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Child well-being and the Sustainable Development Goals:
How far are OECD countries from reaching the targets for children and young people?

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Child well-being and the Sustainable Development Goals: How far are OECD countries from reaching the targets for children and young people?

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Abstract / Résumé

This paper summarises available evidence on the distance that OECD countries need to travel in order to reach the Sustainable Development Goal (SDG) targets for children and young people. More than 50 indicators are included in this analysis, covering 43 of the 169 targets, and 11 of the 17 Goals. The analysis finds that, on average, OECD countries are still far from reaching the targets pertaining to Goals 4 "Quality education", and 8 "Decent work and economic growth". Goals 1 "No poverty", 2 "Zero hunger" and 16 "Peace, justice and strong institutions" are also highlighted as priority areas. However, the results vary widely across OECD countries, and among specific targets within each of the goals. Yet, all of these findings need to be considered in light of what it is not currently possible to measure. In particular, there are large data gaps for Goals 1 ("No poverty"), 5 ("Gender equality"), 11 ("Sustainable cities and communities"), and 16 ("Peace, justice and strong institutions").

Keywords: Sustainable Development Goals, SDGs, children, measurement, well-being.
JEL Classification: C10, O20, O21, Q01, Y20.

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Ce document synthétise les principaux résultats disponibles sur la distance que les pays de l'OCDE ont à parcourir pour atteindre les Objectifs de Développement Durable (ODD) concernant les enfants et les jeunes. Plus de 50 indicateurs, couvrant 43 des 169 cibles et 11 des 17 objectifs, sont inclus dans cette étude. L'analyse montre que, en moyenne, les pays de l'OCDE sont encore loin d'atteindre les cibles relatives aux objectifs 4 « Éducation de qualité » et 8 « Travail décent et croissance économique ». Les objectifs 1 « Pas de pauvreté », 2 « Faim "zéro" » et 16 « Paix, justice et institutions efficaces » sont également considérés comme des domaines prioritaires. Cependant, les résultats varient considérablement d'un pays de l'OCDE à l'autre mais aussi d'une cible à l'autre au sein d'un même objectif. Toutefois, tout cela est à considérer à la lumière de ce qui n'est pas mesurable à l'heure actuelle. En particulier, de nombreuses cibles ne peuvent être mesurées faute d'indicateur pour les objectifs 1 (« Pas de pauvreté »), 5 (« Égalité entre les sexes »), 11 (« Villes et communautés durables ») et 16 (« Paix, justice et institutions efficaces »).

Mots clés : Objectifs de Développement Durable, ODD, enfants, mesure, bien-être.
Classification JEL : C10, O20, O21, Q01, Y20.

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1. Child well-being and the Sustainable Development Goals

1.1. Introduction and key findings

1.   This paper aims to measure the distance that OECD countries need to travel to meet the 2030 Agenda goals and targets for children and young people. Adopted in 2015 by world leaders, the 2030 Agenda is organised around 17 Sustainable Development Goals (SDGs), which are in turn underpinned by 169 targets. Inclusiveness is a central theme: leaving no one behind, and improving outcomes for all nations and all people within society, are core to the SDGs. This implies looking at the attainment of different groups towards each of the SDGs separately.

2.   Experiences in childhood matter for both the well-being that children enjoy today, and for the stocks of resources (e.g. human, social, economic and natural capital) that will help to sustain well-being in the future. The OECD has made child well-being the focus of several recent studies, including the *Child Well-Being Data Portal* launched in 2017, the PISA 2015 report *Students' Well-Being* (OECD, 2017[1]); the chapter on "How's Life for Children?" included in (OECD, 2015[2]) and *Doing Better for Children* (OECD, 2009[3]). Assessing the situation of children vis-a-vis the SDGs is therefore a natural extension of existing OECD work on child well-being.

3.   The 2030 Agenda and the various OECD child well-being initiatives (OECD, 2018[4]) have a different scope and purpose, but there is some clear overlap in terms of the aspects of life considered. For instance children's basic material needs, housing conditions, health and education are covered by both approaches. The two also complement each other: on the one hand, the SDGs extend the perspective of the Child Well-Being work towards other aspects of life that shape children's environments, such as Goal 17 "Partnerships for the Goals". On the other hand, the Child Well-Being work provides additional information about aspects of life not captured in the SDGs, such as relationships between parents and children, leisure time and social activities, parental leave, and the quality of school life.

4.   This paper provides an overview of the key strengths and challenges that OECD countries face in meeting their SDG commitments with respect to children and young people. It focuses on the 62 SDG targets that can be assessed at the individual level, rather than the common public goods, policy levers, etc.[2] that also form major components of the 2030 Agenda - since these cannot be assessed separately for different population groups. Nevertheless, making progress on these issues will be vital for securing well-being and prosperity in the future, something in which children and young people arguably have the largest stake. More information about OECD countries' performance across these issues is available in the *Measuring Distance to the SDG Targets* study (OECD, 2017[5]), on which this paper is based.

5.   The paper is organised as follows: Section 2 introduces the SDGs and their relationship with child well-being. Section 3 deals with the definition of children, the

selection of indicators, the data coverage, and the methodology used to assess distance to the SDG targets. Section 4 summarizes the findings, and section 5 presents the methodological issues raised when applying SDGs analysis to a specific population. Section 6 presents conclusions and discusses the statistical agenda ahead.

6.   In total, the analysis presented in this paper spans 57 indicators, covering 43 of the SDG targets, across 11 of the 17 goals. Using a more restricted set of indicators (32 out of the 57) this study also compares the OECD average distance to the SDG targets for children and young people, on the one hand, and that for the total population, on the other.

7.   These assessments lead to several conclusions:

- **The OECD average distance to the targets for children and young people is largest for SDG Goals 4 ("Quality education"), 8 ("Decent work & economy"), and 1 ("No poverty")**. Goals 2 ("Zero hunger") and 16 ("Peace, justice and strong institutions") are also highlighted as priority areas for improvement.

- **Children are at greater risk of (relative) income poverty** (an aspect of Goal 1) **than the overall population,** and young adults are more likely to face unemployment and poorer quality jobs (Goal 8) than their older peers. This echoes findings on child vs. population-wide poverty rates discussed in the OECD's *How's Life? 2015* report (OECD, 2015[6]), as well as findings in *How's Life? 2017* (OECD, 2017[7]) and in *Society at Glance 2016* (OECD, 2016[8]), which show that young people in OECD countries fare worse than older age groups across several well-being outcomes, and particularly in relation to unemployment, earnings, employment, civic engagement, household income and household wealth.

- **There are strong disparities in performance between OECD countries** for Goals 1 ("No poverty") and 2 ("Zero hunger"). By contrast, country performance on Goals 3 ("Good health and well-being") and 10 ("Reduced inequalities") is more homogenous.

- **All of these findings need to be considered in light of what it is *not* currently possible to measure for children and young people within the 2030 Agenda**. While 62 of the 169 targets can, in theory, be disaggregated by age, in practice data availability limits the conclusions that can be drawn. Based on the indicators for global monitoring agreed at the UN-level, 8 goals and 26 targets can be assessed for children and young people. Extending the indicator set enables to cover only 43 of the targets that can be disaggregated (nearly 70%). Data coverage for children and young people is generally best for Goals 3 ("Good health and well-being") and 4 ("Quality education"), and worst for Goals 1 ("No poverty"), 5 ("Gender equality"), 11 ("Sustainable cities and communities") and 16 ("Peace, justice and strong institutions").

2. Why child well-being matters for the Sustainable Development Goals

2.1. Child well-being

8.   Childhood is a critical period for the development of human and social capital, and is therefore decisive in preparing future societies to be prosperous, sustainable and inclusive. For that reason, many of the targets of the 17 Sustainable Development Goals (SDGs) are explicitly directed toward infants and children. For example, several of those relating to poverty reduction (Goal 1), food security (Goal 2), health and well-being (Goal 3), education (Goal 4) and gender equality (Goal 5).

9.   However, not all children get the best possible start in life. Even in the most economically advanced countries, children are more at risk of poverty or social exclusion than the overall population in a large majority of countries; and children growing up in poverty or social exclusion are less likely than their better-off peers to do well at school, enjoy good health, be satisfied with their lives and realise their full potential later in life (OECD, 2016[9]).

10.   Child well-being can be defined and operationalised in multiple ways. The approach used in previous OECD analysis on this issue (OECD, 2009[10]; OECD, 2015[11]; OECD, 2018[4]) defines child well-being in terms of a number of life dimensions that matter to children, now and in the future. This approach emphasises the importance of looking at children's lives in a multidimensional way because of the multiple interactions between different dimensions of child development and well-being (OECD, 2010[12]; OECD, 2015[13]).

11.   The OECD has developed a measurement approach for the cross-national analysis of child well-being, and to analyse policies that promote it (OECD, 2009[10]; OECD, 2015[11]; OECD, 2018[4]). The most recent example is the OECD child well-being data portal (see Table 1, below) which provides information on children's home and family environment, their health and safety, their education and school life, their out-of-school activities and life satisfaction.

12.   The 2030 Agenda and the OECD's child well-being framework have a different scope and a different purpose. Although there is some clear overlap in terms of the aspects of life considered (see Box 1), the SDGs extend the perspective of the OECD child well-being work towards other aspects of children's environment that are important for their well-being. Conversely, the OECD child well-being framework affords greater depth in some areas, such as the relationships between parents and children, leisure time and social activities, parental leave, the quality of school life and more broadly on the policy context.

2.2. Sustainable Development Goals: an action plan for 2030

13.   In 2015, world leaders adopted the United Nations Resolution 70/1, "Transforming our world: the 2030 Agenda for Sustainable Development" (United

Nations, 2015[14]). At the core of the Agenda is a set of 17 Sustainable Development Goals (Figure 1), which are sometimes grouped under "5Ps": People (broadly corresponding to Goals 1-5), Planet (Goals 6, 12, 13, 14 and 15), Prosperity (Goals 7 to 11), Peace (Goal 16) and Partnerships (Goal 17).[3]

Figure 1. The 17 Sustainable Development Goals

Source: The United Nations, October 2017, https://sustainabledevelopment.un.org/.

14.   The 17 SDGs are underpinned by 169 targets, which in several cases specify the levels of specific outcomes or policies to be achieved by 2030. To monitor progress towards these targets, the United Nations Statistical Commission (UNSC), meeting in March 2017, adopted the UN Global Indicator Framework (hereafter, the "global list") comprising 232 indicators (Figure 2).

15.   National governments are responsible for monitoring and reporting achievements in each country, with national reviews performed on a voluntary basis.[4] United Nations regional commissions are encouraged to support regional and sub-regional reviews (for instance (UNDG and UNECE, 2017[15])). In parallel, the UN prepares an annual global overview of progress towards the SDGs (United Nations, 2017[16]). Finally, thematic monitoring exercises can be provided by the "custodian agencies"[5] for various indicators.

Figure 2. Architecture for measuring progress towards the SDGs
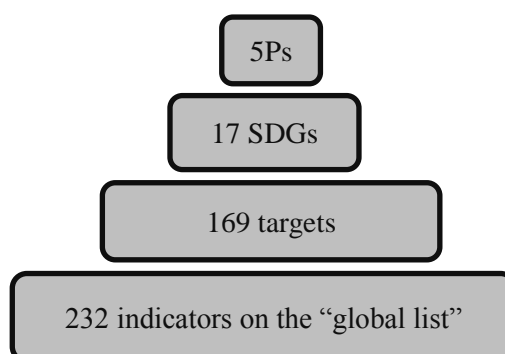
2.3. Children, a population that matters for the 2030 Agenda

16.   The overarching objective of the 2030 Agenda is to "leave no one behind". Goals and targets are intended to be universal – i.e. applying to all countries, and to all population groups within countries. Resolution 70/1 therefore emphasises the importance of accessible, timely and disaggregated data. It also encourages a focus on the poorest and those in the most vulnerable situations, including children and young people. Some specific goals and targets are also explicitly directed towards certain groups of the population. For instance, some targets (targets 4.1 and 4.2) on quality education (Goal 4) directly focus on children.

17.   Although they have different purposes, the SDGs are relevant from a child well-being perspective, and they are broadly consistent with the OECD child well-being approach (Box 1). The former is a list of policy commitments agreed by world leaders, whereas the latter is an analytic and diagnostic tool to assess the situation of the children. However, the SDGs cover a wide range of dimensions highlighted by the OECD child well-being approach as important to enhance child well-being and promote equal opportunities, such as poverty, healthy life and education. Achieving the targets established in the 2030 Agenda will, at the same time, improve many aspects of child well-being.

18.   UNICEF is leading the thematic reporting of SDGs focusing on children. While the New York office is responsible for the global monitoring, the Office of Research – Innocenti in Florence – conducts regional monitoring. The latter has recently published a first assessment of the SDGs for children living in rich countries (UNICEF, 2017[17]), presenting 25 indicators covering 10 goals and 21 targets.

Box 1. The OECD Child Well-Being Data Portal and the 2030 Agenda

The OECD child well-being data portal (OECD, 2018[4]) is a tool for assessing the well-being of children, whereas the 2030 Agenda is a list of policy commitments agreed by world leaders. Despite the obvious differences in both scope and focus, the 2030 Agenda covers a wide range of dimensions considered in the OECD child well-being data portal as shown by Table 1:

- The five dimensions of the OECD child well-being data portal can be mapped onto some of the SDGs. However, the correspondence between the two approaches is not always a one-to-one mapping. For instance, the OECD dimension "Home & family environment" can be matched with six different goals: no poverty (Goal 1); clean water and sanitation (Goal 6); decent work & economic growth (Goal 8); sustainable cities and communities (Goal 11); and peace, justice and strong institutions (Goal 16). Conversely, only one SDG relates to the OECD dimensions "Education & School life" (quality education, Goal 4) and "Child policies" (no poverty. Goal 2). The two remaining OECD dimensions "Health & safety" and "Child activities & life satisfaction" both correspond to two different SDGs (Goals 2 and 3 and Goals 3 and 8 respectively).

- At the sub-dimension level, the mapping is patchier. Twelve out of the twenty-two sub-dimensions of the OECD child well-being data portal map onto SDGs. In some cases, one sub-dimension maps onto one goal: for instance, "Children's basic material needs" maps only with Goal 1 "No poverty". In other cases, several goals can be mapped to one OECD sub-dimension. For example, "infant health" maps with Goals 2 "Zero hunger" and 3 "Good health and well-being".

- The 10 OECD sub-dimensions that do not match with goals are not distributed equally among the dimensions of the OECD child well-being framework. For example, while all of the sub-dimensions pertaining to "Health & safety" map onto SDGs, 75% of the sub-dimensions on "Child policies" and 60% of those on "Education & School life" are not part of the 2030 Agenda.

- Two of the seventeen goals relate strongly to the cross-cutting "inequality" aspect of the OECD child well-being data portal. The relation is direct in the case of Goal 10 "Reduced inequalities". Goal 4 "quality education" for instance, also addresses inequality, especially through its target to eliminate gender disparities. In addition, while Goal 5, "Gender equity", refers targets that are not addressed in the OECD child well-being data portal (for instance, target 5.2 on eliminating all forms of violence against all women and girls in the public and private sphere), the data portal does report some outcomes disaggregated by gender (for example, life satisfaction, which is also disaggregated by parents' educational level, migrant status, and an index of economic, social, and cultural status). This is consistent with the more general emphasis in the SDGs on "leaving no one behind", which underscores the importance of looking at outcomes across a range of population characteristics such as age, gender, disability and socio-economic status.

- Six of the seventeen goals of the 2030 Agenda do not have exact matching with the dimensions included in the OECD child well-being data portal, but are related to the resources for future well-being (i.e. natural, human, economic and social

capital) component of the OECD *How's Life?* framework for measuring well-being (e.g., (OECD, 2017[7])). All these goals (Goal 7 "Affordable and clean energy", Goal 9 "Industry, innovation and infrastructure", Goal 12 "Responsible consumption and production", Goal 13 "Climate action", Goal14 "Life below water" and Goal 15 "Life on land") have an important impact on the future well-being of the population, and they influence the development of children as well as the environment where they live.

- One aspect of the 2030 Agenda does not feature in the OECD child well-being data portal: Goal 17 "Partnerships for the Goals". This goal focuses on the implementation of policies at the international level, to achieve the targets listed in the 2030 Agenda[6], reflecting the 2030 Agenda's focus on the "shared responsibility" of all countries in delivering global public goods and avoiding negative global impacts.

Table 1. Comparison of the OECD child well-being framework and the 2030 Agenda

OECD Child Well-being Framework		Sustainable Development Goals
Home & family environment	Family living arrangements	-
	Parent-child relationships	-
	Jobs & income	Goal 1 (No poverty); Goal 8 (Decent work & economic growth)
	Children's basic material needs	Goal 1 (No poverty)
	Housing conditions	Goal 6 (Clean water and sanitation); Goal 11 (Sustainable cities and communities)
	Neighbourhood & environmental quality	Goal 11 (Sustainable cities and communities); Goals 6 (Clean water and sanitation); Goal 16 (Peace, justice and strong institutions)
Health & safety	Infant health	Goal 2 (Zero hunger); Goal 3 (Good health and well-being)
	Child and adolescent health behaviours	Goal 3 (Good health and well-being)
	Adolescent risky health behaviours	Goal 3 (Good health and well-being)
Child activities and life satisfaction	Basic social & leisure activities	-
	Adolescent activities outside of the school	-
	Adolescent subjective well-being	Goal 3 (Good health and well-being)

Child policies		Other adolescent activities & outcomes	Goal 3 (Good health and well-being); Goal 8 (Decent work & economic growth)
		Public spending on families	Goal 1 (No poverty)
		Children's age-spending profiles	-
		Parental leave schemes	-
		Family financial support	-
Education & school life		Childcare participation	Goal 4 (Quality education)
		Educational resources & behaviours at home	-
		Educational attitudes & expectations	-
		Quality of School life	-
		Educational outcomes	Goal 4 (Quality education)
Inequalities in current well-being			Goal 1 (No poverty); Goal 10 (Reduced inequalities); Goal 5 (Gender equity).
Resources for future well-being (part of the wider OECD *How's Life?* framework for measuring well-being)			Goal 7 (Affordable and clean energy); Goal 9 (Industry, innovation and infrastructure); Goal 12 (Responsible consumption and production); Goal 13 (Climate action); Goal14 (Life below water) and Goal15 (Life on land).
Elements of SDGs not covered by the OECD child well-being framework			Goal 17 (Partnerships for the goals); "Global contribution, trans-boundary effects, international efforts"

2.4. OECD work supporting the SDGs

19.   In 2016, the OECD adopted an *Action Plan on SDGs* (OECD, 2016[18]), aiming to apply an "SDG lens" to the OECD's strategies and policy tools, and to provide data for the UN-led Global Indicator Framework for the SDGs. Produced under the Action Plan, the OECD *Measuring Distance to the SDGs targets* study assesses where OECD countries stand and how far they have to travel in order to reach the targets by 2030 (OECD, 2017[5]). It is based on indicators from the UN Global Indicator Framework and other closely related OECD indicators. Its main objective is to help OECD countries to plan SDG implementation, identify data gaps and policy priorities, and develop their own national reporting tools.

20.   This paper[7] extends the OECD *Measuring Distance to the SDGs* Study, with specific focus on how far OECD countries are from reaching the SDG targets for children and young people (see Section 2 for details on the methodology). It also provides as assessment of which aspects of the OECD child well-being data portal are well-covered by the SDGs, and an account of the availability of the statistical information.

3. Data and methodology

3.1. Selection of the indicators

21.   This paper uses the OECD *Measuring Distance* Study (OECD, 2017[7]) methodology, adapting it to assess the situation of children and young people in relation to the SDG targets. As in the case of the original *Measuring Distance* Study, we take the UN Global Indicator Framework (comprising 232 indicators, across 169 targets), as our starting point.[8] However, for the purpose of this analysis, the indicator set has been divided into two groups: those indicators which can be assessed specifically for children and young people, and those that pertain to common public goods that cannot be straightforwardly disaggregated across population groups. The indicators selected for the first group each fall into at least one of the following categories:

- The indicator belongs to a target explicitly focusing on children. An example is the 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".
- The indicator relates to a target where the UN Global Indicator Framework specifies that data should be disaggregated by age. For instance, the target 1.2 on reducing poverty is measured by the indicator "Proportion of population living below the national poverty line, by sex and age".
- The corresponding target is not specific to children, and disaggregation by age is not explicitly required by the target, but the indicator is nonetheless meaningful and available for children and/or young people. An example is the target 16.1 on reducing all forms of violence, which is measured by the indicator "Proportion of the population that feel safe walking alone around the area they live".
- The indicator cannot be disaggregated and the target does not focus on children *per se*, but is directly related to the immediate environment of children. For instance, the target 3.1 on maternal mortality.

22.   Common public goods, on the other hand, refer to targets that are formulated at the economy- or society-wide level. In these cases, it is not straightforward (or even meaningful) to measure results separately for children and young people (for example, target 14.5, on conserving at least 10% of coastal and marine areas). These indicators are therefore not assessed in this analysis, because the main goal of the paper is to focus on children and youth people. A detailed analysis including these indicators, which are often central to the resources that will help to sustain children's well-being into the future, can be found in the OECD *Measuring Distance* Study.

23.   In total, 62 of the 169 targets have at least one indicator in the UN global list that could, in theory, be measured for children and young people. However, many of the proposed indicators in the UN list do not yet exist, and some still need to be fully defined. Looking into disaggregated data further exacerbates this issue: indicators can be well defined and available for the overall population, but not necessarily for specific sub-

populations or age groups. Then, to be included in the analysis, indicators have been selected following the procedure adopted in the *Measuring Distance* Study:

- First priority is given to OECD indicators that are directly comparable with those in the UN Global Indicators Database;
- Second, where no OECD sources exist, the analysis has adopted indicators for which data are available on the UN Global Indicators Database;
- Third, where data do not yet exist for children in the UN Global Indicator Database *or* in OECD databases, the study uses proxies from different international organizations or surveys (WHO, UNICEF, Gallup World Poll, European Centre for Disease Prevention and Control, Eurostat, and the European Union Agency for Fundamental Rights (FRA) gender-based violence against women survey);
- Fourth, the study includes selected OECD indicators that are not part of the official UN global list, but are nonetheless relevant to capture the challenges that SDG targets raise.

24. The analyses that follow then group the available data into two indicator sets. The first "**restricted set**" comprises 32 indicators that correspond exactly to the data source used in the OECD *Measuring Distance* study. This enables a comparison between the achievements of the total population vs. those of children, in terms of progress towards the SDGs. The second "**expanded set**" adds a further 25 indicators to the restricted set, thus bringing the total number of indicators considered to 57. The expanded set of indicators extends coverage beyond the official UN Global Indicators Framework, with selected measures that are highly relevant to assess children and young people's experiences regarding the SDGs. Among the 25 additional indicators in the expanded set, 22 are well aligned to those used in the *Measuring Distance* Study, but they differ slightly in either their methodology or their source; while 3 further indicators assess targets that are not covered in the *Measuring Distance* Study.[9] This expanded indicator set is used to give a more comprehensive picture of the gap between children's outcomes and the SDG targets. However, results drawn from this set cannot be compared with the overall population, and thus provide only a child-centred perspective.

3.2. Age ranges considered

25. The Convention on the Right of the Child (OHCHR, 1989[19]) defines a child as a person below the age of 18. However, because of very strong constraints on data availability, and in order to cover a significant range of SDG targets, the present analysis considers a broader age range for some indicators (e.g. in those cases where data for children cannot be disaggregated from data for young people in general).[10] Figure 3 presents the ages spanned by the indicators selected. For the restricted indicator set (Panel A), 14 indicators focus on individuals up to the age of 18, while for the expanded indicator set (Panel B) 26 indicators pertain to people up to 18 years of age. Among the indicators that extend beyond childhood to also consider young adults, the large majority start at age 15 or earlier, and thus include a sizeable share of children. Only 2 indicators in the expanded set (and 0 indicators in the restricted set) consider people over 18 years of age exclusively.

Figure 3. Age ranges covered by the child-centred indicators used in this study

Panel A: restricted set   *Panel B: expanded set*
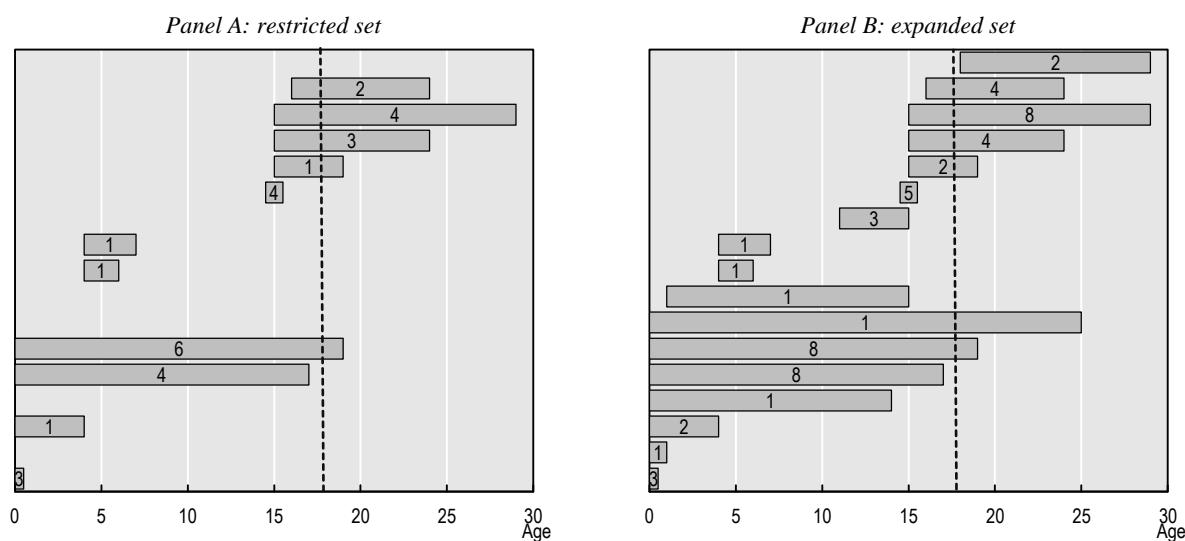
Note: The digit on each bar specifies the number of indicators for a specific age range. The dotted black line is fixed at age 18. Two indicators focusing on the immediate environment in which children live (e.g. target 3.1 on maternal mortality; and target 4.c on the share of school teachers undertaking professional development) are not shown in the figure because they are not computed for a specific age range.

3.3. Data coverage

26.   Figure 4 shows that the availability of data for assessing SDG performance for children and young people varies across the Goals (Panel A) and the 5Ps (People, Planet, Prosperity, Peace and Partnership; Panel B). This figure presents the share of targets that can be measured by at least one indicator in both the restricted and expanded indicator sets, and in the expanded indicator set only. Figure 4 also identifies key data gaps – i.e. targets that should, in principle, be measured at the level of children and young people, but where in practice the necessary disaggregated data are not available. Finally, Figure 4 shows the share of targets referring to common public goods or society as a whole, where it would be very challenging (and rarely meaningful) to derive separate measures for children and young people (e.g. target 14.5, on conserving at least 10% of coastal and marine areas; or target 9.5, on enhancing scientific research).

Figure 4. Data availability for children and young people, by goals and by the 5Ps

Panel A - Share of targets covered at least by one indicator, by type of indicators and by goals

Panel B - Share of targets covered at least by one indicator, by type of indicators and by the 5PS
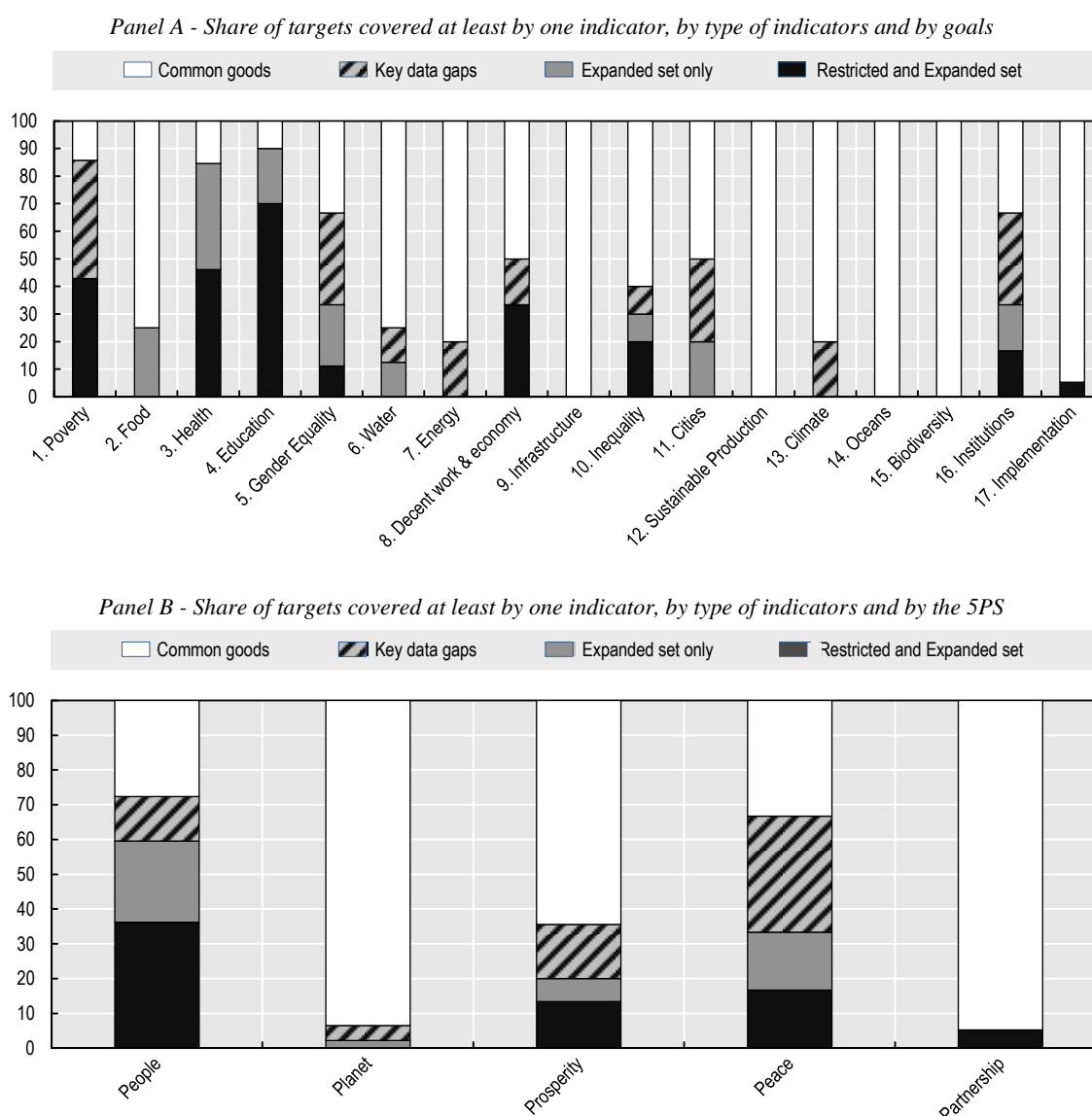
Note: "Key data gaps" refer to targets that should, in principle, be possible to assess at the child-level, but in practice, the necessary data disaggregations are not available to do this. Goals' labels have been shortened for the purpose of this visualisation.

27.   Depending on whether the expanded or restricted indicator set is considered, between 8 and 11 goals of the 2030 Agenda can be assessed, to varying extents, for children and young people. Of the 169 targets that underpin the 17 Goals, 62 targets have at least one indicator that could, in theory, be measured for children and young people. In practice, at least one indicator is available for 43 targets (i.e. 69% of those that could in principle be disaggregated by age) in the expanded indicator set, and 26 targets (or 42%) in the restricted indicator set.

28.   The best overall data coverage is for Goals 3 "Good health and well-being" and 4 "Quality education" (Figure 4, Panel A). In these cases, the expanded indicator set allows the experiences of children and young people to be assessed through at least one

indicator for 85% or more of the targets. At the other end of the spectrum, there are no indicators referring to children and young people for Goals 9 "Industry, innovation and infrastructure", 12 "Responsible consumption and production", 14 "Life below water" and 15 "Life on land", since all these goals are assessed only by indicators that refer to society as a whole.[11] This does not imply that these Goals are unimportant for children and young people: on the contrary, they concern resources that will be essential for sustaining their well-being in the future, and will thus affect the young for a greater share of their lifespan than in the case of people who are already adults today. Nevertheless, since the indicators associated to them cannot be disaggregated by age or by household type, they are not included in the analyses.

29.   Data gaps are largest for Goals 1 "No poverty", 5 "Gender equality", 11 "Sustainable cities and communities", and 16 "Peace, justice and strong institutions" (Figure 4, Panel A). In these cases, around one-third or more of the targets could, in theory, be measured at the level of children and young people, yet in practice no data are available to do this. Targets underpinning Goals 6 through to 15 are often most concerned with common public goods, but there are several instances (e.g. Goals 6 "Clean water and sanitation" and 13 "Climate action") where up to 20% or more of targets have key data gaps for children and young people. The targets underpinning Goal 17 "Implementation" are almost entirely concerned with common goods (e.g. target 17.3 on mobilising additional financial resources for developing countries) or country-wide means of implementation. In this case, there is just one target that can be assessed for children and young people (target 17.8, referring to the use of enabling technology, which is measured through the share of the population using the internet), and this is included in both the restricted and the expanded indicator sets.

30.   With respect to the 5Ps (Figure 4, Panel B), very limited coverage of children and young people is possible for targets falling under "Partnership" and "Planet" – since the large majority of targets in these categories refer to common goods. Coverage improves in the case of "People" (where the expanded set includes at least one indicator for nearly 60% of the targets), "Peace" (where it covers 34% of the targets), and "Prosperity" (where it covers 20%). Nevertheless, these are also areas with the largest key data gaps: for example, under "Peace", two-thirds of the targets could, in theory, be assessed at the level of children and young people – but in practice only half of these can be included in the present analysis, even in the expanded indicator set.

31.   The number of countries covered by each indicator used in this paper depends on whether the restricted or the expanded set is retained, as well as the Goals concerned (Figure 5). On average, the restricted indicator set covers a higher number of OECD countries than the expanded indicator set (33 against 29, respectively). When indicators are available for both sets, the restricted set has a better coverage for Goals 1 "No poverty", 3 "Good health and well-being", 4 "Quality education" and 16 "Peace, justice and strong institutions", whereas the expanded set has a higher performance for Goals 5 "Gender equity" and 10 "Reduced inequalities".

Figure 5. Country coverage, by Goals

Number of countries covered on average, by goal and indicator set
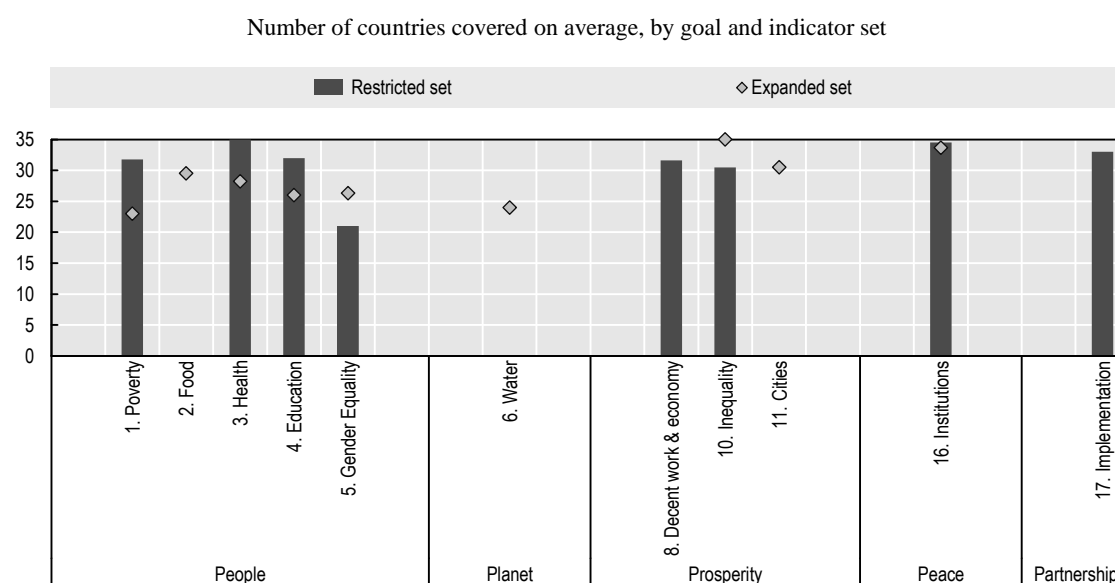
Note: There are no indicators available for the restricted set for Goals 2 "Zero hunger", 6 "Clean water and sanitation" and 11 "Sustainable cities and communities". Goals 8 "Decent work & economic growth" and 17 "Partnerships for the goals" do not have indicators for the expanded set. Bars show the coverage for the restricted set, while diamonds show that one for the expanded set. Goals' labels have been shortened for the purpose of this visualisation.

3.4. Normalization procedure to measure the distance to the SDG targets

32.   OECD countries' performance for children and young people is evaluated by examining the distance that each country will have to travel in order to reach each target level by 2030. The methodology therefore requires setting a quantitative target (or end-point) to reach by 2030 for every indicator included in this paper[12]. In the analysis that follows, three main methods are used for determining the target level:

- The target is explicitly specified in the 2030 Agenda, either as a fixed value (e.g. 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") or as a relative improvement (e.g. target 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");
- The target is not explicit, but it can be set with reference to international agreements or other consensus positions (e.g. reduce mean annual exposure to fine particulate matter ($PM_{2.5}$) air pollution to less than 10 micrograms per cubic metre, in line with WHO Guidelines);
- No obvious guidance is available on how the target level should be set. For these cases, the approach adopted here is to set the target value at the "90th percentile" of OECD countries' current performance– i.e. the level which only 10% of the OECD countries now attain.

33.   Once the destination level is set, gauging the distance that countries need to travel requires a metric. To enable comparisons of relative progress towards the different targets, indicators must be normalized and measured by an identical metric. The distance

is here calculated as the "standardized difference" between the country's current position and the target end-value, based on the following procedure:

*   First, the standard deviation for each indicator is computed at the OECD level. This measure is widely used in statistics to quantify the dispersion of a set of data values.

*   Second, the country's absolute distance from the target (expressed in the unit used by any specific indicator) is divided by the standard deviation of the indicator, in order to express it in a standard unit.

The formula to calculate the distance can be written as follows:

$$distance = \max\left(\frac{T - x}{\sigma}, 0\right)$$

Where T is the target, x the value for a specific country and σ the standard deviation calculated at the OECD level.

34.   Based on this approach, a score of zero implies that the target has been reached, while a positive (non-zero) score gives the distance still to be travelled, expressed in terms of OECD standard deviations. So the higher the score, the further is the distance that the country will need to travel to achieve the target, e.g. a score of 1.5 indicates that the country is 1.5 OECD standard deviations away from the target, etc. These standardised differences can then be compared across indicators, thus allowing to identify the targets where countries are further away from the levels to be achieved by 2030.

35.   The same methodology has been applied in this study and the *Measuring Distance* Study to ensure consistency between both analyses. However, the two different indicator sets require different treatment:

*   **For the restricted indicator set**, the end-points and standard deviations computed for the *Measuring Distance* Study are used to set the target, in order to be able to compare the children with the total population;
*   **For the expanded indicator set**, end-points and standard deviations are recalculated applying the same methodology, but applied to the child population only. In this case, the end-points and the standard deviations will therefore differ from those in the restricted set, because there are specific to the child population. Table A.3 (Annex A) lists the indicators for which different end-points are applied in the restricted and the expanded sets.[13]

4. Findings

36.   When focusing on the average experiences of children and young people, all OECD countries still have some distance to travel to reach the SDG targets. Among the 8 Goals and 26 targets assessed by the restricted indicator set, the OECD average distance to the targets is largest for Goals 4 "Quality education", 8 "Decent work & economy", and 1 "No poverty". In the case of the expanded indicator set, which covers 11 Goals and 43 targets, Goals 2 "Zero hunger" and 16 "Peace, justice and strong institutions" (and, to a lesser extent, Goals 4 and 8) are those where OECD countries are furthest away from the level they need to reach by 2030.

37.   The average distance to the SDG targets for children and young people vary widely across countries, and across the various targets within the Goals. Differences in performance among OECD countries are largest for Goals 1 "No poverty" and 2 "Zero hunger", and smallest for Goals 3 "Good health and well-being" and 10 "Reduced inequalities". It is also important to stress that this paper reports national average results, but the distance to target may also vary substantially *within* countries. Some children and youth will be further from the targets than others, and the size of the gaps between different groups of children and youth will likely also vary across countries; something that further research should address in future.

38.   A comparison of results with the OECD *Measuring Distance* Study shows that OECD countries are usually closer to reaching the SDG targets for children than they are for the adult population. Important exceptions to this include Goals 1 "No poverty" and 8 "Decent work & economic growth".[14] All of these results should also be viewed in light of the data gaps identified in the previous section.

4.1. Main findings for the restricted indicator set

39.   Based on the restricted indicator set, OECD countries still have some distance[15] to travel in order to meet all 8 of the SDGs for children and young people (see Figure 6). On average, the distance is largest for Goals 4 "Quality education", 8 "Decent work & economic growth", and 1 "No poverty", where ambitious targets have been set. However, when zooming at the indicator level, patterns change. There are large disparities within some Goals, in particular for Goals 4 and 8. For example, under Goal 8, the distance to the target is large for job strain, measured for people aged 15-29, while it is smaller for other indicators. For Goal 4, the distance is small for enrolment in pre-primary education and access to the internet, whereas it is much bigger for participation in formal or non-formal education and training (excluding people in the initial cycle of their studies).

40.   On average, OECD countries are generally closer to reaching the SDG targets for children and young people than for the total population – with the important exceptions of Goals 1 "No poverty" and 8 "Decent work & economic growth". For Goal 1, the gap between children and the total population is particularly sizeable for both absolute poverty (based on a threshold set at USD 10 per day[16]) and relative income poverty.

Children in OECD countries are more likely to live in poverty than the rest of the population. For Goal 8, young people fare worse than the overall population on the unemployment rate (measured for people aged 15-24), the share of people having access to a bank account (at ages 15-29) and earnings quality (also at ages 15-29). However, children and young people fare better than the total population in terms of intentional self-harm (under Goal 3, "Good health and well-being"), where data refer to people aged up to 19; gender difference in unpaid work (under Goal 5 "Gender equality"), where data refer to people aged 16 to 24; and the share of the population using the internet (under Goal 17, "Partnerships for the goals"[17]), where date refer again to people aged 16 to 24.

Figure 6. Distances from the SDG target levels for children and for the total population

Restricted indicator set

OECD average distance to target, in standardised units (0 = target reached), by goals.
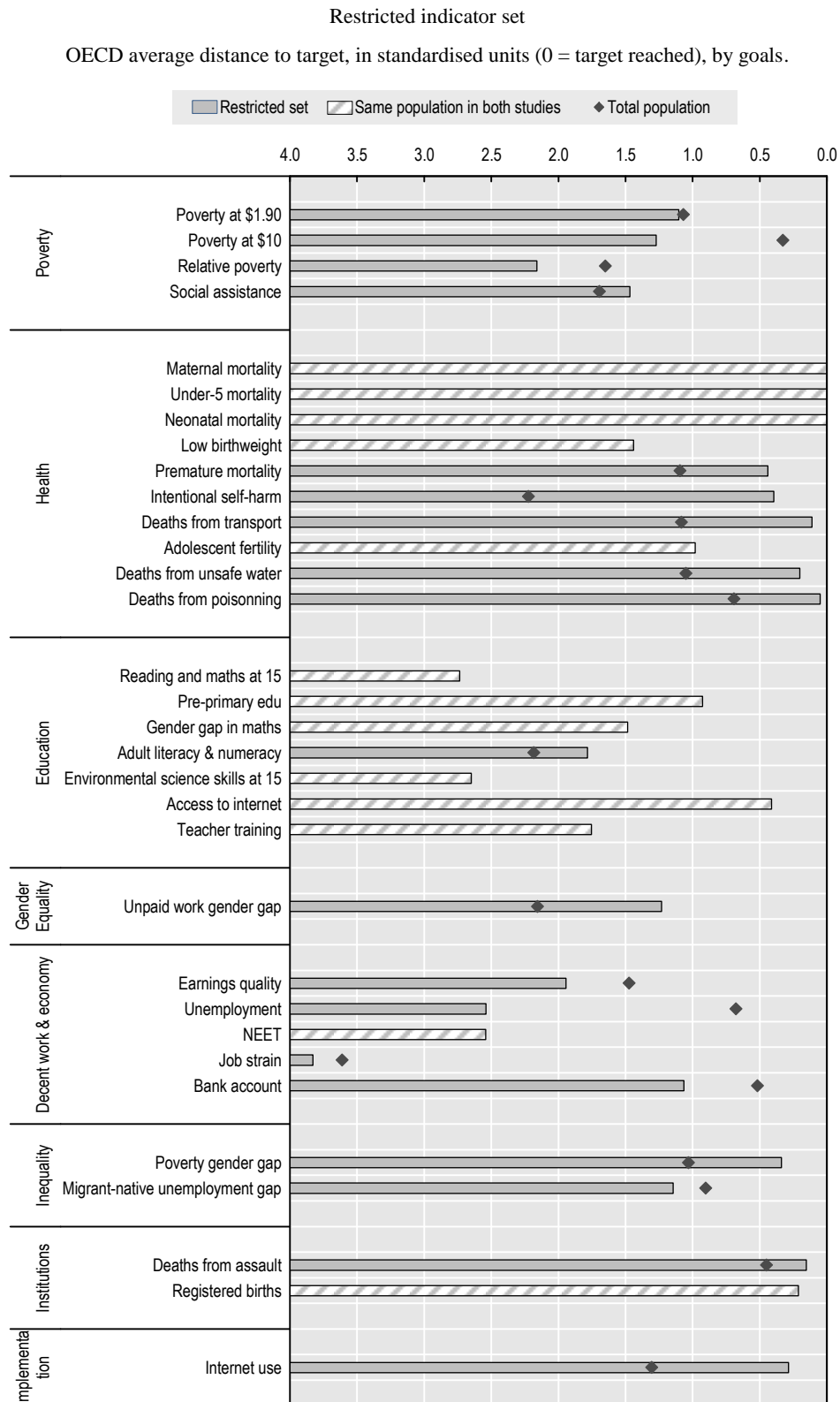
Note: This figure shows the distance that OECD countries (on average) will have to travel to reach each of the 33 targets of the 2030 Agenda with available data for children. The distance is expressed in term of standard deviation. First, the standard deviation for each indicator is calculated at the OECD level; then the country's absolute distance from the target (expressed in the unit used by any specific indicator) is divided by the standard deviation in order to express the distance in a standard unit. Bars show children's performance, while diamonds show the total population's performance. The horizontal axis indicates the distance from the target in standardized units; 0 indicates that the level set for 2030 has already been attained. Dashed bars refer to targets that focus on same population (i.e. children) in both studies (e.g. reading and maths at age 15). Goals' labels have been shortened for the purpose of this visualisation.

41.   When comparing results for children and the total population, there are some variations across OECD countries in terms of which group fares better. However, on average, children outperform the total population in a majority of OECD countries for 6 out of 8 goals (Figure 7). In particular, they have consistently better health conditions (Goal 3, "Good health and well-being"), higher skills (Goal 4, "Quality education"), are less likely to be victim of assaults (Goal 16, "Peace, justice and strong institutions") and have a better access to enabling technologies such as internet (Goal 17, "Partnerships for the goals"). The situation is still generally in favour of children in the case of Goals 5 "Gender equity" and 10 "Reduced inequalities", although in some countries the total population fares better than children. However, in a large majority of OECD countries, children are more at risk of income poverty than the overall population (Goal 1, "No poverty"), while young adults are more likely to face unemployment and harder working conditions than their older peers (Goal 8, "Decent work & economic growth").

Figure 7. Share of OECD countries in which children outperform the total population, or the total population outperforms children, by goal
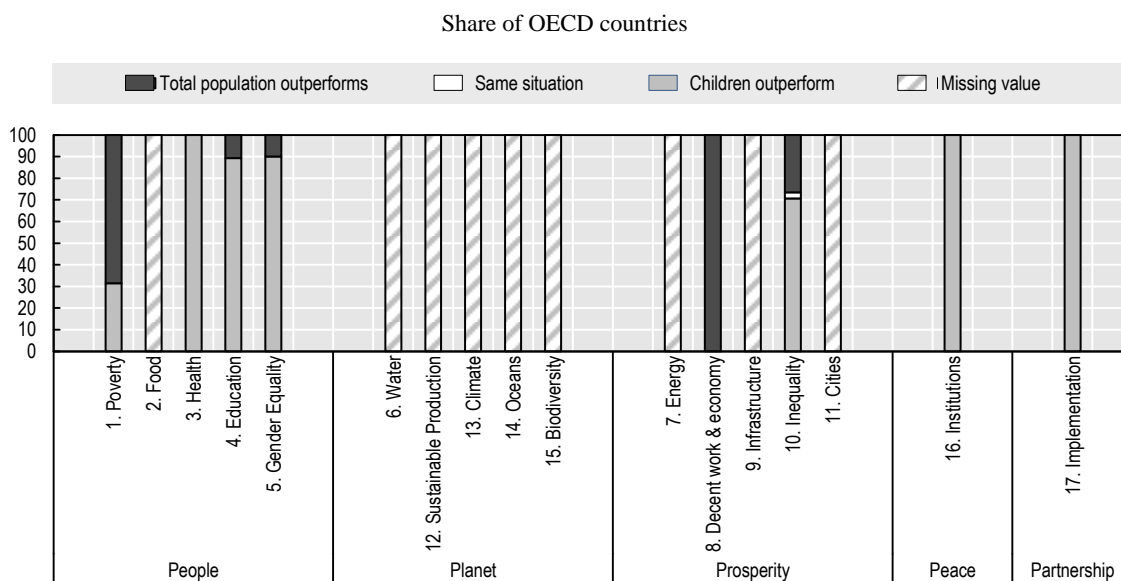
Share of OECD countries

Note: The figure includes only those indicators where a different age range is considered for "children" and the "total population" (i.e. it excludes targets that only consider children, such as some education targets). Distances to target are aggregated at the goal level (all targets weighted equally) and then compared between both populations. The distance is measured in term of standard deviation. First, the standard deviation for each indicator is calculated at the OECD level; then the country's absolute distance from the target (expressed in the unit used by any specific indicator) is divided by the standard deviation in order to express the distance in a standard unit. Dashed bars indicate 100% missing data. Goals' labels have been shortened for visualisation purpose.

42.   Across OECD countries, there is generally a strong correlation between the distance to travel for children and that for the total population – i.e. children tend to fare better in those countries where the total population fares better (Figure 8). However, the

association is weak for Goal 10, "Reduced inequalities", mainly due to the indicator on the gender gap in poverty (target 10.2), where there is a substantial within-country difference between the results for children and those for the total population.

Figure 8. Relationship between the distance to targets for children and for the total population
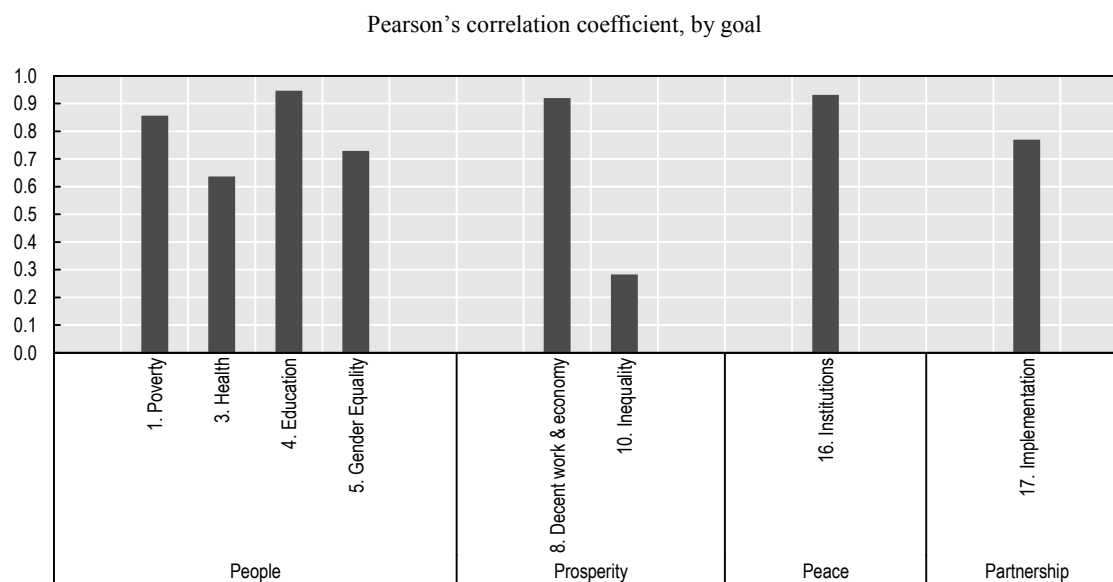
Pearson's correlation coefficient, by goal

Note: The figure includes only those indicators where a different age range is considered for "children" and the "total population" (i.e. it excludes targets that only consider children, such as some education targets). Goals' labels have been shortened for visualisation purpose.

4.2. Main findings for the expanded indicator set

43.   While the restricted indicator set aims to compare the OECD average distance to the SDG targets for children and young people with that for the total population, the expanded indicator set gives a broader and a more accurate assessment of OECD countries' performance on the SDGs for children. The latter set contains in total 57 indicators enabling performance against 43 targets and 11 goals to be assessed by at least one indicator. By contrast, the restricted indicator set covers just 26 targets and 8 goals.

44.   Figure 9 shows that, based on analysis of the expanded indicator set, the OECD average distance to travel in order to reach by 2030 the target levels for children is particularly large for Goal 2, "Zero hunger", followed by the Goals 8 "Decent work & economic growth", 16 "Peace, justice and strong institutions" and 4 "Quality education". The result for Goal 2 (which focuses on tackling hunger, but also on improving nutrition and healthy food) is mainly driven by the high rate of obesity among children in OECD countries. Goals 6 "Clean water and sanitation", 11 "Sustainable cities and communities" and 17 "Partnerships for the goals" are those in which OECD countries are closest to reaching the SDG targets for children and young people.

45.   When considering the variation in OECD countries' performance (Figure 9), Goals 2 "Zero hunger" and 1 "No poverty" have the largest disparities across countries. For example, the distance to travel to reach the target for Goal 2 is twice as large for the

countries in the bottom 10% of OECD country league that for those in the top 10%. Among the targets for Goal 2, disparities among OECD countries are particularly large for the indicator measuring obesity (target 2.2). The results for Goal 1 "No poverty" are mainly driven by the indicators measuring multidimensional poverty (target 1.2) and the absolute poverty rate at USD 1.90 per day (target 1.1). Goals 3 "Good health and well-being" and 10 "Reduced inequalities" are the two goals where the performance gap among countries is the smallest. For the former, all OECD countries have already reached the targets for the indicators measuring maternal mortality (target 3.1), mortality for the under-fives (target 3.2) and neonatal mortality (target 3.2), which reduces country disparities for the entire goal. For Goal 10 "Reduced inequalities", the results are mainly driven by the indicator on the gender gap in poverty rates (target 10.2).

Figure 9. Variation in the distances to the SDG targets for children in OECD countries: Expanded indicator set

Distance to target, in standardised units (0 = target reached), by goal
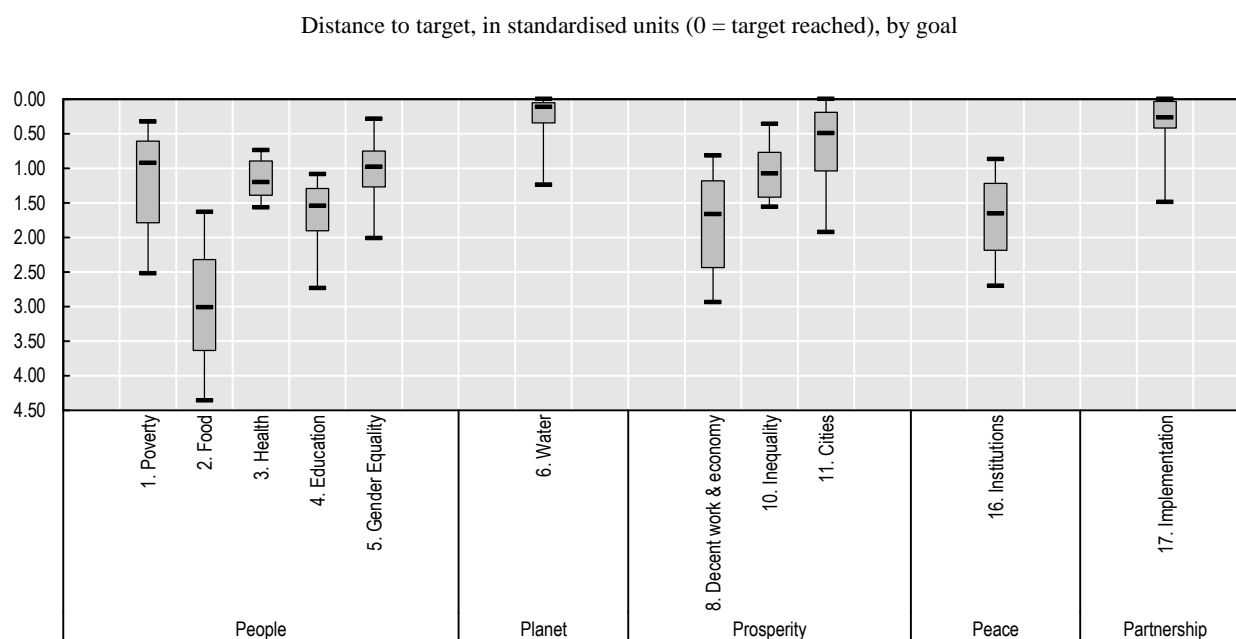
Note: Distribution of OECD countries' distances from targets is expressed in standard deviation units on the 11 Goals covered by the indicators included in the expanded set. Central black bars indicate the OECD median country score. Box boundaries refer to the first and third quartiles of the country distribution. Whiskers show the 10th and 90th percentiles of the distribution. Goals' labels have been shortened for the purposes of this visualisation.

46.   Although the distance to the SDG targets is not strictly comparable between the restricted and expanded indicator sets, looking at the relative position of OECD countries with respect to each goal highlights some important patterns. For example, based on the restricted indicator set, OECD countries have a shorter distance to travel to achieve Goals 3 "Good health and well-being" and 16 "Peace, justice and strong institutions". Yet when the indicator set is expanded, performance on these goals worsens. For Goal 3 "Good health and well-being", this is due to the inclusion of targets on alcohol (target 3.5) and tobacco consumption (target 3.a), for which indicators are present only in the expanded indicator set, and these indicators are the furthest away from the target. This underscores the importance of filling the data gaps, in order to have a more complete assessment of where OECD countries stand with respect to the various SDG goals and targets. This

result also implies that target-level assessments may be more meaningful than aggregating results by goals, since goals differ in terms of their indicator coverage.

5. Methodological issues raised by applying the SDG to a specific population group

47.   This paper presents a first assessment of the distance that OECD countries have to travel to reach the SDG targets for a specific population group. It takes the methodology originally developed in the *Measuring Distance* study and applies it to children and young people. In doing so, the approach used has to confront a number of important practical issues. In particular, the analysis highlights that both missing data and the methodological choices made along the way can have a deep impact on the results presented. Future extensions of this work (e.g. to assess distance to the targets for men and women separately) will benefit from the insights discussed below.

48.   First, even though the UN resolution on SDGs emphasises the importance of disaggregated data, over 100 of the 169 targets refer to issues that are only relevant to society as a whole (e.g. target 14.5, on conserving at least 10% of coastal and marine areas; or target 9.5, on enhancing scientific research). This paper has therefore highlighted the need to develop an agreed taxonomy to determine the targets and indicators that are meaningful to the population under consideration. This matters, since it is important to distinguish between genuine data gaps and targets that are excluded from the analysis simply because they cannot be (or indeed, should not be) disaggregated. The approach adopted in the present paper was to divide targets according to whether they can be specifically applied in the case of children and young people, or whether they concern societal-level measures and common public goods. In some cases, the distinction is straightforward and relatively easy to make, either because the targets focus directly on children, or specifically mention children/ the need to disaggregate results by age. However, in other cases, some subjective judgement is needed, since the distinction between child-relevant and society-wide indicators can depend on how the target is interpreted and measured in practice. In these cases, the choice needs to be made based on a clear and relevant criterion for the purpose of the study.

49.   Second, analysing the SDGs for a specific population group implies facing a trade-off between having a limited number of indicators that can be compared with other population groups, and widening the number of indicators to get a broader and a more accurate picture for the population of interest – but at the cost of not being able to compare results for that population with other reference groups. In this paper, the restricted indicator set enabled comparison with the total population, while the expanded set of indicators was used to deepen the picture for children and young people specifically. Yet, because the expanded indicator set introduced additional information, the conclusions drawn about performance at the goal level varied across the two approaches.

50.   The results in this paper also underscore how the number of missing indicators in each goal impacts the overall findings. For instance, if indicators are available only for targets where OECD countries are performing well, the overall results at goal level are overestimated. Figure 10 shows the influence of adding the 25 indicators included in the

expanded set to the 32 indicators in the restricted set on the assessment of the distance that OECD countries have to travel to reach the SDGs. The impact of adding these indicators is small for goals with few additional indicators: Goal 1 "No poverty" has only one additional indicator (on a total of 5 indicators) and the distance from targets is similar whatever indicator sets is used. However, when the additional indicators represent an important share of the total set of indicators considered for each goal, they can have a substantial effect on overall performance. For the Goal 16, "Peace, justice and strong institutions", one quarter of its targets are covered by the restricted set, another quarter by the expanded set, and half of them are not covered at all. When the additional indicators are considered for this Goal, the distance to the SDG targets is five times larger than for the restricted set of indicators. This emphasises the importance of filling the SDG data gaps for the assessment of the distance to be travelled, and strongly suggests that results should be presented target-by-target (with missing data made more clearly visible), in addition to summarising performance at the goal level.

Figure 10. Influence of additional indicators on the distance to the SDG targets

Distance to target, in standardised units (0 = target reached), by goal
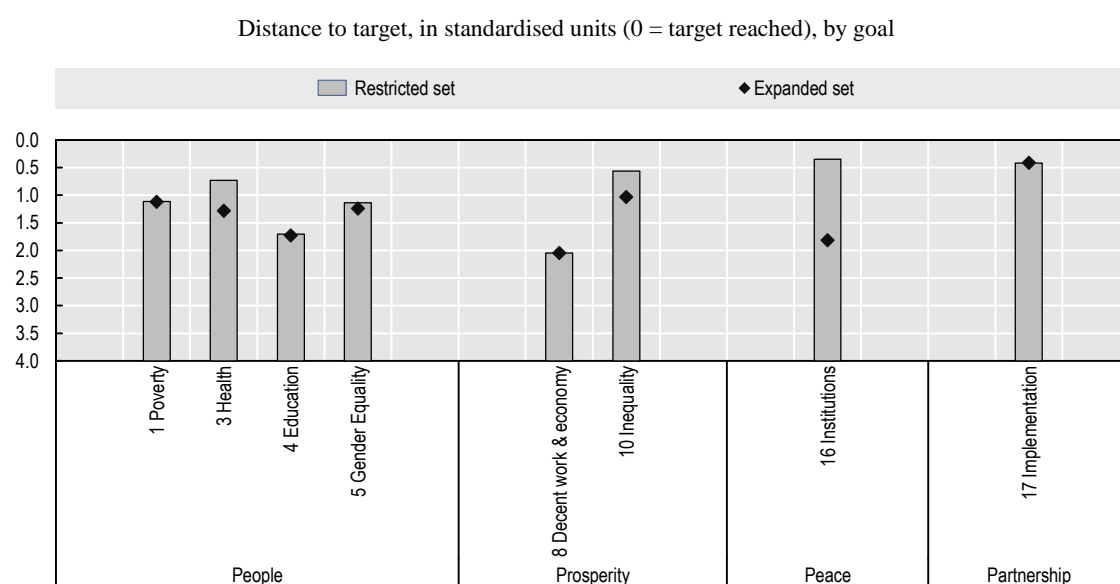
Note: Bars show the distance when the restricted set is considered, while diamonds show the distance for the expanded set. The horizontal axis indicates the distance from the target in standardized units; 0 indicates that the level set for 2030 has already been attained. Goals' labels have been shortened for the purpose of this visualisation.

51.   Third, within the framework developed in *The Measuring Distance* study, applying an SDG lens to the analysis of a specific population group may imply reviewing the level to be achieved for some targets. In particular, the end-values (target levels) may need to be adjusted if the indicators used for the reference group and the population studied are not exactly the same, or if the end-values are not relevant for the population concerned. For instance, in the *Measuring Distance* study, the target on alcohol consumption (3.5.2) was measured by alcohol consumption in litres per capita, and the end-value was set by considering the 10% of OECD countries with the lowest values on this indicator. In this paper, data availability means that a different indicator (whether or not a child reports having experienced being drunk) was used for this target, with its target level set at zero (since heavy drinking can be particularly harmful in childhood).

52. Finally, in the *Measuring Distance* methodology, a common metric (based on the standard deviation) was used in order to compare performance across indicators, targets and goals. However, the nature of the data on which this standard deviation is calculated can have an influence on the priorities highlighted by the analysis. In this paper, two different sets of standard deviations are used. The first one comes from the *Measuring Distance* study, and is used for the restricted indicator set to compare the situation of children relative to the total population. The second set of standard deviations has been calculated specifically for the population of children and young people, and is applied to the expanded indicator set. This was necessary in order to meet the dual purposes of the analyses shown here - on the one hand, to compare children and young people's distance to target relative to the total population; and on the other hand to provide a broader and deeper account of children's experiences. Yet here again, methodological choices about which set of standard deviations to use can change the priorities identified by the analysis. For instance, Figure 11 shows how performance summarised at the goal level varies when the two different standard deviations are used for the 32 indicators in the restricted indicator set: relative performance on goals 3 and 10, and goals 1 and 5, reverse, depending on which set of standard deviations is applied.

Figure 11. Influence of the standard deviation on the distance to travel to reach the targets

Relative position to the distance to the targets (1 = closest goal to reach the target), by goals
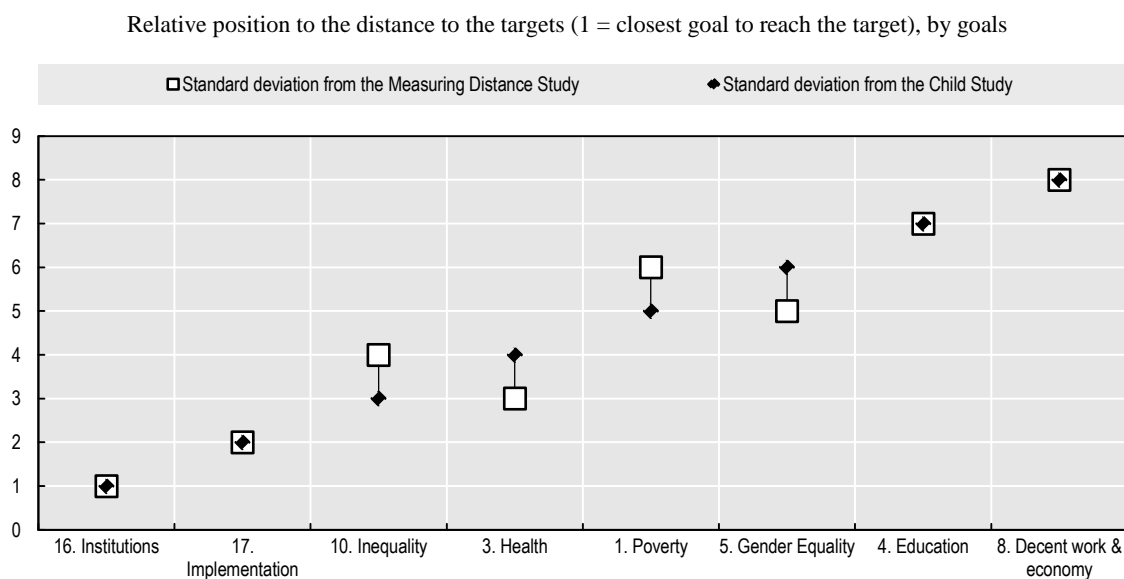
Note: The goals are ordered following the distance to the targets when the standard deviation from the Child Study is used.

6. Conclusions and statistical agenda ahead

53.   This paper contributes in several ways to our understanding of the distance that OECD countries need to travel to meet the goals and targets pertaining to children and young people that are embodied in the 2030 Agenda. First, it compares the OECD child well-being framework with the SDGs, showing where they overlap and where they are complementary. Second, it provides a comprehensive overview of performance, spanning 57 indicators covering 43 targets and 11 goals; other studies to date have focused either on a specific target (for instance (Pereira et al., 2017[20]) or on describing data availability (see for instance (UNICEF, 2017[21])), or have assessed countries' performances on the SDGs for children through a limited set of indicators reducing the number of goals and targets covered.[18] Third, rather than focusing only on the current level of each indicator, this paper analyses the *distance to travel* in order to reach the SDG target levels by 2030. This switches the focus from where countries are now, to the efforts required to reach the goals by 2030. Expressing these distances in standardised units also enables comparing distances among the targets and goals. Fourth, the paper also compares the OECD average distance to the SDG targets for children and for the total population, albeit for only a restricted set of indicators. Finally, the paper raises a number of methodological considerations when trying to extend SDG monitoring efforts to specific groups of the population.

54.   In summary:

- **The 2030 Agenda and the OECD Child Well-Being framework have a different scope and purpose, but there is some clear overlap in terms of the aspects of life considered. Moreover, both initiatives complement each other**. On the one hand, the SDGs extend the perspective of the OECD Child Well-Being framework towards other aspects of children's environment. On the other hand, the OECD Child Well-Being framework take a more in-depth view of some areas, such as the relationships between parents and children, leisure time and social activities, parental leave and the quality of school life.
- **The OECD average distance to the targets is largest for SDG Goals 4 ("Quality education"), 8 ("Decent work & economy") and 1 ("No poverty")**. In addition, the expanded set of indicators also highlights Goals 2 ("Zero hunger") and 16 ("Peace, justice and strong institutions") as priority areas for improvement in OECD countries.
- **Children are more at risk of income poverty than the overall population** and young adults are more likely to face unemployment and harder working conditions than their older peers. This echoes findings on child vs. population-wide poverty discussed in the OECD's *How's Life? 2015* report, as well as findings in *How's Life? 2017* and in *Society at Glance 2016*, which show that young people in OECD countries fare worse than older age groups across several well-being outcomes, particularly in terms of unemployment, earnings, employment, civic engagement, household income and household wealth.

- **There are strong disparities in performance between countries** for Goals 1 ("No poverty") and 2 ("Zero hunger"). By contrast, country performance on Goals 3 ("Good health and well-being") and 10 ("Reduced inequalities") is more homogenous.

- **All of these findings need to be considered in light of what it is *not* currently possible to measure for children and young people within the 2030 Agenda.** While 62 of the 169 targets can, in theory, be disaggregated by age, in practice data availability limits the conclusions that can be drawn. A restricted indicator set that closely follows the UN Global Indicator Framework enables 8 goals and 26 targets to be assessed for children and young people. Extending the indicator set allows covering 43 targets across 11 goals (thus representing over two-thirds of the targets that can be disaggregated). Data coverage for children and young people is generally best for Goals 3 ("Good health and well-being") and 4 ("Quality education"), and worst for Goals 1 ("No poverty"), 5 ("Gender equality"), 11 ("Sustainable cities and communities") and 16 ("Peace, justice and strong institutions").

- Goals and targets relating to common goods (such as the majority of those covering water, sustainable production, climate, oceans, biodiversity, energy, infrastructure, and the means of implementing the 2030 Agenda) are not measured for children and young people separately, and thus not shown here. However, making progress on these issues will be vital for securing well-being and prosperity in the future, something in which children and young people arguably have the largest stake. More information about OECD countries' performance across these issues is available in the *Measuring Distance to the SDG Targets* study, on which this paper is based.

55.   Monitoring and assessing where countries stand with respect to SDG Goals and targets is a key step for the success of the 2030 Agenda. The United Nations Statistical Commission played a central role in this with the creation of the Inter-Agency and Expert Group on SDGs (IAEG-SDGs) and the compilation of the UN Global Indicator Framework. However, some of the indicators selected by the IAEG-SDGs require further conceptual and methodological development before they can be measured, while others will need to be refined and improved over the coming years. When it comes to assessing the distance to travel for children and young people in OECD countries, a number of key priorities for the statistical agenda ahead can be highlighted:

- **A number of indicators still need to be defined at the child level and published on a regular basis**. Roughly two-thirds of the 169 SDG targets refer to common goods, where disaggregated data for children are very rarely available. Among targets which can (at least in theory) be disaggregated for different population groups, only some of the UN Global List indicators can be computed for children separately. Extending target coverage thus means deviating from the UN Global Indicators List (as in the case of our expanded indicator set).

- **Age ranges need to be harmonized between indicators in order to gain accuracy when studying a specific population group**. Indeed, child-related indicators for which data exist do not always cover the same are range. This limitation is particularly problematic when studying children because it implies using different definitions of a child and, sometimes, going beyond age 18. Having further disaggregation and more precise and consistent age ranges would also help to differentiate children and youth, two populations that face different challenges.

- **Where possible and relevant, survey coverage should be expanded to the child population**. Indicators drawn from household surveys mainly focus on people aged 15 or 16 and above. Because of this restriction, the experiences of the younger population are typically not captured, and must instead be inferred from household-level data that considers households with and without dependent children. While the household unit is an important level of analysis, expanding survey coverage to younger people would help to better assess children's situations more directly. This might be achieved through dedicated surveys for children or, where necessary, through greater use of proxy responses on children's behalf in household surveys (see for instance (Richardson and Ali, 2014[22])). The UK Household Longitudinal Survey is a good example of a general survey that covers also children aged 10 to 15[19]. While some child-centred surveys, such as the OECD Programme for International Student Assessment (PISA)[20] and the Health Behaviours in School-Aged Children (HBSC)[21] exist, there is an urgent need to extend their coverage to other fields, and to implement similar instruments focused on children of different ages. An example is the recently implemented OECD survey on Early Learning and Child Well-being.

- **The use of alternative data sources, such as big data, should be considered when disaggregated indicators are not available.** Alternative data can complement information provided by surveys or other established data sources. For example, UN Women is exploring big data projects to assess the SDGs through its programme "Making Every Woman and Girl Count" (UN Women, 2016[23]). Other initiatives seek to develop indicators from such data sources. For instance, Data2x, an initiative of the United Nations Foundation, is supporting a project that aims to develop data to measure stunting among girls and boys in Nigeria using satellite imagery (Data2x, 2017[24]).

Notes

[1]   Willem Adema, Chris Clarke and Olivier Thevenon (Directorate for Employment, Labour and Social Affairs), Federico Bonaglia, Alexandre Kolev and Angel Melguizo (OECD Development Centre), Marie-Helene Doumet, Fatine Guedira, Caitlyn Guthrie, Corinne Heckmann, Camila De Moraes and Rowena Phair (Directorate for Education and Skills), and Martine Durand and Marco Mira d'Ercole (Statistics and Data Directorate) are gratefully acknowledged for their comments and inputs on previous drafts of this document.

[2]   Such as the majority of targets relating to water, sustainable production, climate, oceans, biodiversity, energy and infrastructure goals, as well as the "means of implementation" targets.

[3]   The 5Ps are defined in the preamble of the resolution; however, at the time of writing, there is no official classification.

[4]   Voluntary National reviews are available at: https://sustainabledevelopment.un.org/vnrs/.

[5]   The custodian agencies are the international organisations responsible of processing the data, supporting compliance with international standards and strengthening national statistical capacity.

[6]   The OECD child well-being framework has a dimension on policies, but it refers only on national level and it does not provide elements on international cooperation.

[7] Hereafter often referred to as the "Child Study", to clarify how it differs from the original *Measuring Distance* study.

[8] This framework continues to evolve; the present analysis uses the version adopted by the United Nations Statistical Commission (UNSC) in March 2017.

[9] The first indicator measures the multidimensional poverty (target 1.2) and the second one is the share of children immunised for diphtheria, tetanus, pertussis and measles (target 3.b). The last indicator is the share of women married at a young age (target 5.3).

[10] Only two indicators rely exclusively on information about individuals aged 18 and over. These are measures of physical and sexual violence against women perpetrated by a partner, and sexual violence by a non-partner (target 5.1), which cover individuals from 18 to 29. In order to capture women' experiences when they were children, the indicators used here measure the lifetime incidence of violence since respondents were 15 years old. This is in contrast to the data used in the *Measuring Distance* Study, which focus only on violence experienced during the last 12 months.

[11] For instance, the target 8.4 measured by the material footprint by unit of GDP, the domestic material consumption per unit of GDP and the demand based CO_2 productivity.

[12] More detailed information on the methodology is available in the *Measuring Distance to the SDG Targets* study (OECD, 2017[7]), on which this paper is based.

[13] In addition, for one indicator belonging to the expanded set, the target has been adjusted for the child population: For target 3.5 (measured by the share of children who experienced of being drunk,) the end-point is set at 0%, instead of the "90th percentile" approach in the *Measuring Distance* Study.

[14] Goal 8 "Decent work & economic growth" compares young people with the total population concerning their situation on the labour market.

[15] The distance is expressed in term of standard deviation. First, the standard deviation for each indicator is computed at the OECD level and then it is used to divide the country's absolute distance from the target (expressed in the unit used by any specific indicator), in order to express the distance in a standard unit. For instance for the indicator on low birthweight (target 3.2), the OECD countries has to travel 1.4 standard deviation to reach the target.

[16] The USD10 a day threshold is arbitrary; it was chosen by convenience, as most OECD countries are close having eradicated "extreme poverty" based on the (USD 1.9 a day) threshold conventionally used for global reporting.

[17] The Goal 17 aims to strengthen the means of implementation and revitalize the global partnership for sustainable development. However, it also aims to extend access to information and communications technology, which is measured by the share of the population using the internet.

[18] The UNICEF Office of Research published a first assessment of the SDGs for children, presenting 25 indicators at the country level covering 10 goals and 21 targets (UNICEF, 2017[17]).

[19] www.understandingsociety.ac.uk/.

[20] www.oecd.org/pisa/.

[21] www.hbsc.org/.

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Annex A. Indicators used in this study

The present paper is based on the list of indicators for global monitoring of the Sustainable Development Goals approved by the United Nations Statistical Commission in March 2016, and on the indicators underpinning the OECD Measuring Distance to the SDG Targets study released in July 2017. More recent changes in the UN global list and in the indicators used by other OECD Directorates to monitor various goals and targets of the 2030 Agenda are not reflected in this paper.

Table A.1. Meta data for indicators included in the restricted set

Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
Goal 1. End poverty in all its forms everywhere										
1.1.1	1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day	1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)	Proportion of population below the international poverty line of US$1.90 per day	Absolute poverty rate USD 1.90	OECD based on LIS and EU-SILC	Absolute poverty rate USD 1.90	Poverty at $1.90	[0-17]	OECD based on LIS and EU-SILC	0.0
1.1.2			-	Absolute poverty rate USD 10.00	OECD based on LIS and EU-SILC	Absolute poverty rate USD 10.00	Poverty at $10	[0-17]	OECD based on LIS and EU-SILC	0.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
1.2.1	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	1.2.1 Proportion of population living below the national poverty line, by sex and age	Proportion of population below national poverty line	Relative income poverty rate	OECD IDD	Relative income poverty rate	Relative poverty	[0-17]	OECD IDD	5.1
1.3.2	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		-	Social assistance adequacy	OECD Tax-Benefit Models	Social assistance adequacy	Social assistance	[99-99]	OECD Tax-Benefits models	100.0
Goal 3. Ensure healthy lives and promote well-being for all at all ages										
3.1.1	3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births	3.1.1 Maternal mortality ratio	Maternal mortality ratio	Maternal mortality	OECD Health Data	Maternal mortality	Maternal mortality	[99-99]	OECD Health Data	70.0
3.2.1	3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births	3.2.1 Under-five mortality rate	Under-five mortality rate	UN-STAT	UN-STAT	Under-five mortality rate	Under-5 mortality	[0-4]	UN-STAT	25.0
3.2.2		3.2.2 Neonatal mortality rate	Neonatal mortality rate	Neonatal mortality	OECD Health Data	Neonatal mortality	Neonatal mortality	[0-0]	OECD Health Data	12.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
3.2.3			-	Low birthweight	OECD Health Data	Low birthweight	Low birthweight	[0-0]	OECD Health Data	4.3
3.4.1	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	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease	Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease	Premature mortality	OECD Health Data	Premature mortality	Premature mortality	[0-19]	OECD based on WHO Mortality database	2004.4
3.4.2		3.4.2 Suicide mortality rate	Suicide mortality rate	Intentional self-harm	OECD Health Data	Intentional self-harm	Intentional self-harm	[0-19]	OECD based on WHO Mortality database	0.0
3.6.1	3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents	3.6.1 Death rate due to road traffic injuries	Death rate due to road traffic injuries	Mortality from transport accidents	OECD Health Data	Mortality from transport accidents	Deaths from transport	[0-19]	OECD based on WHO Mortality database	3.3
3.7.2	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	3.7.2 Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group	Adolescent birth rate per 1,000 adolescent women aged 15-19	Adolescent fertility rate	OECD Family Database	Adolescent fertility rate	Adolescent fertility	[15-19]	OECD Child Well-Being Data Portal	0.0
3.9.2	3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination	3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All (WASH) services)	Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene	UN-STAT	UN-STAT	Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene	Deaths from unsafe water	[0-19]	UN-STAT	0.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
3.9.3		3.9.3 Mortality rate attributed to unintentional poisoning	Mortality rate attributed to unintentional poisonings	Mortality from accidental poisonning	OECD Health	Mortality from accidental poisonning	Deaths from poisonning	[0-19]	OECD based on WHO Mortality database	0.0
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all										
4.1.1	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	Proportion of children at the end of lower secondary achieving at least a minimum proficiency level in mathematics	Share of students above level 2 in reading and mathematics in PISA	OECD PISA	Share of students above basic proficiency (level 2) in reading and mathematics in OECD's PISA study	Reading and maths at 15	[15-15]	OECD PISA	100.0
4.2.2	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	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	Participation rate in organized learning (one year before the official primary entry age)	Gross enrolment rate in pre-primary education	OECD Education Statistics	Participation rate in organised learning (one year before the official primary entry age)	Pre-primary edu	[4-7]	OECD Education at Glance 2017	100.0
4.5.1	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	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Gender parity index for achievement in mathematics by the end of lower secondary	Gender differences in mathematics	OECD PISA	Gender differences in mathematics	Gender gap in maths	[15-15]	OECD PISA	0.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
4.6.1	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	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	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional literacy skills	Share of adults above level 2 in literacy and numeracy	OECD PIAAC	Share of adults above level 2 in literacy and numeracy OECD's PIAAC study	Adult literacy & numeracy	[16-24]	OECD based on PIAAC	100.0
4.7.1	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 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	-	Share of students above level C in the environmental science performance index	OECD PISA	Share of students above basic proficiency (level C) in the environmental science performance index in OECD's PISA study	Environmental science skills at 15	[15-15]	OECD PISA	100.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
4.a.1	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.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)	Proportion of schools with access to computers for pedagogical purposes, primary and secondary level	Percentage of 15-year-old students with access to computer connected to the internet available for students for educational purposes	OECD PISA	Percentage of 15-year-old students with access to computer connected to the internet available for students for educational purposes	Access to internet	[15-15]	OECD PISA	100.0
4.c.1	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	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	Proportion of teachers in pre-primary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	Share of teachers who undertook professional development in the last 12 months	OECD TALIS	Share of teachers who undertook professional development in the last 12 months	Teacher training	[99-99]	OECD TALIS	100.0
Goal 5. Achieve gender equality and empower all women and girls										

Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
5.4.1	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	5.4.1 Proportion of time spent on unpaid domestic and care work, by sex, age and location	Time spent on unpaid domestic and care work	Gender difference in unpaid work	OECD based on National Time Use Surveys	Gender difference in time spent on unpaid work	Unpaid work gender gap	[15-24]	OECD based on National Time Use Surveys	0.0
8.5.1	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	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities	-	Earnings quality	OECD Job Quality database	Earnings quality	Earnings quality	[15-29]	OECD Job Quality database	27.9
8.5.2		8.5.2 Unemployment rate, by sex, age and persons with disabilities	Unemployment rate	Unemployment rate	OECD Employment database	Unemployment rate	Unemployment	[15-24]	OECD Employment database	4.6
8.6.1	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training	Proportion of youth not in education, employment or training	Share of youth not in education employment or training	OECD based on Labour Force Surveys	Share of youth not in education employment or training	NEET	[15-29]	OECD based on Labour Force Surveys	0.0

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Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
8.8.2	8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment	8.8.2 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	-	Job strain	OECD Job Quality database	Job strain	Job strain	[15-29]	OECD Job Quality database	0.0
8.10.2	8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all	8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	UN-STAT	UN-STAT	Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	Bank account	[15-29]	OECD based on World Bank	99.5
Goal 10. Reduce inequality within and among countries										
10.2.1	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 age, sex and persons with disabilities	-	Gender gap in poverty	OECD Income Distribution Database	Gender gap in poverty	Poverty gender gap	[0-17]	OECD Income Distribution Database	0.0

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study		Child Study				Target level
				Indicator	Source	Indicator	Short name	Age range	Source	
10.7.1	10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies	10.7.1 Recruitment cost borne by employee as a proportion of yearly income earned in country of destination	-	Difference in unemployment rates between migrants and native	OECD based on Labour Force Surveys	Difference in unemployment rates between migrants and native	Migrant-native unemployment gap	[15-24]	OECD based on Labour Force Surveys	0.0
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										
16.1.1	16.1 Significantly reduce all forms of violence and related death rates everywhere	16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age	Number of victims of intentional homicide per 100,000 population	Deaths from assault	OECD Health Data	Deaths from assault	Deaths from assault	[0-19]	OECD based on WHO Mortality database	0.0
16.9.1	16.9 By 2030, provide legal identity for all, including birth registration	16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age	Proportion of births registered with a civil authority	UN-STAT	UN-STAT	Proportion of births registered with a civil authority	Registered births	[0-0]	UN-STAT	100.0
Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development										
17.8.1	17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology	17.8.1 Proportion of individuals using the Internet	Proportion of individuals using the Internet	Share of the population using internet	OECD ICT Access and Usage by Households and Individuals database	Share of the population using internet	Internet use	[16-24]	OECD ICT Access and Usage by Households and Individuals database	100.0

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

Table A.2. Additional indicators included only in the expanded set

Code	Target	IAEG Indicator	Indicator for global monitoring	*Measuring Distance* Study			Child Study					
				Indicator	Target	Source	Indicator	Short name		Age range	Target level	Source
Goal 1. End poverty in all its forms everywhere												
1.2.2		1.2.2 Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	-	-	-	-	Multidimensional child poverty (two or more dimensions)	Multidimensional poverty		[1-15]	12.0	UNICEF
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture												
2.1.2	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	2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES)	Estimated prevalence of moderate or severe food insecurity in the adult population	UN-STAT	0.0	UN-STAT	Estimated prevalence of moderate or severe food insecurity in the adult population	Food insecurity		[15-29]	0.0	UNICEF
2.2.3	2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons		-	Obesity rate	0.0	OECD Health Data	Obesity rate	Obesity		[11-15]	0.0	OECD Child Well-Being Data Portal
Goal 3. Ensure healthy lives and promote well-being for all at all ages												

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study					
				Indicator	Target	Source	Indicator	Short name	Age range	Target level	Source
3.3.1	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	3.3.1 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations	Estimated HIV incidence rate	AIDS incidence	0.0	OECD Health Data	AIDS incidence	AIDS	[0-19]	0.0	European Centre for Disease Prevention and Control
3.3.2		3.3.2 Tuberculosis incidence per 1,000 population	Tuberculosis incidence per 100,000 population	UN-STAT	0.0	UN-STAT	Tuberculosis incidence	Tuberculosis	[0-14]	0.0	WHO Global Tuberculosis Report
3.3.4		3.3.4 Hepatitis B incidence per 100,000 population	-	Hepatitis B incidence	0.0	OECD Health Data	Hepatitis B incidence	Hepatitis B	[0-25]	0.0	European Centre for Disease Prevention and Control
3.4.3			-	Deprivation in life satisfaction	0.0	OECD based on Gallup World Poll	Low Life Satisfaction	Life Satisfaction	[15-15]	0.0	OECD Child Well-Being Data Portal
3.5.2	3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	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	Alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol	Alcohol consumption	Not Rel.	OECD Health Database	Experience of being drunk	Been drunk	[11-15]	0.0	OECD Child Well-Being Data Portal

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study					
				Indicator	Target	Source	Indicator	Short name		Age range	Target level	Source
3.8.2	3.8 Achieve universal health coverage, 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	3.8.2 Number of people covered by health insurance or a public health system per 1,000 population	-	Coverage for health care	100.0	OECD Health Data	Share of people self-reporting unmet needs for health care because of finances, distance or transportation, waiting list	Unmet needs for health care		[15-24]	0.0	Eurostat [hlth_ehis_un1e]
3.9.1	3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination	3.9.1 Mortality rate attributed to household and ambient air pollution	Mortality rate attributed to household and ambient air pollution	UN-STAT	0.0	UN-STAT	Mortality rate attributed to household air pollution	Deaths from air pollution		[0-4]	0.0	WHO
3.a.1	3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate	3.a.1 Age-standardized prevalence of current tobacco use among persons aged 15 years and older	-	Prevalence of current tobacco use	0.0	OECD Health	Prevalence of regular smokers	Regular smokers		[11-15]	0.0	OECD Child Well-Being Data Portal

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study					
				Indicator	Target	Source	Indicator	Short name		Age range	Target level	Source
3.b.1	3.b Support the 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 on the TRIPS Agreement and Public Health…	3.b.1 Proportion of the population with access to affordable medicines and vaccines on a sustainable basis	-	-	-	-	Share of children immunised for diphtheria, tetanus, pertussis and measles	Immunization for diphtheria, tetanus, pertussis and measles		[0-1]	100.0	OECD Child Well-Being Data Portal
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all												
4.3.1	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	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months	Participation in formal and/or non-formal education	100.0	OECD PIAAC and the Adult Education Survey	Participation in formal and/or non-formal education	Youth/adult education & training		[16-24]	100.0	OECD based on PIAAC and the Adult Education Survey

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study					
				Indicator	Target	Source	Indicator	Short name		Age range	Target level	Source
4.4.1	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Proportion of youth and adults with information and communications technology (ICT) skill, connecting and installing new devices	UN-STAT	Not Rel.	UN-STAT	Individuals' level of computer skills	Computer skills		[16-24]	60.0	Eurostat [isoc_sk_cskl_i]
	Goal 5. Achieve gender equality and empower all women and girls											
5.2.1	5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation	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	-	Physical and/or sexual violence by a partner in the 12 months prior to the interview	0.0	FRA gender-based violence against women survey dataset	Physical and/or sexual violence by a partner since 15 years old	Partner violence		[18-29]	0.0	FRA gender-based violence against women survey dataset
5.2.2		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	-	Sexual violence by a non-partner in the 12 months prior to the interview	0.0	FRA gender-based violence against women survey dataset	Sexual violence by a non-partner since 15 years old	Non-partner violence		[18-29]	0.0	FRA gender-based violence against women survey dataset

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

| Code | Target | IAEG Indicator | Indicator for global monitoring | Measuring Distance Study | | | Child Study | | | | |
				Indicator	Target	Source	Indicator	Short name	Age range	Target level	Source
5.3.1	5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation	5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18	-	-	-	-	Percentage of women married between 15-19 years of age (early marriage)	Early marriage	[15-19]	0.0	OECD GID-DB database
Goal 6. Ensure availability and sustainable management of water and sanitation for all											
6.2.1	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	6.2.1 Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water	Proportion of population using improved sanitation facilities	UN-STAT	100.0	UN-STAT	Share of children in households that lack basic facilities	Lack basic facilities	[0-17]	0.0	OECD Child Well-Being Data Portal
Goal 10. Reduce inequality within and among countries											
10.2.2			-	Age gap in poverty	0.0	OECD Income Distribution Database	Age gap in poverty	Poverty age gap in poverty	[0-17]	0.0	OECD Income Distribution Database
10.4.2	10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality		-	Redistribution of income	Not Rel.	OECD Income Distribution Database	Poverty gap before and after taxes and transfers	Taxes & transfers reducing poverty	[0-17]	70.1	OECD Income Distribution Database

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study				
				Indicator	Target	Source	Indicator	Short name	Age range	Target level	Source
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable											
11.1.2	11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums		-	Rooms per person	Not Rel.	OECD based on EU-SILC and national surveys	Rooms per person in households with children	Rooms per person	[99-99]	1.3	How's Life 2015
11.6.2	11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	11.6.2 Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)	Annual mean levels of fine particulate matter (PM2.5) in cities (population weighted)	Exposure to air pollution	10.0	OECD Regional Well-Being Statistics	Exposure to fine particulate matter (PM2.5)	PM2.5 air pollution	[0-19]	10.0	UNICEF Innocenti Report Card 14
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											
16.1.4		16.1.4 Proportion of population that feel safe walking alone around the area they live	-	Share of population that feel safe walking alone	100.0	Gallup	Share of population that feel safe walking alone at night where they live	Feeling in safety	[15-29]	100.0	Gallup Analytics

Code	Target	IAEG Indicator	Indicator for global monitoring	Measuring Distance Study			Child Study					
				Indicator	Target	Source	Indicator	Short name		Age range	Target level	Source
16.5.1	16.5 Substantially reduce corruption and bribery in all their forms	16.5.1 Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months	-	Share of the population thinking corruption is widespread throughout the government	0.0	OECD based on Gallup World Poll	Share of the population thinking corruption is widespread throughout the government	Bribes to officials		[15-29]	0.0	Gallup Analytics
16.6.1	16.6 Develop effective, accountable and transparent institutions at all levels	16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar)	-	Confidence in national institutions index	100.0	OECD based on Gallup World Poll	Confidence in national institutions index	Trust in institutions		[15-29]	100.0	Gallup Analytics

CHILD WELL-BEING AND THE SUSTAINABLE DEVELOPMENT GOALS:

**Table A.3. Indicators featured in both the restricted and expanded set but
with different target levels**

Target	Code	Indicator used in both restricted and expanded set	Target level set in the restricted study	Target level set in the expanded study
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	1.2.1	Relative income poverty rate	5.1	6.3
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	3.4.1	Premature mortality	2004.4	1378.7
3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents	3.6.1	Mortality from transport accidents	3.3	1.4
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	8.5.1	Earnings quality	27.9	18.6
	8.5.2	Unemployment rate	4.6	8.5
8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all	8.10.2	Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	99.5	99.4