



Working with the
SDGs for
education and
economic
empowerment

HOW DO THE SDGS HELP US TO WORK TOGETHER?

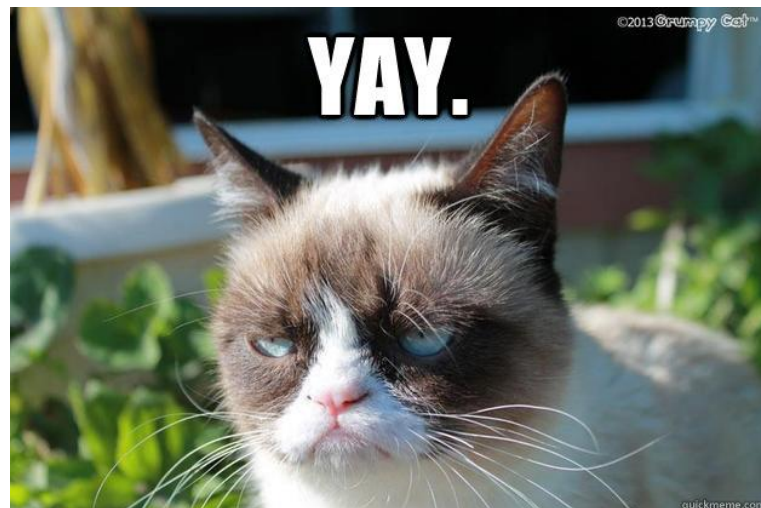
- Because the problems we face are bigger than a single country: **we have to change together**
- All nation states not just some: **we all have work to do**
- They bring focus and funding to our work: **we're all in this together**
- Government, UN, private sector, community sector: **we all have a role to play**

A REMINDER ON THE STRUCTURE

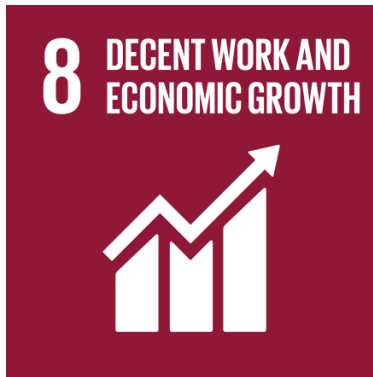


THE HEADLINES

- Gender equality that seeks real change
- Sometimes they get it really right
- Sometimes they got it [really] wrong
- On a lot of the issues we work on the SDGs are really useful



REAL CHANGE, NOT JUST COUNTING WOMEN



Average hourly earnings of female and male employees, by occupation, age and persons with disabilities



Proportion of time spent on unpaid domestic and care work, by sex, age and location



Number of least developed countries and small island developing States that are receiving specialized support, and amount of support, including finance, technology and capacity-building, for mechanisms for raising capacities for effective climate change-related planning and management, including focusing on women, youth and local and marginalized communities

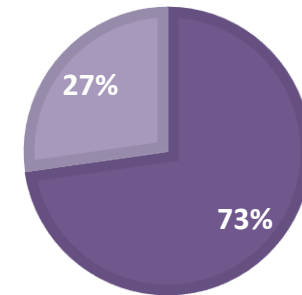
SOMETIMES THE SDGS ARE REALLY GREAT

4 QUALITY EDUCATION



INDICATORS

■ Gender ■ No Gender



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

SOMETIMES THE SDGS ARE HALF GREAT, HALF BAD

10 REDUCED INEQUALITIES

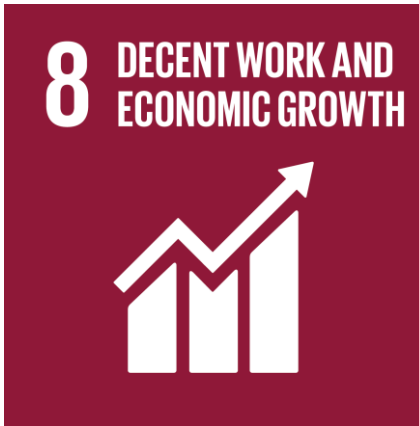


TARGET: Ensure equal opportunity and reduce inequalities of **outcome**, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

INDICATOR: Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a **ground of discrimination prohibited under international human rights law**



SOMETIMES THE SDGS ARE REALLY NOT GREAT



By 2030, progressively achieve and sustain income growth of the **bottom 40 per cent of the population at a rate higher than the national average**

Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total population



TARGET: 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**

INDICATOR: Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water

ECONOMIC EMPOWERMENT AND THE SDGS: Women working in factories

10 REDUCED INEQUALITIES



TARGET: Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

TARGET: Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

INDICATORS: Increase in national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status // Average hourly earnings of female and male employees, by occupation, age and persons with disabilities

8 DECENT WORK AND ECONOMIC GROWTH



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Number of countries with sustainable consumption and production (SCP) national action plans or SCP mainstreamed as a priority or a target into national policies

VOCATIONAL EDUCATION AND THE SDGS

4 QUALITY EDUCATION



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

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

5 GENDER EQUALITY



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.

Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.

6 CLEAN WATER AND SANITATION



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

8 DECENT WORK AND ECONOMIC GROWTH



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.

Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

10 REDUCED INEQUALITIES



By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

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

Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

THANK YOU

