, give them time to go over the goal, targets and indicators. Even if participants have read it as part of an earlier session, it might be good to give them 5 minutes to review the goal, targets and indicators.

When participants share their understanding, write them on the whiteboard. Organize the ideas into a few categories while writing itself, so that the ideas cohere logically. A few logical categories are:

- The underlying principles
- The key features
- The targets
- The indicators
- The interconnectedness of SDG 4

The background sub-section of this lesson plan sketches key ideas along the same categories. That will enable the facilitator to quickly recognize where the different ideas fit.

Once participants have finished sharing, review what is already on the white board. Fill in any gaps you notice and show the participants how their ideas have been organized. Let them read the organized white board once more, at their own pace.

For the next segment of the session, divide participants into 4-5 groups. The groups could be formed either by geography, or by theme. For instance, they could be organized based on the regions they come from. Often, it is better to group by themes such as those working to include children from the textile industry, or those working to enrol children from stone quarries, etc. Consider getting suggestions from the participants on how they would like the groups to be formed.

Ask each group to share their experiences and their learnings within the group. Let them focus on what worked (good practices), and what did not (challenges). Encourage them to share success stories briefly in the group. Request each group to document their highlights in a chart for presentation. Give about 30-45 minutes for this sharing.

After the participants share in groups and prepare their presentation charts, give each group 4-5 minutes to present to the larger group. After each presentation, invite comments, questions and clarifications. Add more ideas the facilitators might have.

Here are some good practices, challenges and success stories that were shared in a recent workshop.

Good Practices

- Involving all stakeholders
- Providing all companies child protection policy and getting it signed
- Giving data on children to CRP, Youth, CPC, GP, SHG members who can monitor & ensure that they are going to school
- Child Forums and Child Rights Clubs at village level, school level etc.
- Strengthening SMCs
- Creating social norms in SHG, SMC, Panchayats etc.
- Open school system for children above 15 yrs.
- Lobbying with education/ labour specifically child related departments
- Language based teachers to ensure migrant children can learn in their mother-tongue
- Providing hostel facilities
- Seasonal hostel for children from migrant families
- Data collection on children out of school
- Convincing parents
- Short term bridge schools
- Long-term bridge schools for girls
- Creating access to social welfare hostels

- Enrolment campaigns
- Collaboration with Government (Police, District Protection Office)
- Schools for migrant children with the medium of instruction in their mother tongue
- Mobilizing teachers' unions, ASHA workers, anganwadi worker's union etc.
- Using child helpline
- Economic support from NGO/ Govt.
- Social security benefits
- Monitoring mid-day meals and school facilities
- Working with employers and holding them accountable
- Vocational training and literacy class
- Creating social enterprises along with literacy programme for above 14 yrs children
- Tracking children for retention

Challenges

- It is difficult to get back drop-outs older than 14 years
- Counselling parents in extreme poverty to enrol their children is very challenging

- Inclusion of children with disability is very difficult
- Collaboration with teachers is often challenging

Success Stories

- Open School System: Success story-enrolled 4500 children in 10th & intermediate school. Out of this 2500 children have passed. Fees paid by UNICEF and support from special Govt. departments.



Handout: SDG 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The Underlying Principles of SDG 4

1. Education is a fundamental human right and an enabling right. Education shall aim at the full development of the human personality and promote mutual understanding, tolerance, friendship and peace.
2. Education is a public good. The state is the main duty-bearer in protecting, respecting, and fulfilling the right to education. Education implies an inclusive process of public policy formulation and implementation. Civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education.
3. Gender equality is inextricably linked to the right to education for all. Achieving gender equality requires a rights-based approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

The Key Features of SDG 4

1. A broad scope ensuring lifelong learning opportunities
2. Renewed focus on equity, inclusion and gender

3. Renewed focus on effective learning
4. New focus on relevance of learning

The SDG 4 Targets

Target 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.

Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 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.

Target 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.

Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, 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.

Target 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.

Target 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.

Target 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.

SDG 4 - Global indicators for education

- 4.1. Reading and mathematics learning outcomes
- 4.2. 2% of under 5s who are developmentally 'on track'
- 4.3. Participation rate of adults in formal and non formal education and technical and vocational training
- 4.4. 4% of youth/adults with ICT skills
- 4.5. Parity indices Sex, Urban/ Rural, wealth quintile (for all indicators that can be disaggregated)
- 4.6. Proficiency of youth/adults in literacy and numeracy
- 4.7. 7% of 15 year olds proficient in environmental, geoscience, global citizenship, non violence etc.
- 4.a. % of schools with access to basic services and facilities
- 4.b. ODA expenditure on scholarships
- 4.c. % of trained teachers

The Inter-connectedness of SDG 4

Education-related targets are spread across the SDGs. Education is not restricted to SDG 4. It is linked to many other SDGs in one way or another.



Gender Equality

Target 5.6: Number of countries with laws and regulations that guarantee women aged 15–49 years access to sexual and reproductive health care, information and education



Decent Work and Economic Growth

Target 8.6: By 2020 substantially reduce the proportion of youth not in employment, education or training



Responsible Consumption & Production

Target 12.8: By 2020 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature



Climate Change Mitigation

Target 13.3: Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Recommended Reading

1. The UN Sustainable Development Goals, <http://www.un.org/sustainabledevelopment/education/>
2. The Sustainable Development Knowledge Platform on Goal 4, <https://sustainabledevelopment.un.org/sdg4>



8. Disability Inclusive Education

Objectives

- To develop a disability justice perspective
- To recognize the various forms of exclusion children with disabilities experience in education

Materials required

- White board, markers
- Chart paper for group work

Time required

- 90 minutes



Method

This session is structured in three parts:

1. A brainstorming session leading to an analysis of assumptions and perspectives
2. A short story narration and reflection
3. A group exercise to identify exclusions children with disabilities experience in education.

As the session opens, invite participants to share the various ideas we all have about “disability”. What is disability? What does it mean? Point out you are not asking for the various types of disability, but rather what disability means.

The responses are likely to include a variety of words and phrases: disability means defect, abnormal, less capable, needs help, dependent, excluded, does not have friends, asexual, due to bad Karma of past lives, past sin, etc. As participants call out these phrases, write them on the whiteboard, organizing/ clustering them quietly into three categories. Don't label the categories yet, nor make it obvious that you are categorizing them. A simple approach is to divide the white board in your mind into 3 sections and to fill those 3 sections with the phrases being called out.

The 3 categories we want to organize the words into reflect three different perspectives on Disability:

1. Defect Perspective
2. Inadequacy Perspective
3. Diversity Perspective (Justice Perspective)

Ideas like *defect, abnormal, can be fixed, bad Karma*, etc reflect the defect perspective. The defect perspective sees Disability as a defect in the person, an abnormality that needs to be corrected, possibly medically. The defect perspective tends to look down on the person with disability, seeing them as a bad person, an abnormal person or a lesser person.

Ideas like *inadequate, needs help, burden, dependent* etc. reflect the Inadequacy perspective. The inadequacy perspective sees the person with disability as being inadequate – not have enough strength, capability, skills, etc. that can be overcome by providing them aids and equipment. The inadequacy perspective also tends to look down on persons with disability, seeing them as inferior persons or a lesser person.

Ideas like *excluded, discriminated, does not have friends, denied education*, etc. reflect a diversity or justice perspective on Disability. The diversity/justice perspective sees that human beings are very diverse with different skills, capabilities, etc. They see disability as arising from dominant society catering to the needs of the dominant class and excluding people who are different. Thus, in this perspective, the absence of legs does not cause a disability – that is part of human diversity. But when steps to a building prevent a person in a wheelchair from entering a building, society disables that person. The designers of the building could have chosen ramps over steps. By choosing steps in their design, they excluded people in wheelchairs from easily accessing the building. Thus, the disability is socially constructed, it is not inherent in the person who is being disabled.

The Disability justice movement uses two words to clarify these ideas: impairment and disability.

Impairment refers to the biological diversity inherent in human beings. For instance, some people have two legs, some have one and some have none. There is nothing right or wrong about being one way. This is natural biological diversity. People should not be discriminated or excluded because they are different.

Disability refers to the socially constructed barriers that lead to people with impairment enjoying lesser outcomes in life. These barriers could be physical, or attitudinal. Physical barriers include steps to buildings, or the non-availability of books for visually impaired readers. Attitudinal barriers include attitudes like “people with impairment cannot do any jobs”, or “people with impairment may only marry other people with impairment”. Disability is thus a social injustice that needs to be addressed structurally. We need to change society to ensure justice for people with impairments.

Invite reflections from participants on this analysis and clarify questions they might have. As this is a critical concept to understand, organize a quick quiz. Read out 6-8 statements, taking a short break after each. Ask the participants to move to the back of the room if your statement is about impairment, and to the front of the room if they think it is about disability. Those who are uncertain may stand in the middle of the room. When they have moved, ask one or two participants to explain why they chose what they did.

Here are sample statements for the quick quiz:

- a. Some people cannot hear sounds. (Impairment)
- b. People who cannot hear are considered abnormal. (Disability)
- c. Very few schools teach sign language to communicate with hearing impaired. (Disability)
- d. People with auditory impairment do not get jobs easily. (Disability)
- e. Some children are born autistic. (Impairment)
- f. Autistic children are seen as a burden on society. (Disability)
- g. Very few teachers are trained to educate autistic children. (Disability)

Invite participants to form their own statements and ask the class if it's about impairment or disability.

Let the participants go back to their seats after the quiz.

At this point, participants will be grappling with the idea of disability as socially constructed and not an abnormality of the individual. This is a key idea, and it usually takes time to take root. Ease that process by sharing a short story.

The Country of the Blind is a short story by H G Wells. As part of the preparation, the facilitator can read it online at the link given below. During the session, the facilitator can narrate the story – adapting it and shortening it to meet the needs of the class. Build up the tension to where the villagers “realize” that the outsider has a defect, and that it's the eye. Participants often

burst out laughing when they realize how our ideas about what is normal are socially constructed.

After narrating the story, invite participants to share their reflections.

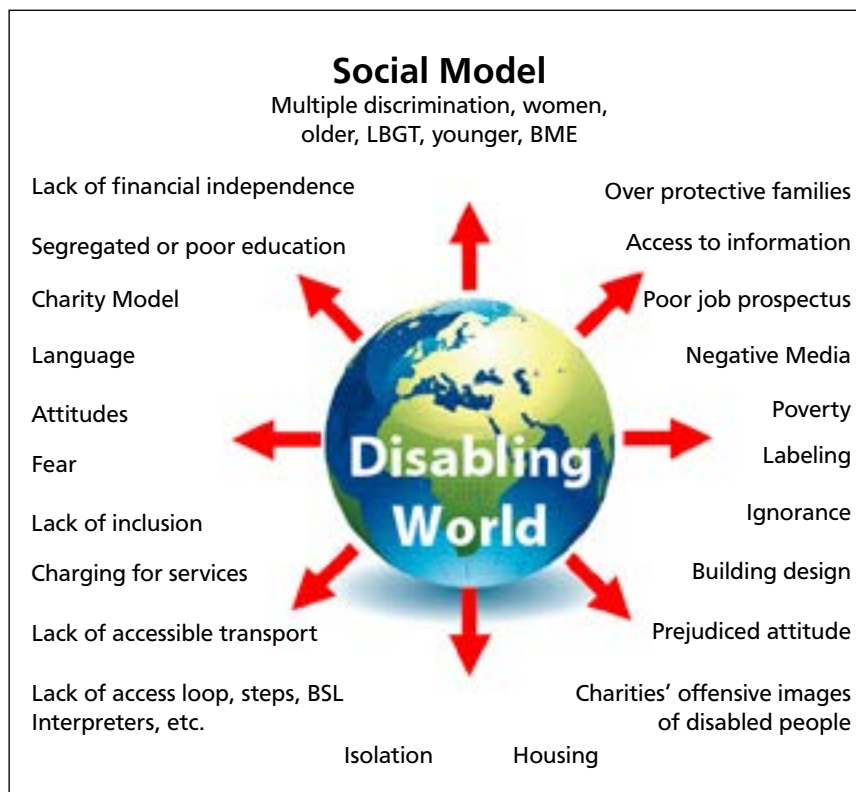
Take a 5-minute break, as the class is shifting gears after the story; it also allows participants to process the ideas so far in their own minds.

When participants come back from the break, divide them into 4 groups. Ask each group to identify the exclusions children with disability experience in schools. Give each group a different aspect of school so that they can focus better:

- The classroom
- The curriculum
- The playground
- Outside the school

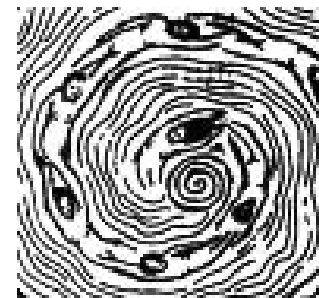
Give the participants about 15 minutes to prepare charts of the exclusions they know of. This is an opportunity to share experiences and learn from each other.

After the groups have presented their charts, invite any final comments or reflections. Conclude by sharing how the charts show the consequences of disability injustice on children in education. It enables participants to reframe the exclusions they have seen in terms of an injustice.



Recommended Reading

1. The Country of the Blind, by H G Wells, <http://www.online-literature.com/wellshg/3/>
2. One Billion Forgotten: Protecting the Human Rights of Persons with Disabilities, https://www.hrw.org/sites/default/files/related_material/2014%20disabilities_program_low.pdf
3. Beyond Access: Mia Mingus on Disability Justice, <https://equitableeducation.ca/2013/mia-mingus-disability-justice>



9. Child Labour and Target 8.7

Objectives

- Understand SDG Target 8.7 about eradicating child labour
- To learn from the experiences of others in addressing child labour

Materials required

- Chart paper, marker pens

Time required

- 90 minutes



Method

Introduce the statement of Target 8.7 to the participants.

“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.”

Share the relevant indicator for the target:

“Ratification and implementation of fundamental ILO labor standards and compliance in law and practice”

Invite any clarifications and observations from the participants. Indicate that the purpose of the session is to learn from each others’ experience on addressing child labour.

(This session overlaps and complements the session on SDG 4 in this Training Manual. If adequate time is not available for both the sessions, consider merging the two sessions. Both of them involve learning from the experiences of each other on related themes.)

Divide the participants into groups. The groups could be formed either by geography, or by theme. For instance, they could be organized based on the states they come from. Often, it is better to group by themes such as those working against child labour in the textile industry, and those working against child labour in stone quarries, etc. Consider getting suggestions from the participants on how they would like the groups to be formed.

| Target group | Best practices/ strategy | Achievement |
|--|---|---|
| Children of stone quarry workers | Convenient Education Centre, VTS, EPS, CBOs | Access to education Access to income Access to livelihood. Access to policies |
| Children working in Textile units | Child Rights Protection Forum(CRPF) House owners Alternative Learning Centres Child Parliament, Linkages with Govt. institutions, CBOs, policies with textile units Appointing multi linguistic teachers, VT, Awareness programme and SHGs | Access to education, rights, enjoying CLFZ Continuing 10 th and +2 colleges |
| For girl children of Devadasis | Residential education programme (Holistic child development project) | 87 Children graduated 6 employed in the organization itself 1 panchayat member |
| Tribal children experiencing exclusion | Govt. hostels, Migration shelter homes/ bridge school Working with Govt. schools and SHGs | Skill development Girl child education Retention in school |
| Dalit children in remote villages | Balapata - play based methods, clean & green, kitchen garden, self-reliance life style | Residential school SHGs-Best club Govt. welfare activities |
| All forms of child labour | Social mobilization, Social norms, CRPF, Bridge school, Govt. institutions, Awareness programmes. | CLFZs |
| All children below 18 years | Child Protection Committees (CPC) Right to education(local schools) Skills for employment (Community College) ICRDCE | Stop more than 100 child marriages Rescued 12 bonded labourers 1000+ back to school |

Ask each group to share their experiences and their learnings within the group. Let them focus on what worked, and what did not. Request each group to document their highlights in a chart for presentation. Give about 30-45 minutes for this sharing.

After the participants share in groups and prepare their presentation charts, give each group 4-5 minutes to present to the larger group. After each presentation, invite comments, questions and clarifications. Add more ideas the facilitators might have.

The table on the previous page shows some ideas from a recent workshop.

Recommended Reading

1. SDG Goal 8, <https://sustainabledevelopment.un.org/sdg8>
2. ILO Reports Find Progress on Ending Child Labour Insufficient to Meet SDG Target, <http://sdg.iisd.org/news/ilo-reports-find-progress-on-ending-child-labour-insufficient-to-meet-sdg-target/>



In this dust I live
In this dust I am trapped
Invisible walls surround me;
The shade blinds my eyes,
it hides everything different that I could have.
In every grain on my hands and on my clothes
I feel the unbearable heaviness
of the chain that refuses me life...

(<http://www.ilo.org/ipec/Informationresources>)

10. Understanding SDG Indicators

Objectives

- To familiarize oneself with the SDG Indicator Framework
- To understand key technical terms used in the Indicator Framework

Materials required

- Adequate copies of SDG Indicators to hand out, White-board markers

Time required

- 90 minutes



Method

This session is structured in two parts. In the first part, participants familiarize themselves with the global indicators defined in the SDG through group study and sharing. In the second part, the facilitator clarifies key technical terms from the indicator framework.

Divide the participants into groups and hand out adequate copies of the indicators. Allocate a set of SDG goals to each group. If there are 4 groups, here is a simple allocation that works. This is the same allocation used in the SDG and Child Rights session. However, mix the participants in the groups - that ensures participants get to work with different people and become familiar with other SDG goals too.

| Group A | Group B | Group C | Group D |
|---------|---------|---------|---------|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15, 16 | 17 |

Invite the participants to study the indicators for the goals allocated to them and prepare a 5 min presentation. The participants can study the indicators in their groups, assist each other understand terms that might not be clear, and then prepare a brief presentation. Give the participants about 45 minutes for this exercise.

Depending on the comfort level of participants with indicators, you could add one or more of these optional prompts:

- Which of these indicators are sensitive to the rights of children?
- Which of these indicators are sensitive to reducing inequalities for girl children?
- Which of these indicators are useful in measuring the factors that contribute to child labour?

If participants are new to indicators, then skip these prompts for now. Let the participants focus on understanding and presenting the collection of indicators they have.

After each group makes their presentation, give time for clarifications, comments and observations for others. After all groups have presented, share your reflections and comments.

In the second part of this session, the facilitator clarifies key technical terms that are used in the SDG indicator framework using a presentation. A sample presentation used by the authors in a recent workshop is shown below. The technical terms discussed were:

- International Poverty Line
- Stunting
- Wasting
- Overweight
- Food insecurity experience scale (FIES)
- Maternal Mortality Ratio (MMR)
- Neonatal Mortality Ratio (NMR)

Invite questions, comments and reflections on these terms. Ask participants if there are other terms they desire clarity on. Try to explain the meaning and context of those terms. If there are terms the facilitators do not have clarity on, request time to study that and respond to the participants.

Technical Terms in SDG Indicators

What do they mean exactly?

International Poverty Line

The PPP \$ is now about Rs 20

The International Poverty Line is PPP \$1.25

- $\text{Rs } 20 \times 1.25 = \text{Rs } 25$

Thus, the International Poverty Line is at Rs 25 per person per day

- Rs 100 per household per day
- Rs 3000 per household per month
- Rs 36,000 per household per year

This is an *abject poverty* line

Goal 1 wants to completely eradicate abject poverty.

International Poverty Line

- Defined as PPP \$1.25 per person per day
- This is not $1.25 \times \text{Rs.}60 = \text{Rs.}75$
- To understand why, we need to look at PPP

PPP is Purchasing Power Parity

- Since costs of goods are different in different countries, a \$1 currency note will go less or more in different countries
- For example, a cup of coffee costs \$1 in the US; it costs only 1/5th of a dollar in India (Rs.12)

PPP is a method to adjust for the different costs.

Stunting

- Inadequate growth/height of a child, caused by malnutrition, poor sanitation
- Results in
 - greater risk for illness and premature death
 - may result in delayed mental development
 - reduced cognitive capacity
- 162 million children under 5 years of age, or 25%, were stunted in 2012
Measured by "Height for Age" ratio – A very low height for age indicates stunting
- < -2 standard deviation from the median of the WHO Child Growth Standards

Wasting

Extreme thinness in a child, caused by malnutrition

Measured by "Weight for Height" ratio

- A very low figure indicates wasting
- <-2 standard deviation from the median of the WHO Child Growth Standards.

Overweight

- Obesity or fatness in a child
- Measured by "Weight for Height" ratio
 - A very high figure indicates over-weight.
 - > +2 standard deviation from the median of the WHO Child Growth Standards.

Food Insecurity Experience Scale (FIES)

Developed by the Voices of the Hungry (VoH) project

Is an experience-based metric of severity of food insecurity

Relies on people's direct responses to 8 questions

Not based on nutritional status.



The 8 Questions of FIES

During the last 12 months, was there a time when, because of lack of money or other resources:

1. You were worried you would not have enough food to eat?
2. You were unable to eat healthy and nutritious food?
3. You ate only a few kinds of foods?
4. You had to skip a meal?
5. You ate less than you thought you should?
6. Your household ran out of food?
7. You were hungry but did not eat?
8. You went without eating for a whole day?

Maternal Mortality Ratio (MMR)

- No. of maternal deaths per 100,000 live births
- Maternal death is the death of a woman while pregnant or within 42 days of termination of pregnancy
 - A very high figure indicates over-weight.
 - > +2 standard deviation from the median of the WHO Child Growth Standards.

Neonatal Mortality Rate (NMR)

- The number of neonatal deaths per 1000 live births
- A neonatal death is defined as a death during the first 28 days of life (0-27 days).
- All India – 28 deaths per 1000 live births in 2013
 - Reduced from 52 in 1990
- India had the highest number of neonatal deaths in the world
 - 7.5 lakhs neonates die annually in India.

Maternal Mortality Ratio (MMR)

In 2011-13

- All India – 167
- Kerala – 61
- Tamilnadu – 79
- Andhra Pradesh – 92
- Karnataka – 133
- Uttar Pradesh – 285
- Assam – 300



Recommended Reading

1. Revised list of global Sustainable Development Goal indicators, <https://unstats.un.org/sdgs/indicators/official%20revised%20list%20of%20global%20sdg%20indicators.pdf>
2. The SDG Indicators Have Arrived, <http://17goals.org/the-sdg-indicators-have-arrived/>
3. Clarifying terms in the SDGs: representing the meaning behind the terminology, <https://unstats.un.org/sdgs/files/meetings/iaeg-sdgs-meeting-02/Statements/UNEP%20-%20Clarifying%20terms%20in%20the%20SDGs.pdf>



Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between climate change, water scarcity, energy shortages, global health, food security and women's empowerment. Solutions to one problem must be solutions for all.

–Ban Ki-moon

11. Community-Based Monitoring of SDG

Objectives

- To identify diverse tools for community based monitoring of SDG
- To share learnings/experiences of these tools across participants

Materials required

- Chart paper, marker pens

Time required

- 90 minutes



Method

Introduce the objectives of the session, pointing out that the SDG framework gives importance to community-based monitoring of SDG as it gives richer information and also gets greater buy-in from communities when they are also engaged in monitoring.

Invite participants to share the names of community-based monitoring tools they have used in the past, or read/heard about. Write the list on the white-board. Add more tools that participants might not yet be familiar with. Here is a list of community-based monitoring tools that are relevant to SDG also.

- Body Mapping
- Focus Group Discussion
- Resource Mapping
- Social Mapping
- Discrimination Mapping
- Story Telling
- Violence Estimation
- 24 Hour Clock
- Representation Mapping

Indicate that Participatory monitoring is more than just the deployment of participatory monitoring tools. Share the four broad principles of Participatory Monitoring that the CARE guidelines (referred to below) describe:

- Participation – which means opening up the design of the process to include those most directly affected, and agreeing to analyse data together;
- Negotiation – to reach agreement about what will be monitored or evaluated, how and when data will be collected and analysed, what the data actually means, and how findings will be shared, and action taken;
- Learning – which becomes the basis for subsequent improvement and corrective action;
- Flexibility – is essential, since the number, role, and skills of stakeholders, the external environment, and other factors change over time.

Invite participants to reflect on these principles and share their thoughts.

With the list of tools and the four principles still visible, ask participants to think of how some of these tools and principles might be relevant for SDG. It is assumed that participants are familiar with the SDG indicator framework from the earlier sessions, especially the session on Understanding SDG Indicators. As participants brainstorm, write the ideas that come up on the white-board. Here are some ideas that might emerge:

- Mapping paid and unpaid work
- School enrolment and drop-out monitoring
- Child tracking system-profile of the children
- Monitoring the school infrastructure

- Monitoring with SDMC
- Looking into Grama Panchayat documents,
- Resource mapping, PRA to monitor inequality
- Focus Group Discussions for discrimination mapping

As a group, identify 3-4 indicators that the participants want to focus on. Divide participants into groups accordingly. In a recent workshop, participants chose to focus on 1. Children not in school, 2. Maternal Mortality Ratio, 3. Accessibility for children with disability in schools

Let the groups work on the following prompt and prepare a short presentation on chart paper:

- How will you monitor this indicator using a community based approach?
- What challenges do you foresee?
- How can those challenges be overcome?
- How will you utilize the data/results from the monitoring exercise?

Give the participants about 45 minutes to complete the group work and prepare their presentations.

Let each group present their discussions to the larger group. After each presentation, invite clarifications, questions, observations.

After all the groups have presented, summarize key ideas and common threads that have emerged. Thank all the groups for their presentations and bring the session to a close.

Recommended Reading

1. The power of participatory monitoring in making the Sustainable Development Goals a reality, http://insights.careinternational.org.uk/media/k2/attachments/SDGs-and-participatory-monitoring_CARE-March-2015.pdf
2. Everyone Counts: Using citizen-generated data to monitor progress against the SDGs, <https://sustainabledevelopment.un.org/partnership/?p=11910>
3. Participate SDGs website, <http://participatesdgs.org>
4. Praxis India website, <https://praxisindia.org>



12. Action Planning

Objectives

- To integrate the lessons from the workshop and to plan ahead
- To listen to the plans of each other and get more ideas

Materials required

- White-board marker pens

Time required

- 60 minutes



Method

Request participants to take 10 minutes to think through and note down how they could integrate the learnings from the workshop back in their workplace. Let participants work individually first.

If there are multiple participants from the same organization, or multiple participants working in the same context (eg. participants working to eradicate child labour in the textile industry), group them into pairs or triplets. Let them share their ideas and discuss in the smaller group for about 10-15 minutes. If the participants all come from different organizations and contexts, pair them randomly. Let them share their ideas with their partner for about 10 minutes.

After the participants have shared in the smaller group, come together again as the entire group. Invite participants to share some of the ideas so that others can hear too. Depending on the size of the group, you could go around in the circle with each person sharing one idea. Give enough time for each person to share in reasonable detail, as they might also need to articulate the context in which their ideas/plans make sense.

After all the participants have shared, highlight similarities that might have emerged. If there are ideas you consider to be good, but have not come up in the circle yet, share those ideas and ask for feedback.

Invite participants to share some of the challenges they might encounter. Note them down on the white board. After they have called out the challenges, invite them to reflect in pairs (or in the larger group depending on the available time) on how to overcome those challenges. Let the participants express how those challenges could be overcome in the larger group.

Conclude the session by wishing participants well in their journey to integrate the SDG into their work and thanking them for their participation. This is also a good time to invite feedback and suggestions for the workshop.

13. Appendix: SDG Goals and Targets

GOAL 1

End poverty in all its forms everywhere

- 1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- 1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- 1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- 1.4 By 2030, ensure that all men and women, particularly 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
- 1.5 By 2030, build the resilience of the poor and those in vulnerable situations, and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- 1.a. Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation to provide adequate and predictable means for developing countries,

in particular LDCs, to implement programmes and policies to end poverty in all its dimensions

- 1.b Create sound policy frameworks, at national, regional and international levels, based on pro-poor and gender-sensitive development strategies to support accelerated investments in poverty eradication actions

GOAL 2

End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

- 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations including infants, to safe, nutritious and sufficient food all year round
- 2.2 By 2030, end all forms of malnutrition, including achieving by 2025 the internationally agreed targets on stunting and wasting in children under five years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women, and older persons
- 2.3 By 2030, double the agricultural productivity and the incomes of small-scale food producers, particularly women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets, and opportunities for value addition and non-farm employment

- 2.4 By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters, and that progressively improve land and soil quality
- 2.5 By 2020, maintain genetic diversity of seeds, cultivated plants, farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at national, regional and international levels, and ensure access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge as internationally agreed
- 2.a Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development, and plant and livestock gene banks to enhance agricultural productive capacity in developing countries, in particular in least developed countries
- 2.b Correct and prevent trade restrictions and distortions in world agricultural markets including by the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round
- 2.c Adopt measures to ensure the proper functioning of food commodity markets and their derivatives, and facilitate timely access to market

information, including on food reserves, in order to help limit extreme food price volatility

GOAL 3

Ensure healthy lives and promote well-being for all at all ages

- 3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- 3.2 By 2030, end preventable deaths of newborns and under-five children
- 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases
- 3.4 By 2030, reduce by one-third pre-mature mortality from non-communicable diseases (NCDs) through prevention and treatment, and promote mental health and wellbeing
- 3.5 Strengthen prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- 3.6 By 2020, halve global deaths and injuries from road traffic accidents
- 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

- 3.8 Achieve universal health coverage (UHC), including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all
- 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination
- 3.a Strengthen implementation of the Framework Convention on Tobacco Control in all countries as appropriate
- 3.b Support research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration which affirms the right of developing countries to use to the full the provisions in the TRIPS agreement regarding flexibilities to protect public health and, in particular, provide access to medicines for all
- 3.c Increase substantially health financing and the recruitment, development and training and retention of the health workforce in developing countries, especially in LDCs and SIDS
- 3.d Strengthen the capacity of all countries, particularly developing countries, for early warning, risk reduction, and management of national and global health risks

GOAL 4

Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- 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
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university
- 4.4 By 2030, increase by x% 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 at least x% of adults, both men and women, achieve literacy and numeracy

- 4.7 By 2030, ensure all learners acquire 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, expand by x% globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enrol in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries
- 4.c By 2030, increase by x% the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

GOAL 5

Achieve gender equality and empower all women and girls

- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations
- 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 ICPD 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
- 5.b Enhance the use of enabling technologies, in particular ICT, to promote women's empowerment
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

**GOAL
6****Ensure availability and sustainable management of water and sanitation for all**

- 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all, and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- 6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater, and increasing recycling and safe reuse by x% globally
- 6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity, and substantially reduce the number of people suffering from water scarcity
- 6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- 6.a By 2030, expand international cooperation and capacity-building support to developing countries in water and sanitation related activities and programmes, including water harvesting, desalination,

water efficiency, wastewater treatment, recycling and reuse technologies

- 6.b Support and strengthen the participation of local communities for improving water and sanitation management

**GOAL
7****access to affordable, reliable, sustainable, and modern energy for all**

- 7.1 By 2030, ensure universal access to affordable, reliable, and modern energy services
- 7.2 Increase substantially the share of renewable energy in the global energy mix by 2030
- 7.3 Double the global rate of improvement in energy efficiency by 2030
- 7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technologies, including renewable energy, energy efficiency, and advanced and cleaner fossil fuel technologies, and promote investment in energy infrastructure and clean energy technologies
- 7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, particularly LDCs and SIDS

**GOAL
8**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.1 Sustain per capita economic growth in accordance with national circumstances, and in particular at least 7% per annum GDP growth in the least-developed countries
- 8.2 Achieve higher levels of productivity of economies 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 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
- 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 secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour, and by 2025 end child labour in all its forms including recruitment and use of child soldiers
- 8.8 Protect labour rights and promote safe and secure working environments of all workers, including migrant workers, particularly women migrants, and those in precarious employment
- 8.9 By 2030, devise and implement policies to promote sustainable tourism which creates jobs, promotes local culture and products
- 8.10 Strengthen the capacity of domestic financial institutions to encourage and to expand access to banking, insurance and financial services for all
- 8.a Increase Aid for Trade support for developing countries, particularly LDCs, including through the Enhanced Integrated Framework for LDCs
- 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the ILO Global Jobs Pact

**GOAL
9****Build resilient infrastructure,
promote inclusive and sustainable
industrialization and foster innovation**

- 9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans-border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- 9.2 Promote inclusive and sustainable industrialization, and by 2030 raise significantly industry's share of employment and GDP in line with national circumstances, and double its share in LDCs
- 9.3 Increase the access of small-scale industrial and other enterprises, particularly in developing countries, to financial services including affordable credit and their integration into value chains and markets
- 9.4 By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, all countries taking action in accordance with their respective capabilities
- 9.5 Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, particularly developing countries, including by 2030, encouraging innovation and increasing the number of R&D workers per one million people by x% and public and private R&D spending

- 9.a Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, LDCs, LLDCs and SIDS
- 9.b Support domestic technology development, research and innovation in developing countries including by ensuring a conducive policy environment for inter alia industrial diversification and value addition to commodities
- 9.c Significantly increase access to ICT and strive to provide universal and affordable access to internet in LDCs by 2020

**GOAL
10****inequality within and
among countries**

- 10.1 By 2030, progressively achieve and sustain income growth of the bottom 40% of the population at a rate higher than the national average
- 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 through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard

- 10.4 Adopt policies especially fiscal, wage, and social protection policies and progressively achieve greater equality
- 10.5 Improve regulation and monitoring of global financial markets and institutions and strengthen implementation of such regulations
- 10.6 Ensure enhanced representation and voice of developing countries in decision making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- 10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through implementation of planned and well-managed migration policies
- 10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with WTO agreements
- 10.b Encourage ODA and financial flows, including foreign direct investment, to states where the need is greatest, in particular LDCs, African countries, SIDS, and LLDCs, in accordance with their national plans and programmes
- 10.c By 2030, reduce to less than 3% the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5%

GOAL 11

Make cities and human settlements inclusive, safe, resilient and sustainable

- 11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services, and upgrade slums
- 11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- 11.3 By 2030, enhance inclusive and sustainable urbanization and capacities for participatory, integrated and sustainable human settlement planning and management in all countries
- 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage
- 11.5 By 2030, significantly reduce the number of deaths and the number of affected people and decrease by y% the economic losses relative to GDP caused by disasters, including water-related disasters, with the focus on protecting the poor and people in vulnerable situations
- 11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality, municipal and other waste management

- 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, particularly for women and children, older persons and persons with disabilities
- 11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- 11.b By 2020, increase by x% the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, develop and implement in line with the forthcoming Hyogo Framework holistic disaster risk management at all levels
- 11.c Support least developed countries, including through financial and technical assistance, for sustainable and resilient buildings utilizing local materials

GOAL 12

Ensure sustainable consumption and production patterns

- 12.1 Ensure sustainable consumption and production patterns
- 12.1 Implement the 10-Year Framework of Programmes on sustainable consumption and production (10YFP), all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- 12.2 By 2030, achieve sustainable management and efficient use of natural resources
- 12.3 By 2030, halve per capita global food waste at the retail and consumer level, and reduce food losses along production and supply chains including post-harvest losses
- 12.4 By 2020, achieve environmentally sound management of chemicals and all wastes throughout their life cycle in accordance with agreed international frameworks and significantly reduce their release to air, water and soil to minimize their adverse impacts on human health and the environment
- 12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse
- 12.6 Encourage companies, especially large and trans-national companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- 12.7 Promote public procurement practices that are sustainable in accordance with national policies and priorities
- 12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

- 12.a Support developing countries to strengthen their scientific and technological capacities to move towards more sustainable patterns of consumption and production
- 12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism which creates jobs, promotes local culture and products
- 12.c Rationalize inefficient fossil fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

GOAL 13

Take urgent action to combat climate change and its impacts*

**Acknowledging that the UNFCCC is the primary international, intergovernmental forum for negotiating the global response to climate change*

- 13.1 Strengthen resilience and adaptive capacity to climate related hazards and natural disasters in all countries
- 13.2 Integrate climate change measures into national policies, strategies, and planning

- 13.3 Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
- 13.a Implement the commitment undertaken by developed country Parties to the UNFCCC to a goal of mobilizing jointly USD100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- 13.b Promote mechanisms for raising capacities for effective climate change related planning and management, in LDCs, including focusing on women, youth, local and marginalized communities

GOAL 14

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- 14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities, including marine debris and nutrient pollution
- 14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration, to achieve healthy and productive oceans

- 14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- 14.4 By 2020, effectively regulate harvesting, and end overfishing, illegal, unreported and unregulated (IUU) fishing and destructive fishing practices and implement science-based management plans, to restore fish stocks in the shortest time feasible at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- 14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on best available scientific information
- 14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, and eliminate subsidies that contribute to IUU fishing, and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the WTO fisheries subsidies negotiation *
- 14.7 By 2030, increase the economic benefits to SIDS and LDCs from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- 14.a Increase scientific knowledge, develop research capacities and transfer marine technology taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to

enhance the contribution of marine biodiversity to the development of developing countries, in particular SIDS and LDCs

- 14.b Provide access of small-scale artisanal fishers to marine resources and markets
- 14.c Ensure the full implementation of international law, as reflected in UNCLOS for states parties to it, including, where applicable, existing regional and international regimes for the conservation and sustainable use of oceans and their resources by their parties

GOAL 15

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

- 15.1 By 2020, ensure conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests, and increase afforestation and reforestation globally

- 15.3 By 2020, combat desertification, and restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land-degradation neutral world
- 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, to enhance their capacity to provide benefits which are essential for sustainable development
- 15.5 Take urgent and significant action to reduce degradation of natural habitat, halt the loss of biodiversity, and by 2020 protect and prevent the extinction of threatened species
- 15.6 Ensure fair and equitable sharing of the benefits arising from the utilization of genetic resources, and promote appropriate access to genetic resources
- 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna, and address both demand and supply of illegal wildlife products
- 15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems, and control or eradicate the priority species
- 15.9 By 2020, integrate ecosystems and biodiversity values into national and local planning, development processes and poverty reduction strategies, and accounts
- 15.a Mobilize and significantly increase from all sources financial resources to conserve and sustainably use biodiversity and ecosystems

- 15.b Mobilize significantly resources from all sources and at all levels to finance sustainable forest management, and provide adequate incentives to developing countries to advance sustainable forest management, including for conservation and reforestation
- 15.c Enhance global support to efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

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

- 16.1 16.1 Significantly reduce all forms of violence and related death rates everywhere
- 16.2 End abuse, exploitation, trafficking and all forms of violence and torture against children
- 16.3 Promote the rule of law at the national and international levels, and ensure equal access to justice for all
- 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organized crime

- 16.5 Substantially reduce corruption and bribery in all its forms
- 16.6 Develop effective, accountable and transparent institutions at all levels
- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance
- 16.9 By 2030, provide legal identity for all including birth registration
- 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- 16.a Strengthen relevant national institutions, including through international cooperation, for building capacities at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime
- 16.b Promote and enforce non-discriminatory laws and policies for sustainable development

GOAL 17

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Finance

- 17.1 Strengthen domestic resource mobilization, including through

international support to developing countries to improve domestic capacity for tax and other revenue collection

- 17.2 Developed countries to implement fully their ODA commitments, including to provide 0.7% of GNI in ODA to developing countries of which 0.15-0.20% to least-developed countries
- 17.3 Mobilize additional financial resources for developing countries from multiple sources
- 17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries (HIPC) to reduce debt distress
- 17.5 Adopt and implement investment promotion regimes for LDCs

Technology

- 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation, and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, particularly at UN level, and through a global technology facilitation mechanism when agreed
- 17.7 Promote development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

- 17.8 Fully operationalize the Technology Bank and STI (Science, Technology and Innovation) capacity building mechanism for LDCs by 2017, and enhance the use of enabling technologies in particular ICT

Capacity building

- 17.9 Enhance international support for implementing effective and targeted capacity building in developing countries to support national plans to implement all sustainable development goals, including through North-South, South-South, and triangular cooperation

Trade

- 17.10 17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the WTO including through the conclusion of negotiations within its Doha Development Agenda
- 17.11 Increase significantly the exports of developing countries, in particular with a view to doubling the LDC share of global exports by 2020
- 17.12 Realize timely implementation of duty-free, quota-free market access on a lasting basis for all least developed countries consistent with WTO decisions, including through ensuring that preferential rules of origin applicable to imports from LDCs are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

- 17.13 Enhance global macroeconomic stability including through policy coordination and policy coherence
- 17.14 Enhance policy coherence for sustainable development
- 17.15 Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

- 17.16 17.16 Enhance the global partnership for sustainable development complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technologies and financial resources to support the achievement of sustainable development goals in all countries, particularly developing countries
- 17.17 Encourage and promote effective public, public-private, and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

- 17.18 By 2020, enhance capacity building support to developing countries, including for LDCs and SIDS, 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
- 17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement GDP, and support statistical capacity building in developing countries.



Sustainable Development Goals and Child Labour

A Trainer's Manual

This manual is the sixth in the series of Training Manuals produced by Visthar. It strengthens facilitators who are involved in capacity building of NGOs/INGOs, activists, government officials, and research institutions on Sustainable Development Goals (SDGs). Visthar hopes that the manual will contribute towards changing social institutions in favour of girls and boys who are forced into child labour, thereby furthering gender and social equality.

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