

# Tracking Progress for Adolescent Girls: Indicators for the Sustainable Development Goals

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The Sustainable Development Goals (SDGs) offer the international community an historic opportunity to improve the lives of adolescent girls.

This bold agenda requires indicators that are equally ambitious. Our organizations recommend the following set of core SDG indicators and essential principles for data collection, analysis, and financing. This list is not exhaustive, but it contains key indicators that are critical to comprehensively understand the lives of adolescent girls and the progress of sustainable development. While many of the proposed indicators could adequately account for girls if they are at least disaggregated by age by sex in five-year bands, other indicators require further refinement or additional measurement.

We are encouraged by the Inter-Agency Expert Group on SDG Indicators' (IAEG-SDGs) willingness to consider and pilot new indicators; such as those proposed here, and suggest that they are necessary to ensure a transformative new agenda.

## **PRINCIPLES FOR AMBITIOUS INDICATORS**

- \* Indicators should measure the more complex aspects of each target, not just the easiest to evaluate, or be based on what is currently being measured.
- \* Indicators should include both quantitative and qualitative measures, and measures of policy, legal, structural, behavioral and normative change.
- \* There must be scope for further development of the indicator framework in the coming years, in particular, for updating indicators as global and national capacity for collecting complex data develops and as contexts change. As such, research and development of the indicator framework should remain open after the 47th Session of the Statistical Commission.
- \* All data should be regulated by frameworks that guarantee data privacy, confidentiality, and protection, across data collection, analysis, and management.
- \* All efforts should be made to include third party data sources in tracking the SDGs, particularly reputable civil society organizations and academic institutions.
- \* To monitor the SDGs, national statistical offices (NSOs) must be adequately resourced and strengthened to be functionally autonomous and transparent in order to produce consistent, reliable, and high-quality data that are independent, protected, and accountable.
- \* Support for strengthening NSOs should come from a coordinated effort by governments, regional and international institutions, donors, and civil society.

## **DEVELOPING AMBITIOUS INDICATORS**

- \* Across the entire SDG framework, there must be an inclusive and transparent process to create, pilot, and accept new (Tier II and III) indicators, with regular review of new indicators and mechanisms for inclusion in overall reporting. For instance, the first set of Tier II and III indicators could be piloted in the first four years of the SDG framework implementation, then reviewed by an appropriate committee in 2019.
- \* While the more aspirational Tier II and III indicators are being piloted, the IAEG-SDGs should agree interim indicators, for measuring targets in the meantime.
- \* In developing new indicators, the IAEG-SDGs should consider indicators as put forth by reputable civil society organizations and academic institutions, which have already demonstrated rigorous and successful pilot testing in the field.
- \* The production of timely and quality gender statistics must be a policy and budgetary priority for governments, as well as regional and international institutions. Data are a public good and national budgets must have an allocated provision for the collection and analysis of gender-focused statistics.
- \* There must be dedicated resources to improve data literacy in country, particularly around gender data, and to encourage accountability and the use of data by all, including civil society and citizens.

## **CORE INDICATORS ESSENTIAL FOR MEASURING THE PROGRESS OF ADOLESCENT GIRLS**

Additions to the August 11th IAEG SDGs indicator priority list are denoted in **bold** and suggested deletions are noted with ~~strikethroughs~~.

Our organizations recommend that all of the below indicators should be disaggregated at minimum by these overall disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household). Where necessary, further disaggregations have been noted.

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
<b>Goal 1: End poverty in all its forms everywhere</b>					
13 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.	13.1 Percentage of population covered by social protection floors/systems, disaggregated by sex, composed of the following: a) Percentage of older persons receiving a pension; b) Percentage of households with children receiving <b>some form of public</b> child support; c) Percentage of working-age persons without jobs receiving support; d) Percentage of persons with disabilities receiving benefits; e) Percentage of women receiving maternity benefits at <b>and after</b> childbirth; f) Percentage of workers covered against occupational injury; and g) Percentage of poor and vulnerable people receiving benefits.	Social Security administrative data consolidated by the ILO Social Security Inquiry.	Responsible entity: ILO. Availability: Information on old age coverage for 175 countries; on jobless support for 79 countries; on disability for 171 countries; on maternity for 139 countries; on child benefits for 109 countries; on occupational injury coverage for 172 countries. Also responsible: OECD.	Tier II	Poverty and gender inequality go hand-in-hand; girls and women in the poorest countries suffer a double burden of being born both in a poor country and female. <sup>2</sup> Of the one billion people who live in extreme poverty, an estimated 70 percent are girls and women <sup>3</sup> and two-thirds of the 796 million people worldwide who are illiterate are women. <sup>4</sup>
14 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.	14.1 Proportion of the population living in households with access to basic services. <b>Basic services to be defined but should include: antenatal care (access to health professionals at birth), basic vaccines, access to primary and secondary education, improved water source, improved sanitation, electricity and social security (TBC)</b>	MICS and DHS; household surveys; <b>WB service delivery indicators, ILO labor standards data</b>	World Bank, UNDP, UNICEF	Tier II	Improving women and girls' access to public services is essential to poverty eradication. If all women could access the care, commodities and services recommended by the World Health Organization (WHO), maternal deaths would drop by 67%, and newborn deaths would fall by 77%. <sup>5</sup> It is important that we not limit our measurements on who is accessing basic services to those living in households. Often the most vulnerable and with the greatest need for these basic services are young people living outside of households.

<sup>1</sup> Tier I: Methodology exists, data widely available; Tier II: Methodology exists, data not easily available; Tier III: Methodology needs to be developed.

<sup>2</sup> ONE, 2015. "Poverty is Sexist: Why Girls and Women must be at the Heart of the Fight to End Extreme Poverty." Retrieved from [https://s3.amazonaws.com/one.org/pdfs/poverty\\_is\\_sexist\\_report.pdf](https://s3.amazonaws.com/one.org/pdfs/poverty_is_sexist_report.pdf), p.8

<sup>3</sup> WHO, 2015. "A Recommendation for Poverty Alleviation: Adolescent Girls, the UN Millennium Development Goals and the Post-2015 Development Agenda." Retrieved from [http://www.who.int/pmnch/media/press\\_materials/pr/2013/adolescent\\_girls\\_post2015.pdf](http://www.who.int/pmnch/media/press_materials/pr/2013/adolescent_girls_post2015.pdf).

<sup>4</sup> United Nations Women Watch, 2012. "Facts & Figures: Rural Women and the Millennium Development Goals." Retrieved from [www.un.org/womenwatch/feature/ruralwomen/facts-figures.html](http://www.un.org/womenwatch/feature/ruralwomen/facts-figures.html).

<sup>5</sup> Guttmacher Institute, 2014. "Adding It Up: The Costs and Benefits of Investing in Sexual and Reproductive Health in 2014". Retrieved from <https://www.guttmacher.org/pubs/AddingItUp2014-summary.html>.

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Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
15 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.	<b>1.5.1 Proportion of population resilient/robust to hazards and disasters</b>	<b>Country data</b>	<b>UNEP, UNISDR</b>	Tier III	Women and girls are significantly more vulnerable to climate-related extreme events and disasters. For instance, women and girls are made up to 80% of the loss of lives in the 2004 Asian Tsunami <sup>6</sup> Similarly, in 2007, an estimated 1.5 million people were left homeless due to rains and flooding in 18 African countries with women and children representing more than three quarters of those displaced by natural disasters. <sup>7</sup>
1b. Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender sensitive development strategies, to support accelerated investment in poverty eradication actions.	<b>1.b.1 Number of national action plans that support accelerated investment in actions that eradicate poverty and include gender responsive budgeting and policies</b>	<b>Country research</b>	<b>UN Women, World Bank, INFORMEA</b>	Tier II	Gender-responsive budgets can increase the allocation of resources to women and adolescent girls, thereby contributing to their independence and financial decision-making power, support gender mainstreaming in macroeconomics, strengthen civil society participation in economic policy making, and enhance the linkages between economic and social policy outcomes. <sup>8</sup>

**Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture**

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	<b>2.2.1 Adolescent wasting as assessed by considering body mass index (BMI) and calculating BMI for age</b>	<b>WHO or UNICEF</b>	<b>WHO, UNICEF</b>	Tier I	Adolescent girls in poor countries face a high risk of anemia and malnutrition, which can have long-term consequences for their health and that of their children <sup>9</sup> In many cases, girls living in poverty and food-insecure households eat only after male family members. <sup>10</sup>
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<sup>6</sup> APWLD, 2005. Why are women more vulnerable during disasters? Asia Pacific Forum on Women, Law and Development, [http://iknowpolitics.org/sites/default/files/tsunami\\_report\\_oct2005.pdf](http://iknowpolitics.org/sites/default/files/tsunami_report_oct2005.pdf).

<sup>7</sup> UNICEF, 2008. Our Climate, Our Future, Our Responsibility: The Implications of Climate Change for the World's Children, <http://www.unicef.org.uk/Documents/Publications/climate-change.pdf>, pg 22.

<sup>8</sup> Budlender, D. and Hewitt, G., 2002. "Gender Budgets Make More Cents: Country Studies and Good Practice." Available here: [http://www.gender-budgets.org/index.php?option=com\\_joomdoc&view=documents&path=suggested-readings/gender-budgets-cents-country-studies-and-good-practice&Itemid=587](http://www.gender-budgets.org/index.php?option=com_joomdoc&view=documents&path=suggested-readings/gender-budgets-cents-country-studies-and-good-practice&Itemid=587).

<sup>9</sup> ICRW and 2CV (2013). I Know, I Want, I Dream: Girls' Insights for Building a Better World. ICRW and 2CV. London: Girl Hub. <http://www.girlreffectorg/2015-beyond/making-of/>

<sup>10</sup> Ibid

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
<b>Goal 3: Ensure healthy lives and promote well-being for all at all ages</b>					
3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births	3.1.1 Maternal deaths per 100,000 live births. <b>Further disaggregations: by causes of death (including unsafe abortion, pre-eclampsia and eclampsia and other hypertensive disorders, hemorrhage, sepsis, HIV related, hemorrhagic, and prolonged or obstructed labor)</b> <sup>11</sup>	CRVS, household surveys, censuses, health facility data, RAMOS, confidential enquiries, modeling	Maternal Mortality Expert and Interagency Group (MMEIG), led by WHO with UNICEF, UNFPA, World Bank, UNDESA; data - all countries, global database available; bi-annual global reporting	Tier I	Maternal mortality is the second leading cause of death of girls aged 15-19 <sup>12</sup> and 70,000 adolescents in developing countries die annually of causes related to pregnancy; <sup>13</sup> the risk of maternal death for mothers under age 15 in low-and middle-income countries is double that of older females. <sup>14</sup> The addition of 'cause of death' will reflect how data is reported at global level by WHO, according to the five leading maternal mortality causes and will assist in the development of programs and interventions that will address the leading causes of death, ensuring more effective implementation of the target.
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 susceptible population (by age, sex, and key-populations)	Country owned, internationally consistent modelled estimates	UNAIDS 158 countries Updated annually	Tier I	Adolescent girls and young women are disproportionately vulnerable and at high risk for new HIV infections. <sup>15</sup>
	<b>3.3.2 Percent of people living with HIV and AIDS receiving antiretroviral treatment</b>	<b>This is an MDG indicator and information is reported annually to UNAIDS and WHO.</b>	<b>UNAIDS, WHO</b>	<b>Tier II/III</b>	While we strongly support an indicator on new infections, we need to continue to measure the impact that prevention and access to treatment can have. We would recommend continuing to use at least two of the existing MDG indicators which capture access to ARV and behavior change related to reducing risk.
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.	<b>3.4.1 Number of suicide deaths per year per 100,000 population</b>	<b>WHO Mental Action Plan 2013-2020</b>	<b>WHO</b>	<b>Tier I/II</b>	According to the WHO, self-harm/suicide is now the leading cause of death among girls aged 15-19 worldwide. <sup>16</sup>

<sup>11</sup> This provides a measure of how many women die as result of pregnancy and child birth. This includes unsafe abortions which more closely reflecting how common unsafe abortion is in a country, and therefore how significant it is as a public health problem; could be calculated without information on how many abortions occur under safe conditions.

<sup>12</sup> WHO (2014) Adolescent Pregnancy Fact Sheet. Retrieved from: <http://www.who.int/mediacentre/factsheets/fs364/en/>

<sup>13</sup> UNFPA (2013). State of the World Population 2013, pg. iiiii - Motherhood in Childhood, Facing the challenge of adolescent pregnancy. Retrieved from: <http://www.unfpa.org/webdav/site/global/shared/swp2013/EN-SWOP2013-final.pdf>

<sup>14</sup> Ibid

<sup>15</sup> UNAIDS, (2014) "The Gap Report," retrieved from [http://www.unaids.org/sites/default/files/media\\_asset/UNAIDS\\_Gap\\_report\\_en.pdf](http://www.unaids.org/sites/default/files/media_asset/UNAIDS_Gap_report_en.pdf)

<sup>16</sup> World Health Organization, Health for the World's Adolescents, Geneva, 2014. <http://apps.who.int/adolescent/second-decade/>

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Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
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.	<b>3.7.1 Percentage of family planning demand met with modern contraceptives</b> <sup>17</sup>	<b>DHS for 15-19, MICS for 10-14, country studies</b>	<b>UNFPA, UNICEF</b>	<b>Tier I</b>	This indicator emphasizes voluntarism and informed choice (rather than establishes targets for contraceptive prevalence rates or fertility), as well as the availability of modern methods of contraception, rather than less effective traditional methods. While alone it is not sufficient to measure progress toward this target, it is an essential measure. <sup>18</sup>
	<b>3.7.2 Proportion of health facilities that provide a comprehensive sexual and reproductive health package of care which include: Access to information on SRH; modern methods of contraceptives; maternal health; access to safe abortion and post abortion care; HIV prevention; STIs and reproductive cancers diagnosis and prevention; information on assisted reproduction</b> <sup>19</sup>	<b>Questions have been developed and fielded by Performance Monitoring and Accountability2020 surveys (PMA2020), but would need to be added to more facility-level surveys and such surveys would need to be expanded to cover more countries. National Health Information systems; DHS</b>	<b>WHO, UNFPA, UNAIDS</b>	<b>Tier II</b>	Adolescent girls and young women face significant barriers in accessing health services or protecting their own health. Lack of access to comprehensive and accurate information on sexual and reproductive health means that adolescent girls and young women are not equipped to manage their sexual health or to reduce potential health risks.
	3.7.3 Adolescent birth rate (10-14; 15-19) per 1,000 <b>adolescents</b> in that age group <b>Further disaggregations: Location of birth (i.e. health facility, home, etc)</b>	CRVS, household surveys, censuses	UNDESA; Data for the adolescent birth rate (15-19) are available for 225 countries and territories for the period 1990-2014; 223 countries and territories have at least two data points. Data on births to mothers under the age of 15 are available for at least 102 countries and territories for the period 2000-2014, UNFPA.	Tier I	We strongly support the disaggregation across a wider age group for adolescent birth rate. Adolescent childbearing is often rooted in coercion and discriminatory practices, such as child, early and forced marriage, and lack of sexual education. It remains a major contributor to maternal and child mortality, and to the cycle of ill-health and poverty. <sup>20</sup>

<sup>17</sup> This indicator is defined as the proportion of sexually active women and girls (10-49+), who use modern contraceptives, divided by total demand for contraceptives. For the purposes of this indicator, we are using/recognize the definition of modern contraceptive methods as defined by the Demographic Health Surveys (DHS) and the Multiple Indicator Cluster Survey (MICS).

<sup>18</sup> Fabic et al, Meeting demand for family planning within a generation: the post-2015 agenda, Lancet, 2014 doi: 10.1016/S0140-6736(14)61055-2

<sup>19</sup> This indicator would reflect the recommendations and lessons learned from the ICPD Operational reviews on providing the comprehensive SRH package and keep the commitment beyond 2015. There are information systems already put into place in many countries as part of the ICPD Programme that could be useful in collecting data on this indicator.

<sup>20</sup> WHO, 2014. "Fact sheet: Adolescent Pregnancy." Retrieved from: <http://www.who.int/mediacentre/factsheets/fs364/en/>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<b>3.7.4 Rate of unsafe abortions per 1,000 women aged 10-49</b>	<b>WHO, UNFPA</b>	<b>WHO, UNFPA</b>	<b>Tier III</b>	Unsafe abortion is one of the leading causes of maternal death, and in order to ensure that women and girls are able to fully access their reproductive health and rights, they must have access to the widest range of reproductive health services, including access to safe abortion. <sup>21</sup>
	<b>3.7.5 Proportion of adolescent girls who have received the HPV vaccine according to current guidelines</b>	<b>WHO-UNICEF Joint Reporting Form, completed annually by ministries of health in all member states.</b>	<b>WHO, UNICEF</b>	<b>Tier I</b>	This indicator measures an essential element of SRH services: prevention of sexually transmitted infections. As an added benefit, it has a focus on adolescent girls, which could also be reflective of adolescents' access to SRH services.
3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination	<b>3.9.1 Number of illnesses and premature deaths attributable to ambient and household air pollution</b>	<b>WHO, already measured in Burden of Disease</b>	<b>WHO</b>	<b>Tier I</b>	4.3 million people die prematurely each year from exposure to household air pollution. <sup>22</sup> Girls and women are disproportionately impacted by health issues stemming from the use of inefficient cookstoves and fuels, such as emphysema, cataracts, cancer, and heart disease. <sup>23</sup>

#### Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	4.1.1 Percentage of children/young people at the end of each level of education achieving at least a minimum proficiency level in (a) reading, (b) mathematics and (c) science	Various international (eg PIRLS, PISA, TIMSS), regional learning assessments (eg LLECE, SACMEQ, PASEC) national and citizen-led learning assessments. <sup>24</sup>	UNESCO-UIS will form a broad technical group including Member States to develop and maintain measures. UNESCO-UIS will compile data from learning assessments conducted by other organizations and transform them to the common learning scale.	Tier III	The estimated economic gain from achieving universal primary education exceeds the estimated increase in public spending required to achieve it. <sup>25</sup> Returns on female secondary education can be 15 to 25 per cent higher for women than men. <sup>26</sup> Even in countries where
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21 WHO, 2014. "Fact sheet: Maternal mortality." Retrieved from: <http://www.who.int/mediacentre/factsheets/fs348/en/>.

22 Global Alliance for Clean Cookstoves and Energia (2015). "Getting Cooking Energy Right in the Post-2015 Indicators," retrieved from: <http://cleancookstoves.org/binary-data/ATTACHMENT/file/000/000/258-1.pdf>.

23 Global Alliance for Clean Cookstoves, "Impact Areas: Women and Gender," retrieved from <http://cleancookstoves.org/impact-areas/women/>.

24 Data are available at the primary level for about 50 countries from PIRLS and at lower secondary level for about 70 countries from PISA and 65 countries from TIMSS. Once the learning scale has been created the existing results can be reported according to a common scale. This is expected to take 3-5 years to achieve.

25 Research for Development, 2013, Exclusion from Education: The Economic Costs of Out of School Children in 20 Countries.

26 Schultz, T.P., 2002, 'Why Governments Should Invest More to Educate Girls,' World Development, 30 (2): 207-225.

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<b>4.1.2 Percentage of out of school girls and boys</b>	<b>Country data</b>	<b>UNESCO, UNICEF</b>	<b>Tier III</b>	education was state-funded, girls said extra costs associated with schooling - such as exam fees, books, travel and uniforms were prohibitive for their families. <sup>27</sup> This indicator will give us the picture of who must be targeted so that 'no one will be left behind.
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	<b>4.3.1 Enrollment and completion ratios of population by level and type of formal and non-formal education</b>	<b>Country data supported by UNESCO</b>	<b>UNESCO</b>	<b>Tier I/II</b>	Almost a quarter of young women aged 15-24 today (116 million) in developing countries have never completed primary school. Girls and women who are educated are more confident, have more freedom to make decisions which affect their lives, have greater awareness of their rights, and have better work prospects. <sup>28</sup>
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.	<b>4.5.1 Whether laws or policies discriminate against pregnant or married girls in school and vocational training, including the requirement of third party authorization</b>	<b>Country data supported by UNESCO</b>	<b>UNESCO, UNICEF, UN Women</b>	<b>Tier II/III</b>	Girls and young women are often required to leave school if they are pregnant or married, resulting in additional discrimination and lack of opportunities for single mothers, rape victims, and young married girls. The right of pregnant girls to an acceptable education is explicitly recognized in the UNCRC, among other conventions. Yet the disconnection between international law and national law, and between law and practice, means that many girls are denied access to education as soon as they become mothers. <sup>29</sup>

<sup>27</sup> ICRW and 2CV (2013). I Know, I Want I Dream: Girls' Insights for Building a Better World. ICRW and 2CV. London: Girl Hub. <http://www.girleffect.org/2015-beyond/making-of/>

<sup>28</sup> UNESCO. (2013), pg.1. Fact Sheet: Education for All Global Monitoring Report, Retrieved from: <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/images/2011/girls-factsheet-en.pdf>

<sup>29</sup> Global Campaign for Education, 2012. "Gender Discrimination in Education: The violation of rights of women and girls." Retrieved from [http://www.campaignforeducation.org/docs/reports/GCE\\_INTERIM\\_Gender\\_Report.pdf](http://www.campaignforeducation.org/docs/reports/GCE_INTERIM_Gender_Report.pdf)

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

<b>Target</b>	<b>Recommended Indicators</b>	<b>Provide Data Sources</b>	<b>Entity responsible for global monitoring and how many countries data are available</b>	<b>Tier <sup>1</sup></b>	<b>Rationale</b>
	<b>4.5.2 Number of girls who leave school due to marriage, pregnancy, menstruation, or sexual violence or harassment</b>	<b>Country data supported by UNESCO</b>	<b>UNESCO, UNICEF, UN Women</b>	<b>Tier III</b>	It is essential to document the reason so many girls leave school during the transition period from primary to lower secondary school. These reasons have been highlighted as some of the most prominent through discussions with adolescent girls in numerous countries.
	<b>4.5.3 The number or percentage of primary and secondary schools with at least one teacher who has been trained in comprehensive sexuality education and who has taught the subject at least once in the last academic year</b>	<b>Country data</b>	<b>UNESCO</b>	<b>Tier III</b>	Sexuality education can increase knowledge and improve attitudes, delay or decrease risky sexual behaviors, and/or increase condom/contraceptive use. <sup>30</sup>
	<b>4.5.4 Percentage of schools that have sexual violence and harassment policies and reporting mechanisms in place</b>	<b>Country surveys support by UNESCO</b>	<b>UNESCO</b>	<b>Tier III</b>	This indicator measures the ability of a girl to enforce her rights. If schools have no policy on sexual violence/harassment or code of conduct in place, it is more difficult to stop this practice as many girls do not have access to the formal legal system. Schools must also hold perpetrators accountable and prevent such violence and harassment from occurring. <sup>31</sup>
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	<b>4.7.1 Proportion of education curricula including material on sustainable development, sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship</b>	<b>Disaggregated country data; National Education Information Systems UNICEF work on curricular review will have data on this</b>	<b>UNESCO</b>	<b>Tier II</b>	Providing young people with comprehensive education on sexuality and sexual and reproductive health is central to enable them to safely and responsibly navigate their sexuality and relationships and equip them with the skills they require to realize their sexual health and reproductive rights.

<sup>30</sup> McQueston, K, Silverman, R, & Glassman, A. (2012). Adolescent fertility in low- and middle-income countries: Effects and solutions (CGD Working Paper 295). Washington, DC: Center for Global Development

<sup>31</sup> See eg, Zambia: Rape of Schoolgirls by Teacher, in Equality Now, Learning from Cases of Girls' Rights, [http://www.equalitynow.org/sites/default/files/Learning\\_From\\_Cases\\_of\\_Girls\\_Rights.pdf](http://www.equalitynow.org/sites/default/files/Learning_From_Cases_of_Girls_Rights.pdf)

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
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.	<b>and appreciation of cultural diversity and of culture's contribution to sustainable development</b>				
	<b>4.7.2 Proportion of young people who demonstrate desired levels of knowledge about sexual and reproductive health, including at a minimum: 1. knowledge of three common types of contraceptive measures: oral contraceptive (pill), condom, and at least one longer-acting reversible contraceptive (injection, IUD, implant); 2. Knowledge of two ways to reduce sexual transmission of HIV; 3. A measure related to gender, power relation, and perceptions of gender equality (i.e. belief that a husband/partner is justified in beating his wife/partner if they refuse sex.</b> <sup>32</sup>	<b>Indices created based on data collected in population-based surveys, to include 10-14 year olds. Most data (aged 15-19 or 15-24) currently available from DHS and other surveys, allowing for disaggregation by age and other characteristics.</b> <sup>33</sup>	<b>UNAIDS, UNESCO, UNFPA</b>	<b>Tier II</b>	Ensuring that adolescents have access to comprehensive sexual and reproductive health information and services can ensure their right to health and help prevent unintended pregnancy, STI infection (including HIV). Sexuality education can increase knowledge and improve attitudes, delay or decrease risky sexual behaviors, and/or increase condom/contraceptive use. <sup>34</sup> This indicator directly measures individual level knowledge (rather than policy at facility or government level, which may not translate to individuals). It is also not restricted to individuals in schools and so may capture the most vulnerable individuals. Note: This indicator would be a cross-cutting measure for target 3.7
4a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4a.1 Percentage of schools with access to (i) electricity; (ii) Internet for pedagogical purposes (iii) drinking water; and (iv) basic <b>single-sex</b> sanitation facilities, <b>including accommodations for</b>	The indicator can be calculated from administrative sources on school facilities. Data are currently available on electricity and Internet for c70	UNESCO-UIS, UNICEF, <b>and WSSCC</b>	Tier II	Girls stay away from school every month due to the lack of separate and safe facilities where they can wash themselves and change sanitary cloth or pads during their periods with privacy, confidence and dignity. <sup>37</sup>

<sup>32</sup> It is essential that this indicator capture all three components indicated. This indicator should be calculated and monitored separately for females and for males.

<sup>33</sup> Possible to construct from measures already collected in DHS surveys (though not for 10-14 year olds). DHS doesn't currently survey individuals younger than 15. Note that some countries do not survey men and some countries that do survey men may not ask some of the component questions above. Such surveys need to be expanded to cover a larger number of countries.

<sup>34</sup> McQueston, K, Silverman, R, & Glassman, A. (2012). Adolescent fertility in low- and middle-income countries: Effects and solutions (CGD Working Paper 295). Washington, DC: Center for Global Development

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<b>menstrual hygiene management;</b> <sup>35</sup> (v) basic hand washing facilities (as per the WASH indicator definitions); <b>(vi) adapted infrastructure and materials for people with disability; (vii) adequate pedagogical materials and learning facilities</b>	countries and on water and sanitation for c100 countries. <sup>36</sup>			
	<b>4.a.2 Percentage of students who feel safe at school and traveling to and from school</b>	School and household surveys, MICS	<b>UNESCO</b>	<b>Tier II</b>	Evidence indicates that school-related gender-based violence (SRGBV) violates a wide range of girls' rights, including their rights to education and a life free from violence. <sup>38</sup> It is estimated that 246 million girls and boys are harassed and abused on their way to school and at school every year, with girls being particularly vulnerable. <sup>39</sup>
	<b>4.a.3 Percentage of schools that provide safe, inclusive and non-violent settings, including through the development of policies on school-related gender based violence</b>	<b>School surveys</b>	<b>UNESCO, UNICEF, UN Women</b>	<b>Tier III</b>	Violence in schools is correlated with lower academic achievement and economic security, as well as greater long-term health risks. <sup>40</sup>
4.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least	<b>4.c.1 Percentage of teachers in primary, lower-secondary, secondary, and higher-secondary with training on gender sensitive curriculum and</b>	<b>School surveys, Department/ Ministries of Education reports</b>	<b>UNESCO-UIS</b>	<b>Tier III</b>	This indicator measures teaching methods which are inclusive and promote the learning of adolescent girls; teachers should be trained on how to address issues adolescent girls may face in accessing and

35 Define menstrual hygiene management holistically as the i) articulation, awareness, information and confidence to manage menstruation with safety and dignity using safe hygienic materials together with ii) adequate water and agents and spaces for washing and bathing and iii) disposal with privacy and dignity. WSSCC, "Preparatory Input on MHM for End Group." Retrieved from [http://www.wssinfo.org/fileadmin/user\\_upload/resources/MENSTRUAL-HYGIENE-MANAGEMENT-Paper-for-END-group-1.pdf](http://www.wssinfo.org/fileadmin/user_upload/resources/MENSTRUAL-HYGIENE-MANAGEMENT-Paper-for-END-group-1.pdf)

36 Considerable efforts will be required to apply the WASH definitions fully and extend coverage to more countries. This is expected to take 1-3 years.

37 Domestos, WaterAid, WSSCC (2013). We Can't Wait: A report on sanitation and hygiene for women and girls. Retrieved from: <http://worldtoilet.org/documents/WecantWait.pdf>

38 UNICEF and UNESCO. School-Related Gender-Based Violence is Preventing the Achievement of Quality Education for All 2015. Available here: <http://www.unicef.org/resources/files/232107E.pdf>

39 Promoting Equality and Safety in schools in Asia (PEASS) Pilot Programme, Plan International. [https://planet.planapps.org/Programmes/BecauseImAGirl/BIAAG%20Library%20Old%20Format/GGIP/General%20Documents/PEASS/Marketing%20Materials/PEASS\\_2-Page\\_2015\(NEW\).pdf](https://planet.planapps.org/Programmes/BecauseImAGirl/BIAAG%20Library%20Old%20Format/GGIP/General%20Documents/PEASS/Marketing%20Materials/PEASS_2-Page_2015(NEW).pdf)

40 Plan International (2013). A girl's right to learn without fear: Working to end gender-based violence at school. Retrieved from <http://plan-international.org/files/global/publications/campaigns/a-girls-right-to-learn-without-fear-english.pdf>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
developed countries and small island developing States.	pedagogy <sup>41</sup>				completing school, encouraging participation in the classroom, and supporting the educational needs of female students.
	<b>4.c.2 Ensure adequate numbers of female teachers at lower-secondary secondary and higher-secondary educational levels</b>	<b>EMIS</b>	<b>UNESCO-UIS</b>	<b>Tier II/III</b>	The number of female teachers often drops at post-primary educational levels. At lower-secondary, secondary and higher-secondary levels, adolescent girls are more likely to complete their schooling if there are more female teachers. <sup>42</sup> More female teachers reinforces the importance of education to girls, and potentially provides a figure of support which girls can approach in school.

#### Goal 5: Achieve gender equality and empower all women and girls

5.1 End all forms of discrimination against all women and girls everywhere.	5.1.1 Whether or not legal frameworks are in place to promote equality and non-discrimination on the basis of sex <b>in line with international human rights and normative standards. This includes but is not limited to: nationality and citizenship, marital status, age, inheritance and property rights, equal ages of marriage of 18 for both boys and girls with or without parental consent, equality in marriage and divorce, equal pay for equal work, restrictions on work, criminalization</b>	Member State responses to CEDAW, World Bank Women Business and Law Database, <b>national law databases, constitutions</b>	In addition to monitoring by national governments, methodology being developed by OHCHR and UN Women. A tentative proposal is that the CEDAW Committee would monitor the indicator as part of their country reporting and review process using a standardized template to assess all countries in a comparable manner.	Tier III	Girls and women face discrimination in various forms, including in law and practice. In order to achieve the SDGs, this target is particularly critical. <sup>43</sup> Laws that protect girls' rights are critical as first steps toward gender equality. Laws that discriminate against women and girls not only impede gender equality but also send a message that the State considers women and girls to be on a lower footing than men and boys. At a minimum legal equality gives women and girls a level playing field from which to build their capabilities and realize their rights and full potential. Without good laws,
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41 This target involves the delivery of CSE as part of school curriculum; education planners and policy-makers should provide teachers with adequate training to provide comprehensive SRHR-related education to male and female students.

42 Population Council (2009), "New Lessons: The Power of Educating Adolescent Girls." Retrieved from: [http://www.popcouncil.org/uploads/pdfs/2009PGY\\_NewLessons.pdf](http://www.popcouncil.org/uploads/pdfs/2009PGY_NewLessons.pdf)

43 UN Women (July 2015), "Monitoring the gender equality and women's empowerment targets in the SDGs: opportunities and challenges."

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<p><b>of domestic violence, criminalization of FGM, gender quotas for local and national governments, and whether the constitution provides for equality on the basis of sex with no exceptions for religious, ethnic, or other status.</b></p>				<p>girls have no recourse to protect their rights and cannot fully participate in society.</p>
	<p><b>5.1.2 Number of countries that ratified and domesticated all core international and regional human rights treaties, including CEDAW and CRC, that have fully nationalized their commitments and report to the treaty monitoring committees</b></p>	<p><b>Ratification tables for each treaty, and country and shadow reports to treaty monitoring bodies</b></p>	<p><b>Treaty monitoring bodies for each treaty</b></p>	<p><b>Tier II</b></p>	<p>In order for girls to realize their rights protected under such treaties, states must effectively implement treaties at the domestic level. Human rights treaties set a baseline standard for protecting women's and girls' rights, and states are obligated to fulfill the commitments they have made under international law.</p>
	<p><b>5.1.3 Prevalence of customary or legal practices restricting girls' and women's mobility and/or participation in public spaces</b></p>	<p><b>OECD/SIGI</b></p>	<p><b>UN Women</b></p>	<p><b>Tier III</b></p>	<p>The 2014 edition of the SIGI shows that countries have made great strides in reducing discrimination. However, gaps and challenges remain across some key areas affecting women's socio-economic and political rights and freedom from violence. Discriminatory social institutions are correlated with countries performing poorly in many socioeconomic dimensions and development outcomes, such as vulnerable employment among women and gender segregation in the labor market.<sup>44</sup> Several societies link sequestration, banishment, isolation or restrictions to menstruation and pregnancy</p>

44 OECD, 2012. "Social Institutions and Gender Index: 2014 Synthesis Report." Retrieved from: <http://www.oecd.org/dev/development-gender/BrochureSIGI2015-web.pdf>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					endangering girls and women irreparably <sup>45</sup>
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.	<b>5.2.1 Percentage of all women and girls subjected to physical, psychological, sexual and economic violence by a (i) current or former intimate partner, (ii) other family member, or (iii) persons other than an intimate partner or family member (a) ever and/ or (b) within the last 12 months</b>	DHS and other specialized VAWG surveys. <b>Some elements</b> included in the Minimum Set of Gender Indicators.	UNICEF, UN Women, UNSD, UNFPA, WHO	<b>Tier II/III</b>	An estimated 150 million girls under age 18 have experienced rape or other forms of sexual violence. <sup>46</sup> Up to 50 percent of sexual assaults worldwide are committed against girls under 16 and up to one in five girls under the age of 15 experience sexual abuse. <sup>47, 48</sup>
	<b>5.2.2 Percentage of people who believe that, in any circumstances: i) a husband/partner is justified in hitting or beating their wife/partner ii) that their community members hit or beat their wives/partners, iii) that their community members believe that a husband/partner is justified in hitting or beating their wife/partner</b> <sup>49</sup>	<b>Suggestion is DHS for 15-49+, but updated to reflect changing realities Possibly MICS for 14 and below Potentially school surveys</b>	<b>UN Women, WHO, UNICEF</b> <sup>50</sup>	<b>Tier III</b>	It is important to track changing perceptions around violence, particularly gender-based violence both individually and within communities. Violence against women and girls is largely rooted in inequitable attitudes and harmful social norms. Tackling and measuring change in such attitudes and norms is key to achieving progress on this target. Emerging evidence shows that attitudinal change is often insufficient to motivate behavior change—it is changing social norms, i, that brings about behavior change most effectively. <sup>51</sup>

45 Pulitzer Center on Crisis Reporting, 2012. "Chaupadi: Nepali Women's Monthly Exile." Retrieved from <http://pulitzercenter.org/projects/nepal-cultural-practice-women-childbirth-maternal-mortality-chaupadi>

46 WHO, (2006), Global Estimates of Health Consequences Due to Violence against Children. Background Paper to the UN Secretary-General's Study on Violence against Children. Retrieved from <http://www.who.int/mediacentre/news/releases/2006/pr57/en/>

47 UN Women. Fast Facts: statistics on violence against women and girls. Retrieved from <http://www.endvawnow.org/en/articles/299-fast-facts-statistics-on-violence-against-women-and-girls.html>; [www.who.int/gender/violence/who\\_multicountry\\_study/en/index.html](http://www.who.int/gender/violence/who_multicountry_study/en/index.html)

48 WHO multi-country study on women's health and domestic violence against women: summary report of initial results on prevalence, health outcomes and women's responses. Geneva, World Health Organization, 2005.

49 This indicator is adapted from DHS and other violence against women surveys.

50 Measuring social norm change is a critical but still emerging area of work, with work currently being piloted by UNICEF and others to develop methods and indicators. We therefore strongly recommend that the SDG indicator framework maintain some scope for updating indicators as global and national capacity for capturing data on social norms grows.

51 International Rescue Committee, 2010. "Social norms marketing aimed at gender based violence: A literature review and critical assessment." Retrieved from: <http://static1.squarespace.com/static/5186d08fe4b065e39b45b91e/t/52d1f24ce4b07fea759e4446/1389490764065/Paluck+Ball+IRC+Social+Norms+Marketing+Long.pdf>

UNICEF, UC San Diego, Center on Global Justice, 2015. "What are Social Norms? How are They Measured?" Retrieved from: [http://www.unicef.org/protection/files/4\\_09\\_30\\_Whole\\_What\\_are\\_Social\\_Norms.pdf](http://www.unicef.org/protection/files/4_09_30_Whole_What_are_Social_Norms.pdf)

DFID and Girl Hub, 2013. "Reducing Societal Discrimination Against Adolescent Girls." Retrieved from: <http://www.girleffect.org/media?id=3046>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.	5.3.1 Percentage of <b>girls and</b> women aged 20-24 who were married or in a union (i) before age 18 <b>and (ii) before age 15</b> (i.e. child marriage)	Household surveys such as MICS and DHS. <sup>52</sup> <b>Elements</b> included in the Minimum Set of Gender Indicators.	UNICEF maintains a global database on the issue since 2003. Fully comparable data are available for some 117 low- and middle-income countries. UNICEF is also the agency responsible for reporting on this indicator as part of the UN expert group on gender indicators. UNFPA.	Tier I	Approximately 15 million girls are married every year before they reach 18 <sup>53</sup> but it is important to distinguish between those who were married under 18 and those who were under 15. This is relevant given that younger girls are especially at risk of forced marriage. The indicator captures one of the most important life transitions for a girl. It signifies immediate and long-term disempowerment, violation of rights, and is symptomatic of an entrenched harmful social norm. It is important to involve the girls married before the age of 15, as that brings many other health issues and rights violations.
	5.3.2 Percentage of girls and women aged <b>10-49+</b> years who have undergone FGM/C, by age group ( <del>for relevant countries only</del> )	Household surveys such as MICS and DHS. <b>Elements</b> included in the Minimum Set of Gender Indicators.	UNICEF maintains a global database on the issue since 2004. Data are available for some 29 low- and middle-income countries where the practice is concentrated. UNICEF is also the agency responsible for reporting on this indicator as part of the UN expert group on gender indicators.	Tier I	FGM/C has no health benefits and can lead to complications including fistula, infertility, problems during childbirth, increased risk of HIV/AIDS infection, and even death. <sup>54</sup> The girls at highest risk for FGM are often below the age of 15. For this reason we believe that expanding the age range to include 10-14 year olds will more accurately address girls most vulnerable to the practice. We suggest deleting "for relevant countries only," as girls and women living in countries of low prevalence may be subject to FGM due to immigration from practicing countries. The

<sup>52</sup> Disaggregation for those 'under 15' requires no extra effort, as data is available from existing survey questions (eg. DHS and MICS) that ask at 'what age' the marriage occurred.

<sup>53</sup> UNICEF, (2014), pg. 6, Ending Child, early and forced marriage: Progress and Prospects

<sup>54</sup> WHO (2015). Sexual and reproductive health: Health complications of female genital mutilation. Retrieved from [http://www.who.int/reproductivehealth/topics/fgm/health\\_consequences\\_fgm/en/](http://www.who.int/reproductivehealth/topics/fgm/health_consequences_fgm/en/)

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					European Commission estimates that hundreds of thousands of women in Europe have been subjected to FGM; thousands of girls are at risk; it is a global phenomenon. A recent report estimates that in that 2013, over half a million women and girls in one Global North country had undergone FGM/C or were at risk of undergoing the practice. <sup>55</sup>
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 Average daily (24 hours) spent on unpaid domestic and care work <b>by task (water, fuel, food, child and elder care, cleaning)</b> , by sex, age and location (for individuals five years and above) <b>with explicit attention to age and sex disaggregation</b>	68 countries with TUS data since 2005; UNSD has compiled info on unpaid work for 51 countries. Included in Minimum Set of Gender Indicators.	UN Women and UNSD will monitor. Time use surveys data compiled from databases from ECLAC, OECD, UNECE and national statistical offices for 75 countries.	Tier II	This indicator addresses the unequal division of labor in the household, which has profound implications for women and girls in terms of their daily lives and options, and their status in society. Unpaid care work takes up large amounts of women's and girls' time, restricting participation in educational, economic and social activities, and also in public life. In many developing countries, school-age girls spend more time on domestic labor or household work than school-age boys. Analysis shows that school attendance declines as the number of hours spent on household chores increases - and declines more steeply for girls than for boys. <sup>56</sup>
	<b>5.4.2 Proportion of households within 15 minutes of fuel and clean water</b>	<b>DHS</b>	<b>WHO/UNICEF JMP on WASH</b>	<b>Tier III</b>	Lack of access to cooking fuel forces women and children to spend many hours gathering fuel - up to 5 hours per day - or spend significant household income purchasing fuel. <sup>57</sup>
5.5 Ensure women's full and effective participation and	<b>5.5.1 Proportion of representation in state,</b>	<b>IPU, censuses, government records</b>	<b>IPU, UN Women</b>	<b>Tier I</b>	Having a voice and participating in the processes

55 Population Reference Bureau, 2015. "Women and Girls at Risk of Female Genital Mutilation/Cutting in the United States." Retrieved from <http://www.prb.org/Publications/Articles/2015/us-fgmc.aspx>.

56 The World's Women, Trends and Statistics, UN Women 2010 and the Journal of Gender and Development Volume 22, Nov 2014

57 Global Alliance for Clean Cookstoves, "Impact Areas: Women and Gender," retrieved from <http://cleancookstoves.org/impact-areas/women/>.

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
equal opportunities for leadership at all levels of decision-making in political, economic and public life.	<b>local, and customary institutions (legislature, government, military, and judiciary) compared to national distribution</b> <b>Further disaggregation: level of representation</b>				and decisions that determine their lives is an essential aspect of women's and girls' freedoms. <sup>58</sup>
5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform of Action and the outcome documents of their review conferences.	5.6.1 Proportion of girls and women ( <b>aged 10-49+ 15-49</b> ) who make their own sexual and reproductive decisions: <b>i) Whether the girl/woman can say no to her husband/partner if she does not want to have sexual intercourse (DHS q. 1054)</b> <b>ii) Whether using contraception or not using contraception has been the girl/woman's decision (DHS phase 7 q. 819 and 820)</b> <b>iii) Whether a girl/woman can make a decision about sexual and reproductive healthcare for herself (DHS q. 922)</b>	<b>DHS, MICS and other health and household surveys.</b> <b>Data Source: Does not currently exist in this form but elements 1 and 2 are already included in DHS surveys and the 3 could be collected with changes to question 922. DHS and MICS are willing to make changes to the survey in order to align with Post-2015 Indicators. DHS and MICS surveys are conducted in most low and middle income countries. In high income countries, the indicator could be measured through household surveys.</b>	<b>UNFPA</b>	<b>Tier II</b>	This indicator responds to a core element for achieving gender equality – the exercise of RR. It fills a critical gap in data collection. Women face multiple barriers rooted in gender discrimination and violence, in making basic decisions about their health and lives, which is at the core of the concept of reproductive rights. It is fundamental to disaggregate data by income quintile, education, marital status, HIV-status and disability since these represent barriers to making decisions about SRH. This indicator focuses on the key rights-based measure of autonomy in decision-making about women's sexual and reproductive lives.
	5.6.2 Proportion (%) of countries with laws and regulations that guarantee <b>all people, including women and adolescents</b> access to sexual and reproductive health services, information and education (official records):	Member States	UNFPA, some baselines available.	Tier II	This indicator reflects that legal and regulatory protections are needed to ensure access to reproductive information, education and services. The indicator complements the above on women's real-lived experiences and perceptions. One major factor why universal

<sup>58</sup> UN Women (July 2015), "Monitoring the gender equality and women's empowerment targets in the SDGs: opportunities and challenges."

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<p><b>i) Access to SHR services without third party authorization/consent (from spouse, partner, parent, guardian or others)</b></p> <p><b>ii) Access by adolescents to SRH information, education and services without restrictions in terms of age and marital status</b></p> <p><b>iii) Comprehensive sexuality education included in national curricula (or percentage of schools that teach CSE) (as a measure of access to education/information)</b></p> <p><b>iv) Abortion legal under broad grounds (at least health, life endangerment, rape, incest) and protocols are in place for how one can access an abortion</b></p>				access to SRH remains elusive for so many is because basic rights intrinsic to the health and well-being of women and adolescent girls are neglected and denied. In many contexts, young people may only legally access sexual and reproductive health services with the consent of their parents or spouses, or when they are married. <sup>59</sup>
5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.	<p><b>5.a.1</b> The legal framework includes special measures to guarantee <b>girls' and women's</b> equal rights to <b>inheritance, property, land ownership and control</b>, as well as access to financial products and services</p>	Data for both alternative proposals are available and currently disseminated by FAO. <sup>60</sup>	FAO <sup>61</sup> Data on the proportion of adult women landowners out of total landowners is available for 11 countries.	Tier II	Women and girls often lack access to or control over resources, both within and outside of the household. For example, fewer than 20 percent of the world's landholders are women. <sup>62</sup>
	<p><b>5.a.2</b> Percentage of <b>girls, women, men, indigenous peoples, and local communities (IPLCs) with secure rights to land, property, and natural resources, measured</b></p>	<b>In the short-term, global polls. In the medium-term household surveys like the LSMS-ISA and the Urban Inequities surveys led</b>	<b>FAO and UN Women</b>	<b>Tier III</b>	It is vital to ensure girls and women have equal control of economic assets relative to boys and men, especially since, in many parts of the world, land tenure arrangements recognize the male household head as

59 IPPF (2014). Qualitative research on legal barriers to young people's access to sexual and reproductive health services. Retrieved from [http://www.ippf.org/sites/default/files/ippf\\_coram\\_final\\_inception-report\\_eng\\_web.pdf](http://www.ippf.org/sites/default/files/ippf_coram_final_inception-report_eng_web.pdf)

60 Some indicators are already available through FAO's Gender and Land Rights Database. In addition to existing data, FAO is working to strengthen and improve data collection through efforts such as the new Guidelines for the World Census of Agriculture (WCA 2020) as well as the development of the AGRIS toolkit. These are clear indications of the commitment of FAO in sex-disaggregated land indicators.

61 FAO has the mandate to collect and disseminate information related to agriculture and is working to monitor legal frameworks related to land tenure, as well as to collect, analyse and disseminate land-related statistics. This applies to both alternative indicators proposed. For the rights-based indicator, data is available for over 80 countries (Gender and Land Rights Database, <http://www.fao.org/gender-landrights-database/en/>).

62 UN Women (2011) Facts & Figures: Rural Women and the Millennium Development Goals. Retrieved from: <http://www.un.org/womenwatch/feature/ruralwomen/facts-figures.html#footnote6>

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
	<b>by: a) percentage with legally documented or recognized evidence of tenure, and b) percentage who perceive their rights are recognized and protected</b>	<b>by the World Bank and by UN Habitat, respectively.<sup>63</sup></b>			the owner, subsuming girls and women as their 'dependents.' <sup>64</sup>
5.b. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.	<b>5.b.1 Proportion of girls and women with access to science, technology, engineering and mathematics (STEM) education</b>	<b>Already collected by Gallup as part of their Annual World Poll and should be expanded for the sample size to be nationally representative.</b>	<b>UNESCO, UN Women</b>	<b>Tier II</b>	At almost every step of the STEM education ladder, we see girls walk away. With some important exceptions, schools dedicate few resources to recruiting and retaining students in fields that are non-traditional for their gender. The low number of women and girls pursuing STEM fields has significant implications for women's financial security, economic growth, and global innovation. <sup>65</sup>
5.c. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.	5.c.1 Percentage of countries with systems to track and make public allocations for gender equality and women's empowerment	Methodology being developed.	UN Women takes lead in monitoring progress on the indicator. <sup>66</sup> Data is available for 35 countries which reported on the indicator in the first round of monitoring. <sup>67</sup>	Tier III	The indicator recognizes that governments play a significant role in the achievement of outcomes by allocating resources to support policies to achieve gender equality, therefore improving accountability systems and the efficient management of public resources. <sup>68</sup>

### **Goal 6: Ensure availability and sustainable management of water and sanitation for all**

6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water.	6.1.2 Average weekly time spent in water collection (including waiting time at public supply points), <del>by sex, age, location and income.</del>	DHS/MICs	JMP on WASH could monitor this indicator. This data is collected in MICS and DHS, for over 100 countries.	Tier I	Improved access to water means that women and girls will spend less time fetching water and result in improvements in other areas, such as reduced incidence of water-borne illnesses (particularly for children). <sup>69</sup>
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<sup>63</sup> These multi-purpose household surveys will need to be adjusted and their coverage expanded to other countries, but the tools have been tested and the expertise to lead the effort exists.

<sup>64</sup> UN Women (July 2015), "Monitoring the gender equality and women's empowerment targets in the SDGs: opportunities and challenges."

<sup>65</sup> AAUW, 2015. "Building a STEM Pipeline for Girls and Women." Retrieved from <http://www.aauw.org/what-we-do/stem-education/>

<sup>66</sup> Through its programmes, UN Women is providing technical support to the governments in setting up accountability systems to track gender equality allocations. The indicator is included in UN Women's Strategic Plan (SP) 2014-2017, allows systematic and regular monitoring on the progress. "

<sup>67</sup> Detailed list of these countries can be found in Table A.6 of 'Making Development Cooperation more Effective: First Progress Report (2014).

<sup>68</sup> UN Women (July 2015), "Monitoring the gender equality and women's empowerment targets in the SDGs: opportunities and challenges."

<sup>69</sup> Ibid

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
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.	<b>6.2.1 Percentage of the population who say they have access to safe, separate sanitation facilities, with water and soap, including safe, affordable, and adequate menstrual hygiene management, in public, private, rural, and urban spaces</b>	Household surveys	WSSCC, JMP on WASH	Tier II/III	Safe and decent, basic water, sanitation and hygiene facilities are absent from places of learning, healthcare, markets, transport hubs in developing countries. <sup>70</sup> Even where they are present, they ignore menstrual hygiene needs. Because facilities across the world are designed without women's needs in mind girls and women suffer daily psycho social stress which is now proven to have long term deleterious impacts on women's mobility, choices, health and well-being. <sup>71</sup> Even where facilities exist, women express fear, anxiety and discomfort in using them. Without safe facilities for sanitation and hygiene, girls are at greater risk of violence. <sup>72</sup>
6.b. Support and strengthen the participation of local communities in improving water and sanitation management.	<b>6.b.1 Number of countries that include communities in water and sanitation policy development and management, particularly women and girls</b>	Country data	WSSCC, JMP on WASH	Tier III	Women, including girls, provide 91% of households' total efforts in collecting fuel and water. <sup>73</sup> Women and girls are currently unpaid de facto managers of WASH services, but they do not control the finances or design of services. Operations and maintenance burdens of water and sanitation services must be equally shared by men and women, including decision-making, design, and financing.

### Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

7.1 By 2030, ensure universal access to affordable, reliable and modern energy services.	<b>7.1.1 Percentage of households primarily using clean and efficient fuels and technologies</b>	Data can be found in the Sustainable Energy for All Global Tracking Framework.	World Bank, ESMAP, International Energy Agency	Tier II	We need to measure not only the fuel households are using to cook, but also the technologies they are using. This is particularly important because
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70 WHO, 2015. "Water, sanitation and hygiene in health care facilities: Status in low- and middle-income countries and way forward." Retrieved from [http://www.who.int/water\\_sanitation\\_health/publications/wash-health-care-facilities/en/](http://www.who.int/water_sanitation_health/publications/wash-health-care-facilities/en/).

Domestos, WaterAid, WSSCC, 2013. "We Can't Wait: A report on sanitation and hygiene for women and girls." Retrieved from [http://www.zaragoza.es/contenidos/medioambiente/onu/1325-eng\\_We\\_cant\\_wait\\_sanitation\\_and\\_hygiene\\_for\\_women\\_and%20girls.pdf](http://www.zaragoza.es/contenidos/medioambiente/onu/1325-eng_We_cant_wait_sanitation_and_hygiene_for_women_and%20girls.pdf)

71 K.C. Sahoo, K.R. Hulland, B.A. Caruso, R. Swain, M.C. Freeman, P. Panigrahi, R. Dreibelbis, 2015. "Sanitation-related psychosocial stress: A grounded theory study of women across the life-course in Odisha, India." Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26164119>

72 UNICEF (2014). A Post-2015 World Fit For Children, Issue Brief Gender Equality and Girls' and Women's Empowerment. Retrieved from: [http://www.unicef.org/post2015/files/P2015\\_issue\\_brief\\_set.pdf](http://www.unicef.org/post2015/files/P2015_issue_brief_set.pdf)

73 Global Alliance for Clean Cookstoves, "Impact Areas: Women and Gender," retrieved from <http://cleancookstoves.org/impact-areas/women/>.

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					many households, particularly in Sub-Saharan African and South Asia, will continue to use solid-fuels for cooking but with more efficient technologies that will allow for the realization of environmental and socio-economic benefits. <sup>74</sup>
<b>Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>					
8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training.	8.6.1 Percentage of youth (15-24) not in education, employment or training (NEET)	Household surveys (LFS, HIES, LSMS, Integrated HH surveys, etc.), Administrative records.	ILO/OECD	Tier I	In the world's least developed countries, every year around 15 million young people enter a labor force in which the large majority of workers suffer from unemployment, underemployment, or vulnerable employment. <sup>75</sup> Within this, young women are significantly less likely to obtain stable employment and to find work in the formal sector. <sup>76</sup>
8.7 Take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour and, by 2025, end child labour in all its forms, including the recruitment and use of child soldiers.	8.7.1 Percentage and number of children aged 5-17 years engaged in child labour, per sex and age group (disaggregated by the worst forms of child labour)	Household surveys (Child Labour Surveys, Mixed Surveys, LFS, HIES, LSMS, Integrated HH surveys, etc.)	ILO Data available for about 60 countries (at least one data set collected in each of past 5 years for generating estimates of the proposed indicators).	Tier II	168 million children worldwide are in child labor, accounting for almost 11 per cent of the child population as a whole. <sup>77</sup> Girls are considerably more likely to engage in certain forms of child labor: for instance, girls represent 67.1% of all child domestic workers worldwide. <sup>78</sup>
	<b>8.7.2 Number of people in forced labor</b>	<b>Household surveys (Child Labour Surveys, Mixed Surveys, LFS, HIES, LSMS, Integrated HH surveys, etc.).</b>	<b>ILO. Availability: 10 countries for selected forms of forced labour, pending national circumstances.</b>	<b>Tier II/III</b>	Women and girls represent the greater share of the total - 11.4 million (55%), as compared to 9.5 million (45%) men and boys- of people in forced labour around the world. <sup>79</sup>
8.8 Protect labour rights and promote safe and secure working environments for all	<b>8.8.1 Existence of and implementation of laws on non-discriminatory</b>	<b>Country data</b>	<b>ILO</b>	<b>Tier II</b>	The percentage of working women who are in vulnerable employment is three times

74 Global Alliance for Clean Cookstoves and Energia (2015), "Getting Cooking Energy Right in the Post-2015 Indicators," retrieved from: <http://cleancookstoves.org/binary-data/ATTACHMENT/file/000/000/258-1.pdf>.

75 UNFPA, 2011 Population Dynamics in the Least Developed Countries: Challenges and Opportunities for Development and Poverty Reduction. New York: UNFPA.

76 ILO, 2013. Global Employment Trends for Youth 2013: A Generation at Risk. Geneva: International Labour Organization

77 UNICEF, 2013, Annual Report 2013, [http://www.unicef.org/publications/files/UNICEF\\_Annual\\_Report\\_2013\\_web\\_26\\_June\\_2014.pdf](http://www.unicef.org/publications/files/UNICEF_Annual_Report_2013_web_26_June_2014.pdf), p.8

78 ILO, 2013. Fact Sheet- Child Domestic Work: Global Estimates 2012.

79 ILO, 2012. Global Estimates of Forced Labour, [http://www.ilo.org/wcmsp5/groups/public/--ed\\_norm/--declaration/documents/publication/wcms\\_181953.pdf](http://www.ilo.org/wcmsp5/groups/public/--ed_norm/--declaration/documents/publication/wcms_181953.pdf), p.1

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
workers, including migrant workers, in particular women migrants, and those in precarious employment.	<b>labor and workplace policies, including protections against discrimination, violence, harassment</b>				higher in LDCs than in non-LDCs, with 86.2% of employed women on average working in vulnerable employment in LDCs. <sup>80</sup> In non-vulnerable employment, reducing differences in the employment rate between men and women by 2017 could generate an additional \$1.6 trillion in global output (measured in purchasing power parity) <sup>81</sup>
8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.	8.10.1 % adults <b>and youth</b> with a formal account or personally using a mobile money service in the past 12 months". Possible to have a break down by income e.g. bottom 40% of income share or <\$1.25/day, by gender, age (youth) and rural. Adults: ages 15+	World Bank Global Findex (individual survey - added module to Gallup World Poll)	World Bank. Data availability: ~ 145 countries. Triennial. Available for 2011 and 2014.	Tier I	Worldwide, approximately 2.5 billion people do not have a formal account at a financial institution. Those aged 15-24 are 33% less likely to have an account and 40% less likely to have saved formally. In addition, only 47% of women worldwide have an account at a formal institute, in comparison to 55% of men. <sup>82</sup>

### Goal 10: Reduce inequality within and among countries

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.	<b>10.2.1 Measure the progressive reduction of inequality gaps over time, disaggregated by groups as defined above, for selected social, economic, political and environmental SDG targets (at least one target per goal where relevant should be monitored using this approach)</b>	<b>SIGI, HDR, GINI, gender gap reports</b>	<b>UNDESA, OECD, World Bank, UNDP</b>	<b>Tier II/III</b>	The case for the adoption of an equal rights approach rests not only on the importance of greater equality as an end in itself, but on the role which an effective and comprehensive system of law can have as a means to achieving development ends. The adoption of an equal rights approach could represent a transformative shift, giving the most marginalized a means to challenge the discriminatory barriers to their development. In so doing, it would provide
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80 ONE, 2015, Poverty is Sexist: Why Girls and Women must be at the Heart of the Fight to End Extreme Poverty, [https://s3.amazonaws.com/one.org/pdfs/poverty\\_is\\_sexist\\_report.pdf](https://s3.amazonaws.com/one.org/pdfs/poverty_is_sexist_report.pdf), p.8

81 ILO, 2012. "Global Employment Trends for Women." [http://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/documents/publication/wcms\\_195447.pdf](http://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/documents/publication/wcms_195447.pdf).

82 Demircuc-Kunt, Asli And Leora Klapper, 2012. "Measuring Financial Inclusion: The Global Findex Database." World Bank Policy Research Working Paper 6025, [http://siteresources.worldbank.org/EXTGLOBALFIN/Resources/8519638-1332259343991/world\\_bank3\\_Poster.pdf](http://siteresources.worldbank.org/EXTGLOBALFIN/Resources/8519638-1332259343991/world_bank3_Poster.pdf)

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					a decisive means to "enlarge people's choices" and thus ensure that the final SDG framework is able to deliver on the central promise of human development. <sup>83</sup>
10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.	10.3.1 Percentage of population reporting having personally felt discriminated against or harassed within the last 12 months on the basis of a ground of discrimination prohibited under international human rights law	Survey	Data for this indicator are collected in an increasing number of countries. At the regional level, the EU Fundamental Rights Agency has collected the data for 27 EU Member States. Relevant data is also collected in Eurobarometer and Afrobarometer surveys, and this question could easily be added.	Tier II	Girls and boys are particularly vulnerable to the damaging effects of inequality; the consequences often last for the rest of their lives. <sup>84</sup>
10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.	<b>10.4.1 Percentage of people covered by minimum social protection floors that include basic education and health packages. Further disaggregations: other characteristics of relevance for each country</b>	Surveys, PISA	World Bank	Tier II	Ensuring that all students in low-income countries, including girls, leave school with basic readings skills could cut extreme poverty globally by as much as 12%. <sup>85</sup>
<b>Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable</b>					
11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.	<b>11.1.1 Proportion of urban development, including slum upgrading initiatives, that take into account one or more of the needs of women and girls including but not limited to participation of women and girls in the planning process, enhancing safety and security, improving accessibility of women</b>	Country data	UN Habitat	Tier II	In a study across 3 countries, 21.6 per cent of girls said they seldom participate in decisions that affect their safety. <sup>86</sup>

<sup>83</sup> Save the Children, 2012. "Born Equal: How reducing inequality could give our children a better future." Retrieved from [http://www.savethechildren.org.uk/sites/default/files/images/Born\\_Equal.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Born_Equal.pdf)

<sup>84</sup> Ibid.

<sup>85</sup> UNESCO. 2014. "Education for All: Global Monitoring Report 2013/14". <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

<sup>86</sup> Plan International (2015). Because I am a Girl Urban Programme. Global Analysis. Findings from the Because I am a Girl Urban Programme Study in Delhi, Hanoi, and Kampala. Woking, UK: Plan International.

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

<b>Target</b>	<b>Recommended Indicators</b>	<b>Provide Data Sources</b>	<b>Entity responsible for global monitoring and how many countries data are available</b>	<b>Tier <sup>1</sup></b>	<b>Rationale</b>
	<b>and girls to public services, and improving land tenure rights of women and girls.</b>				
11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.	<b>11.2.1 Percentage of public transport systems that include provisions to ensure the safety and security of women and girls</b>	<b>Country data</b>	<b>UN Habitat, World Bank</b>	<b>Tier III</b>	The ability to access safe, affordable, and reliable transport enables women and girls to participate in economic activity, access education, health, and other important services, and positively contributes to sustainable development. Despite frequent experiences of violence against women and girls (VAWG) while using public transport, women still heavily rely on and use public transport systems, especially women and girls in disadvantaged communities, as they are the group least likely to have access to other forms of transportation. <sup>87</sup>
	<b>11.2.2 Percentage of women and girls who say they ever feel safe using public transit, noting under what circumstances they do and do not feel safe</b>	<b>Surveys</b>	<b>UN Women, UN Habitat</b>	<b>Tier II/III</b>	In one country, 73% of girls claimed they have been a victim of sexual harassment when using public transportation, yet 80% of adults claimed they would do nothing if they saw a girl being harassed on a bus or other forms of public transportation. <sup>88</sup>
11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries.	<b>11.3.1 Existence of legal frameworks in place for participatory planning processes especially including provisions for the inclusion of women and marginalized groups</b>	<b>Country data</b>	<b>UN Habitat</b>	<b>Tier II/III</b>	Sexual harassment in public spaces in a global pandemic and integrating women and girls' safety into urban planning processes can lead to cities that promote women's safety, mobility, and civic and economic participation. <sup>89</sup>

<sup>87</sup> UN Women. Ensuring Safe Public Transport with and for Women and Girls in Port Moresby. 2014. Available here: [https://unwomen.org.au/sites/default/files/UNW\\_safe\\_public\\_transport.pdf](https://unwomen.org.au/sites/default/files/UNW_safe_public_transport.pdf)

<sup>88</sup> Plan International (2015). Because I am a Girl Urban Programme. Global Analysis. Findings from the Because I am a Girl Urban Programme Study in Delhi, Hanoi, and Kampala. Woking, UK: Plan International.

<sup>89</sup> Ibid.

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.	<b>11.7.1 Percentage of women and girls who say they ever feel safe when in public spaces, noting under what circumstances they do and do not feel safe</b>	<b>This has been piloted by Plan International in their research on safer cities in 3 countries. The baseline report is being developed.</b> <sup>90 91</sup>	<b>Suggestion would be to further develop this in conjunction with UN Women and UN Habitat.</b>	<b>Tier III</b>	In public spaces and settlements across many parts of the world, girls and women report feeling unsafe. In some cities, one in five girls chooses not to venture outside the home alone for fear of violence. <sup>92</sup>
	<b>11.7.2 Percentage of women and girls who say they have access to safe public spaces</b>	<b>This has been piloted by Plan International in their research on safer cities in 3 countries. The baseline report is being developed.</b> <sup>93</sup>	<b>Suggestion would be to further develop this in conjunction with UN Women and UN Habitat.</b>	<b>Tier III</b>	Across 3 countries, 27% of girls said that they never feel safe in public spaces throughout their community. <sup>94</sup>

### Goal 13: Take urgent action to combat climate change and its impacts

13.2 Integrate climate change measures into national policies, strategies and planning.	13.2.1 Number of countries which have formally reviewed their national policies, strategies and planning in order to mainstream and indicate <b>gender responsive</b> climate change measures	<b>Country data, IUCN (Environment and Gender Index (EGI))</b>	UNEP	<b>Tier II/III</b>	While more countries are developing climate-responsive policies and action plans, many fail to acknowledge the connection between climate change and gender. This indicator combines recommended indicator on number of countries having conducted climate policy reviews with a focus on gender to ensure policies address both issues.
13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.	13.3.1 Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula, <b>that equally targets girls and boys</b>	<b>IUCN (Environment and Gender Index (EGI))</b>	UNICEF	Tier III	Climate change in the form of floods, droughts, and natural disasters have various effects on adolescent girls' lives. They can increase the prevalence of water-borne diseases, reliance on girls for household chores, rates of child marriage, and negatively affect infrastructure hinder girls' access to school or work. <sup>95</sup> This indicator focuses on

90 Plan International (2015). Because I am a Girl Urban Programme. Global Analysis. Findings from the Because I am a Girl Urban Programme Study in Delhi, Hanoi, and Kampala. Woking, UK: Plan International.

91 Whether public space is safe is dependent on how safety is perceived by the users. The only manner in which this can be measured is through qualitative assessment directed toward civil society.

92 ICRW (2013) Safe Cities Free From Violence Against Women and Girls: Baseline Finding from the "Safe Cities Delhi Programme". Retrieved from: <http://www.icrw.org/publications/safe-cities-free-violence-against-women-and-girls-baseline-finding-safe-cities-delhi-pr>

93 Plan International (2015). Because I am a Girl Urban Programme. Global Analysis. Findings from the Because I am a Girl Urban Programme Study in Delhi, Hanoi, and Kampala. Woking, UK: Plan International.

94 Ibid.

95 Plan International. Weathering the Storm: Adolescent Girls and Climate Change. 2013. Available here: <https://plan-international.org/weathering-storm>.

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					importance of engaging across all levels of education in promoting climate friendly policies and practices, acknowledging that efforts to do so should be undertaken in a fashion that does not exclude girls.
13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries, including focusing on women, youth and local and marginalized communities.	13.b.1 Number of LDCs that are receiving specialized support for mechanisms for raising capacities for effective climate change related planning and management, including focusing on women <b>and girls</b> , youth, local and marginalized communities and the national and local DRR coordination mechanism has a gender equity policy that supports women's and girls' full and equal participation in DRR planning and leadership opportunities	<b>Country data</b>	OECD	Tier III	Women make up 43% of the world's agricultural work force, nearly 50% of workers involved in small-scale fisheries and are most often responsible for growing, harvesting and preparing food for their families – therefore preparedness for climate change related planning and management is crucial for women and girls <sup>96</sup>
	<b>13.b.2 Number of initiatives that engage the most vulnerable, including women, boys, and girls, in disaster-preparedness and resilience-training<sup>97</sup></b>	<b>IUCN (Environment and Gender Index (EGI))</b>	<b>UNEP, UNESCO, UNISDR</b>	<b>Tier III</b>	Inequalities in social relations, economic assets and political power exacerbate human vulnerabilities, as a result, the impact of disasters worsens the unequal conditions faced by women, children, indigenous peoples and the elders, among others <sup>98</sup>

**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 Significantly reduce all forms of violence and related death rates	16.1.1 Conflict-related deaths, <b>injuries, assaults, exploitation, forced</b>	Estimates of conflict related death is collected by the	Data on conflict-related deaths is collected by the IISS Armed Conflict Database, the UCDP Battle-Related	Tier II	Adolescent girls are at a comparative disadvantage before, during and after crises.
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<sup>96</sup> UNISDR, "Making Disaster Reduction Gender Sensitive," Pg. 107 Retrieved from [http://www.unisdr.org/preventionweb/files/9922\\_MakingDisasterRiskReductionGenderSe.pdf](http://www.unisdr.org/preventionweb/files/9922_MakingDisasterRiskReductionGenderSe.pdf)

<sup>97</sup> Women's representatives from disaster-affected communities should be consulted and contribute to hazard mapping and vulnerability assessment standards (UNISDR, Making Disaster Reduction Gender Sensitive, Pg. 107 [http://www.unisdr.org/preventionweb/files/9922\\_MakingDisasterRiskReductionGenderSe.pdf](http://www.unisdr.org/preventionweb/files/9922_MakingDisasterRiskReductionGenderSe.pdf)

<sup>98</sup> International Union for Conservation of Nature, Gender and Disaster Risk Reduction . <http://iucn.org/about/work/programmes/>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
everywhere.	<b>inscription, trafficking, torture and degrading/inhumane treatment</b> per 100,000 people <b>by cause and type of perpetrator</b> (disaggregated by age, sex and cause)	IISS Armed Conflict Database, the UCDP Battle-Related Deaths Dataset, PRIO Battle-Deaths Data and WHO.	Deaths Dataset, PRIO Battle-Deaths Data and WHO estimates of deaths by cause.		The risks in these contexts, including rape, abuse, early marriage and abduction, are greater for adolescent girls compared to other population groups. <sup>99</sup>
	<b>16.1.2 Violent crime rate (intentional homicide, assault and sexual violence, including attempts) per 100,000 population, as compared against reporting and conviction rates</b> <b>Further disaggregation: relationship to perpetrator</b>	<b>National crime statistics, including reporting and conviction rates</b>	<b>Data currently collected by UNODC, but other agencies could participate.</b>	<b>Tier II</b>	It is important to compare crime rates to reporting and conviction rates in order to measure 'access to justice' under Goal 16. Reporting rate can help reflect whether victims feel comfortable reporting crimes, and confident that they will actually receive help if they report crimes. Conviction rates show whether the justice system is actually working and whether reported cases get resolved. Many cases of gender-based violence may be dismissed, and victims are often pressured or threatened to drop cases. The type of conviction is also important to ensure crimes are charged appropriately (rather than being charged as lesser crimes carrying lesser penalties), to identify whether cases are resolved in favor of the victim, and to ensure that perpetrators are given appropriate sentences that reflect the gravity of the crime.
16.2 End abuse, exploitations, trafficking and all forms of violence against and torture of children.	16.2.1 Percentage of children aged 1-14 under <b>18</b> years who experienced any physical punishment by caregivers in the past month against reporting and conviction rates	Household surveys such as MICS <b>(1-14)</b> that have been collecting data on this indicator in low- and middle-income countries since 2005.	UNICEF. Fully comparable data are available for some 60 low and middle-income countries	Tier II	Corporal punishment is a violation of children's rights. International human rights law is clear that children have a right to legal protection from all corporal punishment in all settings of their lives. Corporal

<sup>99</sup> Women's Refugee Commission. I'm Here: Adolescent Girls in Emergencies Report. 2014 (Modified 2015). Available here: <https://womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>

Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
		<b>DHS would cover 15-18.</b>			punishment carries multiple risk of harm and has no benefits. <sup>100</sup>
	16.2.2 Number of detected and non-detected victims of human trafficking per 100,000; by sex, age and form of exploitation against reporting and conviction rates <b>Further disaggregation: relationship to trafficker</b>	National governments/Field studies	UNODC, Data on number of detected victims of TIP is available for over 130 countries	Tier I	Trafficked youth face an increased risk of multiple mental and physical health problems, including unwanted pregnancy, exposure to HIV and other sexually transmitted infections, malnutrition, post-traumatic stress disorder, and depression, among many others. <sup>101</sup> Women and girls together account for about 75 percent of all trafficking victims detected globally. What is more, out of every three child victims of human trafficking, two are girls and one is a boy. <sup>102</sup>
16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.	16.3.1 Percentage of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms (also called crime reporting rate) <b>against conviction rates</b> <b>Further disaggregations: relationship to perpetrator, type of crime</b>	Victimisation surveys	UNODC collects data on crime reporting rate through the annual data collection UN-CTS. Data on crime reporting rates are currently available for approx. 35 countries.	Tier II	Adolescent girls are disproportionately vulnerable to human rights abuses and generally lack a support system through which they can protest abuses and access justice. Ensuring that girls have the skills, knowledge, and support needed to recognize abuse or discrimination and access justice systems is critical to promoting their well-being and contribution to international and community development. <sup>103</sup>
	<b>16.3.2 Proportion of those who have experienced a dispute in the past 12 months and who have accessed a fair, formal, or alternative dispute mechanism</b> <b>Further disaggregations: relationship to perpetrator, type of mechanism</b>	<b>Household surveys; data is available for 107 countries</b>	<b>World Bank (prospective)</b>	<b>Tier II</b>	Girls face common obstacles to seeking justice and navigating complex legal systems, including lack of knowledge of rights and how to access them; fear of stigma, of not being believed and being blamed; re-victimization through the justice system; and lack of girl-friendly services. <sup>104</sup>

100 Global Initiative to End All Corporal Punishment of Children, 2015. "Corporal punishment of children: review of research on its impact and associations." Retrieved from: <http://www.endcorporalpunishment.org/assets/docs/research-summaries/Review%20of%20research%20on%20the%20effects%20of%20corporal%20punishment,%20May%202015.pdf>.

101 Family and Youth Services Bureau. Human Trafficking: Implications for Adolescent Health Outcomes. 2014. Available here: <https://public.health.oregon.gov/HealthyPeopleFamilies/ReproductiveSexualHealth/Documents/edmat/trafficking.pdf>.

102 UNODC, 2014. Global Report on Trafficking in Persons, United Nations publication, Sales No. E14.V.10, [http://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP\\_2014\\_full\\_report.pdf](http://www.unodc.org/documents/data-and-analysis/glotip/GLOTIP_2014_full_report.pdf).

103 Equality Now. Learning from Cases of Girls' Rights. 2014. Available here: [http://www.equalitynow.org/sites/default/files/Learning\\_From\\_Cases\\_of\\_Girls\\_Rights\\_v2.pdf](http://www.equalitynow.org/sites/default/files/Learning_From_Cases_of_Girls_Rights_v2.pdf).

104 Ibid.

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

<b>Target</b>	<b>Recommended Indicators</b>	<b>Provide Data Sources</b>	<b>Entity responsible for global monitoring and how many countries data are available</b>	<b>Tier <sup>1</sup></b>	<b>Rationale</b>
16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.	16.7.1 Proportion of countries that address young people's multisectoral needs with their national development plans and poverty reduction strategies <b>including mechanisms for young people to actively participate in the policy making process.</b>	UNFPA COAR database	UNFPA	Tier III	Unequal power relations at the family, community, and institutional level mean that girls and women often lack voice and influence in decision-making.
	<b>16.7.2 Percentage of population who believe decision-making at all levels is inclusive and responsive</b>	<b>Surveys</b>	<b>UN Women, OHCHR, UNFPA</b>	<b>Tier III</b>	Inclusive and gender-responsive decision-making helps ensure that women and girls' needs are prioritized, met, and defended. This can lead to improvements in their health, promote education and economic empowerment, and enable girls to hold governments accountable when their needs or interests are ignored.
16.9 By 2030, provide legal identity for all, including birth registration.	<b>16.9.1 Percentage of persons over 5 who have a national identity document</b>	<b>Household surveys and vital registration systems.</b>	<b>UNICEF, WHO, World Bank, UNSD, UNFPA</b>	<b>Tier II</b>	Information from civil registration and vital statistics is essential in tracking births, school attendance rates, age of marriage and in accurately understanding mortality and causes of death, among other critical public health and broader policy outcomes. Possessing an identity document is critical in order to access rights and services. In some countries, possession or use of legal identity document by girls and women are dependent on third party authorization and guardianship, preventing them from fully realizing their rights.

105 WHO (2013), Civil Registration and Vital Statistics: challenges, best practice and design principles for modern systems. Retrieved from [http://www.who.int/healthinfo/civil\\_registration/-crvs\\_report\\_2013.pdf](http://www.who.int/healthinfo/civil_registration/-crvs_report_2013.pdf)

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.	16.10.1 Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists, <b>women's rights defenders</b> and human rights advocates in the previous 12 months	This indicator collates data from multiple sources, including National Human Rights Institutions, national non-governmental organisations, associations of journalists, trades unions, ILO, and international nongovernmental organisations. <sup>106</sup>	OHCHR, UNESCO, ILO, ITUC, IFJ. Availability: Information from ILO on all ILO member states (185); from ITUC on all United Nations member states; and from IFJ (International Federation of Journalists) on 134 countries.	Tier I	Access to information is vital to recognizing injustice or discrimination and accessing services to right those injustices and combat inequality. It is critical to include women's rights defenders in this indicator, as they are not only subject to the same risks as any human rights defenders, but are also targeted for gender-specific threats and gender-based violence. <sup>107</sup>
	<b>16.10.2 Number of initiatives on awareness-raising of rights, with specific focus on youth, girls, women, and other marginalized populations</b>	<b>Country data</b>	<b>UN Women, OHCHR</b>	<b>Tier III</b>	In order to claim their rights, girls need knowledge of their rights through rights education and support networks, including challenging gender stereotypes and attitudes through creative use of media, positive role models, voices of girl leaders, and awareness raising in communities. <sup>108</sup>
16.a. Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.	<b>16.a.1 Number of public initiatives on trainings for inclusive reporting, including gender-based violence sensitivity-training for local and national law enforcement, judicial institutions, and other governments agencies</b>	<b>Country data, United Nations Survey of Crime Trends and the Operations of Criminal Justice Systems mandated by the UN General Assembly (UN-CTS)</b>	<b>UN Women, OHCHR, UNODC</b>	<b>Tier II/III</b>	As previously stated, adolescent girls are particularly vulnerable in times of conflict. As has been reported by adolescent girl victims of Boko Haram and ISIS, terrorist groups are increasingly targeting young girls and subjecting them to rape, assault, forced marriage, forced religious conversion, and other human rights abuses. <sup>109</sup> Gender-sensitivity training includes specialized training on women's rights and trainings on the applicable laws in particular, relating to violence against women and girls, for all

<sup>106</sup> Information on the number of violations committed against human rights defenders will be compiled annually by OHCHR from these data sources and further data collected through individual complaints to human rights treaty bodies, and Special Procedures of the Human Rights Council, including the Special Rapporteurs on human rights defenders, on freedom of opinion and expression, torture, the Working Group on Enforced or Involuntary Disappearances, and the Working Group on Arbitrary Detention. Additional data from OHCHR field offices and UN Country Teams will also be included. These data will be verified, cross-checked to ensure no duplication, and compiled in line with the agreed international definitions outlined above. Information on the number of journalists killed are compiled annually by UNESCO from data collected through multi-sourced research, including press reports, information from monitoring groups, direct reports, and information from UNESCO field offices and other UN bodies. Reports of killings compiled by UNESCO are then transmitted for clarification on the status of judicial investigation to Member States and categorized into the following: 1) no information received so far; 2) ongoing; 3) resolved; 4) killed in crossfire; and 5) others. This information can be found at the annual report by the UNESCO Director-General on 'The Safety of Journalists and the Danger

<sup>107</sup> Office of the High Commissioner for Human Rights. "Women human rights defenders." Retrieved from: <http://www.ohchr.org/EN/Issues/Women/WRGS/Pages/HRDefenders.aspx>.

<sup>108</sup> Equality Now. Learning from Cases of Girls' Rights. 2014. Available here: [http://www.equalitynow.org/sites/default/files/Learning\\_From\\_Cases\\_of\\_Girls\\_Rights\\_v2.pdf](http://www.equalitynow.org/sites/default/files/Learning_From_Cases_of_Girls_Rights_v2.pdf).

<sup>109</sup> Human Rights Watch. Our Rights are Fundamental to Peace: Slow Implementation of UN Security Council Resolution 1325 (2000) Denies the Rights of Women and Girls in Armed Conflict 2014. Available here: [https://www.hrw.org/sites/default/files/supporting\\_resources/our\\_rights\\_are\\_fundamental\\_to\\_peace.pdf](https://www.hrw.org/sites/default/files/supporting_resources/our_rights_are_fundamental_to_peace.pdf).

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					points of contact for girls in the legal system (police, prosecutors, medical examiners, judges). <sup>110</sup>
16.b. Promote and enforce non-discriminatory laws and policies for sustainable development.	16.b.1 Percentage of population reporting having personally felt discriminated against or harassed within the last 12 months on the basis of a ground of discrimination prohibited under international human rights law. Disaggregate by age, sex, region and population-group <b>Further disaggregations: relationship to perpetrator</b>	The primary data source is surveys conducted at the national or regional level. <sup>111</sup>	<b>OHCHR</b> Data for this indicator are collected in an increasing number of countries. At the regional level, the EU Fundamental Rights Agency has collected the data for 27 EU Member States. Relevant data is also collected in Eurobarometer and Afrobarometer surveys, and this question could easily be added.	Tier I	Amending discriminatory laws and enacting laws that promote gender equality are an important step towards creating equality. Without laws that promote and safeguard the rights of women and girls, they remain vulnerable and lack the government support and legal standards necessary for equality. <sup>112</sup>
	<b>16.b.2 Proportion of the population satisfied with the quality of public services, disaggregated by service</b> <b>Further disaggregations: relationship to perpetrator</b>	<b>The main source of data on the indicator is administrative records of the Sub-Committee on Accreditation reports of the ICC.</b> <sup>113</sup>	<b>International Coordinating Committee of National Institutions (ICC) and OHCHR are the agencies responsible for compiling these indicators at the international level.</b>	<b>Tier II</b>	It is critical that public services are efficient, responsive, and accountable to all citizens, particularly the most marginalized, such as women and girls. <sup>114</sup>

### Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

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.	<b>17.8.1 ICT penetration in terms of equality of access, quality, and affordability, including access to a mobile phone and access to the internet</b> <b>Further disaggregation: by type of ICT</b>	UNCTAD & ITU - Already core Indicator for Partnership on Measuring ICT for Development	<b>ITU, World Bank</b>	<b>Tier II</b>	Within the digital divide, there is a gender divide where women and girls have less access to information technology than men and boys. This includes lack of capacity-building, employment, and empowerment opportunities for girls and women in ICT. There is widespread recognition of the potential of ICT as a tool for the promotion of gender equality
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<sup>110</sup> Equality Now. Learning from Cases of Girls' Rights. 2014. Available here: [http://www.equalitynow.org/sites/default/files/Learning\\_From\\_Cases\\_of\\_Girls\\_Rights\\_v2pdf](http://www.equalitynow.org/sites/default/files/Learning_From_Cases_of_Girls_Rights_v2pdf)

<sup>111</sup> In many national contexts, surveys may exclude the homeless or low-income groups without access to telephones. Face-to-face surveys often exclude non-urban populations or members of linguistic minorities. There is evidence to suggest that the most marginalized populations are less likely to respond to surveys, but this effect is reduced by ensuring their participation in the preparation of the survey.

<sup>112</sup> Equality Now. "Discrimination in Law." Retrieved from <http://www.equalitynow.org/our-work/discrimination-law>.

<sup>113</sup> OHCHR compiles the data into a global directory of NHRI status accreditation updated every six months, after the Sub-committee on Accreditation submits its report. This information can be accessed on a continuous basis, including through maps.

<sup>114</sup> International Development Research Center. "Realizing Their Needs: Women's Access to Public Services in Sector Decentralization." Retrieved from [http://gender-financingunwomen.org/~/\\_media/files/un%20women/grb/resources/realizing%20their%20needs%20womens%20access%20to%20public%20services%20in%20sector%20decentralization.pdf](http://gender-financingunwomen.org/~/_media/files/un%20women/grb/resources/realizing%20their%20needs%20womens%20access%20to%20public%20services%20in%20sector%20decentralization.pdf).

*Disaggregations: sex, age, civil status, disability, education level, wealth quintile, ethnicity, geographic location, employment status, migrant status, IDPs, refugees, type of household (including head of household)*

Target	Recommended Indicators	Provide Data Sources	Entity responsible for global monitoring and how many countries data are available	Tier <sup>1</sup>	Rationale
					and women's empowerment. <sup>115</sup> On average across the developing world, nearly 25% fewer women and girls are online than men and boys; this gender gap climbs to above 40% in sub-Saharan Africa. <sup>116</sup>
17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.	17.18.1 Proportion of sustainable development indicators with full disaggregation produced at the national level	MDG reporting databases (UNDESA and UNDP) plus baseline assessment in 2015 by UNFPA.	UNFPA, UNDESA, UNDP	Tier I	Gender inequality is reproduced through the statistical record—girls and women, and their issues are often not measured. Existing gender statistics vary in quality and comparability. <sup>117</sup>
	<b>17.18.2 Number of countries that have mandated minimum Gender Indicators be integrated into formal data collection mechanisms through legislation or national statistical plans</b>	<b>Country data</b>	<b>UN Women, UNSD</b>	<b>Tier III</b>	In 2013, only 37 percent of 126 countries reviewed for gender statistics programs had a mechanism for gender statistics at the national level. <sup>118</sup>
17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries.	<b>17.19.1 Number of countries whose national budgets include resourcing for gender data collection and analysis</b>	<b>Country data</b>	<b>UN Women, World Bank</b>	<b>Tier II</b>	In 2013, only 13 percent of 126 countries review for gender statistics programs had a regular dedicated budget for the production of these data. In order to strengthen the mandate of national statistical offices to produce gender data and other critical disaggregations, it is essential to protect their funding and autonomous role, including from growing competition from private data providers. <sup>119</sup>

115 United Nations Division for the Advancement of Women, Department of Economic and Social Affairs, 2005. "Gender equality and empowerment of women through ICT." Retrieved from: <http://www.un.org/womenwatch/daw/public/w2000-09-05-ict-e.pdf>.

116 Intel, 2012. "Women and the Web: Bridging the Internet gap and creating new global opportunities in low and middle-income countries." Retrieved from <http://www.intel.com/content/dam/www/public/us/en/documents/pdf/women-and-the-web.pdf>.

117 IEAG (2014). A World That Counts: Mobilising the Data Revolution for Sustainable Development. Retrieved from: <http://www.undatarevolution.org/wp-content/uploads/2014/11/A-World-That-Counts.pdf>

118 UN Women (2015). Progress of the World's Women 2015-2016: Transforming Economies, Realizing Rights. Retrieved from [http://progress.unwomen.org/en/2015/pdf/UNW\\_progressreport.pdf](http://progress.unwomen.org/en/2015/pdf/UNW_progressreport.pdf)

119 Ibid.

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**The following members of the **Girl Declaration Joint Advocacy Group** and the **Coalition for Adolescent Girls** are signatories to this document:**

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- 4Girls GLocal Leadership (4GGL)
- Advocates for Youth
- African Solutions to African Problems
- Aflatoun
- AGE Africa
- AJWS
- CARE
- Child and Youth Finance International
- ChildFund International
- Childreach International
- ChildVoice International
- CoCreate Global
- Dance4Life
- Education for Equality International
- Emerge Global
- EngenderHealth
- Equality Now
- European Parliamentary Forum
- Every Mother Counts
- Feminist Majority Foundation
- FHI 360
- Freely in Hope
- Futures Without Violence
- GirlForward
- Girl Effect
- Girl Up
- Girls Learn International
- Girls Not Brides
- Global Fund for Children
- Global Youth Coalition on HIV/AIDS
- GreeneWorks
- GWU's Global Women's Institute
- Haiti Adolescent Girls Network
- Heshima Kenya
- International Center for Research on Women
- International Rescue Committee
- International Women's Health Coalition
- International Youth Foundation
- IntraHealth International
- IPPF/WHO
- Just Like My Child Foundation
- KASODEFO
- Komera Project
- Let Girls Lead
- Lwala Community Alliance
- Maasai Girls Education Fund
- Making Cents International
- Marie Stopes International
- Mercy Corps
- Pathfinder International
- Plan International
- Population Council
- Population Reference Bureau
- Population Services International
- Public Health Institute
- Redner Consulting, LLC.
- Restless Development
- Sacred Valley Project
- Save the Children
- United Nations Foundation
- WomenOne
- WomenStrong International
- Women's Global Education Project
- Women's Refugee Commission
- Women's World Banking

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