



”Building capacity to address literacy challenges and enhance democratic engagement in Västernorrland and Mombasa”

Through the lens of Agenda 2030

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Disposition

- Introduction to Agenda 2030 & The Global Goals
- Connections between our project & the Agenda
 - Goals, targets and indicators
- Young people as key actors
- Questions



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AGENDA 2030

The Global Goals for sustainable development



Follow up and evaluation

Global – National - Regional level

” 80. Follow-up and review at the regional and sub-regional levels can, as appropriate, provide useful opportunities for peer learning, including through voluntary reviews, sharing of best practices and discussion on shared targets.

We welcome in this respect the cooperation of regional and sub-regional commissions and organizations.

Inclusive regional processes will draw on national-level reviews and contribute to follow-up and review at the global level, including at the High Level Political Forum on sustainable development (HLPF).

81. Recognizing the importance of building on existing follow-up and review mechanisms at the regional level and allowing adequate policy space, we encourage all member states to identify the most suitable regional forum in which to engage. UN regional commissions are encouraged to continue supporting member states in this regard.”

[A/RES/70/1 - Transforming our world: the 2030 Agenda for Sustainable Development:](#)

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GOAL 4. Quality Education

Target	Indicator
<p>4.6 UNIVERSAL LITERACY AND NUMERACY By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>	<p>4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.</p>
<p>4.A BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.</p>	<p>4.a.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</p>
<p>4.7 EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment</p>



GOAL 4. Quality Education

Target	Indicator
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 .	4.1.1 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
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university .	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Goal 16: Promote just, peaceful and inclusive societies



Target	Indicator
<p>16.6 Develop effective, accountable and transparent institutions at all levels</p>	<p>16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar)</p> <p>16.6.2 Proportion of population satisfied with their last experience of public services</p>
<p>16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions</p> <p>16.7.2 Proportion of population who believe decisionmaking is inclusive and responsive, by sex, age, disability and population group</p>



GOAL 17: Revitalize the global partnership for sustainable development

Target	Indicator
<p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.</p>	<p>17.17.1 Amount of United States dollars committed to public-private and civil society partnerships</p>

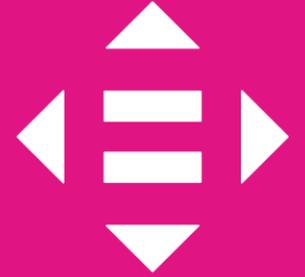
GOAL 3: Ensure healthy lives and promote well-being for all at all ages



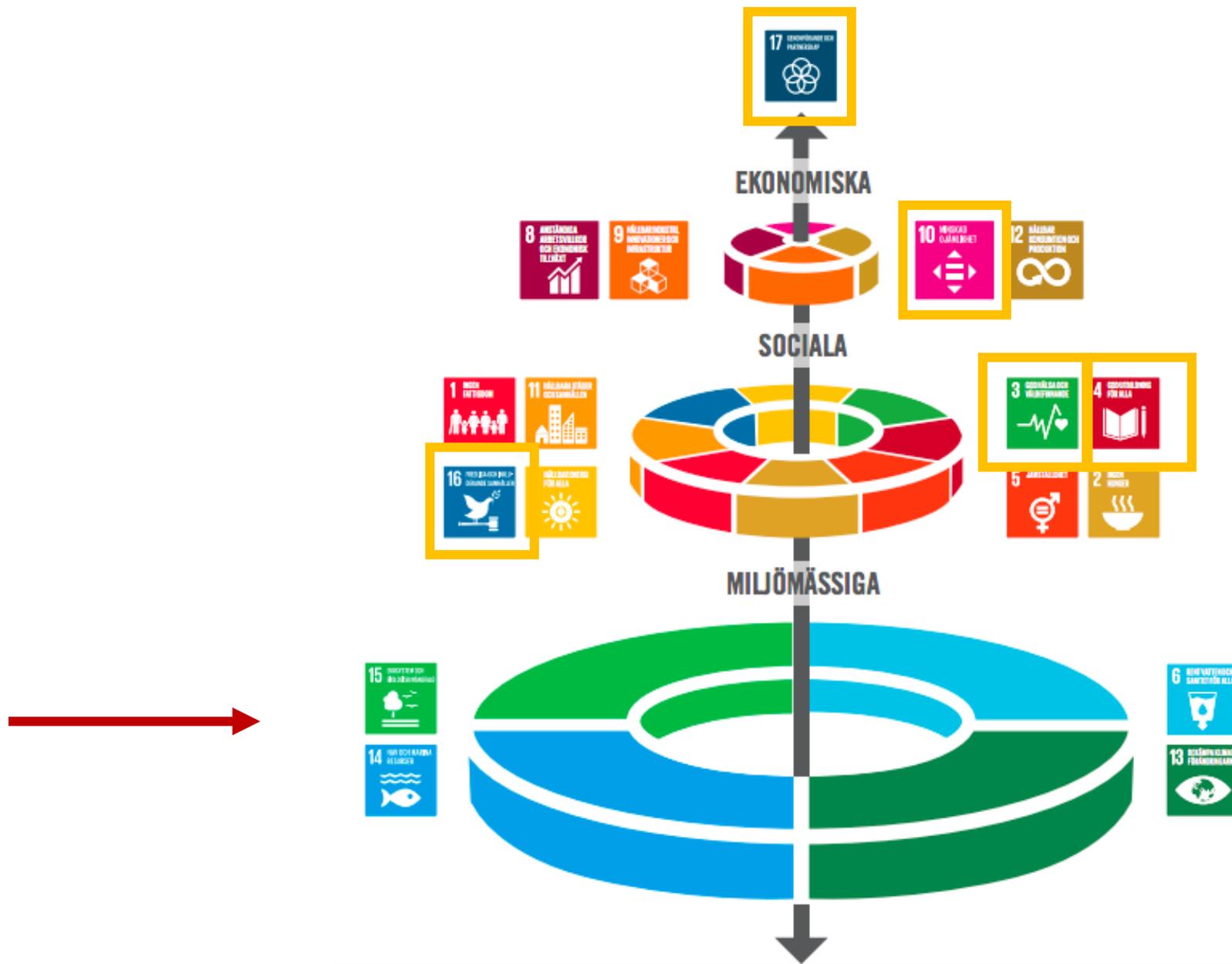
Target	Indicator
<p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.</p>	<p>3.4.2 Suicide mortality rate</p>
<p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.</p>	<p>3.5.2 Harmful use of alcohol, defined according to the national context as alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol</p>

GOAL 10: Reduce inequality within and among countries

10 REDUCED
INEQUALITIES



Target	Indicator
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.	10.2.1 Proportion of people living below 50 per cent of median income, by sex, age and persons with disabilities.



Källa figur: Svenska FN-förbundet (Agenda 2030 och de Globala målen för hållbar utveckling)



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YOUNG PEOPLE AS KEY ACTORS

Video from UNDP Sweden

<https://www.youtube.com/watch?v=0vgnGuClpj&t=10s>

Sources

- *AGENDA 2030 OCH DE GLOBALA MÅLEN FÖR HÅLLBAR UTVECKLING Ett informationsmaterial från Svenska FN-förbundet*
- https://fn.se/wp-content/uploads/2018/10/Infomaterial_Agenda3030_komprimerad.pdf
- <https://www.un.org/sustainabledevelopment/>
- <https://sustainabledevelopment.un.org>