

## Agenda 2030 as a key ambition

The 2030 Agenda for Sustainable Development charts an ambitious course for the coming decade and beyond. Reaching further than its precursor, the Millennium Development Goals, the Agenda brings together the social, economic and environmental dimensions of development. Belarus is committed to implementing the 2030 Agenda for Sustainable Development and considers that the Sustainable Development Goals can be achieved through coordinated economic, social and environmental activities by all national partners under conditions of political stability and steady economic growth. The Sustainable Development Goals (SDGs) are a clarion call for a more equitable future, and at their core is a commitment to leave no one behind. The SDGs can only deliver on the promise of equity if the world knows which children and families are thriving and which are being left behind – both at the launch of the Agenda and throughout its implementation.



## SDG indicators and data on children

Understanding the situation of children in relation to the SDGs is crucial both for the wellbeing of children and for reaching the targets of the Global Goals. While there is no goal that exclusively addresses the needs of children, most SDGs have targets that are either directly or indirectly related to children. The world cannot and will not reach most goals unless the specific needs of children are monitored and addressed throughout the course of the 2030 Agenda. The 2030 Agenda for Sustainable Development is consist of 17 goals with 232

unique indicators. **Among all SDG indicators, 50 indicators of 9 different SDGs were recognised as child-related.** 250 indicators are monitored on national level in the Republic of Belarus, and **56 among them** are recognised as child related.

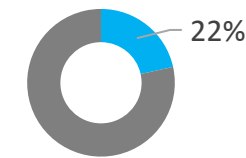
## SDG indicators in UNICEF Strategic Plan

UNICEF is custodian agency for **17 SDG indicators** at global level. At the same time, all the goals of UNICEF Strategic Plan has close connection with SDGs and is monitored via SDG indicators.

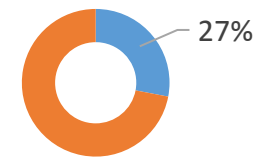
Relevance of UNICEF Strategic Plan to SDGs	
Strategic Plan Goals	Relevant Sustainable Development Goal(s)
Goal 1 “Every child survived and thrived”	SDG 2 “No hanger”, SDG 3 “Good Health”, SDG 4 “Quality Education”
Goal 2 “Every child learns”	SDG 4 “Quality Education”
Goal 3 “Every child is protected from violence and exploitation”	SDG 5 “Gender Equality”, SDG 16 “Peace and Justice”
Goal 4 “Every child lives in a safe and clean environment”	SDG 6 “Clean Water and Sanitation”, as well as SDG 11 and SDG 13
Goal 5 “Every child has an equitable chance in life”	SDG 1 “No Poverty”, SDG 4 “Quality Education”



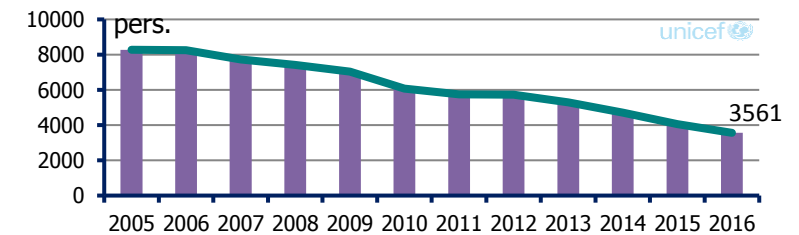
- **50 Global SDG indicators** out of 232 unique SDG indicators are related to situation of children
- On national level **56 indicators** out of 250 SDG indicators are child-related
- UNICEF is custodian agency for **17 indicators** at the global level



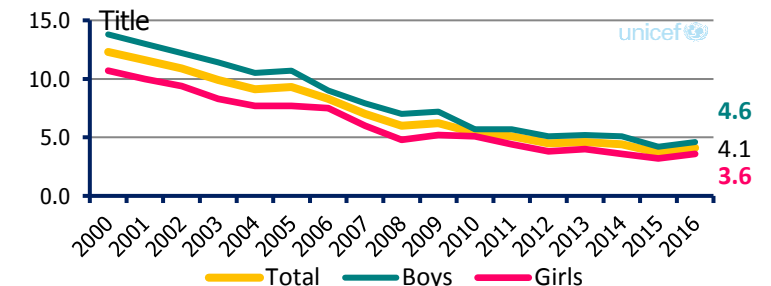
Child-related indicators: on the global level



Child-related indicators: on the national level



Number of live births among girls aged 15-19 (SDG 3.7.2)



Under-five mortality rate (deaths per 1,000 live births) disaggregated by urban/rural (SDG 3.2.1)

## SDG Indicators in focus of UNICEF Country Programme

Investing in young people is the highest priority **and the main accelerator of the Agenda 2030**. The focus of UNICEF country programme is on the most disadvantaged among adolescents, juveniles in conflict and in contact with the law, and children and women survivors of violence, CWD (especially young children), children deprived of parental care. As defined in the national SDG metadata, one of the significant data source of SDG monitoring is Multiple Indicator Cluster Survey of the Situation of Children and Women (MICS), which serves as a source for 10 per cent of SDG indicators.

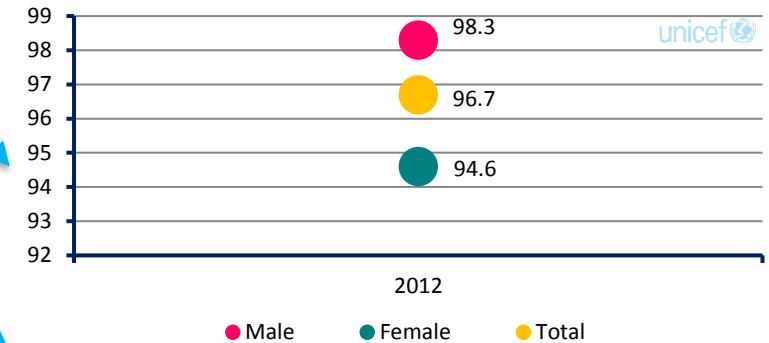
## SDG indicator in focus: Participation rate in organized learning

One of indicators monitored by MICS is **SDG 4.2.2 Participation rate in organized learning (one year before the official primary entry age)**. Early childhood is a critical period for a child's cognitive development. Organized learning before the official start of primary school has been shown to boost a child's social, emotional and intellectual development and support readiness for primary education and future learning. Pre-primary education is, in fact, considered an important part of a holistic and robust educational system. In 2014, two thirds of children worldwide participated in pre-primary or primary education in the year prior to the official entrance age to primary school. Europe and North America region holds leading position around the world, average participation rate is 93.3 per cent. The indicator is even higher in Belarus, where it reaches 96.7 per cent being higher for rural areas than for urban areas (98.3 and 96.2 per cent correspondingly).

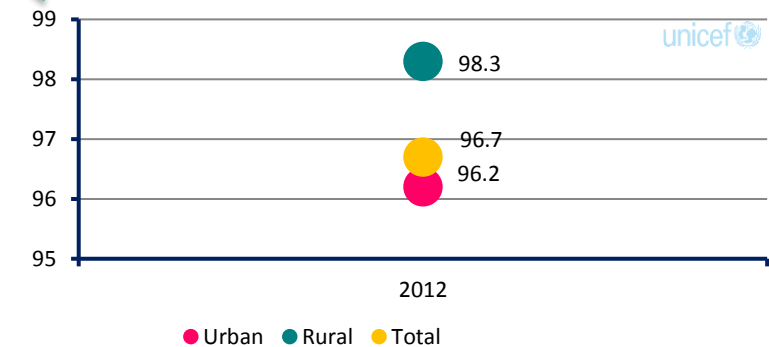


Participation rate in organized learning (one year before the official primary entry age) (SDG 4.2.2)

### NATIONAL LEVEL BY GENDER



### NATIONAL LEVEL BY PLACE OF RESIDENCE



### INTERNATIONAL LEVEL

