Our Planet, Our Responsibility: An Environmental Study
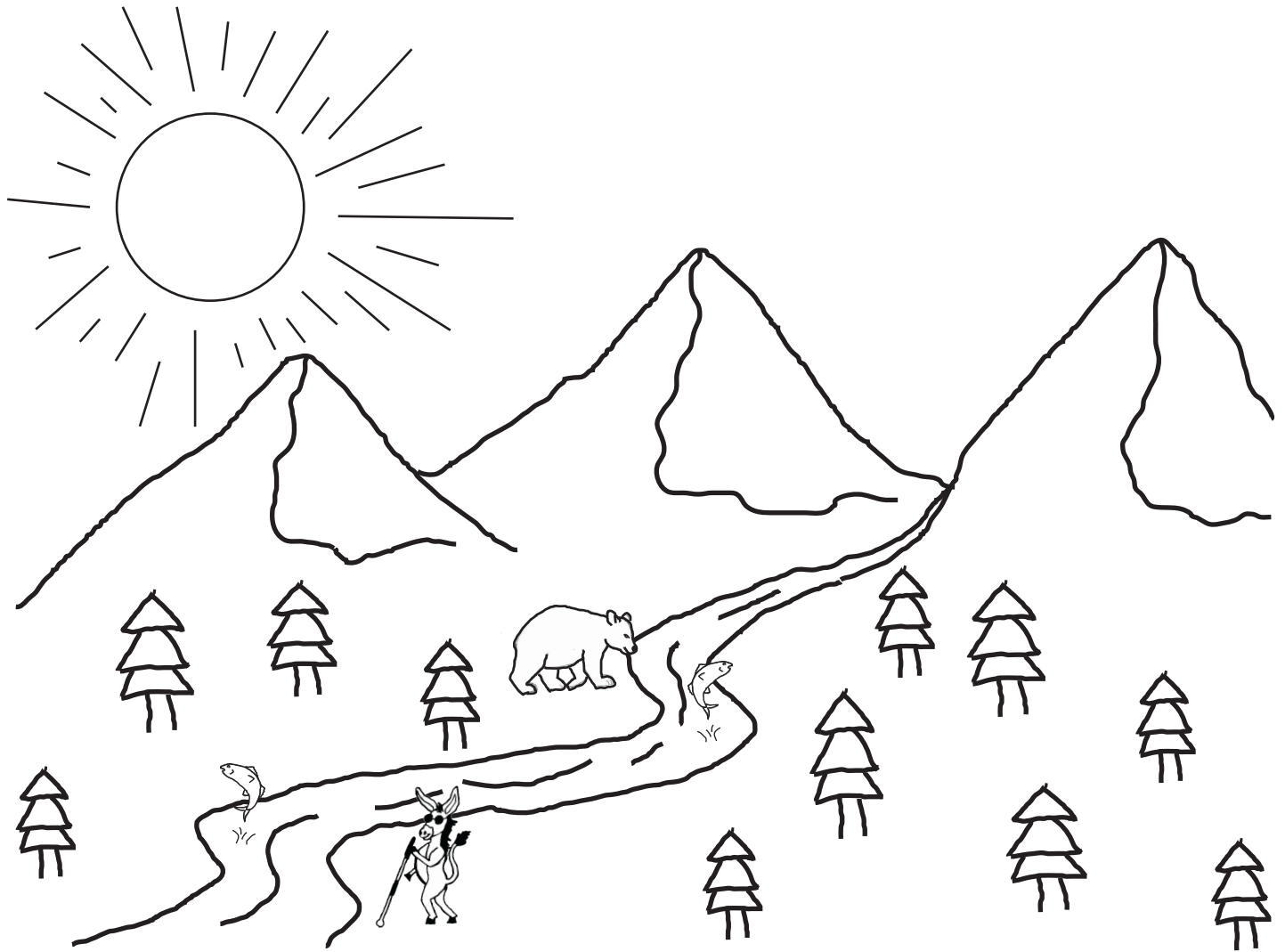

MSB Capstone Project
2019-2020

A Core Curriculum Performance Event

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MSB Capstone Project:
A Core Curriculum Performance Event

Missouri School for the Blind is pleased to offer the MSB Capstone Project: A Core Curriculum Performance Event. MSB's Capstone Project is a year-long experiential project designed to help students develop the skills to manage and complete a multi-step, long-term project designed to transfer complex, abstract core concepts taught in the classroom to the world beyond school. During the MSB Capstone Project each student or group of students will research a topic, then design a project to be completed over the course of the school term. The MSB Capstone Project provides students with the opportunity to conduct an in-depth exploration into a topic of personal interest within a theme and apply grade-level core curriculum objectives, as well as the Expanded Core Curriculum for the Blind and Visually Impaired objectives beyond the academic classroom. Each year the MSB Capstone Project focuses on grades 6-12 educational content and showcases the skills and abilities that will be expected of a successful post-secondary MSB student as an employee and citizen. The Capstone Project addresses proficiency in core content knowledge, applied learning skills and support systems for all students. MSB staff will annually review assessment data and the Missouri Learning Standards to identify targeted, challenging and specific goals and objectives for each year's Capstone Projects. Staff identify regular checkpoints throughout the year to help students evaluate their learning/progress, facilitate formative evaluation and provide feedback as well as re-teaching, re-direction, direct instruction, and work samples etc. as needed. The implementation of the MSB Capstone Project recognizes the need to ensure that all MSB students successfully complete a rigorous high school diploma program that gives them access to college or post-secondary training, whether immediately following high school or when and if they choose.

MSB Capstone Project Protocol

MSB Capstone Project: Each year MSB faculty and staff select a broad topic to serve as the umbrella for all student projects. All individual projects fall under this broad topic. MSB Capstone Projects have three major components:

- **Research—the Preparatory Phase:** Beginning in August of each year students are introduced to the broad topic and given an opportunity to discuss and select potential topics for their year-long project. Students will complete projects in small or whole group(s) first, then complete individual or small group projects under the supervision and guidance of a Capstone Advisor. All projects must be approved by the MSB Capstone Project Coordinator and MSB Administration.

Proposed Year 5 Broad Topic: *Our Planet, Our Responsibility: An Environmental Study*

Scope of Student Projects: During the 2019-2020 Capstone, *Our Planet, Our Responsibility: An Environmental Capstone,* students will have the opportunity to explore global issues facing our planet and their personal ability to make a difference. During the initial phase of the Capstone, students will be introduced to a wide variety of current environmental issues and the impact our actions have on our environment.
All Capstone participants will:

- **Phase I: Units of Study:** Progress through 6 units of study directed by MSB staff designed to introduce students to the board environmental issues facing our planet. Each unit includes a teacher-directed activity as well as small group and/or individual activities. Students are expected to participate in all activities and complete all projects and assignments for each unit.

- **Phase II: Culminating Activity:** Students will work in teams to identify ways to become environmental stewards at MSB. Teams of students will develop and innovative eco-friendly practices or solutions to problems or environmental concerns at MSB by creating and submitting an Action Plan. Action Plans will be judged based on their feasibility for implementation and overall impact on the environment. Teams whose plans are judged to be feasible will be implemented at MSB.

- **Phase III: On-Site Visit:** California is accredited with being a vanguard of environmental legislation. As a result, MSB students and staff will travel to California. While in California, students' will learn first-hand about the impact of climate change, overpopulation and pollution etc. on the areas natural habitat, plants and animal life. While on-site students will extend their learning by visiting a variety of habitats. For example, students may visit The Aquarium of the Bay where students will explore the Aquarium Below the Bay and get up close and personal with the 20,000 local marine animals who live there. Students will experience hands-on exhibits manned by trained naturalists who will introduce animals native to the bay and discuss the impact of environmental issues on their habitats and habits. And finally, students will learn about the Aquarium's initiative to educate the public regarding sustainable seafood movement and the impact of personal choice. The Aquarium is just one potential sites students may visit while in the San Francisco area. Our final on-site destinations will be determined based on students' environmental interests, areas of concentrated study, advanced research and Action Plans.

Missouri School for the Blind 2019.2020 Capstone Unit Overview

Unit	Big Idea(s)	Activities/Assignments/Outcome	Schedule/Due Dates	Staff
Unit 1: Introduce	**Big Idea #1:** Students will be introduced to the United Nations (UN) Sustainable Development Agenda and develop a broad understanding of its goals and purpose in both general terms and as it relates to the environment. **Big Idea #2:** Students will begin to develop an understanding of the broad environmental issues facing our planet and her inhabitants.	Students will create an automated PowerPoint Presentation to demonstrate their understanding of the SDGs.	**August 21, 2019 – September 13, 2019** PowerPoint Slides due: **TBD** PowerPoint Premier: **September 12, 2019**	**Lead Instructor:** Admin Team (TBD) **Cap/Tech Instructor:** Hart **Small Group Leaders:** All other Capstone Instructors as assigned
Unit 2: Eco-Friendly Communities	**Big Idea:** Students will create an environmental profile of our community, and then research ways to make our community more environmentally friendly and sustainable.	Students will research ways to make our community more sustainable. Students will use a Sustainability Scorecard to evaluate StL in several key environmental areas. Once students have assessed StL's strengths and weaknesses they will choose either a strength or a concern and write a short argumentative essay describing their finding etc.	**September 16 – November 21 , 2019** *All written assignments electronically to be submitted by: **November 21, 2019**	**Lead Instructor:** Tammy Popp & Tori Hart **Small Group Leaders:** All other Capstone Instructors as assigned

Unit 3: Environmental Careers	Students will build on information about environmental innovations to explore careers in science, technology, engineering and math.	Individual students will create a point and play presentation and visual graphic to share facts about their two chosen careers. Each presentation should be no more than 2-3 minutes long. Students should use at least 2 different forms of media in their presentations, like videos, images, and sound.	**December 2019 & January 2020** PowerPoint Slides due on: **TBD** Visual Graphic due: **January 31, 2020** Presentations: **January 31, 2020 (MSB Career Fair)**	**Lead Instructor:** Rick Haley **Small Group Leaders:** All other Capstone Instructors as assigned
Unit :4 You Can Make An Environmental Impact	Students will conduct research to learn about an environmental issue and how people can take action to make a difference	Research causes, effects, possible solutions and examples of specific environmental issues. Students will write a PSA to educate their peers about their environmental issue.	**February 2020** Completed PSAs due electronically by: **February 28 2020**	**Lead Instructor:** Heidi Goodsite **Small Group Leaders:** All other Capstone Instructors as assigned
Unit 5: Our Planet Our Responsibility *Note: Unit 5 is the introduction to the Eco Challenge and	Students will explore an environmental problem impacting their community and examine ways people are working to solve the issue.	Introduce (only) MSB Eco-Challenge. Teams of students will work through a series problem-solving STEM challenges designed to help them develop innovative ways to address environmental issues by	**March 2020 (@ 1 -2 weeks)**	**Lead Instructor:** Nancy Arnold **Small Group Leaders:** All other Capstone Instructors as assigned

does not have a stand-alone project.		creating and submitting Action Plans we can carry out at MSB (to be continued into the next unit).		
Unit 6: Building Project Based Solutions for Environmental Issues	Students will develop their own STEM projects with step-by-step activities that aid students as they team up and think critically about original and practical solutions that can improve the environment. Student teams will strengthen their collaboration, problem-solving, and organizational skills while addressing real-world issues.	Students will work in teams to find new ways we can be environmental stewards at our school. Teams of students will develop innovative, eco-friendly practices and solutions to problems or environmental concerns at MSB by creating and submitting an Action Plan. Action Plans will be judged based on their feasibility for implementation and overall impact on the environment. Teams whose plans are judged to be feasible will be implemented at MSB.	**March 16, 2020 – May 1, 2020** **Completed Eco-Challenge Due: May 1, 2020**	**Lead Instructor:** Nancy Arnold **Small Group Leaders:** All other Capstone Instructors as assigned

Timeline

August:
- Staff will be identified and given assignments
- Students will be introduced to and given an overview of the Capstone content for this year
- Capstone Meetings will begin
- Unit 1: Introduction

September

Note: By September 15, 2019, all signed Parent Permission Forms and Code of Ethics/MSB Capstone Policies Acknowledgements must be turned into the Capstone Coordinator.

- Unit 1: Introduction continues
- Unit 1 PowerPoint Premier is on **September 12, 2019**
- Unit 2: Eco-Friendly Communities

October – November
- Unit 2: Eco-Friendly Communities continued
- Unit 2 Essay is due on **November 21, 2019**

• December – January
- Unit 3: Environmental Careers
- Environmental Careers Presentations and Graphic Posters are due on **January 31, 2020**

February
- Unit 4: You Can Make a Difference
- Unit 4 Public Service Announcements (PSAs) are due on **February 28, 2020**

March – May 1, 2020
- Unit 5: Our Planet Our Responsibility (1-2 weeks maximum)
- Unit 6: Building Project-Based Solutions for Environmental Issues (begin by March 16, 2020)
- MSB Eco-Challenge Action Plans are due on **May 1, 2020**

May 1 -14, 2020
- MSB Administration will review the proposed Action Plans for feasibility of implementation. Those deemed to be appropriate, cost and time efficient, well thought out and implementable will be considered for implementation.

- Students will divide into travel teams and select an on-site area in California they are interested in studying while on site (from a set of choices).
- Students will research their selected sites with their Capstone Instructor and explore hands-on research opportunities or experiences they wish to share while on-site.

<u>May 15- 23, 2019</u>

- **Capstone On-Site Trip—Experiential Education Component**.

Phase I:

Develop a Deep Understanding of the Key Concepts & Big Ideas

ENVIRONMENTAL PRINCIPLES AND CONCEPTS

Unit #1 Introduce:
Our Planet, Our Responsibility: An Environmental Capstone

Big Idea #1: Students will be introduced to the United Nations (UN) Sustainable Development Agenda and develop a broad understanding of its goals and purpose in both general terms and as it relates to the environment.

Big Idea #2: Students will begin to develop an understanding of the broad environmental issues facing our planet and her inhabitants.

Pre-instructional Planning

Timeline: August 21, 2019 to September 13, 2019.

Objectives: Students will learn about the United Nations (UN) Sustainable Development Goals (SDGs).

- Begin to develop an understanding of the broad environmental issues facing our planet.
- Create an automated PowerPoint Presentation to demonstrate their understanding of the SDGs.

Vocabulary:

- United Nations
- UN Sustainable Development Goals (SDGs)
- Sustainable/sustainability
- Global Citizens
- Community
- Global Environmental Issues

Lasting and Enduring Concepts (Things students must know to proceed to the next unit):

- **What is the United Nations?** *(Answer: the UN is an international organization tasked with developing friendly relationships and facilitating cooperation between countries. The UN was established after WWII with a goal of preventing future wars.)*

  Background: The UN's goals include Peacekeeping, Security, Preserving Human Rights, Economic Development, Humanitarian Assistance and other world-wide concerns, including an Environmental Agenda which was adopted in 1972. Little progress was made in the 70's and 80's regarding environmental concerns. In 1988 when the UN received an extensive report on Global Warming, interest was renewed. The environment has been a focus for the UN since the Earth Summit in 1992. Environmental work has been steadily progressing since then.

For more information visit: https://www.un.org/en/sections/issues-depth/climate-change/

- **What are the United Nations (UN) Sustainable Development Goals (SDGs)?**
  (Answer: The SDGs are a collection of 17 global goals set by the UN General Assembly in 2015 for 2030 designed to "transform our world." The goals were identified based on proven needs. When met, the goals are designed to protect all people and our planet and ensure a more sustainable future for everyone.)

  Background: The SDGs are part of Resolution 70/1 of the UN General Assembly. Each of the 17 goals has targets that are measured with specific, measurable indicators. A variety of data collection tools are being used to track their progress. The UN has been transparent and prompt in widely publishing their progress as planned. The Environmental component of the SDGs is a reflection of and response to the work of the 2016 Paris Agreement on Climate Control.

- **How are the SDGs connected to our Environmental Capstone?**
  *(**Answer:** The UN has identified several environmental issues as major world concerns, therefore helping us identify the most prominent current environmental issues for our planet as a whole.)*

  Background: As we think about a new Capstone topic each year we look beyond ourselves, beyond our school and the basic curriculum for something to catch our student's interest, to develop their skills, to challenge their thinking and exercise our high order thinking skills. The Capstone is designed to be a learning stretch. The Capstone is an opportunity for our students to become a part of something that is bigger than their typical world.

- **Students will list, upon request, multiple (5-10) areas of environmental concern including but not limited to**
  - landfills, waste management and recycling.
  - forest destruction/deforestation and desertification.
  - endangered species and loss of biodiversity as well as invasive species;
  - Water conservation and fresh water shortages.
  - shrinking wetlands and aquatic habitats.
  - threats to the world's waterways and oceans, e.g. poorly managed fishing, pollution, coastal tourism and development, and shipping.
  - global Warming.
  - Climate change.
  - Air Pollution, Noise Pollution, Light Pollution.

- o   Ozone Depletion/Air Quality.
- o   Greenhouse Gases.
- o   Fossil Fuels and Renewable Energy.
- o   Encroachment and overpopulation.

Materials:

- Teacher Resource (TR) # 1.1: Learning Skills & Standards
- TR 1.2: Transforming Our World—The 2030 Agenda for Sustainable Development (https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf)
- TR 1.3: The Sustainable Development Goals Report 2018 (https://unstats.un.org/sdgs/files/report/2018/TheSustainableDevelopmentGoalsReport2018-EN.pdf)
- Checking for Understanding (CfU) Activity #1.1
- UN Sustainable Development Agenda Activity #1.1
- Chart paper & markers
- Student Laptops/BrailleNotes
- Pen or pencil or writing materials
- Access to the Internet and/or Library
- Presentation equipment for YouTube video

Instructional Component

Warm-Up Discussion: What are the United Nations Development Goals?

Step 1: Introduce: We are going to begin this year's Capstone by learning about a document that was created by the Sustainable Development Committee of the United Nations.

- **Ask:** Who can tell me what the United Nations is?

Step 2: Explain: The United Nations is

- An international organization tasked with developing friendly relationship and facilitating cooperation between countries.
- The world's peace-making and world security organization.
- The UN was established after WWII with a goal of preventing future wars.
- The UN's goals include: Peacekeeping, Security, Human Rights, Economic Development and Humanitarian Assistance and other issues.
- Including the Environmental Agenda which was adopted in 1972. The Environment has been a specific focus for the UN since the Earth Summit in 1992 in response to

reports of global warming. The environmental work has been steadily progressing since then.

In 2015 the United Nations adopted an important document called the <u>2030 United Nations Sustainable Development Goals Agenda</u>.

Step 3: Ask: What do you think it means for something to be sustainable?

Step 4: Explain that when activities or things are sustainable they allow people and nature to coexist in harmony. This idea ensures that people continue to have the natural resources necessary to live healthy, productive lives, while protecting the environment at the same time.

Step 5: Explain to students that living and acting sustainably is so important that the United Nations has developed their own action plan called the **UN Sustainable Development Agenda** to ensure that countries are empowered to provide a healthy future for all global citizens. Within the action plan, there are 17 individual Goals with their own action plans. Not all of these Goals have to do with the environment, but the environment and climate change has a major impact on public health, food and water security, migration, peace, and security.

Step 6: Introduce the UN Sustainable Development Goals (SDGs) with YouTube video, 'We the People' for the Global Goals found at: https://www.youtube.com/watch?v=RpqVmvMCmp0

Checking for Understanding:

> **CfU Activity # 1:** *Checking for Understanding Jigsaw: UN Sustainable Development Goals.*

Guided Learning: Developing a Deeper Understanding of the Agenda for Sustainable Development and SDGs as a foundation for improvement worldwide.

Step 1: Help students deepen their understanding of the SDGs.

- **Ask:** Now that we have talked about the SDGs a little bit, which goals do you think are most important? Why?
- **Ask:** If you were in charge of achieving these goals how would you get people involved in making these changes?

Step 2: Explain:
- The 2030 United Nations Sustainable Development Agenda, was adopted by all United Nations Members States in 2015.
- It provides a shared blueprint for peace and prosperity for all people and our planet now and into the future.
- At its heart, the Agenda consists of 17 Sustainable Development Goals (SDGs) which are an urgent call for action by all counties—developed and developing—to come to a global partnership.

- The goals recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth—all while tackling climate change and working to preserve our oceans and forests.

Step 4: **Introduce** Activity 1.1 United Nations Development Agenda Goals and review directions. Assign goals, set deadlines, due dates, etc.

- PowerPoint Slides are due to Tech/Cap on **TBD**.
- PowerPoint Premier is on **September 12, 2019**.

Wrap-Up Activity:

- PowerPoint Premier Adapted from: https://www.scholastic.com/teachers/sponsored-content/lexus/home/

Checking for Understanding Jigsaw: UN Sustainable Development Goals

Directions: Break students into 5 equal groups to teach their SDGs to their peers. Each group will be given a set of handouts. Cut into the handout strips and distribute to students. Give students a few minutes to review their SDGs and become an expert. Students will then teach their peers about the goals they learned. Everyone is responsible for learning about all 17 goals.
Goal 1: No Poverty: End poverty in all its forms everywhere.
Goal 2: Zero Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3: Good Health and Well Being: Ensure healthy lives and promote well-being for all at all ages.
Goal 4: Quality Education: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
Goal 5: Gender Equality: Achieve gender equity and empower all women and girls.
Goal 6: Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.
Goal 7: Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable and modern energy for all.
Goal 8: Decent Work Economic Growth: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Goal 9: Industry, Innovation and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
Goal 10: Reduced Inequalities: Reduce inequality within and among countries.
Goal 11: Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal 12: Responsible Consumption and Production: Ensure sustainable consumption and production patterns.
Goal 13: Climate Action: Take urgent action to combat climate change and its impacts.
Goal 14: Life Below Water: Conserve and sustainable use the oceans, seas and marine resources for sustainable development.
Goal 15: Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.
Goal 16: Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
Goal 17: Partnerships for the goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Student Name _____

Capstone Instructor: _____

United Nations Sustainable Development Agenda Goals

Overview:

      The 2030 United Nations Sustainable Development Agenda, adopted by all United Nations Members States in 2015, provides a shared blueprint for peace and prosperity for all people and our planet now and into the future. At its heart, the Agenda consists of 17 Sustainable Development Goals (SDGs) which are an urgent call for action by all counties—developed and developing—to come to a global partnership. The goals recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth—all while tackling climate change and working to preserve our oceans and forests.

Source/More Information: https://sustainabledevelopment.un.org/?menu=1300

Directions: This is a collaborative learning activity.

- Each group/pair of students will choose a goal area and a Capstone Coach (all areas must be covered).
- Use the library or internet resources to learn about the SDGs. Each SDG has targets, partnerships, publications and documents. Take a look at the work that is being done in your assigned area(s).
- Each student in your group should prepare one PowerPoint Slide describing an aspect or aspects of your assigned SDG—make sure your total presentation gives a good overview of the goal. Please include audio (this should be a point and play presentation).
- Total presentations for each SDG should not exceed one minute (maximum)
- Slides will be combined into a Presentation (with the assistance of the Technology Capstone (Tech/Cap) Instructor).
- PowerPoint Slides are due to the Tech/Cap on _____.
- PowerPoint will be premier on _____.

Goal 1: No Poverty	End poverty in all its forms everywhere.
Goal 2: Zero Hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
Goal 3: Good Health and Well Being	Ensure healthy lives and promote well-being for all at all ages.
Goal 4: Quality Education	Ensure inclusive and equitable quality education and promote life-long learning opportunities for all.
Goal 5: Gender Equality	Achieve gender equity and empower all women and girls.
Goal 6: Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all.
Goal 7: Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all.
Goal 8: Decent Work Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
Goal 9: Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
Goal 10: Reduced Inequalities	Reduce inequality within and among countries.
Goal 11: Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable.
Goal 12: Responsible Consumption and Production	Ensure sustainable consumption and production patterns.
Goal 13: Climate Action	Take urgent action to combat climate change and its impacts.
Goal 14: Life Below Water	Conserve and sustainable use the oceans, seas and marine resources for sustainable development.
Goal 15: Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.
Goal 16: Peace, Justice and Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
Goal 17: Partnerships for the goals	Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Unit #2 Improve: Eco-Friendly Communities

Big Idea: Students will create an environmental profile of our community, and then research ways to make our community more environmentally friendly and sustainable.

Pre-instructional Planning

Timeline: September 16 – November 21, 2019

Objectives: Students will

- continue to develop their knowledge of the United Nations (UN) Sustainable Development Agenda.
- create an Environmental Profile.
- research ways to make our community more sustainable.

Vocabulary:

- Sustainable/sustainability
- Natural Resources
- Environmental Footprint

Lasting and Enduring Concepts (Things students must know to proceed to the next unit):

Unit 1:

- What is the United Nations?
- What are the United Nations Sustainable Development Goals? (An overview, not a list).
- Students will list, upon request, multiple (5-10) areas of environmental concerns discussed within our Capstone.

Unit 2:

- Define Sustainability and relate it to a variety of situations and concepts
- Describe a variety of ways individuals can reduce their environmental footprint.
- Describe the actions of at least one city, state or country who reduced their environmental footprint through a specific plan.

Materials:

- TR #1.1: Learning Skills & Standards
- Activity #2.1: Sustainability Scorecard
- Activity #2.2 Argumentative Essay Rubric
- Chart paper & Markers
- Student Laptops/BrailleNotes

- Pen or pencil or writing materials
- Access to the Internet or a library

Instructional Component

Warm-Up Discussion:

- Understanding Sustainability ***(Review and develop from previous unit)***

Step 1: Ask: What do you think it means for something to be sustainable?

Step 2: Explain that when activities or things are sustainable, they allow people and nature to coexist in harmony. This idea ensures that people continue to have the natural resources necessary to live healthy, productive lives, while protecting the environment at the same time.

Step 3: Explain to students that living and acting sustainably is so important that the United Nations has developed their own action plan called the **UN Sustainable Development Agenda** to ensure that countries are empowered to provide a healthy future for all global citizens. Within the action plan, there are 17 individual Goals with their own action plans. Not all of these Goals have to do with the environment, but the environment and climate change has a major impact on public health, food and water security, migration, peace, and security. Therefore, it's crucial that we think about how to protect the environment starting in our own communities.

Step 4: Show videos:

- **#1:** Resource (problems with landfills 1:23 short)
  https://www.youtube.com/watch?v=NzQP79OYdgk
- **# 2** (iproject not in MO yet but VERY cool!) https://www.cbsnews.com/news/terracycle-loop-zero-waste-products-procter-gamble-nestle-household-brands-expanding/

Step 5: Brainstorm: Have students consider how their daily actions could be done in a more sustainable way. Use the following prompt to launch a classroom discussion:

- You eat lunch every day which creates trash, but that waste doesn't have to end up in an overflowing landfill. You can make lunchtime more sustainable by recycling leftover paper, plastic, and cans. Composting food scraps, choosing not to use disposable utensils or trays, and packing your lunch in a reusable container are all ways to help sustain the environmental.

CfU: List and Chart: Call on students to give their own examples of behaviors they engage in every day—for example, using the Internet or riding in a car. Then, where possible, have them examine how each activity could be made more sustainable. (See sample below).

Current Activity	More Sustainable Practice
Ex. Bring Lunch in paper bag	Bring Lunch in cloth lunchbox

Guided Learning: Growing Greener Cities

Step 1: Help students extend the idea of sustainability beyond their personal actions to those of a community as a whole by asking:

- What types of changes could be made to a community to make it more sustainable?

- How could you get people involved in making these changes?

- How might improving the environment benefit the lives, health, and interactions of people within a community?

Step 2: Countries around the world have signed on to the UN Sustainable Development Agenda to commit to reduce their environmental footprint (a measure of human demands on nature as people consume Earth's resources and generate waste). People living in those countries' metropolitan regions have already taken great strides to reduce their environmental footprint. Following the United Nations' lead, various organizations or government agencies in these "eco-cities" have made changes that make it more affordable for residents to reduce their energy use, to help cut down on pollution, and create a greener landscape. These changes also improve the quality of life for local citizens.

Step 3: Have students investigate the following eco-cities' green initiatives, and mention that you'll open up a classroom discussion to encourage reflection on what the students find out:

- Adelaide, Australia: wwf.panda.org/?204334/Adelaide-green-city/

- Stockholm,Sweden: content.time.com/time/video/player/0,32068,31679239001_1914454,00.html

- Portland, Oregon: www.businessinsider.com/portland-green-city-infographic-2013-3

- Freiburg, Germany: serc.berkeley.edu/greenest-city-in-the-world/

Step 4: Making sustainable changes on a community-wide scale requires a lot of planning and cooperation among residents, businesses, and the local government. **Ask:**

- What efforts might have been required for eco-cities to put their sustainable plans into action?

- How might different groups have had to work together to make these projects a success?

- Could these improvements be applied to any city or are they specific to one location?

Small Group Activity: Using the Sustainability Scorecard Activity # 2.1

Step 1: Divide students into groups and give each group a Sustainability Scorecard.

Step 2: Tell the groups that they'll be using the Sustainability Scorecard to research and collect data in order to create an environmental profile of our community (StL). The profile will assess our community's level of sustainability in several key environmental areas. Students will need access to the library or Internet for this portion of the activity.

Step 3: Once students have identified and assessed our communities' environmental strong points and/or shortcomings, they'll do one of the following, depending on how well the city scored:

Low Total Score: Students will choose an environmental area they'd most like to see improved in the community and recommend possible solutions. After choosing one of their ideas, they'll write an argumentative essay to explain why they think this particular solution would be beneficial from a sustainability standpoint. Students should:

- Use the information on eco-cities from the main lesson for inspiration in order to find sustainable solutions for their community.

- Understand that environmental areas might overlap (for example, transportation and air quality), and that they should discuss these connections in their essays.

- Students should take into consideration accessibility of economic resources for sustainability projects in StL.

High Total Score: If students live in a city or town that already has good green practices, they'll write an argumentative essay that defends their community's sustainable philosophy. They should discuss what elements enabled their city or town to become a green leader.

Students should take into consideration how their city or town was able to reduce its broader footprint as it relates to accessibility of economic resources for sustainability projects.

Step 4: Before students complete the writing portion of the assignment, direct their attention to the "Writing Tips" box.

Ask:

- What is the purpose of an argumentative essay?
- How should claims be supported in your essay?

Stress that:

- Essays should be logical and organized so that your reasoning is clear.
- When addressing opposing views in your essay, consider any unintended consequences of a sustainable solution in your community. How realistic or practical are/were these solutions in the long run?

Resource: Environmental Missouri is a statewide, citizen-based environmental advocacy organization. They have identified a number of local issues and are a strong PAC in Missouri. They have clearly articulated many local and state concerns on their website. https://environmentmissouri.org/issues

Resource: The Missouri Chapter of the National Sierra Club has also identified areas of environmental concern in Missouri is a statewide, citizen-based environmental advocacy organization and PAC. https://www.sierraclub.org/missouri/issues

Resource: Teracycle is a global recycling company that is quickly becoming a global leader in recycling especially hard to recycle waste product. https://www.terracycle.com/en-US

Adapted from: https://www.scholastic.com/teachers/sponsored-content/lexus/improve-eco-friendly-communities/

☑ Sustainability Scorecard

Many communities are doing their part to help the environment and, in turn, their residents are reaping the benefits of going green. Use the scorecard below to evaluate the eco-friendliness of your city or town. Then brainstorm sustainable solutions to fix problem areas in your community. Base your ideas on initiatives currently being used by successful eco-cities, as well as your own creativity and research. If your community already has a small environmental footprint, explain the good green practices that helped them become so sustainable.

Environmental Areas	Sustainability Score (1 not sustainable to 10 very sustainable)	Recommend ways to improve this area within your community, or describe your community's current good green practices.
Energy: Does your community's energy come from burning fossil fuels or cleaner, renewable sources like solar or wind power?		
Air Quality: Does your community have smoggy skies or high rates of asthma?		
Water: Where does your community get its water? Does it take measures to conserve this resource? How polluted are its waterways?		
Waste: Does your community have a recycling program or other ways to reduce waste? How about a composting program?		
Nature: Does your community have plenty of green spaces set aside for people and nature?		
Transportation: Does your town have bike lanes, bike-sharing programs, car sharing, public transportation, or electric vehicle charging stations?		
Buildings: Does your local government require structures to be built using sustainable materials and technologies?		

⊻ Take a Stand

• •

Low Total Score: Select one of the recommendations you came up with to make one area of your community more sustainable. Then write an argumentative essay to explain why you think this would be an important idea to put into action for your city or town.

High Total Score: Write an argumentative essay in support of your community's current good green practices. Discuss how these initiatives have helped your city thrive and why other communities should adopt similar initiatives.

✐ Writing Tips

An argumentative essay should convince readers about the merits of a particular idea. When writing this type of essay:

• **Begin with a thesis statement**, which sets up what you will be writing about.

• **Support claims with evidence, not opinions.** You should then explain and interpret this evidence for your audience.

• **Acknowledge opposing views** and address their pros and cons.

Rubric for the Assessment of the Argumentative Essay

	3	2	1	0	Score
A. **Introduction** Background/history Define the problem Thesis Statement **Conclusion**	Well-developed introductory paragraph contains detailed background, a clear explanation or definition of the problem, and a thesis statement. Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper. Conclusion summarizes main topics. Some suggestions for change are evident.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail. Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic. Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	_____
B. **MAIN POINTS** Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph(s) acknowledges the opposing view and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph(s) missing and/or vague	Less than three main points, with poor development of ideas. Refutation missing or vague.	_____
C. **ORGANIZATION**	Logical, compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it. Effective, mature, graceful transitions exist throughout the essay.	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. Transitions appear sporadically, but not equally throughout the essay.	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought. Few, forced transitions in the essay or no transitions are present.	_____
D. **WORKS CITED**	Source material is smoothly integrated into the text. All sources are accurately documented in the desired format both in the text and on the Works Cited page.	Source material is used. All sources are accurately documented, but a few are not in the desired format. Some sources lack credibility.	Source material is used, but integration may be awkward. All sources are accurately documented, but many are not in the desired format or lack credibility.	Lacks sources and/or sources are not accurately documented. Format is incorrect for all sources.	_____
E. **MECHANICS** Sentence Structure Punctuation & Capitalization	Sentence structure is correct. Punctuation and capitalization are correct.	Sentence structure is generally correct. Some awkward sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.	_____
				TOTAL	

Activity #2.2 Rubric

Lesson #3: Innovate—Environmental Careers

Big Idea: Students will build on information about environmental innovations to explore careers in science, technology, engineering and math.

Pre-instructional Planning

Timeline: December 2, 2019 - January 31, 2020

Objectives: Students will:

- Explore various careers in STEM.

Materials:

- Exploring STEM Careers Activity #3,1
- TR #3.1 Presentation Rubric
- Chart Paper & Markers, tape
- Laptop/BrailleNote
- Poster Printer (for poster/graphics)
- Access to Internet or library

Vocabulary/concepts:

- Innovation
- STEM

Lasting and Enduring Concepts (Things students must know to proceed to the next unit).

Unit 1:

- What is the United Nations?
- What are the United Nations Sustainable Development Goals? (An overview, not a list).
- Students will list, upon request, multiple (5-10) areas of environmental concerns discussed within our Capstone.

Unit 2:

- Define Sustainability and relate it to a variety of situations and concepts.
- Describe a variety of ways individuals can reduce our environmental footprint.
- Describe the actions of at least one city, state or country who reduced their environmental footprint through a specific plan.

Unit 3:

- Describe and discuss the 3 ways to deal with environmental issues.
- Describe at least 3 environmental innovations that we discussed in class (see below).
- Students will identify and discuss environmental careers.

Instructional Component

Warm-Up Discussion: Protecting the Environment

Step 1: Ask: How do people go about finding solutions to environmental problems? Where do they begin?

Step 2: Explain that there are three general ways to deal with environmental issues. Write these ideas on your whiteboard or chalkboard:

- Help outlaw inflicting harm upon endangered species (e.g., contact local government officials, etc., with ideas/suggestions for legislation to protect endangered species).

- Repair something that has been damaged (e.g., clean up trash on beaches).

- Find a new and improved way to do something (e.g., drive an electric car versus a gas-fueled vehicle to reduce air pollution).

Step 3: Many solutions to environmental problems involve a mix of these methods. **Ask:** How could all three solutions be used to deal with the problem of deforestation? (e.g., make it illegal to log trees to protect those that remain; plant new seedlings to regrow forests; find an alternative to wood as a building material, so there's less need to cut down trees in the future.)

Checking for Understanding: To be determined by Capstone teacher.

Guided Learning: Environmental Innovations.

Step 1: Explain that many times fixing an environmental problem requires an innovation. **Ask:**

- What do you think an innovation is? (A new and creative method, idea, or invention that fills a need or improves people's lives).

- What types of innovations make your life better?

Step 2: Share the following examples of environmental innovations with the class. **Show** these websites using a computer and projector or interactive whiteboard.

- **Curbside Composting:** People throw away up to 40 percent of the food they buy, but cities are working to recycle that waste into something useful: www.motherjones.com/environment/2012/09/why-doesnt-your-city-have-curbside-composting

- **Ocean Cleanup:** A teenager has an ambitious plan to remove plastic pollution from the world's oceans: inhabitat.com/19-year-olds-ocean-cleanup-array-could-clean-half-the-pacific-garbage-patch-in-10-years-study-shows/

- **Purifying the Air:** An engineering university in Peru has developed a billboard that scrubs pollution from the air: time.com/84013/this-billboard-sucks-pollution-from-the-sky-and-returns-purified-air/

- **Greener Cooking:** A new fuel to power cook stoves could help reduce deforestation in developing countries: mashable.com/2013/08/23/emerging-cooking-solutions/

- **Green Laundry:** People often find ways to make their everyday lives greener. Check out ways people are even making the chore of laundry greener. https://www.treehugger.com/htgg/how-to-go-green-laundry.html

- **Urban Farms:** People are finding ways to grow food just about everywhere—even in the middle of a bustling city: www.wired.co.uk/news/archive/2014-02/11/underground-farm-zero-carbon-food

- **Sharing the Road:** Many cities have come up with a way to help people get around town on bikes instead of in cars: www.scholastic.com/browse/article.jsp?id=3757174

Step 3: Engage students in a classroom **discussion** about the innovations by asking:

- Would some of these innovations be harder to put into action than others? Why or why not?

- Describe some of the inventors' thought processes. How did they come up with their ideas? What do you think is the key to creating a useful environmental innovation?

Individual Wrap-Up Activity: Exploring Careers in STEM Activity

Step 1: Many environmental innovations rely on some sort of technology, even bike shares and urban farming. Technology is one of the basic building blocks of STEM. **Ask:**

- Has anyone heard of the term STEM before? (Here's a hint: It's an acronym—a word formed from the initials of a phrase.)

- What does it stand for? (STEM stands for science, technology, engineering, and mathematics.)

Step 2: Explain that there are many types of careers in STEM fields. **Ask:** Can you name some careers that would fall into this category?

Step 3: Hand out copies of the Exploring STEM Careers Activity #3.1 to each student. It asks them to investigate two STEM careers and compare how they are similar and different. After

going over the instructions together as a class, provide students with the following resources to help them in their research. Then have them complete the reproducible on their own.

- www.discovere.org/discover-engineering/engineering-careers
- stem-works.com

Step 4: Assign students to Capstone Instructor by career strand: Science, Technology, Engineering and Math.

Step 5: Students will create an electronic presentation and poster/graphic to share facts about their two chosen careers. Each presentation should be no more than 2-3 minutes long. Students should use at least 2 different forms of media in their presentations like videos, images, and sound. Presentations should be point and play. Students should be well versed and able to answer questions about the careers they researched. Presentations will be displayed on the digital display boards after the Career Fair.

Adapted from: https://www.scholastic.com/teachers/sponsored-content/lexus/innovations-environmental-innovations/

Exploring STEM Careers

Find out what it takes to be a STEM professional. Choose two STEM careers to investigate further through online research. Then use the Venn diagram below to write down facts about each. In the overlapping section, write details the jobs have in common. Include information about what the jobs entail, the type of education needed, and where people in these industries work. Also, write down how the job relies on science, technology, engineering, and math.

STEM Career #1 _____

STEM Career #2 _____
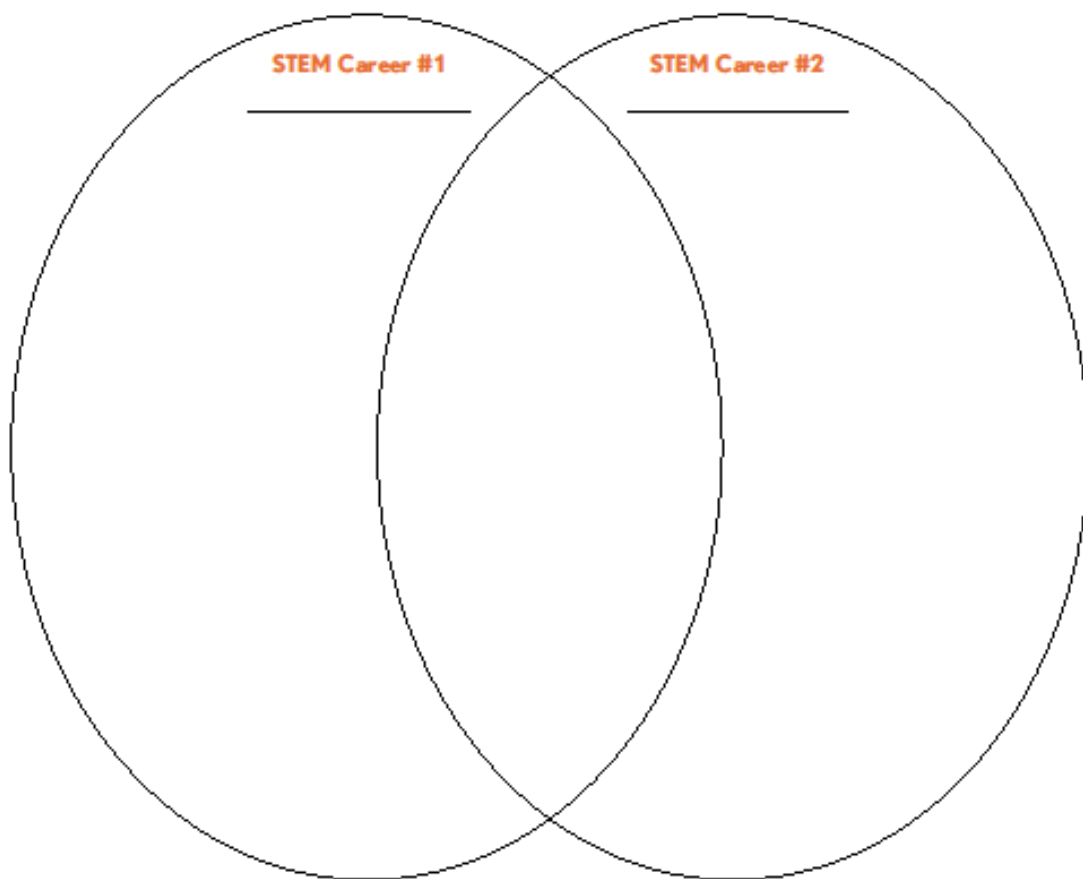
Present It!

Create a presentation about the two careers you researched. It should explain to others what the jobs involve and how they are similar and different. Be sure to highlight the role of science, technology, engineering, and math in each role. Include visual aids to make your presentation more powerful.

Multimedia Presentation Rubric

Skill area	Exceeds Expectations	Meets Expectations	Needs Polish—Still needs more work, but approaching Expectations	Not Yet—needs more work
Content Knowledge	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow, but the overall organization of topics is basic.	Content is logically organized for the most part, but audience could have some difficulty following presentation.	There is no sequence of information, just a series of facts.
Mechanics	No misspellings or grammatical errors.	One minor misspelling and/or mechanical error—we all miss one from time to time.	Three or fewer misspellings and/or mechanical errors.	More than 4 errors in spelling or grammar.
Visual Appeal	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good, but student doesn't elaborate.	Student used visuals that did not support the text/presentation. Student's use of font, color, graphics, effects, etc. detracted from the presentation's content.	Student used little to no visuals and/or use of font, color, graphics, effects etc. distract from the presentation's content.
Auditory Appeal	Delivery is well-rehearsed and smooth. The student effectively uses sound to focus on main points and enhances the listeners'	Delivery is well-rehearsed and smooth. The speaker enunciates clearly and uses a pleasant expression.	Delivery is somewhat rehearsed but still choppy. The speaker is sometimes unclear and muddled.	Delivery is choppy, difficult to understand or appears unrehearsed. The speaker is unclear or expressionless.

	learning experience.			

Unit #4: Inspire—You Can Make an Environmental Impact

Big Idea: Students will conduct research to learn about an environmental issue and how people can take action to make a difference

Pre-instructional Planning

Timeline: February 2020

Objectives: Students will

- continue to deepen and broaden their understanding of various environmental issues.
- brainstorm solutions that can make a difference.
- conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.
- introduce a topic; organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials:

- Get Inspired! Activity Mind Map Activity # 4.1
- Public Service Announcement (PSA) Rubric TR #4.1
- Learning Skills & Standards List
- Chart Paper & Markers, tape
- Laptop/BrailleNote
- Access to Internet or library

Vocabulary/concepts:

- Environmental Movement
- DDT
- Pesticide
- Marine Biologist

Lasting and Enduring Concepts (Things students must know to proceed to proceed to the next unit).

Unit 1:

- What is the United Nations?
- What are the United Nations Sustainable Development Goals? (An overview, not a list).

- Students will list, upon request, multiple (5-10) areas of environmental concerns discussed within our Capstone.

Unit 2:

- Define Sustainability and relate it to a variety of situations and concepts
- Describe a variety of ways individuals can reduce our environmental footprint.
- Describe the actions of at least one city, state or country who reduced their environmental footprint through a specific plan.

Unit 3:

- Describe and discuss the 3 ways to deal with environmental issues
- Describe at least 3 environmental innovations that we discussed in class (see below)
- Students will identify and discuss environmental careers

Unit 4:

- Tell who Rachel Carson was and briefly describe her contribution to the environmental movement.
- Continue to deepen their understanding of the complexity of environmental issues and the complexity of their solutions.
- Students should be able to talk about at least one environmental issue at the conversational level discussing its, causes, effects and possible solutions without notes or prompting.

<div align="center">

Instructional Component

</div>

Warm-Up Discussion: Protecting the Environment

Step 1: Tell the class: *Name some environmental issues facing our planet*. Write their answers on chart paper.

Step 2: Divide the class into several groups. Assign one of the environmental problems to each group. **Ask:**

- Why might these problems be hard to solve? How could solutions benefit people and the planet?

Give the groups a few minutes to write down their answers. Then have them share with the whole class.

Step 3: Acknowledge that there are a lot of problems to solve, and to solve a problem, you must have a plan. This is why the United Nations has established the UN Sustainable Development Agenda, their plan for tackling all sorts of issues, many of them environmental. They have

established 17 clear goals and outlined actions against those goals. With a plan in place for countries to follow, we can help ensure a healthy future for all of the world's citizens.

Checking for Understanding: Get students thinking about how they can take action to help the environment by asking:

- How many of you would like to make a change for the good in your community? How about for the good of the world?

- How much do you think one person's or group's actions can accomplish?

Guided Learning: Making a Difference

Step 1: Read the following passage out loud or display it for students to read on their own using a computer/braille note combination or interactive whiteboard. The text introduces students to <u>**Rachel Carson**</u>, a scientist who helped launch the environmental movement.

Rachel Carson started her career on a part-time basis at the United States Bureau of Fisheries in 1935. As a marine biologist and editor, she wrote pamphlets, radio scripts, and books about nature.

When the use of new chemical pesticides began to increase in popularity, Carson turned her attention elsewhere. She began researching their effects. In 1962, Carson published her findings in a book called *Silent Spring*. The book is famous for alerting the public to the dangers of a chemical called DDT.

Introduced in the United States for the purposes of commercial use in 1945, farmers employed DDT to kill insects that harmed their crops. Little did they know that the pesticide was also poisoning waterways. It seeped into rivers and lakes and built up in the bodies of marine animals.

Birds who ate large fish at the top of the food chain were hit particularly hard. The chemical affected their ability to reproduce. It caused their eggshells to thin and crack, killing the unborn chicks inside. Some birds, such as the bald eagle, the brown pelican, and the peregrine falcon, faced decline due to the use of DDT.

Carson was attacked by the chemical industry for her stance on DDT. But she continued to speak up on behalf of the environment and on the importance of protecting it. Her work led to a government investigation into the use of DDT and a decision to ban it.

Source: rachelcarson.org/

Note: There are multiple YouTube and TeacherTube videos about Rachael Carson you can use to enrich you lesson as needed and time permits.

Step 2: Assess students' understanding of the text by asking the following:

- Use context clues to define the phrase "food chain."

- Explain how DDT harms birds.

- How did Rachel Carson inform the public about DDT? What was the outcome of her efforts?

Step 3: Some environmental issues may seem too large for one person or even a small group to face. Remind students that in Carson's story, it just took one person to make a difference. Carson stood up for her ideas because she felt strongly about the issue of protecting waterways and marine life. Ask:

- Are there any environmental issues you personally find important? If so, what are they and why are they important to you?

Step 4: Carson's actions spotlighted a national problem. Many times, though, environmental efforts begin by focusing on local issues. Have students think of examples of people working to make a difference for the environment in their community. Maybe they organized a local beach cleanup, created a community garden, or set up a recycling program.

Ask: Do their actions inspire you to do something to improve life in your town or city or school? If so, what would you do?

Step 5: Explain that ideas that start locally can catch on. They can then expand to the regional, state, national, or even global level.

Ask:

- How might people working to make changes in their own community share their ideas with others?
- What actions in your community could play a bigger role in solving global environmental issues?

Wrap-Up Activity: Using the Get Inspired! Activity # 4.1

Step 1: Hand out Get Inspired! Activity Sheet #4.1. This activity guides students as they research a problem impacting the environment and come up with possible solutions using an organizational tool called a Mind Map.

Step 2: Read the Get Inspired! Activity #4.1 introduction together as a class. Divide into pairs to brainstorm ideas for their mind maps. ***Note that each pair should choose different environmental issues—this is a partner assignment.***

Each pair of students will:

- Choose an environmental issue they would like to see improved.

- Research causes, effects, possible solutions and examples of specific environmental issues.

- Create a PSA (Public Service Announcement) to educate our MSB community about their environmental issue.

Note: Students will need access to the Internet or library for this portion of the activity.

Step 3: When done researching, students will write a script, record, edit and submit their PSA based on the information they gathered.

PSA's will be shown on the interactive displays at MSB and potentially the MSB website.

Adapted from: https://www.scholastic.com/teachers/sponsored-content/lexus/innovations-environmental-innovations/

Get Inspired!

You have the power to change the world around you for the better. It starts with identifying a problem then taking action to find a solution. Use the organizational tool below, called a mind map, to help you explore an environmental issue you'd like to see improved.

Issue

- A mind map helps you organize your thoughts around a central topic.

- Use research to identify the causes, effects, possible solutions, and examples of a specific environmental issue. Fill in the boxes below with the information you find.

- Need more room? Continue your map on a separate sheet of paper.

Cause(s)

Effect(s)

Environmental Issue

Possible Solutions

Example(s)
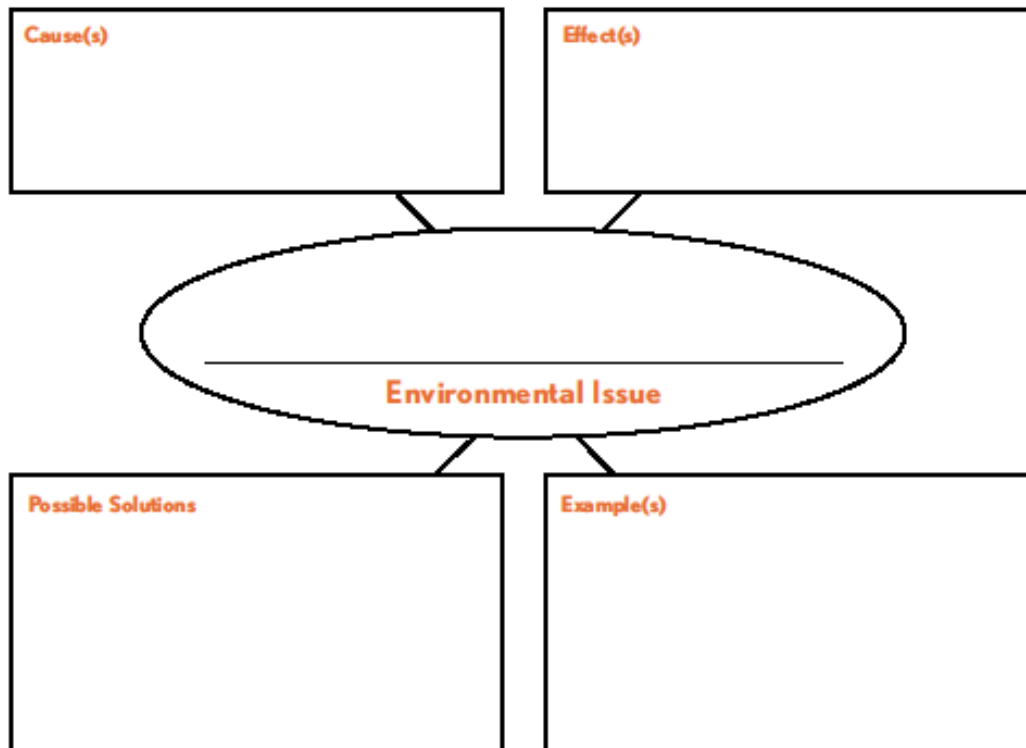
Inspire others

Create a PSA about your environmental issue to educate our community about it. Base it on the information outlined in your mind map. Make sure your PSA is clear, organized, and contains well-chosen facts.

Public Service Announcement Rubric

CATEGORY	4	3	2	1
Content	Students create an original, accurate and interesting PSA that adequately addresses the issue.	Students create an accurate PSA that adequately addresses the issue.	Students create an accurate PSA but it does not adequately address the issue.	The PSA is not accurate.
Fair Use	The PSA uses music and/or sound effects and follows fair use for all music & sound effects that are included. All text is the original work of the group or is used with permission.	The PSA uses music/sound effects and follows fair use for most music/ sound effects that are included. All text is the original work or is used with permission.	Most PSA is the original work of the group members, but some material is used without permission or in violation of copyright.	The PSA does not follow fair use practices. Text, sound effects and/or music is used without permission and/or in violation of copyright OR the PSA does not include music or audio.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause problems in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Technical Production	Tone and voice convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects blend with the PSA's message.	Tone and voice frequently convey emotions and enthusiasm. The recording is clear and loud enough to be heard. Background sounds and effects usually blend with the PSA's message.	Tone and voice frequently convey emotions or enthusiasm. Most of the recording is clear and loud enough to be heard. Background sounds and effects sometimes distract from thee PSA's message.	Tone and voice rarely convey emotions or enthusiasm. Recording is unclear and/or not loud enough to be heard. Background sounds and effects absent or distract from the PSA's message.

Phase II:

MSB Eco-Challenge:
Action Plan for a More
Eco-Friendly MSB

Unit #5 Our Planet, Our Responsibility

Big Idea: Students will explore an environmental problem impacting their community and examine ways people are working to solve the issue.

Pre-instructional Planning

Timeline: March 2-13, 2019 (or less, this Unit leads into Unit 6 the final project).

Objectives: Students will

- find an environmental problem in their community.
- explore ways to solve the issue.

Materials:

- Identify the Problem Activity #5.1
- Student Laptops/BrailleNotes
- Whiteboard; chart paper and markers
- Pen or pencil
- Access to Internet

Vocabulary:

- Environmental stewardship

Instructional Component

Warm-Up Discussion: The Big Issues

Step 1: Discuss the bulleted items below with the whole group. Ask students if these things have anything in common. Point out that the list summarizes some major environmental issues affecting our planet. This is why the United Nations has established the UN Sustainable Development Agenda with 17 goals that will help ensure a healthy future for all of our planet's citizens. Not all of these goals and issues have to do with the environment, but climate change has a major impact on public health, food and water security, migration, peace and security. Therefore, it's crucial that we think about how to protect the environment and issues that affect everyone.

- Harm to organisms or the decrease in their numbers.

- Destroying or changing the habitats, or natural homes, of organisms.

- Changing the way Earth's systems, such as the atmosphere, function.

- Using up Earth's resources.

- Pollution.

Step 2: Choose one item from the list above—for example, pollution—and write it on your whiteboard or chart paper. Have students use their prior knowledge to describe some specific environmental problems that fall into this category.

Environmental Concerns	Specific Problems:
Pollution	Pollution can damage rivers, lakes and streams, which kills fish.
	Air pollution can cause breathing problems (esp. for people with asthma or heart conditions), lung cancer.

Step 3: Pass out copies of the **Identify the Problem Activity # 5.1** to students. Read the introduction as a class. Explain that students will use the Internet to research one of the environmental problems they listed on the board (make sure students are researching a variety of topics—not choosing the same one each time). Then, they'll use the graphic organizer to explore the problem, its causes and effects, and solutions.

Checking for Understanding: As students work, have them consider the following:

- Are people responsible for or contributing to this problem? How?

- Who or what does this environmental problem impact? How does this happen?

- What don't we know about this problem?

- Are you personally curious about anything related to this issue?

Guided Learning: Environmental Stewardship

Step 1: Explain that people's actions affect the environment. People can have a negative influence—or a positive one—on the world around them. One way to help solve issues facing the planet is by practicing environmental stewardship. Ask:

- What do you think environmental stewardship is? (The responsible use and protection of the natural world).

- What are some ways people could put environmental stewardship into action in their homes? Schools? Community?

Step 2: Caring for the entire planet might seem like too big of a task. But if many people make small changes in their own lives to help the environment together, they can make a big impact. **Share** the following examples with the group. Then show how environmental stewardship can work on a large scale.

- Of the 254 million tons of trash Americans create each year, it's estimated that 75 percent could be recycled. But we currently recycle just 34 percent of that amount.

- Americans throw away enough paper and plastic cups, forks, and spoons each year to circle Earth 300 times! If people were to stop using these disposable items, it would reduce a huge amount that would end up in landfills.

Step 3: Introduce students to a scientist who has made environmental stewardship her life's mission. Read the following passage out loud. If students are interested in finding out more, you can recommend they read the book *Jane Goodall* by Jodie Shepherd, C. Press/F. Watts Trade (2015).

> As a young girl, Jane Goodall dreamed of working with wild animals. When she was 26, Goodall was offered the chance to study chimpanzees in Tanzania, Africa. She spent the next 25 years researching the apes in their natural habitat. She made important discoveries about the animals' lives, such as how they raise their young and use tools. Goodall saw that chimpanzees and their homes were under threat. The same thing was happening to other animals all over the world. So Goodall created a program called Roots & Shoots. It encourages kids to create community projects to protect the planet.

Step 4: After you are done reading, share this **video** with students. Jane Goodall offers advice for kids on environmental stewardship: youtube.com/watch?v=skAbsyRkCLg. After reading about Goodall and watching the video, ask students:

- What environmental issue was Goodall concerned about?

- How did she get others involved?

- What advice did she give to kids?

[SOURCES]

nationalgeographic.com/environment

archive.epa.gov/stewardship/web/html/

epa.gov/smm/advancing-sustainable-materials-management-facts-and-figures

outsideonline.com/2030946/marine-biologist-sylvia-earle-profile

yesmagazine.org/issues/media-that-set-us-free/the-green-belt-movement-the-story-of-wangari-maathai

youtube.com/watch?v=skAbsyRkCLg

rootsandshoots.org/

livescience.com/50515-jane-goodall-chimpanzees-conservation-gmos.html

Wrap-Up Activity: Let's Get Involved

Step 1: Tell students we will now challenge them to be environmental stewards in our MSB community. Explain that in our next unit we are going to give the 2019-2020 Capstone students the opportunity to develop innovative ways to address an environmental issues by creating and submitting Action Plans we can carry out at MSB. Students will work in teams to find new ways we can be environmental stewards at our school. Teams of students will develop innovate, eco-friendly practices, solutions to problems or environmental concerns *at* MSB by creating and submitting an Action Plan. Action Plans will be judged based on their feasibility for implementation and overall impact on the environment. Teams whose plans are judged to be feasible will be implemented at MSB (see Rubric and Eco Challenge Handouts for more details).

Step 2: Share the Action Plan Guide with students.

Step 3: Announce teams of students and Capstone Instructors.

Step 4: Share the Eco Challenge Planning Worksheets with the teams and support them as they work to develop their projects and their action plans.

Step 5: Teams will work with their Capstone Instructors from this point forward.

*Note there is no specific assignment to hand in for this Unit.

Adapted from:

Identify the Problem

Do you want to protect the planet? Start by tackling problems right in your own backyard. Use the internet to find an environmental issue affecting your community or state. Then use your research to complete the graphic organizer below. Write down the **problem**, what **caused** it to happen, and the effects it has had. Then list any ideas people have come up with to **solve** the issue.

Causes

Effects

The Problem

_____

Possible Solutions

Lesson #6: Building Project-Based Solutions for Environmental Issues

Pre-instructional Planning

Big Idea: Students will develop their own STEM projects through a series of step-by-step activity that allow students to team up and think critically about original and practical solutions that can improve the environment. Student teams will strengthen their collaboration, problem-solving, and organizational skills while addressing real-world issues.

Timeline: March 16, 2020 – May 1, 2020

Objectives: Students will

- learn what an Action Plan is.
- explore the UN Sustainable Development Agenda as a model Action Plan.
- work in teams to brainstorm practical solutions to local environmental issues.
- use the Challenge Planning Sheets to develop and implement their own Action Plans.
- submit their Action Plans to compete in the Lexus Eco Challenge.

Materials:

- Eco Challenge Action Plan Guide Activity #6.1
- TR #6.1 Template PowerPoint Action Plan

Vocabulary:

- Action Plan

Instructional Component

Explain: Through the last several weeks we have looked at a number of environmental issues and learned that there is a lot of work that needs to be done to take care of our environment. The next step in our Capstone Project is our own MSB Eco-Challenge. We are going to

- break into teams.
- strengthen our critical thinking, research and collaboration skill.
- to address specific environmental concerns in our MSB community.

Step 1: Use the Eco-Challenge Plan Guide to introduce the whole group to final Capstone Project.

Step 2: Announce Final Project teams and Capstone Instructors.

Step 3: Teams and their Capstone Instructors will work together to complete their Eco-Challenge Action Plans. Action Plans should follow the steps in the Eco-Challenge Action Plan Guide to complete their Action Plans.

Action Plan Due Date: May 1, 2020

Adapted from: https://www.scholastic.com/teachers/sponsored-content/lexus/innovations-environmental-innovations/

Eco-Challenge Action Plan Guide

Introduction: Choosing the Right Topic Planning Tool

As your team prepares to enter the MSB Eco-Challenge, be sure to choose an Action Plan topic that aligns with the Challenge themes. Review the environmental topics below to get an idea of the range of topics you may choose to address. Then use this *Choosing the Right Topic Challenge Planning Tool* to focus on a topic that is relevant to our school and your group's interests.

Potential Broad Topics:

- Landfills, Waste Management, and Recycling
- Forest Destruction/Deforestation and Desertification
- Endangered Species and Loss of Biodiversity
- Water Conservation and Fresh Water Shortages
- Shrinking Wetlands and Aquatic Habitats
- Threats to the World's Waterways and Oceans, e.g., Poorly Managed Fishing, Pollution, Coastal Tourism and Development, and Shipping
- Global Warming
- Climate
- Air Pollution
- Ozone Depletion
- Greenhouse Gases
- Fossil Fuels and Renewable Energy

Think about the things you have learned during the last few months and the things we do every day at MSB. There are many ways we can do a better job making our school a more sustainable, environmentally conscious community. Sit down as a team and brainstorm ideas of real things that we can do at MSB. Choose the topic that most interests your team then begin.

Step 1:
- Research your general topic and identify MSB's current actions regarding the topic.

Step 2: As a team, try to answer the following questions:

- What are several different ways you could make a change in your community's approach to the issue?
- What is one specific thing that you would like to accomplish?
- How will success be measured?
- What is your basic plan for achieving this change?

Step 3: Create an Action Plan

This challenge has three parts—planning, implementation, and gathering results. The Action Plan that your team must submit follows this format as well. Be sure to completely answer all of the questions below as part of your Action Plan.

Part One: To be completed before your plan is put into action.

Issue

- Write about your team's topic.
- Explain why your team selected this topic.
- Explain what issue you will address in your Action Plan.

Tip: Provide statistics to illustrate how important the issue is to our school.

Plan

- What are the step-by-step actions your team will take to address the environmental issue?
- List the specific responsibilities of each team member toward achieving your goal.
- How will your team measure success?
- How will you quantify impact (e.g., tallying how many gallons of water were saved, tracking how many cans were recycled, etc.)?

Tip: Know ahead of time exactly how you will measure success. Keep your goal in mind as you implement your plan.

Part Two: To be completed during the challenge.

Implementation

- Describe how your team will put its plan into action.
- Will you organize a school event to raise awareness of the issue? Tell us about it.
- Will you work with any local environmental groups, governmental agencies, school officials, etc.? Tell us about your plans. Have you spoken with them to secure their cooperation if your action plan is approved?
- How will you get the word out about your project? (e.g., create a website, TeacherTube video, press release, write a blog, etc.)*

Tip Include copies of any press coverage that you received as part of your campaign. Use the hashtag #msbecocapstone in any social media message you post about your team's project.

Part Three: Measures of success.

Results

- How will you measure the success of your plan if it is approved?
- How will you continue to raise awareness and keep interest in your project on-going in your school community if your project is approved?

- What will the quantifiable results be of your action plan is approved?
- What did you learn from this experience?
- If your plan is approved are your team members and staff sponsor willing and able to carry out this project next school term?

Missouri School for the Blind Eco Capstone 2020

(Place Photo of Team in Space Below)

Team Name
Student Names
Teacher Advisor Name(s)

Issue: What is the Environmental Issue?

Using this space, please respond to the following:

- **Write about your team's topic**
- **Explain why your team selected the topic.**
- **Explain what issue you will address in your action plan.**

NOTE: Make this action plan your team's own. Customize it with supporting images and graphics as you see fit.

Issue (Continued)

Issue (Continued)

Plan: What is your Action Plan?

- What are the step-by-step actions your team will take to address the environmental issue?
- List the specific responsibilities of each team member toward achieving your goal.
- How will your team measure success?
- How will you quantify impact? (e.g., tallying how many gallons of water were saved, tracking how many cans were recycled, etc.)

Plan (Continued)

Plan (Continued)

Implementation: How do you plan to implement?

- Describe how your team will put its plan into action.
- Will you organize a school event to raise awareness of the issue? Tell us about it.
- Will you work with any local environmental groups, governmental agencies, school officials, etc.? Tell us about your plans. Have you spoken with them to secure their cooperation if your action plan is approved?
- How will you get the word out about your project? (e.g., create a website, TeacherTube video, press release, write a blog, etc.)*

Tip Include copies of any press coverage that you received as part of your campaign. Use the hashtag #msbecocapstone in any social media message you post about your team's project.

Implementation (Continued)

Implementation (Continued)

Implementation (Continued)

Implementation (Continued)

Results: How do you plan to measure success?

- How will you measure the success of your plan if it is approved?
- How will you continue to raise awareness and keep interest in your project on-going in your school community if your project is approved?
- What will the quantifiable results be of your action plan is approved?
- What did you learn from this experience?
- If your plan is approved are your team members and staff sponsor willing and able to carry out this project next school term?

Results (Continued)

Results (Continued)

Eco Capstone Photo Gallery

Eco Capstone Photo Gallery

Phase III:
On- Site

94133	Breakfast	AM	Lunch	Afternoon	Dinner	Evening	Costs
Friday, May 15, 2020 **San Francisco City Pass**	At MSB	Travel Day—fly into San Francisco as early as possible. It looks like we could get there on SW about 1:30 PM Pick up 5 vans at the airport for ground transportation	In transit	Check into hotel in San Francisco:	Group Dinner		
Saturday, May 16, 2020 **San Francisco City Pass**	Hotel	**8:00 AM On-Site Activity Capstone Group TBD** **10:00 AM** Choice Activity #1 Choice Activity #2 Choice Activity #3	Lunch	Group Activity	Group Dinner		
Sunday, May 17, 2020 **San Francisco City Pass**	Hotel	**8:00 AM On-Site Activity Capstone Group TBD** **10:00 AM** Group Activity	Lunch	Group Activity	Group Dinner		
Monday, May 18, 2020 **San Francisco City Pass/ Yosemite National Park**	Hotel	**8:00 AM On-Site Activity Capstone Group TBD** **10:00 AM** Group Activity	Lunch	Drive to Yosemite from San Francisco (about 4.5 hours from Fisherman's Wharf)	Dinner on the Road	Check into lodging at Yosemite:	
Tuesday, May 19, 2020 **Yosemite National Park**		**Yosemite National Park**		**On-Site Activity Capstone Group TBD**			

Wednesday, May 20, 2020 **Yosemite National Park**		**On-Site Activity Capstone Group TBD** **Yosemite National Park (Capstone Group 7)**;				
Thursday, May 21, 2020		Travel Day			Home by 3:30 PM	

Additional Resources

MSB Capstone Project Definitions

Action Plan: A plan written by your Capstone group that address a specific need with a specific plan. The Eco-Challenge Action Plan must be submitted in the approved format.

Capstone Notebook: A written or electronic record/collection of the documents and other data that represents the student's Capstone Project journey.

Central Question: A question confirming the student's learning stretch and channeling the research to discover specific details about the Capstone topic. This year the Central Question will take the form of an environmental issue the student wants to address at MSB in their Action Plan.

Deadlines: Students/groups of students must meet all MSB Capstone Project deadlines and plan accordingly in order to assure their progress toward completion of the MSB Capstone Project. Failure to complete the preparatory phases of the MSB Capstone Project may result in the student losing the privilege to participate in the on-site portion of the Capstone.

Permission Forms: Securing permission to participate in the MSB Capstone Project is the responsibility of each student participant. Failure to have current signed permission from a parent or legal guardian may result in the student not being able to participate in all aspects of the MSB Capstone Project.

Plagiarism: The unlawful claiming of another person's work as the student's own. Any incidents of plagiarism are a violation of MSB Capstone Project Ethics Code and may result in expulsion from the MSB Capstone Project.

Thesis Statement: A statement that defines a research paper's focus and content. A well-written and engaging thesis is like a map; it will give the paper direction and help guide the writer's thoughts, focus his/her selection of sources, and direct the pertinent issues to address within the paper.

Topic: Subject of all phases of the student's work for the MSB Capstone Project.

Topic Approval: Each student/group of students will submit a Topic, Central Question and Project to be approved by the MSB Capstone Project Coordinator and the MSB Assistant Superintendent or her designee.

Parent/Guardian Permission Form

In signing this Parent Permission Form, I hereby recognize that I, the parent(s) or guardian(s) of _____, have reviewed the contents of the Missouri School for the Blind Capstone Project and give my permission for my student to participate.

I understand that my student will be expected to complete all three phases of the MSB Capstone Project. I understand that failure to complete all or part of the Preparatory Phase may result in my student not being able to participate in the On-Site Phase of the Capstone.

The 2019-2020 Capstone is comprised of the following Phases:

- **Phase I:** Progress through 6 units of study directed by the MSB designed to introduce students to the board environmental issues facing our planet. Each unit includes teacher-directed activities as well as small group and/or individual activities. Students are expected to participate in all activities and complete all projects and assignments for each unit;

- **Phase II:** Culminating Activity: Students will work in teams to identify ways to become environmental stewards at MSB. Teams of students will develop innovate, eco-friendly practices and solutions to problems or environmental concerns at MSB by creating and submitting an Action Plan. Action Plans will be judged based on their feasibility for implementation and overall impact on the environment. Teams whose plans are judged to be feasible will be implemented at MSB.

- **Phase III:** On-Site Visit: MSB students and staff will travel to California where students will learn first-hand about the impact of climate change, overpopulation and pollution etc. on the area's natural habitat, plants and animal life. While on-site students will extend their learning by visiting a variety of habitats. For example, students may visit The Aquarium of the Bay where students will explore the Aquarium Below the Bay and get up close and personal with the 20,000 local marine animals who live there. Students will experience hands-on exhibits manned by trained naturalists who introduce animals native to the bay and discuss the impact of environmental issues on their habitats and habits. And finally, students will learn about the Aquarium's initiative to educate the public regarding sustainable seafood movement and the impact of personal choice. The Aquarium is just one of potential sites students may visit while in the San Francisco area. Our final on-site destinations will be determined based on students' environmental interests, areas of concentrated study, advanced research and Actions Plans.

Parent Signature: _____ Date: _____

MSB Capstone Project Code of Ethics

As a member of the Missouri School for the Blind school community, I understand that I am solely responsible for completing a MSB Capstone Project.

I recognize that **all** work related to this project must be originated by me/my team and me/my team alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

- ☐ *I* will take the MSB Capstone Project seriously and fully engage in all aspects of the project to the best of my ability.
- ☐ *I* will honestly reflect on my past educational experiences, skills and knowledge and select a Capstone Project that will represent a learning stretch, challenging myself beyond what I have accomplished before.
- ☐ *I* will hold myself accountable and take responsibility for completing my work in a timely manner.
- ☐ *I* will meet all MSB Capstone Project deadlines.
- ☐ *I* will learn research techniques and MLA (Modern Language Association) format as a component of the MSB Capstone Project curriculum and will prepare my papers in MLA format as assigned.
- ☐ *I* will do my own work. *I* will not use work or any information collected and/or organized by any other student or adult.
- ☐ *I* will complete all components of my project/product with potential guidance from my advisors.
- ☐ *I* will collect all required parent/guardian forms with authentic signatures by the assigned due dates.
- ☐ *I* understand that plagiarism is the unlawful claiming of another person's work as my own. *Furthermore, I understand that any incidents of plagiarism or a violation of MSB Capstone Project may result in expulsion from the MSB Capstone Project.*
- ☐ *I* will conduct myself in a mature and respectful manner during all phases of the MSB Capstone Project.

Student's Name (printed) _____

Student's Signature _____ Date_____

Parent/Guardian Signature _____ Date_____

Learning Skills & Standards

Grades 6-8

- Write informative/ explanatory texts to convey ideas, concepts, and information.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry where appropriate.
- Engage effectively in a range of collaborative discussions with diverse partners on grades 6-8 topics, texts and issues.

Grades 9-10

- Introduce a topic and organize complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Integrate multiple sources of information presented in diverse media or formats.
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

Grades 11-12

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use technology, including the Internet, to produce, publish, and update the individual or shared writing products in response to ongoing feedback, including new arguments or information.

UNITED NATIONS

TRANSFORMING OUR WORLD:

THE 2030 AGENDA FOR
SUSTAINABLE DEVELOPMENT

TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

A/RES/70/1

UNITED NATIONS

sustainabledevelopment.un.org

Transforming our world: the 2030 Agenda for Sustainable Development

Preamble

This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development.

All countries and all stakeholders, acting in collaborative partnership, will implement this plan. We are resolved to free the human race from the tyranny of poverty and want and to heal and secure our planet. We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path. As we embark on this collective journey, we pledge that no one will be left behind.

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet.

People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.

Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the Agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

Declaration

Introduction

1.   We, the Heads of State and Government and High Representatives, meeting at United Nations Headquarters in New York from 25 to 27 September 2015 as the Organization celebrates its seventieth anniversary, have decided today on new global Sustainable Development Goals.

2.   On behalf of the peoples we serve, we have adopted a historic decision on a comprehensive, far-reaching and people-centred set of universal and transformative Goals and targets. We commit ourselves to working tirelessly for the full implementation of this Agenda by 2030. We recognize that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. We are committed to achieving sustainable development in its three dimensions — economic, social and environmental — in a balanced and integrated manner. We will also build upon the achievements of the Millennium Development Goals and seek to address their unfinished business.

3.   We resolve, between now and 2030, to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources. We resolve also to create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities.

4.   As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the Goals

and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.

5.   This is an Agenda of unprecedented scope and significance. It is accepted by all countries and is applicable to all, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. These are universal goals and targets which involve the entire world, developed and developing countries alike. They are integrated and indivisible and balance the three dimensions of sustainable development.

6.   The Goals and targets are the result of over two years of intensive public consultation and engagement with civil society and other stakeholders around the world, which paid particular attention to the voices of the poorest and most vulnerable. This consultation included valuable work done by the Open Working Group of the General Assembly on Sustainable Development Goals and by the United Nations, whose Secretary-General provided a synthesis report in December 2014.

Our vision

7.   In these Goals and targets, we are setting out a supremely ambitious and transformational vision. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.

8.   We envisage a world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination; of respect for race, ethnicity and cultural diversity; and of equal opportunity permitting the full realization of human potential and contributing to shared prosperity. A world which invests in its children and in which every child grows up free from violence and exploitation. A world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. A just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

9.   We envisage a world in which every country enjoys sustained, inclusive and sustainable economic growth and decent work for all. A world in which consumption and production patterns and use of all natural resources — from air to land, from rivers, lakes and aquifers to oceans and seas — are sustainable. One in which democracy, good governance and the rule of law, as well as an enabling environment at the national and international levels, are essential for sustainable development, including sustained and inclusive economic growth, social development, environmental protection and the eradication of poverty and hunger. One in which development and the application of technology are climate-sensitive, respect biodiversity and are resilient. One in which humanity lives in harmony with nature and in which wildlife and other living species are protected.

Our shared principles and commitments

10.   The new Agenda is guided by the purposes and principles of the Charter of the United Nations, including full respect for international law. It is grounded in the Universal Declaration of Human Rights, international human rights treaties, the Millennium Declaration and the 2005 World Summit Outcome. It is informed by other instruments such as the Declaration on the Right to Development.

11.   We reaffirm the outcomes of all major United Nations conferences and summits which have laid a solid foundation for sustainable development and have helped to shape the new Agenda. These include the Rio Declaration on Environment and Development, the World Summit on Sustainable Development, the World Summit for Social Development, the Programme of Action of the International Conference on Population and Development, the Beijing Platform for Action and the United Nations Conference on Sustainable Development. We also reaffirm the follow-up to these conferences, including the outcomes of the Fourth United Nations Conference on the Least Developed Countries, the third International Conference on Small Island Developing States, the second United Nations Conference on Landlocked Developing Countries and the Third United Nations World Conference on Disaster Risk Reduction.

12.   We reaffirm all the principles of the Rio Declaration on Environment and Development, including, inter alia, the principle of common but differentiated responsibilities, as set out in principle 7 thereof.

13.   The challenges and commitments identified at these major conferences and summits are interrelated and call for integrated solutions. To address them effectively, a new approach is needed. Sustainable development recognizes that eradicating poverty in all its forms and dimensions, combating inequality within and among countries, preserving the planet, creating sustained, inclusive and sustainable economic growth and fostering social inclusion are linked to each other and are interdependent.

Our world today

14.   We are meeting at a time of immense challenges to sustainable development. Billions of our citizens continue to live in poverty and are denied a life of dignity. There are rising inequalities within and among countries. There are enormous disparities of opportunity, wealth and power. Gender inequality remains a key challenge. Unemployment, particularly youth unemployment, is a major concern. Global health threats, more frequent and intense natural disasters, spiralling conflict, violent extremism, terrorism and related humanitarian crises and forced displacement of people threaten to reverse much of the development progress made in recent decades. Natural resource depletion and adverse impacts of environmental degradation, including desertification, drought, land degradation, freshwater scarcity and loss of biodiversity, add to and exacerbate the list of challenges which humanity faces. Climate change is one of the greatest challenges of our time and its adverse impacts undermine the ability of all countries to achieve sustainable development. Increases in global temperature, sea level rise, ocean acidification and other climate change impacts are seriously

affecting coastal areas and low-lying coastal countries, including many least developed countries and small island developing States. The survival of many societies, and of the biological support systems of the planet, is at risk.

15.   It is also, however, a time of immense opportunity. Significant progress has been made in meeting many development challenges. Within the past generation, hundreds of millions of people have emerged from extreme poverty. Access to education has greatly increased for both boys and girls. The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy.

16.   Almost 15 years ago, the Millennium Development Goals were agreed. These provided an important framework for development and significant progress has been made in a number of areas. But the progress has been uneven, particularly in Africa, least developed countries, landlocked developing countries and small island developing States, and some of the Millennium Development Goals remain off-track, in particular those related to maternal, newborn and child health and to reproductive health. We recommit ourselves to the full realization of all the Millennium Development Goals, including the off-track Millennium Development Goals, in particular by providing focused and scaled-up assistance to least developed countries and other countries in special situations, in line with relevant support programmes. The new Agenda builds on the Millennium Development Goals and seeks to complete what they did not achieve, particularly in reaching the most vulnerable.

17.   In its scope, however, the framework we are announcing today goes far beyond the Millennium Development Goals. Alongside continuing development priorities such as poverty eradication, health, education and food security and nutrition, it sets out a wide range of economic, social and environmental objectives. It also promises more peaceful and inclusive societies. It also, crucially, defines means of implementation. Reflecting the integrated approach that we have decided on, there are deep interconnections and many cross-cutting elements across the new Goals and targets.

The new Agenda

18.   We are announcing today 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda. We are setting out together on the path towards sustainable development, devoting ourselves collectively to the pursuit of global development and of "win-win" cooperation which can bring huge gains to all countries and all parts of the world. We reaffirm that every State has, and shall freely exercise, full permanent sovereignty over all its wealth, natural resources and economic activity. We will implement the Agenda for the full benefit of all, for today's generation and for future generations. In doing so, we reaffirm our commitment to international law and emphasize that the Agenda is to be implemented in a manner that is consistent with the rights and obligations of States under international law.

19.   We reaffirm the importance of the Universal Declaration of Human Rights, as well as other international instruments relating to human rights and international law. We emphasize the responsibilities of all States, in conformity with the Charter of the United Nations, to respect, protect and promote human rights and fundamental freedoms for all, without distinction of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status.

20.   Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.

21.   The new Goals and targets will come into effect on 1 January 2016 and will guide the decisions we take over the next 15 years. All of us will work to implement the Agenda within our own countries and at the regional and global levels, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. We will respect national policy space for sustained, inclusive and sustainable economic growth, in particular for developing States, while remaining consistent with relevant international rules and commitments. We acknowledge also the importance of the regional and subregional dimensions, regional economic integration and interconnectivity in sustainable development. Regional and subregional frameworks can facilitate the effective translation of sustainable development policies into concrete action at the national level.

22.   Each country faces specific challenges in its pursuit of sustainable development. The most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, deserve special attention, as do countries in situations of conflict and post-conflict countries. There are also serious challenges within many middle-income countries.

23.   People who are vulnerable must be empowered. Those whose needs are reflected in the Agenda include all children, youth, persons with disabilities (of whom more than 80 per cent live in poverty), people living with HIV/AIDS, older persons, indigenous peoples, refugees and internally displaced persons and migrants. We resolve to take further effective measures and actions, in conformity with international law, to remove obstacles and constraints, strengthen support and meet the special needs of people living in areas affected by complex humanitarian emergencies and in areas affected by terrorism.

24.   We are committed to ending poverty in all its forms and dimensions, including by eradicating extreme poverty by 2030. All people must enjoy a basic standard of living,

including through social protection systems. We are also determined to end hunger and to achieve food security as a matter of priority and to end all forms of malnutrition. In this regard, we reaffirm the important role and inclusive nature of the Committee on World Food Security and welcome the Rome Declaration on Nutrition and the Framework for Action. We will devote resources to developing rural areas and sustainable agriculture and fisheries, supporting smallholder farmers, especially women farmers, herders and fishers in developing countries, particularly least developed countries.

25.   We commit to providing inclusive and equitable quality education at all levels — early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. We will strive to provide children and youth with a nurturing environment for the full realization of their rights and capabilities, helping our countries to reap the demographic dividend, including through safe schools and cohesive communities and families.

26.   To promote physical and mental health and well-being, and to extend life expectancy for all, we must achieve universal health coverage and access to quality health care. No one must be left behind. We commit to accelerating the progress made to date in reducing newborn, child and maternal mortality by ending all such preventable deaths before 2030. We are committed to ensuring universal access to sexual and reproductive health-care services, including for family planning, information and education. We will equally accelerate the pace of progress made in fighting malaria, HIV/AIDS, tuberculosis, hepatitis, Ebola and other communicable diseases and epidemics, including by addressing growing anti-microbial resistance and the problem of unattended diseases affecting developing countries. We are committed to the prevention and treatment of non-communicable diseases, including behavioural, developmental and neurological disorders, which constitute a major challenge for sustainable development.

27.   We will seek to build strong economic foundations for all our countries. Sustained, inclusive and sustainable economic growth is essential for prosperity. This will only be possible if wealth is shared and income inequality is addressed. We will work to build dynamic, sustainable, innovative and people-centred economies, promoting youth employment and women's economic empowerment, in particular, and decent work for all. We will eradicate forced labour and human trafficking and end child labour in all its forms. All countries stand to benefit from having a healthy and well-educated workforce with the knowledge and skills needed for productive and fulfilling work and full participation in society. We will strengthen the productive capacities of least developed countries in all sectors, including through structural transformation. We will adopt policies which increase productive capacities, productivity and productive employment; financial inclusion; sustainable agriculture, pastoralist and fisheries development; sustainable industrial development; universal access to affordable, reliable, sustainable and modern energy services; sustainable transport systems; and quality and resilient infrastructure.

28.   We commit to making fundamental changes in the way that our societies produce and consume goods and services. Governments, international organizations, the business sector and other non-State actors and individuals must contribute to changing unsustainable consumption and production patterns, including through the mobilization, from all sources, of financial and technical assistance to strengthen developing countries' scientific, technological and innovative capacities to move towards more sustainable patterns of consumption and production. We encourage the implementation of the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns. All countries take action, with developed countries taking the lead, taking into account the development and capabilities of developing countries.

29.   We recognize the positive contribution of migrants for inclusive growth and sustainable development. We also recognize that international migration is a multidimensional reality of major relevance for the development of countries of origin, transit and destination, which requires coherent and comprehensive responses. We will cooperate internationally to ensure safe, orderly and regular migration involving full respect for human rights and the humane treatment of migrants regardless of migration status, of refugees and of displaced persons. Such cooperation should also strengthen the resilience of communities hosting refugees, particularly in developing countries. We underline the right of migrants to return to their country of citizenship, and recall that States must ensure that their returning nationals are duly received.

30.   States are strongly urged to refrain from promulgating and applying any unilateral economic, financial or trade measures not in accordance with international law and the Charter of the United Nations that impede the full achievement of economic and social development, particularly in developing countries.

31.   We acknowledge that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change. We are determined to address decisively the threat posed by climate change and environmental degradation. The global nature of climate change calls for the widest possible international cooperation aimed at accelerating the reduction of global greenhouse gas emissions and addressing adaptation to the adverse impacts of climate change. We note with grave concern the significant gap between the aggregate effect of parties' mitigation pledges in terms of global annual emissions of greenhouse gases by 2020 and aggregate emission pathways consistent with having a likely chance of holding the increase in global average temperature below 2 degrees Celsius or 1.5 degrees Celsius above pre-industrial levels.

32.   Looking ahead to the twenty-first session of the Conference of the Parties in Paris, we underscore the commitment of all States to work for an ambitious and universal climate agreement. We reaffirm that the protocol, another legal instrument or agreed outcome with legal force under the Convention applicable to all parties shall address in a balanced manner, inter alia, mitigation, adaptation, finance, technology development and transfer and capacity-building; and transparency of action and support.

33. We recognize that social and economic development depends on the sustainable management of our planet's natural resources. We are therefore determined to conserve and sustainably use oceans and seas, freshwater resources, as well as forests, mountains and drylands and to protect biodiversity, ecosystems and wildlife. We are also determined to promote sustainable tourism, to tackle water scarcity and water pollution, to strengthen cooperation on desertification, dust storms, land degradation and drought and to promote resilience and disaster risk reduction. In this regard, we look forward to the thirteenth meeting of the Conference of the Parties to the Convention on Biological Diversity to be held in Mexico.

34. We recognize that sustainable urban development and management are crucial to the quality of life of our people. We will work with local authorities and communities to renew and plan our cities and human settlements so as to foster community cohesion and personal security and to stimulate innovation and employment. We will reduce the negative impacts of urban activities and of chemicals which are hazardous for human health and the environment, including through the environmentally sound management and safe use of chemicals, the reduction and recycling of waste and the more efficient use of water and energy. And we will work to minimize the impact of cities on the global climate system. We will also take account of population trends and projections in our national rural and urban development strategies and policies. We look forward to the upcoming United Nations Conference on Housing and Sustainable Urban Development to be held in Quito.

35. Sustainable development cannot be realized without peace and security; and peace and security will be at risk without sustainable development. The new Agenda recognizes the need to build peaceful, just and inclusive societies that provide equal access to justice and that are based on respect for human rights (including the right to development), on effective rule of law and good governance at all levels and on transparent, effective and accountable institutions. Factors which give rise to violence, insecurity and injustice, such as inequality, corruption, poor governance and illicit financial and arms flows, are addressed in the Agenda. We must redouble our efforts to resolve or prevent conflict and to support post-conflict countries, including through ensuring that women have a role in peacebuilding and State-building. We call for further effective measures and actions to be taken, in conformity with international law, to remove the obstacles to the full realization of the right of self-determination of peoples living under colonial and foreign occupation, which continue to adversely affect their economic and social development as well as their environment.

36. We pledge to foster intercultural understanding, tolerance, mutual respect and an ethic of global citizenship and shared responsibility. We acknowledge the natural and cultural diversity of the world and recognize that all cultures and civilizations can contribute to, and are crucial enablers of, sustainable development.

37. Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives.

38. We reaffirm, in accordance with the Charter of the United Nations, the need to respect the territorial integrity and political independence of States.

Means of implementation

39. The scale and ambition of the new Agenda requires a revitalized Global Partnership to ensure its implementation. We fully commit to this. This Partnership will work in a spirit of global solidarity, in particular solidarity with the poorest and with people in vulnerable situations. It will facilitate an intensive global engagement in support of implementation of all the Goals and targets, bringing together Governments, the private sector, civil society, the United Nations system and other actors and mobilizing all available resources.

40. The means of implementation targets under Goal 17 and under each Sustainable Development Goal are key to realizing our Agenda and are of equal importance with the other Goals and targets. The Agenda, including the Sustainable Development Goals, can be met within the framework of a revitalized Global Partnership for Sustainable Development, supported by the concrete policies and actions as outlined in the outcome document of the third International Conference on Financing for Development, held in Addis Ababa from 13 to 16 July 2015. We welcome the endorsement by the General Assembly of the Addis Ababa Action Agenda, which is an integral part of the 2030 Agenda for Sustainable Development. We recognize that the full implementation of the Addis Ababa Action Agenda is critical for the realization of the Sustainable Development Goals and targets.

41. We recognize that each country has primary responsibility for its own economic and social development. The new Agenda deals with the means required for implementation of the Goals and targets. We recognize that these will include the mobilization of financial resources as well as capacity-building and the transfer of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed. Public finance, both domestic and international, will play a vital role in providing essential services and public goods and in catalysing other sources of finance. We acknowledge the role of the diverse private sector, ranging from micro-enterprises to cooperatives to multinationals, and that of civil society organizations and philanthropic organizations in the implementation of the new Agenda.

42. We support the implementation of relevant strategies and programmes of action, including the Istanbul Declaration and Programme of Action, the SIDS Accelerated Modalities of Action (SAMOA) Pathway and the Vienna Programme of Action for Landlocked Developing Countries for the Decade 2014-2024, and reaffirm the importance of supporting the African Union's Agenda 2063 and the programme of the New Partnership for Africa's Development, all of which are integral to the new Agenda. We recognize the major challenge to the achievement of durable peace and sustainable development in countries in conflict and post-conflict situations.

43. We emphasize that international public finance plays an important role in complementing the efforts of countries to mobilize public resources domestically, especially in the poorest and most vulnerable countries with limited domestic resources. An important use of international public finance, including official development assistance (ODA), is to

catalyse additional resource mobilization from other sources, public and private. ODA providers reaffirm their respective commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 per cent to 0.2 per cent of ODA/GNI to least developed countries.

44.   We acknowledge the importance for international financial institutions to support, in line with their mandates, the policy space of each country, in particular developing countries. We recommit to broadening and strengthening the voice and participation of developing countries — including African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries — in international economic decision-making, norm-setting and global economic governance.

45.   We acknowledge also the essential role of national parliaments through their enactment of legislation and adoption of budgets and their role in ensuring accountability for the effective implementation of our commitments. Governments and public institutions will also work closely on implementation with regional and local authorities, subregional institutions, international institutions, academia, philanthropic organizations, volunteer groups and others.

46.   We underline the important role and comparative advantage of an adequately resourced, relevant, coherent, efficient and effective United Nations system in supporting the achievement of the Sustainable Development Goals and sustainable development. While stressing the importance of strengthened national ownership and leadership at the country level, we express our support for the ongoing dialogue in the Economic and Social Council on the longer-term positioning of the United Nations development system in the context of this Agenda.

Follow-up and review

47.   Our Governments have the primary responsibility for follow-up and review, at the national, regional and global levels, in relation to the progress made in implementing the Goals and targets over the coming 15 years. To support accountability to our citizens, we will provide for systematic follow-up and review at the various levels, as set out in this Agenda and the Addis Ababa Action Agenda. The high-level political forum under the auspices of the General Assembly and the Economic and Social Council will have the central role in overseeing follow-up and review at the global level.

48.   Indicators are being developed to assist this work. Quality, accessible, timely and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind. Such data is key to decision-making. Data and information from existing reporting mechanisms should be used where possible. We agree to intensify our efforts to strengthen statistical capacities in developing countries, particularly African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries. We are committed to developing broader measures of progress to complement gross domestic product.

A call for action to change our world

49. Seventy years ago, an earlier generation of world leaders came together to create the United Nations. From the ashes of war and division they fashioned this Organization and the values of peace, dialogue and international cooperation which underpin it. The supreme embodiment of those values is the Charter of the United Nations.

50. Today we are also taking a decision of great historic significance. We resolve to build a better future for all people, including the millions who have been denied the chance to lead decent, dignified and rewarding lives and to achieve their full human potential. We can be the first generation to succeed in ending poverty; just as we may be the last to have a chance of saving the planet. The world will be a better place in 2030 if we succeed in our objectives.

51. What we are announcing today — an Agenda for global action for the next 15 years — is a charter for people and planet in the twenty-first century. Children and young women and men are critical agents of change and will find in the new Goals a platform to channel their infinite capacities for activism into the creation of a better world.

52. "We the peoples" are the celebrated opening words of the Charter of the United Nations. It is "we the peoples" who are embarking today on the road to 2030. Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community — and all people. Millions have already engaged with, and will own, this Agenda. It is an Agenda of the people, by the people and for the people — and this, we believe, will ensure its success.

53. The future of humanity and of our planet lies in our hands. It lies also in the hands of today's younger generation who will pass the torch to future generations. We have mapped the road to sustainable development; it will be for all of us to ensure that the journey is successful and its gains irreversible.

Sustainable Development Goals and targets

54. Following an inclusive process of intergovernmental negotiations, and based on the proposal of the Open Working Group on Sustainable Development Goals,[1] which includes a chapeau contextualizing the latter, set out below are the Goals and targets which we have agreed.

55. The Sustainable Development Goals and targets are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities. Targets are defined as aspirational and global, with each Government setting its own national targets guided by the global level of ambition but taking into account national circumstances. Each Government will also decide how these aspirational and global targets should be incorporated into national

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[1] Contained in the report of the Open Working Group of the General Assembly on Sustainable Development Goals (A/68/970 and Corr.1; see also A/68/970/Add.1 and 2).

planning processes, policies and strategies. It is important to recognize the link between sustainable development and other relevant ongoing processes in the economic, social and environmental fields.

56.   In deciding upon these Goals and targets, we recognize that each country faces specific challenges to achieve sustainable development, and we underscore the special challenges facing the most vulnerable countries and, in particular, African countries, least developed countries, landlocked developing countries and small island developing States, as well as the specific challenges facing the middle-income countries. Countries in situations of conflict also need special attention.

57.   We recognize that baseline data for several of the targets remains unavailable, and we call for increased support for strengthening data collection and capacity-building in Member States, to develop national and global baselines where they do not yet exist. We commit to addressing this gap in data collection so as to better inform the measurement of progress, in particular for those targets below which do not have clear numerical targets.

58.   We encourage ongoing efforts by States in other forums to address key issues which pose potential challenges to the implementation of our Agenda, and we respect the independent mandates of those processes. We intend that the Agenda and its implementation would support, and be without prejudice to, those other processes and the decisions taken therein.

59.   We recognize that there are different approaches, visions, models and tools available to each country, in accordance with its national circumstances and priorities, to achieve sustainable development; and we reaffirm that planet Earth and its ecosystems are our common home and that "Mother Earth" is a common expression in a number of countries and regions.

Sustainable Development Goals

Goal 1. End poverty in all its forms everywhere

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

Goal 3. Ensure healthy lives and promote well-being for all at all ages

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

Goal 5. Achieve gender equality and empower all women and girls

Goal 6. Ensure availability and sustainable management of water and sanitation for all

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

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10. Reduce inequality within and among countries

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12. Ensure sustainable consumption and production patterns

Goal 13. Take urgent action to combat climate change and its impacts*

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

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

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

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* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Goal 1. End poverty in all its forms everywhere

1.1   By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

1.2   By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

1.3   Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

1.4   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

1.5   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

1.a   Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b   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

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

2.1   By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2   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

2.3   By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4   By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5   By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and

diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed

2.a   Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

2.b   Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round

2.c   Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

Goal 3. Ensure healthy lives and promote well-being for all at all ages

3.1   By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2   By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3   By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

3.4   By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5   Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol

3.6   By 2020, halve the number of global deaths and injuries from road traffic accidents

3.7   By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

3.8   Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9   By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination

3.a   Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate

3.b   Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all

3.c   Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States

3.d   Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

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

4.2   By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

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

4.4   By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5   By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6   By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7   By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a   Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b   By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and

information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c   By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Goal 5. Achieve gender equality and empower all women and girls

5.1   End all forms of discrimination against all women and girls everywhere

5.2   Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

5.3   Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

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

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

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 for Action and the outcome documents of their review conferences

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

5.b   Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

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

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 for all

6.2   By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3   By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b Support and strengthen the participation of local communities in improving water and sanitation management

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

7.2 By 2030, increase substantially the share of renewable energy in the global energy mix

7.3 By 2030, double the global rate of improvement in energy efficiency

7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States and landlocked developing countries, in accordance with their respective programmes of support

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4   Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

8.5   By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

8.6   By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7   Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

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

8.9   By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10   Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a   Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries

8.b   By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

9.1   Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2   Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3   Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4   By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound

technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5   Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.a   Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States

9.b   Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.c   Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

Goal 10. Reduce inequality within and among countries

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

10.2   By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3   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

10.4   Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

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

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

10.7   Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a   Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b   Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries,

African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes

10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

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

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 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

11.a Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning

11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

Goal 12. Ensure sustainable consumption and production patterns

12.1 Implement the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2 By 2030, achieve the sustainable management and efficient use of natural resources

12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4 By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7 Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

Goal 13. Take urgent action to combat climate change and its impacts*

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2 Integrate climate change measures into national policies, strategies and planning

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

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* Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

14.1 By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3 Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4 By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5 By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6 By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation[2]

14.7 By 2030, increase the economic benefits to small island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.a Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.b Provide access for small-scale artisanal fishers to marine resources and markets

14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of

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[2] Taking into account ongoing World Trade Organization negotiations, the Doha Development Agenda and the Hong Kong ministerial mandate.

the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of "The future we want"

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements

15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3 By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8 By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

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 everywhere

16.2   End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3   Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4   By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5   Substantially reduce corruption and bribery in all their forms

16.6   Develop effective, accountable and transparent institutions at all levels

16.7   Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8   Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9   By 2030, provide legal identity for all, including birth registration

16.10   Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

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

16.b   Promote and enforce non-discriminatory laws and policies for sustainable development

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Finance

17.1   Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2   Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of gross national income for official development assistance (ODA/GNI) to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3   Mobilize additional financial resources for developing countries from multiple sources

17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5 Adopt and implement investment promotion regimes for least developed countries

Technology

17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

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

Capacity-building

17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation

Trade

17.10 Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11 Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020

17.12 Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14   Enhance policy coherence for sustainable development

17.15   Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

17.16   Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries

17.17   Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

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

17.19   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

Means of implementation and the Global Partnership

60.   We reaffirm our strong commitment to the full implementation of this new Agenda. We recognize that we will not be able to achieve our ambitious Goals and targets without a revitalized and enhanced Global Partnership and comparably ambitious means of implementation. The revitalized Global Partnership will facilitate an intensive global engagement in support of implementation of all the Goals and targets, bringing together Governments, civil society, the private sector, the United Nations system and other actors and mobilizing all available resources.

61.   The Agenda's Goals and targets deal with the means required to realize our collective ambitions. The means of implementation targets under each Sustainable Development Goal and Goal 17, which are referred to above, are key to realizing our Agenda and are of equal importance with the other Goals and targets. We shall accord them equal priority in our implementation efforts and in the global indicator framework for monitoring our progress.

62.   This Agenda, including the Sustainable Development Goals, can be met within the framework of a revitalized Global Partnership for Sustainable Development, supported by the

concrete policies and actions outlined in the Addis Ababa Action Agenda,[3] which is an integral part of the 2030 Agenda for Sustainable Development. The Addis Ababa Action Agenda supports, complements and helps to contextualize the 2030 Agenda's means of implementation targets. It relates to domestic public resources, domestic and international private business and finance, international development cooperation, international trade as an engine for development, debt and debt sustainability, addressing systemic issues and science, technology, innovation and capacity-building, and data, monitoring and follow-up.

63. Cohesive nationally owned sustainable development strategies, supported by integrated national financing frameworks, will be at the heart of our efforts. We reiterate that each country has primary responsibility for its own economic and social development and that the role of national policies and development strategies cannot be overemphasized. We will respect each country's policy space and leadership to implement policies for poverty eradication and sustainable development, while remaining consistent with relevant international rules and commitments. At the same time, national development efforts need to be supported by an enabling international economic environment, including coherent and mutually supporting world trade, monetary and financial systems, and strengthened and enhanced global economic governance. Processes to develop and facilitate the availability of appropriate knowledge and technologies globally, as well as capacity-building, are also critical. We commit to pursuing policy coherence and an enabling environment for sustainable development at all levels and by all actors, and to reinvigorating the Global Partnership for Sustainable Development.

64. We support the implementation of relevant strategies and programmes of action, including the Istanbul Declaration and Programme of Action, the SIDS Accelerated Modalities of Action (SAMOA) Pathway and the Vienna Programme of Action for Landlocked Developing Countries for the Decade 2014-2024, and reaffirm the importance of supporting the African Union's Agenda 2063 and the programme of the New Partnership for Africa's Development, all of which are integral to the new Agenda. We recognize the major challenge to the achievement of durable peace and sustainable development in countries in conflict and post-conflict situations.

65. We recognize that middle-income countries still face significant challenges to achieve sustainable development. In order to ensure that achievements made to date are sustained, efforts to address ongoing challenges should be strengthened through the exchange of experiences, improved coordination, and better and focused support of the United Nations development system, the international financial institutions, regional organizations and other stakeholders.

66. We underscore that, for all countries, public policies and the mobilization and effective use of domestic resources, underscored by the principle of national ownership, are central to our common pursuit of sustainable development, including achieving the Sustainable

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[3] The Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda), adopted by the General Assembly on 27 July 2015 (resolution 69/313).

Development Goals. We recognize that domestic resources are first and foremost generated by economic growth, supported by an enabling environment at all levels.

67.   Private business activity, investment and innovation are major drivers of productivity, inclusive economic growth and job creation. We acknowledge the diversity of the private sector, ranging from micro-enterprises to cooperatives to multinationals. We call upon all businesses to apply their creativity and innovation to solving sustainable development challenges. We will foster a dynamic and well-functioning business sector, while protecting labour rights and environmental and health standards in accordance with relevant international standards and agreements and other ongoing initiatives in this regard, such as the Guiding Principles on Business and Human Rights and the labour standards of the International Labour Organization, the Convention on the Rights of the Child and key multilateral environmental agreements, for parties to those agreements.

68.   International trade is an engine for inclusive economic growth and poverty reduction, and contributes to the promotion of sustainable development. We will continue to promote a universal, rules-based, open, transparent, predictable, inclusive, non-discriminatory and equitable multilateral trading system under the World Trade Organization, as well as meaningful trade liberalization. We call upon all members of the World Trade Organization to redouble their efforts to promptly conclude the negotiations on the Doha Development Agenda. We attach great importance to providing trade-related capacity-building for developing countries, including African countries, least developed countries, landlocked developing countries, small island developing States and middle-income countries, including for the promotion of regional economic integration and interconnectivity.

69.   We recognize the need to assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief, debt restructuring and sound debt management, as appropriate. Many countries remain vulnerable to debt crises and some are in the midst of crises, including a number of least developed countries, small island developing States and some developed countries. We reiterate that debtors and creditors must work together to prevent and resolve unsustainable debt situations. Maintaining sustainable debt levels is the responsibility of the borrowing countries; however we acknowledge that lenders also have a responsibility to lend in a way that does not undermine a country's debt sustainability. We will support the maintenance of debt sustainability of those countries that have received debt relief and achieved sustainable debt levels.

70.   We hereby launch a Technology Facilitation Mechanism which was established by the Addis Ababa Action Agenda in order to support the Sustainable Development Goals. The Technology Facilitation Mechanism will be based on a multi-stakeholder collaboration between Member States, civil society, the private sector, the scientific community, United Nations entities and other stakeholders and will be composed of a United Nations inter-agency task team on science, technology and innovation for the Sustainable Development Goals, a collaborative multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals and an online platform.

- The United Nations inter-agency task team on science, technology and innovation for the Sustainable Development Goals will promote coordination, coherence and cooperation within the United Nations system on science, technology and innovation-related matters, enhancing synergy and efficiency, in particular to enhance capacity-building initiatives. The task team will draw on existing resources and will work with 10 representatives from civil society, the private sector and the scientific community to prepare the meetings of the multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals, as well as in the development and operationalization of the online platform, including preparing proposals for the modalities for the forum and the online platform. The 10 representatives will be appointed by the Secretary-General, for periods of two years. The task team will be open to the participation of all United Nations agencies, funds and programmes and the functional commissions of the Economic and Social Council and it will initially be composed of the entities that currently integrate the informal working group on technology facilitation, namely, the Department of Economic and Social Affairs of the Secretariat, the United Nations Environment Programme, the United Nations Industrial Development Organization, the United Nations Educational, Scientific and Cultural Organization, the United Nations Conference on Trade and Development, the International Telecommunication Union, the World Intellectual Property Organization and the World Bank.

- The online platform will be used to establish a comprehensive mapping of, and serve as a gateway for, information on existing science, technology and innovation initiatives, mechanisms and programmes, within and beyond the United Nations. The online platform will facilitate access to information, knowledge and experience, as well as best practices and lessons learned, on science, technology and innovation facilitation initiatives and policies. The online platform will also facilitate the dissemination of relevant open access scientific publications generated worldwide. The online platform will be developed on the basis of an independent technical assessment which will take into account best practices and lessons learned from other initiatives, within and beyond the United Nations, in order to ensure that it will complement, facilitate access to and provide adequate information on existing science, technology and innovation platforms, avoiding duplications and enhancing synergies.

- The multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals will be convened once a year, for a period of two days, to discuss science, technology and innovation cooperation around thematic areas for the implementation of the Sustainable Development Goals, congregating all relevant stakeholders to actively contribute in their area of expertise. The forum will provide a venue for facilitating interaction, matchmaking and the establishment of networks between relevant stakeholders and multi-stakeholder partnerships in order to identify and examine technology needs and gaps, including on scientific cooperation, innovation and capacity-building, and also in order to help to facilitate development, transfer and dissemination of relevant technologies for the Sustainable Development Goals. The meetings of the forum will be convened by the President of the Economic and Social

Council before the meeting of the high-level political forum under the auspices of the Council or, alternatively, in conjunction with other forums or conferences, as appropriate, taking into account the theme to be considered and on the basis of a collaboration with the organizers of the other forums or conferences. The meetings of the forum will be co-chaired by two Member States and will result in a summary of discussions elaborated by the two co-Chairs, as an input to the meetings of the high-level political forum, in the context of the follow-up and review of the implementation of the post-2015 development agenda.

• The meetings of the high-level political forum will be informed by the summary of the multi-stakeholder forum. The themes for the subsequent multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals will be considered by the high-level political forum on sustainable development, taking into account expert inputs from the task team.

71.   We reiterate that this Agenda and the Sustainable Development Goals and targets, including the means of implementation, are universal, indivisible and interlinked.

Follow-up and review

72.   We commit to engaging in systematic follow-up and review of the implementation of this Agenda over the next 15 years. A robust, voluntary, effective, participatory, transparent and integrated follow-up and review framework will make a vital contribution to implementation and will help countries to maximize and track progress in implementing this Agenda in order to ensure that no one is left behind.

73.   Operating at the national, regional and global levels, it will promote accountability to our citizens, support effective international cooperation in achieving this Agenda and foster exchanges of best practices and mutual learning. It will mobilize support to overcome shared challenges and identify new and emerging issues. As this is a universal Agenda, mutual trust and understanding among all nations will be important.

74.   Follow-up and review processes at all levels will be guided by the following principles:

(a)   They will be voluntary and country-led, will take into account different national realities, capacities and levels of development and will respect policy space and priorities. As national ownership is key to achieving sustainable development, the outcome from national-level processes will be the foundation for reviews at the regional and global levels, given that the global review will be primarily based on national official data sources.

(b)   They will track progress in implementing the universal Goals and targets, including the means of implementation, in all countries in a manner which respects their universal, integrated and interrelated nature and the three dimensions of sustainable development.

(c)   They will maintain a longer-term orientation, identify achievements, challenges, gaps and critical success factors and support countries in making informed policy choices. They will help to mobilize the necessary means of implementation and partnerships, support

the identification of solutions and best practices and promote the coordination and effectiveness of the international development system.

(d)   They will be open, inclusive, participatory and transparent for all people and will support reporting by all relevant stakeholders.

(e)   They will be people-centred, gender-sensitive, respect human rights and have a particular focus on the poorest, most vulnerable and those furthest behind.

(f)   They will build on existing platforms and processes, where these exist, avoid duplication and respond to national circumstances, capacities, needs and priorities. They will evolve over time, taking into account emerging issues and the development of new methodologies, and will minimize the reporting burden on national administrations.

(g)   They will be rigorous and based on evidence, informed by country-led evaluations and data which is high-quality, accessible, timely, reliable and disaggregated by income, sex, age, race, ethnicity, migration status, disability and geographic location and other characteristics relevant in national contexts.

(h)   They will require enhanced capacity-building support for developing countries, including the strengthening of national data systems and evaluation programmes, particularly in African countries, least developed countries, small island developing States, landlocked developing countries and middle-income countries.

(i)   They will benefit from the active support of the United Nations system and other multilateral institutions.

75.   The Goals and targets will be followed up and reviewed using a set of global indicators. These will be complemented by indicators at the regional and national levels which will be developed by Member States, in addition to the outcomes of work undertaken for the development of the baselines for those targets where national and global baseline data does not yet exist. The global indicator framework, to be developed by the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, will be agreed by the Statistical Commission by March 2016 and adopted thereafter by the Economic and Social Council and the General Assembly, in line with existing mandates. This framework will be simple yet robust, address all Sustainable Development Goals and targets, including for means of implementation, and preserve the political balance, integration and ambition contained therein.

76.   We will support developing countries, particularly African countries, least developed countries, small island developing States and landlocked developing countries, in strengthening the capacity of national statistical offices and data systems to ensure access to high-quality, timely, reliable and disaggregated data. We will promote transparent and accountable scaling-up of appropriate public-private cooperation to exploit the contribution to be made by a wide range of data, including earth observation and geospatial information, while ensuring national ownership in supporting and tracking progress.

77.   We commit to fully engage in conducting regular and inclusive reviews of progress at the subnational, national, regional and global levels. We will draw as far as possible on the

existing network of follow-up and review institutions and mechanisms. National reports will allow assessments of progress and identify challenges at the regional and global level. Along with regional dialogues and global reviews, they will inform recommendations for follow-up at various levels.

National level

78.   We encourage all Member States to develop as soon as practicable ambitious national responses to the overall implementation of this Agenda. These can support the transition to the Sustainable Development Goals and build on existing planning instruments, such as national development and sustainable development strategies, as appropriate.

79.   We also encourage Member States to conduct regular and inclusive reviews of progress at the national and subnational levels which are country-led and country-driven. Such reviews should draw on contributions from indigenous peoples, civil society, the private sector and other stakeholders, in line with national circumstances, policies and priorities. National parliaments as well as other institutions can also support these processes.

Regional level

80.   Follow-up and review at the regional and subregional levels can, as appropriate, provide useful opportunities for peer learning, including through voluntary reviews, sharing of best practices and discussion on shared targets. We welcome in this respect the cooperation of regional and subregional commissions and organizations. Inclusive regional processes will draw on national-level reviews and contribute to follow-up and review at the global level, including at the high-level political forum on sustainable development.

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

Global level

82.   The high-level political forum will have a central role in overseeing a network of follow-up and review processes at the global level, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums, in accordance with existing mandates. It will facilitate sharing of experiences, including successes, challenges and lessons learned, and provide political leadership, guidance and recommendations for follow-up. It will promote system-wide coherence and coordination of sustainable development policies. It should ensure that the Agenda remains relevant and ambitious and should focus on the assessment of progress, achievements and challenges faced by developed and developing countries as well as new and emerging issues. Effective linkages will be made with the follow-up and review arrangements of all relevant United Nations conferences and processes, including on least developed countries, small island developing States and landlocked developing countries.

83.   Follow-up and review at the high-level political forum will be informed by an annual progress report on the Sustainable Development Goals to be prepared by the Secretary-General in cooperation with the United Nations system, based on the global indicator framework and data produced by national statistical systems and information collected at the regional level. The high-level political forum will also be informed by the *Global Sustainable Development Report*, which shall strengthen the science-policy interface and could provide a strong evidence-based instrument to support policymakers in promoting poverty eradication and sustainable development. We invite the President of the Economic and Social Council to conduct a process of consultations on the scope, methodology and frequency of the global report as well as its relation to the progress report, the outcome of which should be reflected in the ministerial declaration of the session of the high-level political forum in 2016.

84.   The high-level political forum, under the auspices of the Economic and Social Council, shall carry out regular reviews, in line with General Assembly resolution 67/290 of 9 July 2013. Reviews will be voluntary, while encouraging reporting, and include developed and developing countries as well as relevant United Nations entities and other stakeholders, including civil society and the private sector. They shall be State-led, involving ministerial and other relevant high-level participants. They shall provide a platform for partnerships, including through the participation of major groups and other relevant stakeholders.

85.   Thematic reviews of progress on the Sustainable Development Goals, including cross-cutting issues, will also take place at the high-level political forum. These will be supported by reviews by the functional commissions of the Economic and Social Council and other intergovernmental bodies and forums which should reflect the integrated nature of the Goals as well as the interlinkages between them. They will engage all relevant stakeholders and, where possible, feed into, and be aligned with, the cycle of the high-level political forum.

86.   We welcome, as outlined in the Addis Ababa Action Agenda, the dedicated follow-up and review for the financing for development outcomes as well as all the means of implementation of the Sustainable Development Goals which is integrated with the follow-up and review framework of this Agenda. The intergovernmentally agreed conclusions and recommendations of the annual Economic and Social Council forum on financing for development will be fed into the overall follow-up and review of the implementation of this Agenda in the high-level political forum.

87.   Meeting every four years under the auspices of the General Assembly, the high-level political forum will provide high-level political guidance on the Agenda and its implementation, identify progress and emerging challenges and mobilize further actions to accelerate implementation. The next high-level political forum under the auspices of the General Assembly will be held in 2019, with the cycle of meetings thus reset, in order to maximize coherence with the quadrennial comprehensive policy review process.

88.   We also stress the importance of system-wide strategic planning, implementation and reporting in order to ensure coherent and integrated support to the implementation of the new Agenda by the United Nations development system. The relevant governing bodies should take action to review such support to implementation and to report on progress and obstacles. We welcome the ongoing dialogue in the Economic and Social Council on the

longer-term positioning of the United Nations development system and look forward to taking action on these issues, as appropriate.

89.   The high-level political forum will support participation in follow-up and review processes by the major groups and other relevant stakeholders in line with resolution 67/290. We call upon those actors to report on their contribution to the implementation of the Agenda.

90.   We request the Secretary-General, in consultation with Member States, to prepare a report, for consideration at the seventieth session of the General Assembly in preparation for the 2016 meeting of the high-level political forum, which outlines critical milestones towards coherent, efficient and inclusive follow-up and review at the global level. The report should include a proposal on the organizational arrangements for State-led reviews at the high-level political forum under the auspices of the Economic and Social Council, including recommendations on voluntary common reporting guidelines. It should clarify institutional responsibilities and provide guidance on annual themes, on a sequence of thematic reviews, and on options for periodic reviews for the high-level political forum.

91.   We reaffirm our unwavering commitment to achieving this Agenda and utilizing it to the full to transform our world for the better by 2030.

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UNITED NATIONS

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Contents

The Sustainable Development Goals Report

2018

United Nations
New York, 2018

Foreword

The 2030 Agenda for Sustainable Development provides a global blueprint for dignity, peace and prosperity for people and the planet, now and in the future. Three years into the implementation of the Agenda, countries are translating this shared vision into national development plans and strategies.

The Sustainable Development Goals Report 2018 highlights progress being made in many areas of the 2030 Agenda. Since the turn of the century, the maternal mortality ratio in sub-Saharan Africa has declined by 35 per cent and the under-five mortality rate has dropped by 50 per cent. In South Asia, a girl's risk of marrying in childhood has declined by over 40 per cent. And, in the least developed countries, the proportion of the people with access to electricity has more than doubled. Globally, labour productivity has increased and unemployment rate decreased. More than 100 countries have sustainable consumption and production policies and initiatives.

However, the report also shows that, in some areas, progress is insufficient to meet the Agenda's goals and targets by 2030. This is especially true for the most disadvantaged and marginalized groups. Youth are three times more likely to be unemployed than adults. Less than half of all children and adolescents meet minimum standards in reading and mathematics. In 2015, 2.3 billion people still lacked even a basic level of sanitation service and 892 million people continued to practise open defecation. Close to 1 billion mostly rural people still lack electricity. In sub-Saharan Africa, the HIV incidence among women of reproductive age is 10 times the global average. Nine out of 10 people living in cities breathe polluted air. And, while some forms of discrimination against women and girls are declining, gender inequality continues to hold women back and deprives them of basic rights and opportunities.

Conflict, climate change and growing inequalities add additional challenges. After a prolonged decline, the number of undernourished people rose from 777 million in 2015 to 815 million in 2016, mainly due to conflicts and drought and disasters linked to climate change. In 2017, the North Atlantic hurricane season was the most costly ever, and the past five-year average global temperature is the highest on record.

Without evidence of where we stand now we cannot confidently chart our path forward in realizing the Sustainable Development Goals. To that end, this report also reflects on the challenges faced in the collection, processing, analysis and dissemination of reliable, timely, accessible and sufficiently disaggregated data, and calls for better evidence-based policymaking. Today's technology makes it possible to collate the data we need to keep the promise to leave no one behind. But, we need political leadership, resources and commitment to use the tools now available.

With just 12 years left to the 2030 deadline, we must inject a sense of urgency. Achieving the 2030 Agenda requires immediate and accelerated actions by countries along with collaborative partnerships among governments and stakeholders at all levels. This ambitious Agenda necessitates profound change that goes beyond business as usual. In doing its part, the United Nations has launched reform initiatives to reposition the United Nations development system to deliver on the 2030 Agenda. The objective is to be more effective, cohesive and accountable. We stand ready to work with all Member States to make the Sustainable Development Goals a reality for everyone, everywhere.

António GUTERRES
Secretary-General, United Nations

Overview

The Sustainable Development Goals Report 2018 reviews progress in the third year of implementation of the 2030 Agenda for Sustainable Development. This overview presents highlights of progress and remaining gaps for all 17 Sustainable Development Goals (SDGs), based on the latest available data, and examines some of the interconnections across Goals and targets. Subsequent chapters focus in more depth on the six Goals under review at the high-level political forum on sustainable development in July 2018.

While people overall are living better lives than they were a decade ago, progress to ensure that no one is left behind has not been rapid enough to meet the targets of the 2030 Agenda. Indeed, the rate of global progress is not keeping pace with the ambitions of the Agenda, necessitating immediate and accelerated action by countries and stakeholders at all levels.

Goal 1: End poverty in all its forms everywhere

Only 45 per cent of the world's population are covered by at least one social protection cash benefit

Economic losses attributed to disasters were **over $300 billion** in 2017

While extreme poverty has eased considerably since 1990, pockets of the worst forms of poverty persist. Ending poverty requires universal social protection systems aimed at safeguarding all individuals throughout the life cycle. It also requires targeted measures to reduce vulnerability to disasters and to address specific underserved geographic areas within each country.

▶ The rate of extreme poverty has fallen rapidly: in 2013 it was a third of the 1990 value. The latest global estimate suggests that 11 per cent of the world population, or 783 million people, lived below the extreme poverty threshold in 2013.

▶ The proportion of the world's workers living with their families on less than $1.90 per person a day declined significantly over the past two decades, falling from 26.9 per cent in 2000 to 9.2 per cent in 2017.

▶ Based on 2016 estimates, only 45 per cent of the world's population were effectively covered by at least one social protection cash benefit.

▶ In 2017, economic losses attributed to disasters were estimated at over $300 billion. This is among the highest losses in recent years, owing to three major hurricanes affecting the United States of America and several countries across the Caribbean.

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

World hunger is on the rise again: 815 million people were undernourished in 2016, up from 777 million in 2015

2000   2015   2016
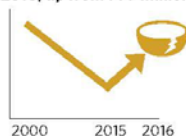
Stunting, wasting and overweight still affected millions of children under age 5 in 2017

151 million

51 million   38 million

Stunting   Wasting   Overweight
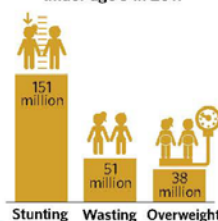
After a prolonged decline, world hunger appears to be on the rise again. Conflict, drought and disasters linked to climate change are among the key factors causing this reversal in progress.

▶ The proportion of undernourished people worldwide increased from 10.6 per cent in 2015 to 11.0 per cent in 2016. This translates to 815 million people worldwide in 2016, up from 777 million in 2015.

▶ In 2017, 151 million children under age 5 suffered from stunting (low height for their age), 51 million suffered from wasting (low weight for height), and 38 million were overweight.

▶ Aid to agriculture in developing countries totalled $12.5 billion in 2016, falling to 6 per cent of all donors' sector-allocable aid from nearly 20 per cent in the mid-1980s.

▶ Progress has been made in reducing market-distorting agricultural subsidies, which were more than halved in five years—from $491 million in 2010 to less than $200 million in 2015.

▶ In 2016, 26 countries experienced high or moderately high levels of general food prices, which may have negatively affected food security.

The Sustainable Development Goals Report 2018

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

Many more people today are living healthier lives than in the past decade. Nevertheless, people are still suffering needlessly from preventable diseases, and too many are dying prematurely. Overcoming disease and ill health will require concerted and sustained efforts, focusing on population groups and regions that have been neglected.

Reproductive, maternal, newborn and child health

▶ The maternal mortality ratio has declined by 37 per cent since 2000. Nevertheless, in 2015, 303,000 women around the world died due to complications during pregnancy or childbirth. Over the period 2012-2017, almost 80 per cent of live births worldwide occurred with the assistance of skilled health personnel, up from 62 per cent in 2000-2005.

▶ Globally, from 2000 to 2016, the under-5 mortality rate dropped by 47 per cent, and the neonatal mortality rate fell by 39 per cent. Over the same period, the total number of under-5 deaths dropped from 9.9 million to 5.6 million.

▶ Even in the region facing the greatest health challenges, progress has been impressive. Since 2000, the maternal mortality ratio in sub-Saharan Africa has been reduced by 35 per cent, and the under-5 mortality rate has dropped by 50 per cent.

▶ In 2018, the global adolescent birth rate is 44 births per 1,000 women aged 15 to 19, compared to 56 in 2000. The highest rate (101) is found in sub-Saharan Africa.

Infectious diseases and non-communicable diseases

▶ Globally, the incidence of HIV declined from 0.40 to 0.26 per 1,000 uninfected people between 2005 and 2016. For women of reproductive age in sub-Saharan Africa, however, the rate is much higher, at 2.58 per 1,000 uninfected people.

▶ In 2016, 216 million cases of malaria were reported versus 210 million cases in 2013. There were 140 new cases of tuberculosis per 100,000 people in 2016 compared to 173 cases per 100,000 in 2000. Hepatitis B prevalence declined among children under 5— from 4.7 per cent in the pre-vaccine era to 1.3 per cent in 2015.

▶ In 2016, 1.5 billion people were reported to require mass or individual treatment and care for neglected tropical diseases, down from 1.6 billion in 2015 and 2 billion in 2010.

▶ Unsafe drinking water, unsafe sanitation and lack of hygiene continue to be major contributors to global mortality, resulting in about 870,000 deaths in 2016. These deaths were mainly caused by diarrhoeal diseases, but also from malnutrition and intestinal nematode infections.

▶ Globally, 32 million people died in 2016 due to cardiovascular disease, cancer, diabetes or chronic respiratory disease. The probability of dying from these causes was about 18 per cent in 2016 for people between 30 and 70 years of age.

▶ In 2016, household and outdoor air pollution led to some 7 million deaths worldwide.

Health systems and funding

▶ Globally, almost 12 per cent of the world's population (over 800 million people) spent at least one tenth of their household budgets to pay for health services in 2010, up from 9.7 per cent in 2000.

▶ Official development assistance (ODA) for basic health from all donors increased by 41 per cent in real terms since 2010, reaching $9.4 billion in 2016.

▶ Available data from 2005 to 2016 indicate that close to 45 per cent of all countries and 90 per cent of least developed countries (LDCs) have less than one physician per 1,000 people, and over 60 per cent have fewer than three nurses or midwives per 1,000 people.
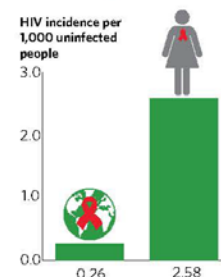
**Births attended by skilled health personnel increased globally**

2000-2005   2012-2017

62%   80%
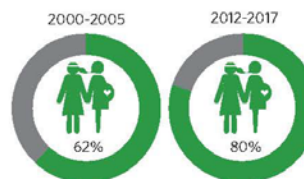
Under-5 deaths fell between 2000 and 2016

2000   9.9 mill

2016   5.6 mill

HIV incidence rate for women of reproductive age in sub-Saharan Africa is 10 times higher than the global average

HIV incidence per 1,000 uninfected people

3.0

2.0

1.0

0.0

0.26   2.58

The world is not on track to end malaria by 2030
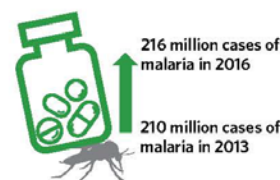
216 million cases of malaria in 2016

210 million cases of malaria in 2013

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

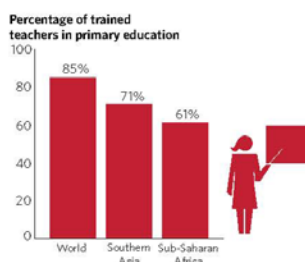**More than half** of children and adolescents are not achieving minimum proficiency in reading and mathematics

58%

More **trained teachers are needed** for quality education

Percentage of trained teachers in primary education

- World: 85%
- Southern Asia: 71%
- Sub-Saharan Africa: 61%

More than half of children and adolescents worldwide are not meeting minimum proficiency standards in reading and mathematics. Refocused efforts are needed to improve the quality of education. Disparities in education along the lines of gender, urban-rural location and other dimensions still run deep, and more investments in education infrastructure are required, particularly in LDCs.

▶ At the global level, the participation rate in early childhood and primary education was 70 per cent in 2016, up from 63 per cent in 2010. The lowest rates are found in sub-Saharan Africa (41 per cent) and Northern Africa and Western Asia (52 per cent).

▶ An estimated 617 million children and adolescents of primary and lower secondary school age worldwide—58 per cent of that age group—are not achieving minimum proficiency in reading and mathematics.

▶ In 2016, an estimated 85 per cent of primary school teachers worldwide were trained; the proportion was only 71 per cent for Southern Asia and 61 per cent for sub-Saharan Africa.

▶ In 2016, only 34 per cent of primary schools in LDCs had electricity and less than 40 per cent were equipped with basic handwashing facilities.

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

Child marriage in Southern Asia **decreased by over 40 per cent** between 2000 and 2017

40%

2000   2017

3x

Women spend about **three times as many hours** in unpaid domestic and care work as men
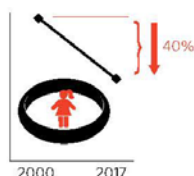
While some forms of discrimination against women and girls are diminishing, gender inequality continues to hold women back and deprives them of basic rights and opportunities. Empowering women requires addressing structural issues such as unfair social norms and attitudes as well as developing progressive legal frameworks that promote equality between women and men.

▶ Based on 2005–2016 data from 56 countries, 20 per cent of adolescent girls aged 15 to 19 who have ever been in a sexual relationship experienced physical and/or sexual violence by an intimate partner in the 12 months prior to the survey.

▶ Globally, around 2017, an estimated 21 per cent of women between 20 and 24 years of age reported that they were married or in an informal union before age 18. This means that an estimated 650 million girls and women today were married in childhood. Rates of child marriage have continued to decline around the world. In Southern Asia, a girl's risk of marrying in childhood has dropped by over 40 per cent since around 2000.

▶ Around 2017, one in three girls aged 15 to 19 had been subjected to female genital mutilation in the 30 countries where the practice is concentrated, compared to nearly one in two around 2000.

▶ Based on data between 2000 and 2016 from about 90 countries, women spend roughly three times as many hours in unpaid domestic and care work as men.

▶ Globally, the percentage of women in single or lower houses of national parliament has increased from 19 per cent in 2010 to around 23 per cent in 2018.

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

Too many people still lack access to safely managed water supplies and sanitation facilities. Water scarcity, flooding and lack of proper wastewater management also hinder social and economic development. Increasing water efficiency and improving water management are critical to balancing the competing and growing water demands from various sectors and users.

▶ In 2015, 29 per cent of the global population lacked safely managed drinking water supplies, and 61 per cent were without safely managed sanitation services. In 2015, 892 million people continued to practise open defecation.

▶ In 2015, only 27 per cent of the population in LDCs had basic handwashing facilities.

▶ Preliminary estimates from household data of 79 mostly high- and high-middle-income countries (excluding much of Africa and Asia) suggest that 59 per cent of all domestic wastewater is safely treated.

▶ In 22 countries, mostly in the Northern Africa and Western Asia region and in the Central and Southern Asia region, the water stress level is above 70 per cent, indicating the strong probability of future water scarcity.

▶ In 2017–2018, 157 countries reported average implementation of integrated water resources management of 48 per cent.

▶ Based on data from 62 out of 153 countries sharing transboundary waters, the average percentage of national transboundary basins covered by an operational arrangement was only 59 per cent in 2017.

3 in 10 people lack access to safely managed drinking water services

6 in 10 people lack access to safely managed sanitation facilities
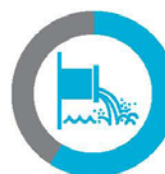
Data from 79 countries show **59 per cent** of all wastewater is safely treated

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

Ensuring access to affordable, reliable and modern energy for all has come one step closer due to recent progress in electrification, particularly in LDCs, and improvements in industrial energy efficiency. However, national priorities and policy ambitions still need to be strengthened to put the world on track to meet the energy targets for 2030.

▶ From 2000 to 2016, the proportion of the global population with access to electricity increased from 78 per cent to 87 per cent, with the absolute number of people living without electricity dipping to just below 1 billion.

▶ In the least developed countries, the proportion of the people with access to electricity more than doubled between 2000 and 2016.

▶ In 2016, 3 billion people (41 per cent of the world's population) were still cooking with polluting fuel and stove combinations.

▶ The share of renewables in final energy consumption increased modestly, from 17.3 per cent in 2014 to 17.5 per cent in 2015. Yet only 55 per cent of the renewable share was derived from modern forms of renewable energy.

▶ Global energy intensity decreased by 2.8 per cent from 2014 to 2015, double the rate of improvement seen between 1990 and 2010.

55 per cent of renewable energy was derived from modern forms in 2015

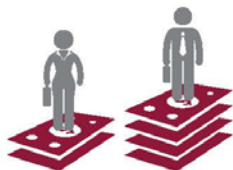**4 in 10 people** still lack access to clean cooking fuels and technologies

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Earning inequalities are still pervasive: men earned **12.5 per cent more** than women in 40 out of 45 countries with data
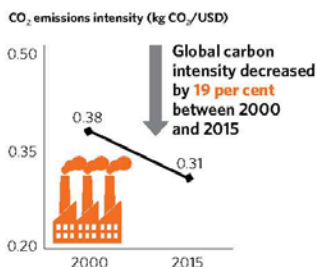
**Youth were three times more likely** to be unemployed than adults in 2017

Adults 4.3%

Youth 13%
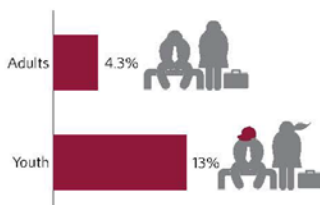
Globally, labour productivity has increased and the unemployment rate has decreased. However, more progress is needed to increase employment opportunities, especially for young people, reduce informal employment and labour market inequality (particularly in terms of the gender pay gap), promote safe and secure working environments, and improve access to financial services to ensure sustained and inclusive economic growth.

▶ In 2016, real gross domestic product (GDP) per capita grew at 1.3 per cent globally, less than the 1.7 per cent average growth rate recorded in 2010–2016. For LDCs, the rate fell sharply from 5.7 per cent in 2005–2009 to 2.3 per cent in 2010–2016.

▶ Labour productivity at the global level, measured as output produced per employed person in constant 2005 US dollars, grew by 2.1 per cent in 2017. This is the fastest growth registered since 2010.

▶ Globally, 61 per cent of all workers were engaged in informal employment in 2016. Excluding the agricultural sector, 51 per cent of all workers fell into this employment category.

▶ Data from 45 countries suggest that gender inequality in earnings is still pervasive: in 89 per cent of these countries, the hourly wages of men are, on average, higher than those of women, with a median pay gap of 12.5 per cent.

▶ The global unemployment rate in 2017 was 5.6 per cent, down from 6.4 per cent in 2000. The decline has slowed since 2009, when it hit 5.9 per cent. Youth are three times more likely to be unemployed than adults, with the global youth unemployment rate at 13 per cent in 2017.

▶ In high-income countries, almost every adult has an account at a bank or other financial institution, compared to only 35 per cent of adults in low-income countries. Across all regions, women lag behind men in this regard.

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

CO_2 emissions intensity (kg CO_2/USD)

0.50

0.38

Global carbon intensity decreased by 19 per cent between 2000 and 2015

0.35

0.31

0.20

2000   2015

Proportion of population covered by a 3G mobile broadband network was **lower in the LDCs** in 2016

LDCs   Globally

61%   84%
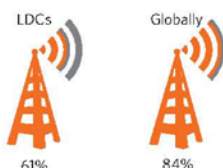
Steady progress has been made in the manufacturing industry. To achieve inclusive and sustainable industrialization, competitive economic forces need to be unleashed to generate employment and income, facilitate international trade and enable the efficient use of resources.

▶ The global share of manufacturing value added in GDP increased from 15.2 per cent in 2005 to 16.3 per cent in 2017, driven by the fast growth of manufacturing in Asia.

▶ Globally, the carbon intensity decreased by 19 per cent from 2000 to 2015— from 0.38 to 0.31 kilograms of carbon dioxide per dollar of value added.

▶ In 2015, medium-high- and high-technology sectors accounted for 44.7 per cent of total manufacturing value added globally. The value added reached 34.6 per cent in developing economies, up from 21.5 per cent in 2005.

▶ By 2016, the proportion of the population covered by a third generation (3G) mobile broadband network stood at 61 per cent in the LDCs and 84 per cent globally.

Goal 10:   Reduce inequality within and among countries

Efforts have been made in some countries to reduce income inequality, increase zero-tariff access for exports from LDCs and developing countries, and provide additional assistance to LDCs and small island developing States (SIDS). However, progress will need to accelerate to reduce growing disparities within and among countries.

▶ Between 2010 and 2016, in 60 out of 94 countries with data, the incomes of the poorest 40 per cent of the population grew faster than those of the entire population.

▶ In 2016, over 64.4 per cent of products exported by LDCs to world markets and 64.1 per cent of those from SIDS faced zero tariffs, an increase of 20 per cent since 2010. Developing countries overall had duty-free market access for about 50 per cent of all products exported in 2016.

▶ In 2016, receipts by developing countries from member countries of the Development Assistance Committee of the OECD, multilateral agencies and other key providers totalled $315 billion; of this amount, $158 billion was ODA. In 2016, total ODA to LDCs and SIDS from all donors totalled $43.1 billion and $6.2 billion, respectively.

▶ Based on provisional data, among the $613 billion in total remittances recorded in 2017, $466 billion went to low- and middle-income countries. While the global average cost of sending money has gradually declined in recent years, it was estimated at 7.2 per cent in 2017, more than double the target transaction cost of 3 per cent.

Products exported by **SIDS** facing zero tarrifs increased by **20 per cent** between 2010 and 2016

Remittances to low- and middle-income countries represented **over 75 per cent** of total global remittances in 2017

$466 billion

Goal 11:   Make cities and human settlements inclusive, safe, resilient and sustainable

Many cities around the world are facing acute challenges in managing rapid urbanization— from ensuring adequate housing and infrastructure to support growing populations, to confronting the environmental impact of urban sprawl, to reducing vulnerability to disasters.

▶ Between 2000 and 2014, the proportion of the global urban population living in slums dropped from 28.4 per cent to 22.8 per cent. However, the actual number of people living in slums increased from 807 million to 883 million.

▶ Based on data collected for 214 cities/municipalities, about three quarters of municipal solid waste generated is collected.

▶ In 2016, 91 per cent of the urban population worldwide were breathing air that did not meet the World Health Organization air quality guidelines value for particulate matter (PM 2.5); more than half were exposed to air pollution levels at least 2.5 times higher than that safety standard. In 2016, an estimated 4.2 million people died as a result of high levels of ambient air pollution.

▶ From 1990 to 2013, almost 90 per cent of deaths attributed to internationally reported disasters occurred in low- and middle-income countries. Reported damage to housing attributed to disasters shows a statistically significant rise from 1990 onwards.

In 2016, **4.2 million people** died from ambient air pollution

Damage to housing due to natural disasters showed a **statistically significant rise** between 1990 and 2013

Goal 12: Ensure sustainable consumption and production patterns

Globally by 2018, 108 countries had national policies on sustainable consumption and production

Decoupling economic growth from resource use is one of the most critical and complex challenges facing humanity today. Doing so effectively will require policies that create a conducive environment for such change, social and physical infrastructure and markets, and a profound transformation of business practices along global value chains.
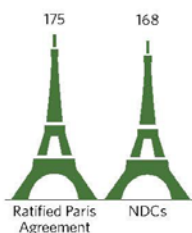
▶ The per capita "material footprint" of developing countries grew from 5 metric tons in 2000 to 9 metric tons in 2017, representing a significant improvement in the material standard of living. Most of the increase is attributed to a rise in the use of non-metallic minerals, pointing to growth in the areas of infrastructure and construction.

▶ For all types of materials, developed countries have at least double the per capita footprint of developing countries. In particular, the material footprint for fossil fuels is more than four times higher for developed than developing countries.

93 per cent of the world's 250 largest companies are now reporting on sustainability

▶ By 2018, a total of 108 countries had national policies and initiatives relevant to sustainable consumption and production.

▶ According to a recent report from KPMG, 93 per cent of the world's 250 largest companies (in terms of revenue) are now reporting on sustainability, as are three quarters of the top 100 companies in 49 countries.

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

2017 was the most costly North Atlantic hurricane season on record

The year 2017 was one of the three warmest on record and was 1.1 degrees Celsius above the pre-industrial period. An analysis by the World Meteorological Organization shows that the five-year average global temperature from 2013 to 2017 was also the highest on record. The world continues to experience rising sea levels, extreme weather conditions (the North Atlantic hurricane season was the costliest ever recorded) and increasing concentrations of greenhouse gases. This calls for urgent and accelerated action by countries as they implement their commitments to the Paris Agreement on Climate Change.

▶ As of 9 April 2018, 175 Parties had ratified the Paris Agreement and 168 Parties (167 countries plus the European Commission) had communicated their first nationally determined contributions to the United Nations Framework Convention on Climate Change Secretariat.

The majority of countries have ratified the Paris Agreement and provided nationally determined contributions (NDCs)

175   168

Ratified Paris   NDCs
Agreement

▶ In addition, as of 9 April 2018, 10 developing countries had successfully completed and submitted the first iteration of their national adaptation plans for responding to climate change.

▶ Developed country Parties continue to make progress towards the goal of jointly mobilizing $100 billion annually by 2020 to address the needs of developing countries in the context of meaningful mitigation actions.

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Advancing the sustainable use and conservation of the oceans continues to require effective strategies and management to combat the adverse effects of overfishing, growing ocean acidification and worsening coastal eutrophication. The expansion of protected areas for marine biodiversity, intensification of research capacity and increases in ocean science funding remain critically important to preserve marine resources.

▶ The global share of marine fish stocks that are within biologically sustainable levels declined from 90 per cent in 1974 to 69 per cent in 2013.

▶ Studies at open ocean and coastal sites around the world show that current levels of marine acidity have increased by about 26 per cent on average since the start of the Industrial Revolution. Moreover, marine life is being exposed to conditions outside previously experienced natural variability.

▶ Global trends point to continued deterioration of coastal waters due to pollution and eutrophication. Without concerted efforts, coastal eutrophication is expected to increase in 20 per cent of large marine ecosystems by 2050.

▶ As of January 2018, 16 per cent (or over 22 million square kilometres) of marine waters under national jurisdiction—that is, 0 to 200 nautical miles from shore—were covered by protected areas. This is more than double the 2010 coverage level. The mean coverage of marine key biodiversity areas (KBAs) that are protected has also increased—from 30 per cent in 2000 to 44 per cent in 2018.

Mean coverage of marine KBAs under protection increased between 2000 and 2018
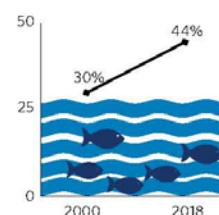
Open ocean sites show current levels of acidity have increased by 26 per cent since the start of the Industrial Revolution
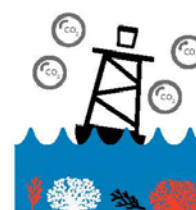
Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Protection of forest and terrestrial ecosystems is on the rise, and forest loss has slowed. That said, other facets of terrestrial conservation continue to demand accelerated action to protect biodiversity, land productivity and genetic resources and to curtail the loss of species.

▶ The Earth's forest areas continue to shrink, down from 4.1 billion hectares in 2000 (or 31.2 per cent of total land area) to about 4 billion hectares (30.7 per cent of total land area) in 2015. However, the rate of forest loss has been cut by 25 per cent since 2000-2005.

▶ About one fifth of the Earth's land surface covered by vegetation showed persistent and declining trends in productivity from 1999 to 2013, threatening the livelihoods of over one billion people. Up to 24 million square kilometres of land were affected, including 19 per cent of cropland, 16 per cent of forest land, 19 per cent of grassland and 28 per cent of rangeland.

▶ Since 1993, the global Red List Index of threatened species has fallen from 0.82 to 0.74, indicating an alarming trend in the decline of mammals, birds, amphibians, corals and cycads. The primary drivers of this assault on biodiversity are habitat loss from unsustainable agriculture, deforestation, unsustainable harvest and trade, and invasive alien species.

▶ Illicit poaching and trafficking of wildlife continues to thwart conservation efforts, with nearly 7,000 species of animals and plants reported in illegal trade involving 120 countries.

▶ In 2016, bilateral ODA in support of biodiversity totalled $7 billion, a decrease of 21 per cent in real terms from 2015.

Land degradation threatens the security and development of all countries

The Red List Index shows alarming trend in biodiversity decline for mammals, birds, amphibians, corals and cycads
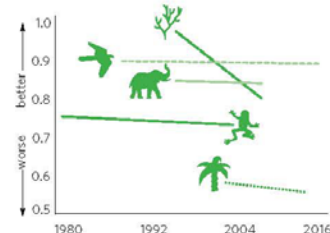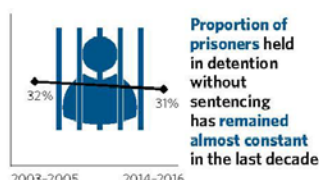

Overview 11

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

More than 570 different trafficking in persons flows were detected between 2012 and 2014

Proportion of prisoners held in detention without sentencing has **remained almost constant** in the last decade

2003–2005   2014–2016

32%   31%

Globally, **73 per cent** of children under 5 have had their births registered

Many regions of the world continue to suffer untold horrors as a result of armed conflict or other forms of violence that occur within societies and at the domestic level. Advances in promoting the rule of law and access to justice are uneven. However, progress is being made in regulations to promote public access to information, albeit slowly, and in strengthening institutions upholding human rights at the national level.

▶ Nearly 8 in 10 children aged 1 to 14 years were subjected to some form of psychological aggression and/or physical punishment on a regular basis at home in 81 countries (primarily developing), according to available data from 2005 to 2017. In all but seven of these countries, more than half of children experienced violent forms of discipline.

▶ More than 570 different flows involving trafficking in persons were detected between 2012 and 2014, affecting all regions; many involved movement from lower-income to higher-income countries.

▶ In 2014, the majority of detected trafficking victims were women and girls (71 per cent), and about 28 per cent were children (20 per cent girls and 8 per cent boys). Over 90 per cent of victims detected were trafficked for sexual exploitation or forced labour.

▶ The proportion of prisoners held in detention without being sentenced for a crime remained almost constant in the last decade: from 32 per cent in 2003–2005 to 31 per cent in 2014–2016.

▶ Almost one in five firms worldwide report receiving at least one bribery payment request when engaged in regulatory or utility transactions.

▶ Globally, 73 per cent of children under 5 have had their births registered; the proportion is less than half (46 per cent) in sub-Saharan Africa.

▶ At least 1,019 human rights defenders, journalists and trade unionists have been killed in 61 countries since 2015. This is equivalent to one person killed every day while working to inform the public and build a world free from fear and want.

▶ Freedom-of-information laws and policies have been adopted by 116 countries, with at least 25 countries doing so over the last five years. However, implementation remains a challenge.

▶ Since 1998, more than half of countries (116 of 197) have established a national human rights institution that has been peer reviewed for compliance with internationally agreed standards (the Paris Principles). However, only 75 of these countries have institutions that are fully compliant.

Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Goal 17 seeks to strengthen global partnerships to support and achieve the ambitious targets of the 2030 Agenda, bringing together national governments, the international community, civil society, the private sector and other actors. Despite advances in certain areas, more needs to be done to accelerate progress. All stakeholders will have to refocus and intensify their efforts on areas where progress has been slow.

▶ In 2017, net ODA totalled $146.6 billion in 2017, a decrease of 0.6 per cent from 2016 in real terms. ODA as a share of donors' gross national income (GNI) remained low, at 0.31 per cent.

▶ In 2016, remittances to low- and lower-middle-income countries were more than three times the amount of ODA they received.

▶ In LDCs, debt service as a proportion of exports of goods and services increased for five consecutive years—from a low of 3.5 per cent in 2011 to 8.6 per cent in 2016.

▶ In 2016, high-speed fixed-broadband reached 6 per cent of the population in developing countries, compared to 24 per cent in developed countries.

▶ Total ODA for capacity-building and national planning amounted to $20.4 billion in 2016, representing 18 per cent of total aid allocable by sector, a proportion that has been stable since 2010.

▶ The developing regions' share of world merchandise exports declined for two consecutive years: from 45.4 per cent in 2014 to 44.2 per cent in 2016, a sharp contrast to an average annual 1.2 percentage point increase between 2001 and 2012. For LDCs, the share of world merchandise exports decreased from 1.1 per cent to 0.9 per cent between 2013 and 2016, compared to the rise from 0.6 per cent to 1.1 per cent between 2000 and 2013.

▶ In 2017, 102 countries or areas were implementing national statistical plans. Sub-Saharan Africa remained in the lead, with 31 countries implementing such plans; however, only three of them were fully funded.

▶ In 2015, developing countries received $541 million in financial support from multilateral and bilateral donors for all areas of statistics. This amount represented only 0.3 per cent of total ODA, short of what is needed to ensure that countries in developing regions are better equipped to implement and monitor their development agendas.

▶ During the decade from 2008 to 2017, 89 per cent of countries or areas conducted at least one population and housing census.
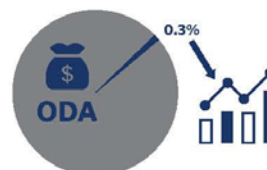
ODA for capacity-building and national planning was **$20.4 billion** in 2016, which has been **stable since 2010**

LDCs' share of world merchandise exports fell between 2013 and 2016, after a long period of increase
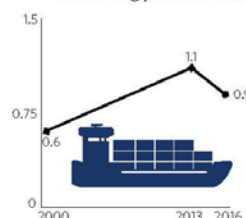
In 2015, developing countries received only **0.3 per cent of total ODA** to support all areas of **statistics**

Interlinked nature of the Sustainable Development Goals

Three years after the adoption of the 2030 Agenda, countries are taking bold actions to achieve the ambitious vision of this transformative plan. As they do so, they face daunting problems: a changing climate, conflict, inequality, persistent pockets of poverty and hunger, rapid urbanization and environmental degradation. Policymakers in every country need to reflect on how societies can be made more resilient while confronting these challenges. A good place to start is by establishing robust water and sanitation infrastructure, ensuring access to clean and affordable energy, building safe and ecologically friendly cities, protecting ecosystems, and instituting sustainable consumption and production patterns.

Transitioning towards more sustainable and resilient societies also requires an integrated approach that recognizes that these challenges—and their solutions—are interrelated. This section provides a perspective on the interlinked nature of the SDGs in the context of the Goals and themes under review at the July 2018 high-level political forum on sustainable development.

Transitioning towards sustainable and resilient societies hinges on responsible management of finite natural resources

Land- and water-based ecosystems and the rich biodiversity they support provide food, clean water and air, and raw materials that fuel economic growth. They provide natural sites for human settlements and mitigate climate change. However, population growth, agricultural intensification, urbanization and industrial production are creating competition for natural resources, including land and water. Overuse is contributing to their rapid depletion and consequent environmental degradation.

More than 2 billion people are affected by water stress, which will only increase with population growth and the effects of climate change. Agriculture accounts for almost 70 per cent of global water withdrawal, which is projected to increase significantly to meet food needs.

This poses a fundamental challenge to sustainable development. Effective implementation of integrated water resources management (IWRM) at all levels is critical to reversing this situation. In 2017, 157 countries reported average IWRM implementation of less than 50 per cent, highlighting the need for accelerated action and increased financing for water resources management.

Forests cover 31 per cent of the world's land area, and forested watersheds and wetlands supply almost 75 per cent of the world's fresh water. Forests also play a central role in building and maintaining soil fertility, slowing land degradation, halting landslides in mountainous areas and protecting against certain natural disasters. Studies show that, in 2011, the economic value of forests globally was an estimated $16.2 trillion. Deforestation and forest degradation are still a concern, pointing to the need to fully implement sustainable forest and land management practices.

Biodiversity loss is escalating. About one fifth of the Earth's land surface covered by vegetation showed persistent and declining trends in productivity between 1999 and 2013. Urgent actions are needed to protect and restore ecosystems and the biodiversity they support. These efforts can help mitigate climate change and provide increased resilience in the face of growing human pressures and mounting natural disasters.

Sustainable and resilient societies will also require the establishment of strong national frameworks for sustainable consumption and production, environmentally sensitive business practices and consumer behaviour, and adherence to international norms on the management of hazardous chemicals and wastes. By 2018, a total of 108 countries had national policies and initiatives relevant to sustainable consumption and production.

Access to basic services is not only a fundamental human right, but also a stepping stone to sustainable development

Every citizen has the right to safe drinking water, adequate sanitation, electricity or other forms of energy, safe transport, waste collection, education and health care. Provision of these basic services goes hand-in-hand with economic growth, social inclusion, poverty reduction and equality. For example, reliable road and transport networks connect farmers in poor and remote communities to major agricultural markets, and make health and education services more accessible.

Globally, significant strides have been made in improving the quality of and access to basic services, while making them more inclusive. However, in many countries, the poor and most vulnerable have been left behind. In 2015, 4.5 billion people (61 per cent of the world's population) still lacked access to safely managed sanitation services, and 892 million people—mostly in rural areas of Southern Asia and sub-Saharan Africa—practised open defecation.

That same year, about 2.1 billion people (29 per cent of the world's population) lacked access to safely managed drinking water supplies. In situations where water must be collected outside the home, women bear primary responsibility. A study of 25 sub-Saharan countries found that each day women spend a combined total of at least 16 million hours collecting drinking water, men spend 6 million hours on this task, and children spend 4 million hours. This burden leaves women less time to engage in other activities, such as attending school or participating in the labour market. The situation is much worse in areas affected by conflict, where walking long distances to gather water or fuelwood often puts women and children in harm's way.

One billion people (13 per cent of the global population) are currently living without electricity. Rural residents make up 87 per cent of the global deficit in access to electricity, which is strongly associated with poverty. Access rates are four times higher in the wealthiest

20 per cent of households compared to the bottom quintile in the 20 countries with the largest access deficits. Three billion people, mostly women and children, are still cooking with polluting fuel and inefficient stoves, adversely affecting their health and well-being.

Improving the lives of the poor and most vulnerable requires significant investments in quality basic services.

Social protection systems provide a safety net for the vulnerable

Challenges to sustainability and resilience manifest themselves differently for different population groups. Social protection systems can have a levelling effect. They help prevent and reduce poverty and inequality at every stage of people's lives and make societies more inclusive and stable. Despite significant progress in many parts of the world in extending social protection, the human right to social security is not yet a reality for most people. Based on 2016 estimates, only 45 per cent of the world's population were effectively covered by at least one social protection cash benefit, leaving 4 billion people behind.

In 2016, only 22 per cent of the unemployed received unemployment cash benefits, 28 per cent of persons with severe disabilities collected disability cash benefits, 35 per cent of children were covered by some form of social protection, and 41 per cent of women giving birth received maternity cash benefits. Although 68 per cent of people above retirement age received a pension, the benefits were often not enough to lift older people out of poverty. Major work lies ahead to ensure social protection for all who need it.

The path to resilient cities must address growing social, economic and environmental challenges

Since 2008, more than half the world's population has lived in urban areas, a proportion that is expected to rise to 60 per cent by 2030. Cities and metropolises are engines of growth, generating nearly 80 per cent of global GDP. But they also face mounting problems: increasing air pollution, unplanned land use, growing populations living in slums and lack of basic services.

In addition, climate change has increased the frequency and severity of natural disasters. With their dense populations and growing concentration of economic activities, cities are becoming more vulnerable to such disasters. By 2050, an estimated 680 million people will be exposed to cyclones and 870 million to earthquakes— an increase from 310 million and 370 million, respectively, in 2000. Urban habitats in small island developing States are the fragile areas where urbanization, vulnerability to natural disasters, and climate change intersect, with often dire consequences. In the Caribbean for instance, more than half the population live within 1.5 kilometres of the sea. This resulted in record economic losses in 2017's catastrophic North Atlantic hurricane season.

With sound urban planning and management, cities can become inclusive, safe, resilient and sustainable as well as dynamic hubs of innovation and enterprise. Globally, 152 countries have national urban policies in place to promote more coordinated and interconnected urban development that sets the stage for sustainable urbanization. More work is still needed to ensure effective implementation of such policies.

A resilient society can deflect the threat of conflict

Over the last decade, the number of violent conflicts has increased significantly, leading to the forced displacement of millions of people (the number in 2017 reached another record high of 68.5 million). According to recent analyses, one of the effects of conflict is a rise in hunger and food insecurity. And for the first time in more than a decade, the number of people who are undernourished has increased—from 777 million in 2015 to 815 million people in 2016. Conflict is one of the main drivers of food insecurity in 18 countries, where 74 million people are in need of urgent humanitarian assistance.

Forced displacement as a result of conflict also influences urbanization patterns, particularly slum formation. In countries around the world, from Asia to Africa, people displaced from conflict are finding their way to slums, where even basic water and sanitation facilities are scarce, and where thousands of people live in uninhabitable conditions.

While the causes of conflict vary widely, the effects of climate change only exacerbate them. Climate-related events such as drought threaten food and water supplies, increase competition for these and other natural resources and create civil unrest, potentially adding fuel to the already-disastrous consequences of conflict.

Investing in good governance, improving the living conditions of people, reducing inequality and strengthening the capacities of communities can help build resilience to the threat of conflict and maintain peace in the event of a violent shock or long-term stressor.

Migration can work for all in building more inclusive and sustainable societies

Globally, the number of international migrants reached an estimated 258 million in 2017, up from 173 million in 2000. Migration contributes to inclusive and sustainable economic growth and development, in both countries of origin and destination. In 2017, remittance flows to low- and middle-income countries reached $466 billion, more than three times the amount of ODA they received that year. Remittances constitute a significant source of household income, improving the situation of families and communities through investments in education, health, sanitation, housing and infrastructure. Countries of destination also benefit, since migrants often fill critical labour gaps, create jobs as entrepreneurs, and pay taxes and social security contributions. Rising above adversity, many migrants become the most dynamic members of society, contributing to the development of science and technology and enriching their host communities by adding to cultural diversity.

Nevertheless, many migrants remain highly vulnerable, and investments in sustainable and resilient societies will benefit them as well. Improving living conditions in countries of origin will help minimize the adverse drivers that compel people to leave their homes. In countries of destination, providing universal access to basic services such as education, health care and social protection ensures that the human rights of migrants will also be respected, empowering them to become productive members of society. A win-win situation for all.

刘振民

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Under-Secretary-General for Economic and Social Affairs

A data revolution in motion

On 6 July 2017, the United Nations General Assembly adopted a global indicator framework to monitor the 2030 Agenda for Sustainable Development as a voluntary and country-led endeavour. The 232 global indicators are complemented by indicators at the regional and national levels developed by United Nations Member States. Data from national statistical and data systems are the basis for the compilation of global indicators.

Such systems around the world have been the source of many important initiatives to develop new tools and frameworks to integrate new data sources, with the aim of fully harnessing the power of the data revolution and achieving the Goals and targets of the 2030 Agenda. These efforts are especially important in identifying those left furthest behind, since data are increasingly disaggregated by income, sex, age, race, ethnicity, migratory status, disability, geographic location and other characteristics. This type of detailed information is the basis upon which effective policies are shaped.

Assessments of countries' statistical capacities reveal enormous challenges

Since the adoption of the 2030 Agenda in September 2015, developing countries have begun a process to mainstream the SDGs into their national development plans and monitoring and evaluation frameworks. Countries have also developed indicator frameworks to review progress towards the Goals. In many national statistical systems, the data requirements for the SDG indicators are being added to existing work programmes and to national strategies for the development of statistics. The aim is to organize data producers, identify sources, draw attention to data gaps and launch necessary capacity development activities.

Implementing a national monitoring framework in Bangladesh

Since 2016, the Government of Bangladesh has actively implemented the SDG national monitoring framework. A principal coordinator position was created within the Office of the Prime Minister to spearhead the process and forge coordination. Many parts of the government, including the General Economics Division of the Planning Commission and the Bangladesh Bureau of Statistics have published reports to identify and map data gaps and integrate the global SDG indicators into the Seventh Five-Year Plan (2016–2020).

The data gap analysis found that data on 70 indicators are available, and 108 can be generated by modifying existing censuses and surveys (for disaggregation). An additional 63 indicators will require new surveys or censuses to generate information for measuring performance in reaching SDG targets.

The first step in developing these plans or strategies for SDG indicators is an assessment of a country's statistical capacity through consultations with all members of the national statistical system. The United Nations Statistics Division in the Department of Economic and Social Affairs carried out such an assessment as part of a pilot project in six countries—three in Africa and three in Asia. It revealed that, on average, data for only 40 of the applicable global SDG indicators (20 per cent) are currently available; another 47 global indicators (23 per cent) are considered easily feasible, meaning that the data source is, in principle, available. Moreover, existing capacity is heavily reliant on external assistance. Additional resources are required to monitor additional indicators.

Standards for SDG data and metadata exchange will improve transparency and efficiency

Working with data for the full implementation and review of the SDGs entails exchange and sharing of a large amount of data stored in different databases maintained by the various producers. A standard known as Statistical Data and Metadata Exchange (SDMX) provides a common language and vocabulary for data sharing and consumption. Since October 2016, a group of experts from countries and international agencies responsible for the development of the indicators have worked to develop an SDMX-based standard for SDG data exchange.

The first draft data structure for the SDG indicators became available in early 2018. The national statistical offices of Cambodia and the United Republic of Tanzania are currently piloting its use. Once finalized, the SDMX standard is expected to be adopted by countries and international agencies to improve data exchange, dissemination and transparency in the global and national reporting of the SDG indicators. The standard for data will be complemented by a standard for metadata.

National reporting and dissemination platforms are key instruments for SDG implementation and review

Tools to gather, present and disseminate SDG data are key to ensuring their extensive and effective use by policymakers. National reporting and dissemination platforms for SDGs are indispensable to policymakers and, indeed, to all stakeholders for understanding where progress is being made and informing future interventions. They also serve a critical function in national data compilation, since they bring together data and metadata from across the entire statistical system. This helps ensure data quality and improve coordination of the national statistical system.

In the past, initiatives to set up online national reporting and dissemination platforms have delivered mixed results for users. A conference in early 2018 brought together more than 60 experts from national statistical offices, international and regional organizations

that support reporting and dissemination platforms in countries, as well as donors and other solution-providers. The conference focused on users' needs, reviewed best practices and showcased solutions and possible ways forward for countries. The meeting produced principles and guidelines for the development and implementation of national reporting and dissemination platforms to guide countries in the establishment of their national platforms.

Designing a free, reusable and customizable national reporting platform for the SDGs

In 2016, the United States General Services Administration collaborated with the Office of Management and Budget to develop and launch an online national reporting platform for the SDGs. The innovation behind the initiative is the adaptation of an existing product with an established open-source community, offering a solution that is country-led, free for any country or organization to replicate and fully customizable. The Office for National Statistics in the United Kingdom further developed the tool and established it as its own national reporting platform for the SDGs. New enhancements include the ability to display disaggregated data for indicators—a feature that helps identify and prioritize those furthest behind. Both online platforms are works in progress. The USA-UK collaboration continues to support other countries in adopting their platforms and developing additional features, such as enhanced data visualization. For more information, see: https://sdg.data.gov/ and https://sustainabledevelopment-uk.github.io.

Using geospatial data can ensure that no one is left behind

Among the different categories of disaggregation called for in the 2030 Agenda, "place", or geographic location, is critical for ensuring that no one is left behind. Geographic location is needed to know where a situation is present or where an event has occurred, and to allow decision makers to respond. Since 2011, the United Nations has made great strides in strengthening the global data ecosystem by establishing the United Nations Committee of Experts on Global Geospatial Information Management. The geospatial community, working closely with the statistical community, has investigated how geospatial information can be used for improving the production of many SDG indicators.

The integration of geospatial information with data and statistics for SDGs is also instrumental in enabling data inter-operability across data ecosystems and linking data sets within and across countries. National statistical offices and national geospatial agencies are now collaborating to establish a Federated Information System for the SDGs. This hub will be a repository for national SDG information and will also transmit this information to a global data hub.

Providing access to geospatial and statistical data through an SDG data hub

In November 2017, Ireland launched its national Hub for Sustainable Development Goals, an online platform that provides access to over 100 layers of geo-statistical data, data visualization tools and web applications relating to specific SDG targets. The hub is part of a broader collaboration initiated in September 2016 between the Central Statistics Office of Ireland and Ordnance Survey Ireland. The hub provides open and transparent access to integrated geospatial and statistical data in support of the government's agenda for public-sector reform.

This collaboration is clearly a boon to all stakeholders, enabling synergies across national authorities responsible for the production and dissemination of geospatial and statistical data. At the same time, it demonstrates the value of visualizing SDG statistical data within a geospatial context and re-purposing existing systems and architectures to combine text, graphs and maps to tell data stories. This tool is helping galvanize action for the implementation of the 2030 Agenda at local and national levels. For more information, see: http://irelandsdg.geohive.ie/.

The United Nations World Data Forum is bringing data communities together

Bringing together different data communities of producers and users, and harnessing the power of technology and other innovative tools are essential to fulfilling the data demands of the 2030 Agenda. The United Nations World Data Forum provides a space in which all data producers can come together as a community, have a productive dialogue with users and policymakers, and identify ways to mobilize the necessary resources for data development. The forum was established by the United Nations Statistical Commission—an intergovernmental body comprising national statistical authorities from around the world—to allow all data producers, including those outside the traditional statistical systems, to present innovative approaches for data compilation, processing and communication.

Capacity development and resource mobilization for data are central to the activities of the United Nations World Data Forum. Capacity development is guided by the Cape Town Global Action Plan, launched at the first forum in 2017. The results of a joint survey—undertaken by the Partnership in Statistics for Development in the 21st Century and the High-level Group for Partnership, Coordination and Capacity-Building for Statistics for the 2030 Agenda for Sustainable Development—are a powerful reminder of the capacity needs of developing countries. Countries report that at the top of their list of most urgent needs are improved use of administrative data, better disaggregation by disability, among other dimensions, and statistics related to income, poverty and the environment.

The second United Nations World Data Forum will take place in October 2018 in Dubai, United Arab Emirates. It will build on the success of the first forum, focusing on the following thematic areas:

▶ New approaches to capacity development for better data
▶ Innovations and synergies across data ecosystems
▶ Leaving no one behind
▶ Understanding the world through data
▶ Building trust in data and statistics
▶ How far have we come?

A data revolution in motion   17

HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 6: Ensure availability and sustainable management of water and sanitation for all

Safe drinking water and sanitation are basic human rights. Access to fresh water, in sufficient quantity and quality, is also a prerequisite to achieving many dimensions of sustainable development, including health, food security and poverty reduction. Water-related ecosystems are essential to life and have always provided natural sites for human settlements, bringing benefits such as transportation, natural purification, irrigation, flood protection and habitats for biodiversity. However, population growth, agricultural intensification, urbanization and industrial production are beginning to overwhelm and undermine nature's ability to fulfil key functions and provide key services. The challenges of meeting future water needs in a sustainable manner are daunting, but they can be overcome. The implementation of integrated water resources management at all levels (including the transboundary level) and mainstreaming water and sanitation into the policies and plans of other sectors are critical.

A majority of the world's population still lack safe sanitation, and 3 in 10 lack safe drinking water

In 2015, 5.2 billion people (71 per cent of the global population) used safely managed drinking water services—that is, an improved water source located on premises, available when needed and free from contamination. An additional 1.3 billion people (17 per cent of the population) used a basic drinking water service—an improved water source not more than 30 minutes away. This means that 844 million people still lacked even a basic level of service.

Based on estimates from 84 countries in 2015, 39 per cent of the global population used safely managed sanitation services—basic facilities that safely dispose of human waste. An additional 29 per cent of the global population used a basic sanitation service—an improved facility that is not shared. That year, 2.3 billion people lacked even a basic level of service, and 892 million people continued to practise open defecation. Only 27 per cent of the population in least developed countries had basic handwashing facilities.

Proportion of the population using safely managed and basic drinking water, sanitation and hygiene services, 2015 (percentage)
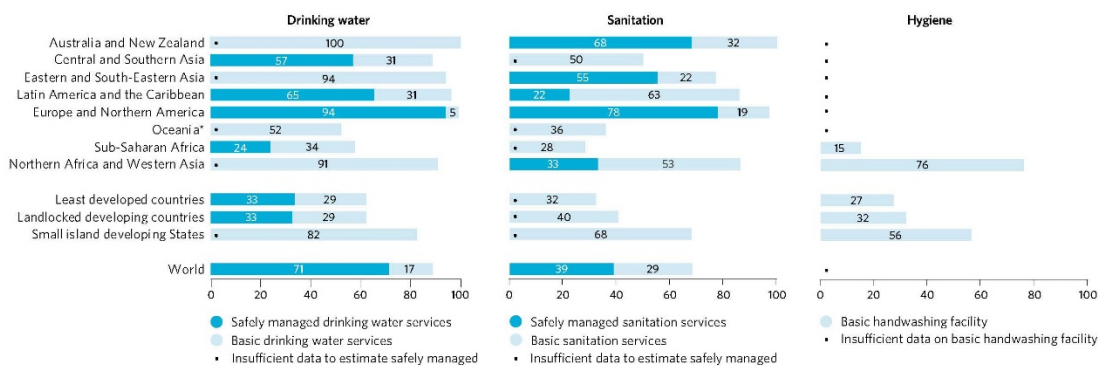

Note: Oceania* refers to Oceania excluding Australia and New Zealand, throughout the publication.

Conflict, violence and instability are curtailing progress on water and sanitation

Conflict, violence and instability can derail progress towards universal access to basic water and sanitation services. Using the World Bank's harmonized classification of fragile states, an estimated 484 million people worldwide lived in fragile situations in 2015. Of these, 284 million people lacked basic sanitation services and 183 million lacked basic drinking water services. Globally, people living in fragile states are twice as likely to lack basic sanitation and about four times as likely to lack basic drinking water services as populations in non-fragile situations, with significant differences observed across all regions.

Proportion of the population using basic water and basic sanitation services in fragile and non-fragile states, 2015 (percentage)
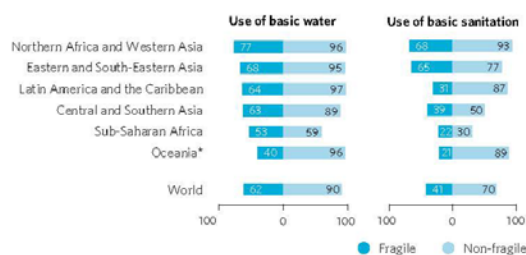
Accelerated progress is needed in more than 40 countries to end open defecation by 2030

Between 2000 and 2015, the proportion of the global population practising open defecation declined from 20 per cent to 12 per cent. However, faster progress will be needed to end the practice by 2030. Among the 62 countries where at least 5 per cent of the population practised open defecation in 2015, 18 countries are currently on track to meet the 2030 target. In another 36 countries, the current rate of progress is too slow to reach the target. For the remaining eight countries, open defecation rates have actually increased since 2000.

Proportion of the population practising open defecation in 2015 and annual rate of reduction in the practice of open defecation, 2000–2015 (percentage)
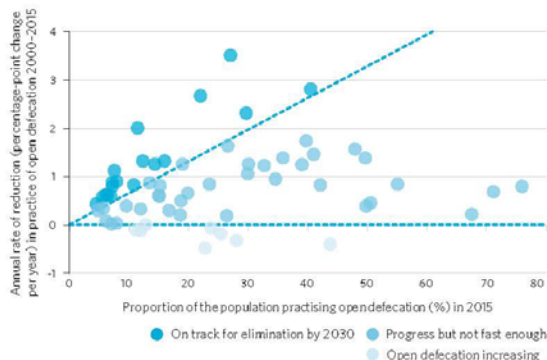
Untreated household wastewater poses a risk to both public health and the environment

Untreated wastewater from households degrades overall water quality, posing a risk to public health. It can contaminate drinking water sources and limit opportunities for safe and productive reuse of water. Preliminary estimates from household data in 79 mostly high- and high-middle-income countries (excluding much of Africa and Asia) show that, in 22 countries, less than 50 per cent of all household wastewater flows are safely treated. Of the 59 per cent of wastewater flows that are treated, 76 per cent are households with a sewer connection, and 18 per cent are treated through an on-site facility, such as a septic tank.

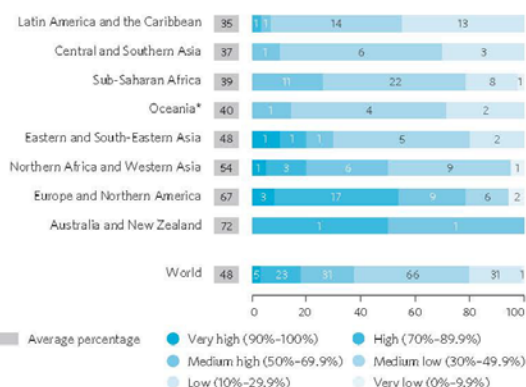**Proportion of safely treated wastewater flows from households, 2015 (percentage)**

76%–100%
51%–75%
26%–50%
25% or less
Insufficient data or not applicable
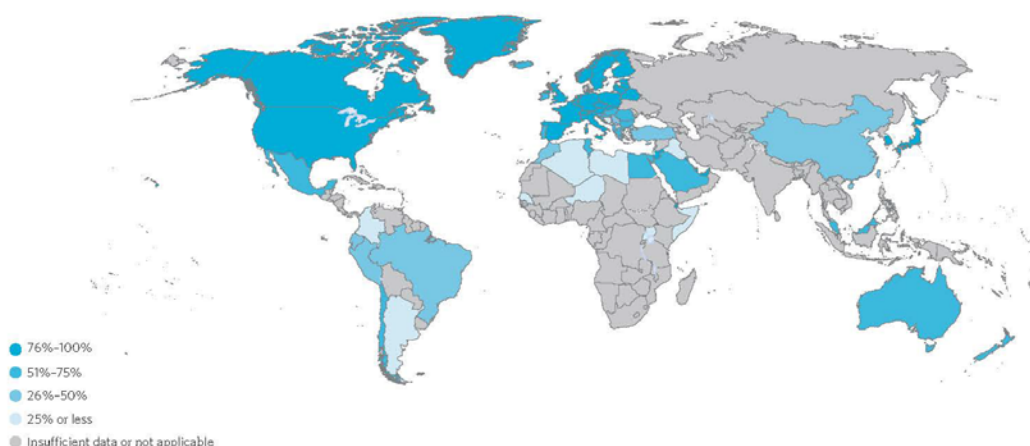
Level of water stress: freshwater withdrawal as a proportion of available freshwater sources, around 2014 (percentage)

Region	Value
Northern Africa and Western Asia	79
Central and Southern Asia	66
Eastern and South-Eastern Asia	19
Europe and Northern America	11
Australia and New Zealand	4.1
Latin America and the Caribbean	3.5
Sub-Saharan Africa	3.4
Oceania*	0.1
World	13
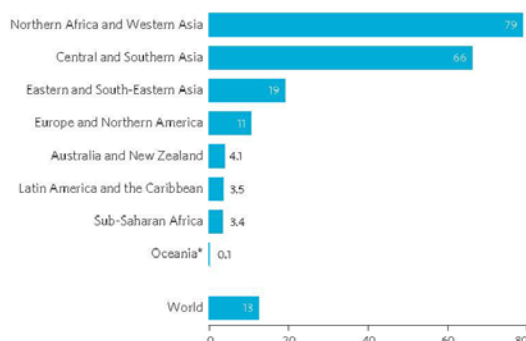
Northern Africa and Western Asia are hardest hit by water stress, indicating the strong probability of future water scarcity

In 22 countries (mostly in Northern Africa and Western Asia and in Central and Southern Asia), water stress—defined as the ratio of freshwater withdrawn to total renewable freshwater resources—is above 70 per cent. This indicates a strong probability of future water scarcity. In 15 of these countries, withdrawals totalled more than 100 per cent of the renewable freshwater resources in the country. Such challenges are typically addressed by making use of non-conventional water resources, such as reused wastewater, desalinized water, and drainage water used directly for agriculture. Efforts in countries most affected by water stress need to focus on increasing water use productivity and efficiency through these and other methods.

Average percentage of implementation of integrated water resources management (IWRM) and the number of countries in each IWRM implementation category, 2017

Region	Average percentage	Very high	High	Medium high	Medium low	Low	Very low
Latin America and the Caribbean	35	1	1		14	13	
Central and Southern Asia	37	1			6	3	
Sub-Saharan Africa	39		11		22	8	1
Oceania*	40	1			4	2	
Eastern and South-Eastern Asia	48	1	1	1	5	2	
Northern Africa and Western Asia	54	1	3	6	9	1	
Europe and Northern America	67	3		17	9	6	2
Australia and New Zealand	72			1		1	
World	48	5	23	31	66	31	1

Legend:
- Average percentage
- Very high (90%–100%)
- High (70%–89.9%)
- Medium high (50%–69.9%)
- Medium low (30%–49.9%)
- Low (10%–29.9%)
- Very low (0%–9.9%)

Redoubled efforts are needed in most countries to better manage their water resources

Implementation of integrated water resources management (IWRM) supports the use of water in a way that balances the social, economic and environmental dimensions of sustainable development. In 2017, 157 countries reported average IWRM implementation of 48 per cent, with scores ranging from 10 per cent to 100 per cent. Despite regional differences, each region contains examples of countries with relatively high implementation, showing that the level of development is not necessarily a barrier to implementation. A comparison of surveys conducted in 2007 and 2011 on the implementation of IWRM indicates that modest progress is being made towards the target. However, based on experiences from the field, high rates of implementation typically take at least a decade to be achieved. Most countries need to accelerate current progress to come close to the target by 2030, particularly regarding financing for water resources management.

Proportion of transboundary basin areas with an operational arrangement for water cooperation, 2017 (percentage)

Regions (x-axis):
- Latin America and the Caribbean (9 countries)
- Europe and Northern America (24 countries)
- Sub-Saharan Africa (20 countries)
- Northern Africa and Western Asia (7 countries)
- Central and Southern Asia (1 country)
- Eastern and South-Eastern Asia (1 country)

--- Global average
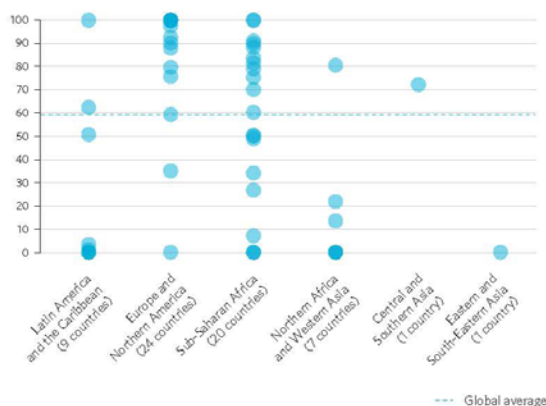
Note: No data available for Oceania*.

## Cooperation among countries sharing rivers, lakes and aquifers needs to accelerate

A total of 286 transboundary river and lake basins and 592 transboundary aquifers are shared by 153 countries. This reliance on transboundary waters creates interdependencies among countries on political, environmental, economic and security issues, and makes cooperation a necessity. In 2017, based on data from 62 out of 153 countries sharing transboundary waters, the average percentage of national transboundary basin area covered by an operational arrangement was 59 per cent. High levels of cooperation exist across Europe and Northern America and for many major river and lake basins in sub-Saharan Africa. Globally, the types of cooperative arrangements vary greatly in terms of their scope, function and form. Most arrangements cover rivers and lakes, but are rarely dedicated to aquifers. It is encouraging that steps are being taken to revise outdated arrangements, strengthen existing forms of cooperation, and negotiate new cooperative agreements. However, a significant effort is needed to ensure that, where appropriate, transboundary basins across the world are covered by operational arrangements.

Lack of abundant surface water in the poorest countries heightens their vulnerability to climate change and water scarcity

Water-related ecosystems are home to diverse plant and animal species, and the source of many sustainable goods and services, including food and water for drinking, energy, agriculture and recreation. Regional trend data show that the extent of surface water increased in some regions from 2001 to 2015. However, this is likely to be largely the result of new reservoir construction, flood irrigation and extreme weather events exacerbated by climate change. Globally, slightly more than 2 per cent of land is covered by freshwater bodies, but they are unevenly distributed across countries. Europe and Northern America have almost 4 per cent of their total land covered by freshwater bodies, while coverage in least developed countries and small island developing States is only around 1 per cent. Although landlocked developing countries have a higher proportion of water bodies, this share has declined over the last decade.

Proportion of land area covered by freshwater bodies, 2016 and change in proportion of land area covered by freshwater bodies 2005–2016 (percentage)

- Freshwater bodies extent in 2016
- Change in freshwater bodies extent (2005–2016)
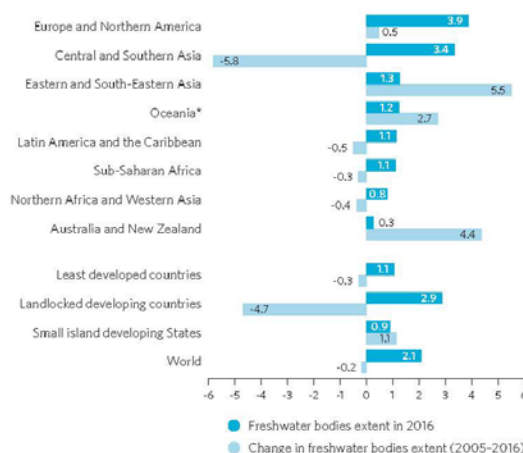
Funding commitments to the water sector dropped by more than 25 per cent from 2012 to 2016

Ensuring water and sanitation for all will require financial resources and technical capacity to support and sustain needed investments in capital infrastructure. While total official development assistance (ODA) committed and disbursed across all sectors steadily increased between 2012 and 2016, the share of ODA commitments to water-related activities declined. Such activities include drinking water supply, sanitation and hygiene, agricultural water resources, flood protection and hydroelectric power. Between 2012 and 2016, commitments to the water sector decreased from a peak of $12 billion to $9 billion; however disbursements to water-related activities increased from $7.4 billion to $9 billion. As commitments fall, disbursements may also get smaller in the future. Furthermore, any reduction in external aid is likely to hamper progress towards Goal 6: a 2017 survey found that over 80 per cent of countries reported insufficient financing to meet national water, sanitation and hygiene targets.

Official development assistance commitments and disbursements to the water sector, 2007–2016 (millions of constant US$ and percentage of total ODA)

- Commitments (left axis)
- Disbursements (left axis)
- — Commitments as percentage of total ODA (right axis)
- --- Disbursements as percentage of total ODA (right axis)
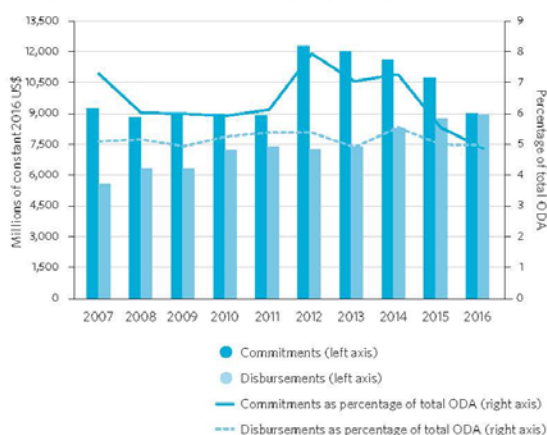
Over half of countries have policies or procedures for the participation of women in rural water supply

Policies and procedures for participation by local governments in the management of water and sanitation can help ensure that communities are informed, consulted and represented in the delivery of these vital services. Data for 110 countries from two surveys—in 2014 and 2017—show that 85 per cent of countries reported that they have policies or procedures in place for the participation of local communities in the management of rural water supply, 81 per cent have the same for rural sanitation, and 79 per cent for urban water supply and sanitation. The role of women's participation is increasingly important as a measure of equity. Among the 84 countries participating in the 2017 survey, the number of countries that had policies specifically mentioning women's participation is higher for rural communities than for urban areas.

Proportion of countries with defined procedures in law or policy for participation by service users/communities, and proportion of countries with policies specifically mentioning women's participation, 2014 and 2017 (percentage)


- Percentage with specific mention of women's participation (2017 survey: total 84 countries)
- Percentage with defined procedures for participation by local communities (2014 and 2017 surveys: total 110 countries)
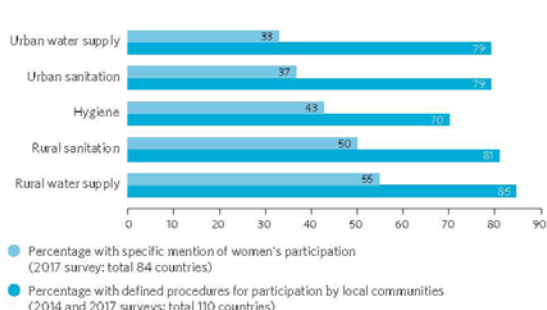
HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Recent advances in sustainable energy are encouraging signs for ensuring access to affordable, reliable and modern energy for all. Access to electricity is outpacing population growth in many countries. In addition, energy efficiency continues to improve, which is offsetting carbon dioxide emissions, reducing energy demand and making energy more affordable. Although renewable energy in the electricity sector has advanced rapidly, accelerated progress is also needed in the areas of transport, heating and cooling. Despite some steps forward, 41 per cent of the world's population still lack access to clean cooking fuels and technologies. Overall, progress on Goal 7 remains too slow to be on track to meet the global energy targets for 2030.

Amount of individual renewable energy sources in total final energy consumption, 2015 (millions of tons of oil equivalent)
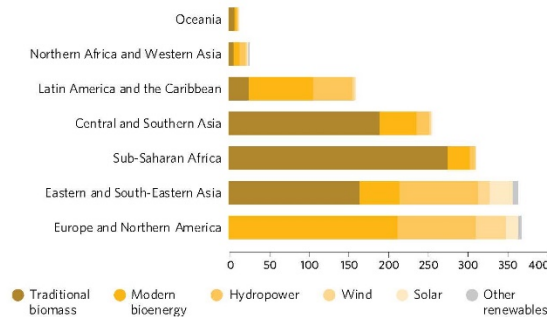
Notes: Oceania includes Australia and New Zealand.
Traditional biomass is the residential use of fuelwood and charcoal in non-OECD countries. Modern bioenergy includes all other uses of biomass. Other renewables include geothermal and marine energy.

Faster uptake of modern forms of renewable energy is needed to meet an ambitious SDG target

The share of renewables in final energy consumption increased modestly, from 17.3 per cent in 2014 to 17.5 per cent in 2015. Only 55 per cent of the renewable share was derived from modern forms of renewable energy. The remainder represents traditional uses of biomass (such as fuelwood and charcoal), of which a significant proportion is used by the 3 billion people still using polluting cookstoves. In absolute terms, renewable energy consumption grew by 18 per cent from 2000 to 2015. In 2015, electricity accounted for half of the increase (mostly from wind and solar energy); the other half was mostly bioenergy for heat and transport. Based on the current trend, the share of renewable energy in total energy consumption is projected to reach just 21 per cent by 2030, falling short of the substantial increase called for in the SDG target.

Global primary energy intensity, 2000–2015 (megajoules per 2011 US$ PPP)
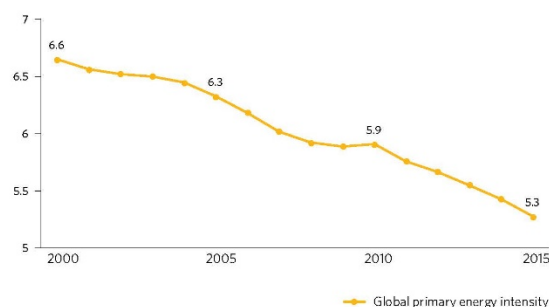
Low- and middle-income countries are seeing the fastest declines in energy intensity, outpacing richer countries

Global energy intensity—the ratio of energy used per unit of GDP—decreased by 2.8 per cent in 2015, faster than in any year since 1990 and double the rate of improvement between 1990 and 2010. High-income countries showed consistent declines, but at a slower pace than low- and middle-income countries. Emerging economies in Asia and the Pacific and in Africa have now surpassed the global rate of improvement in energy intensity, but their intensity levels are higher than the world average. Among end-use sectors, industry made significant progress, reducing intensity by 4.2 per cent in 2015. To reach the SDG target, global energy intensity needs to improve at an annual rate of 2.7 per cent over the period 2016–2030, requiring sustained momentum and the systematic adoption of energy efficiency policies in countries that are falling behind.

Vast swaths of Africa and Asia are still without electricity, although progress is being made

From 2000 to 2016, the proportion of the global population with access to electricity increased by almost ten percentage points, reaching 87 per cent. This was the first time since 1990 that the absolute number of people living without electricity dipped below the symbolic threshold of one billion. Substantial gains in access rates were achieved in rural areas, in part due to slower population growth, but also aided by an upswing in off-grid solar electricity. Still, access rates to electricity in rural areas (at 76 per cent) are much lower than in urban areas (97 per cent), and rural residents make up 87 per cent of the global deficit in access.

The largest deficits in electricity are found in Southern Asia and sub-Saharan Africa. However, both regions have made substantial progress. From 2000 to 2016, the electricity access rate increased from 60 per cent to 86 per cent in Southern Asia and from 26 per cent to 43 per cent in sub-Saharan Africa. Despite these promising developments, the outlook for electrification shows that the world is not yet on track to achieve universal access by 2030. Some 40 countries have met the target since 2010; another 98 countries will need to intensify their efforts to do so.

Share of the population with access to electricity, 2016 (percentage)

- 100%
- From 50% up to 100%
- From 10% up to 50%
- Under 10%
- ◆ 20 countries with largest deficits in electricity access
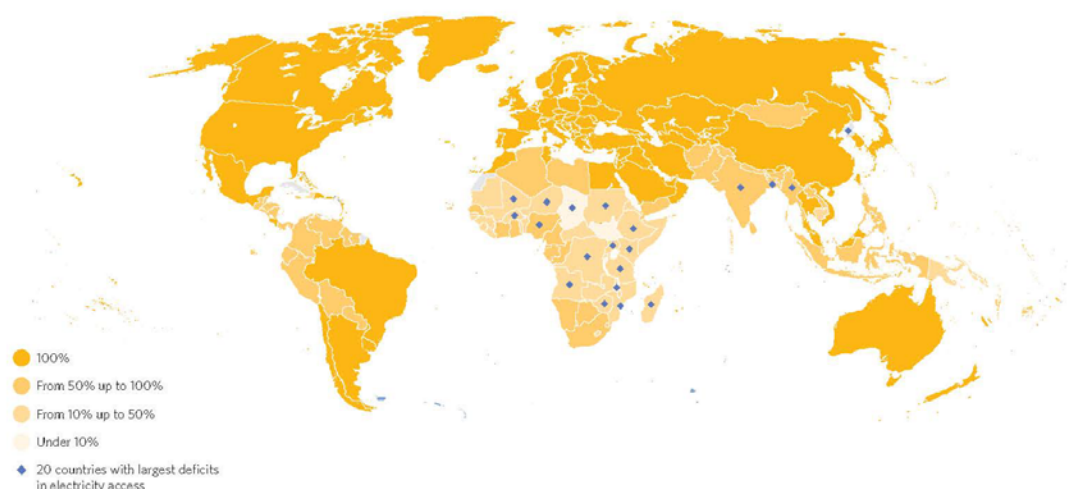
A staggering 41 per cent of the global population still lack access to clean cooking fuels and technologies

Over the period 2000–2016, 1.4 billion people gained access to clean cooking fuels and technologies. However, these advancements were mostly offset by population growth during this period. In 2016, 59 per cent of the population had access to clean cooking fuels and technologies, an increase of only 10 percentage points since 2000.

The health and well-being of some 3 billion people are adversely impacted by the lack of clean cooking fuels. This is especially true for women and children, who are typically the main procurers and users of household energy. Sub-Saharan Africa, Oceania* and many parts of Asia have the largest populations using polluting fuels. In 2016, some 2.8 billion people still used solid fuels with inefficient stoves, leading to high levels of household air pollution. If current trends continue, 2.3 billion people will continue to use traditional cooking methods in 2030. The solution lies in transitioning to cleaner fuels and technologies, like gas and electricity, and improvements in stove efficiency. Addressing issues of affordability, lack of consumer awareness about the benefits of clean cooking, and minimal financing for producers of clean cooking energy technologies are key to accelerating the rate of access to clean cooking.

Number of people with primary reliance on clean fuels, kerosene and solid fuels, 2000, 2005, 2010 and 2016 (billions of people)

	2000	2005	2010	2016
Clean fuels	2.98	3.39	3.83	4.35
Kerosene	0.30	0.25	0.18	0.15
Solid fuels	2.76	2.80	2.82	2.84

● Solid fuels ● Kerosene ○ Clean fuels
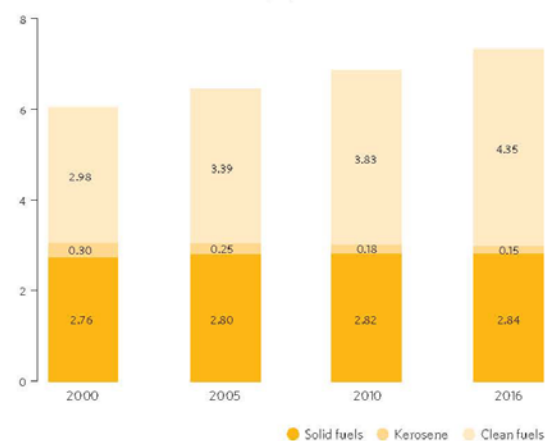
Note: Solid fuels include wood, coal, charcoal, dung and crop waste.

HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

As the world becomes increasingly urbanized, many countries face growing numbers of slum dwellers, worsening air quality and insufficient basic urban services and infrastructure. Urban sprawl continues, with the physical expansion of cities increasing at a rate 1.5 times that of population growth, highlighting the need for better urban planning and more efficient transportation systems. To address many of these challenges, 152 countries have developed national urban policies that support sustainable urbanization. Although progress is being made, efforts must be redoubled to ensure that all urban inhabitants have access to safe and adequate housing, clean air and basic services, and live in resilient and sustainable communities.

Number and proportion of the urban population living in slums, 2000 and 2014 (millions and percentage)

● 2000   ● 2014
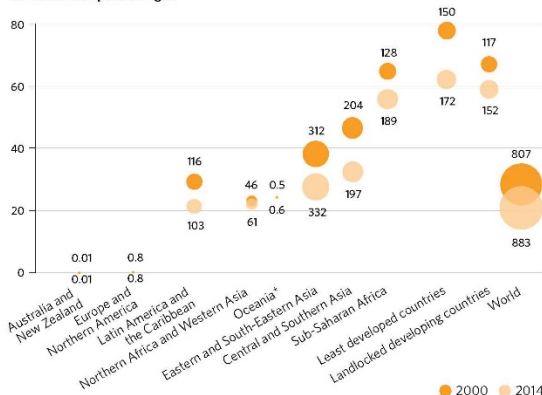
Notes: The size of the bubbles represents the number (in millions) of people living in slums; the location of the bubbles on the vertical axis represents the proportion of the population living in slums. For the first time, data this year include developed as well as developing countries. For this reason, values may be slightly different than those presented in previous reports.

Urban population growth is outpacing improvements in slum conditions

Over the last 15 years, countries have steadily improved urban slums, managing to move millions of people out of substandard conditions and providing them with adequate housing. As a result, between 2000 and 2014, the proportion of the world's urban population living in slums declined by 20 per cent (from 28.4 to 22.8 per cent). However, the rate of new home construction lagged far behind the rate of urban population growth, and the number of people living in slums actually increased from 807 million to 883 million over this period. The majority of those living in slums are located in three regions: Eastern and South-Eastern Asia (332 million), Central and Southern Asia (197 million) and sub-Saharan Africa (189 million).

Proportion of the municipal solid waste generated that is collected, 2001-2015 (data from 214 cities/municipalities in 103 countries) (percentage)
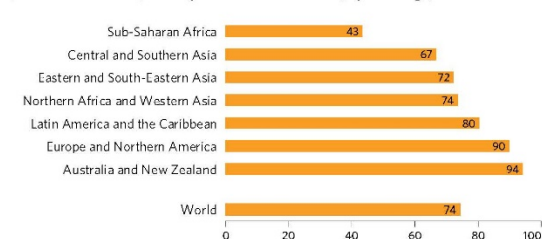
Notes: Oceania* only has data for one city and therefore does not appear in the chart. Global and regional averages are calculated based on available city data and may change in future reports as more comprehensive city data become available.

### Managing solid waste remains a major environmental challenge in cities in several regions

The safe collection, removal, treatment and disposal of solid waste are among the most critical services in the urban environment. As urban populations grow, income levels rise and economies become more consumer oriented, the volume of solid waste generated will only get larger. Data from 214 cities or municipalities in 103 countries show that about three quarters of municipal solid waste generated is collected. In sub-Saharan Africa, less than half of all municipal solid waste generated is collected, with adverse effects on the health of residents. Moreover, even when waste is collected, it is often not treated and disposed of in a sustainable and environmentally sound manner. Managing such waste continues to be a major challenge facing urban areas in several regions.

Ninety per cent of urban dwellers worldwide are breathing unsafe air, resulting in millions of deaths

Air pollution threatens the health of most city dwellers. In 2016, in all regions except Australia and New Zealand, the annual mean levels of fine particulate matter (PM2.5) exceeded the World Health Organization air quality guidelines of 10 micrograms or less per cubic metre. In the Central and Southern Asia, and the Northern Africa and Western Asia regions, the mean level was more than five times the guideline value. This means that 9 out of 10 people living in urban areas lacked clean air, and more than half of these people were exposed to air pollution levels at least 2.5 times higher than the safe threshold of particulate matter concentration. In 2016, an estimated 4.2 million people died as a result of high levels of ambient air pollution. Air pollution does not recognize borders, and improving air quality demands sustained and coordinated government action at all levels.

Annual exposure to ambient fine particulate matter (PM2.5) in urban areas, population weighted (micrograms per cubic metre)
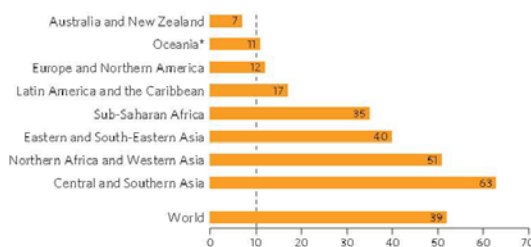
Note: The vertical line represents the World Health Organization air quality guidelines value for particulate matter (PM 2.5) of 10 micrograms or less per cubic metre.

More than half of the built-up areas in cities worldwide are public open spaces

Public open spaces in the world's cities—parks, boulevards, gardens, playgrounds, streets—play a vital role in social and economic life by providing a place where people can interact. The added benefits of such spaces often include cleaner air and increased walkability, which contribute to physical and mental health. Land use planners recommend that 15 to 20 per cent of urban land be allocated to public spaces (excluding streets) and between 30 and 35 per cent to streets. Data from 231 cities show that 59 per cent of their built-up land consists of urbanized open spaces (approximately half of which is occupied by streets). Latin America and the Caribbean and sub-Saharan Africa are the only regions where this proportion is below 50 per cent for the sample of cities included.

Share of built-up area that is urbanized open space, 2014 (data from 231 cities) (percentage)
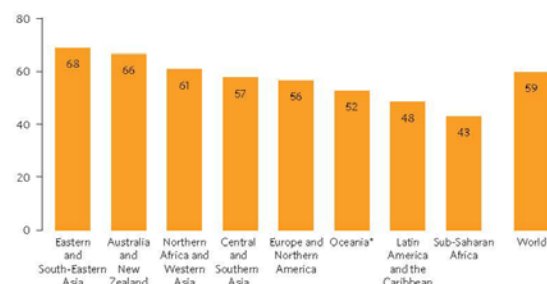

Note: Global and regional averages are calculated based on available city data and may change in future reports as more comprehensive city data become available.

Disaster risk reduction measures are urgently needed to strengthen the resilience of the world's cities

Reported damage to housing attributed to disasters shows a statistically significant rise from 1990 onwards (even when taking into account the observed high degree of year-to-year variance). Meanwhile, the number of deaths from small- to medium-scale disasters has also demonstrated an upward trend over the same period. Low-income households and small businesses are affected more frequently than middle- and high-income households. This is a result of high exposure to hazards, vulnerable conditions and lower coping capacity. To save lives, prevent and reduce losses, and strengthen the resilience of cities, it is essential to promote public and private investments that take disaster risk reduction into consideration. Many countries have developed measures to reduce disaster risk in vulnerable urban areas, including investments in drainage infrastructure in flood-prone areas, risk-informed urban and land use planning, and appropriate building codes and other regulations.

Total number of housing units damaged by disasters annually, 1990–2013 (data from 90 countries) (thousands)

— Housing units damaged by disasters   --- Linear trendline
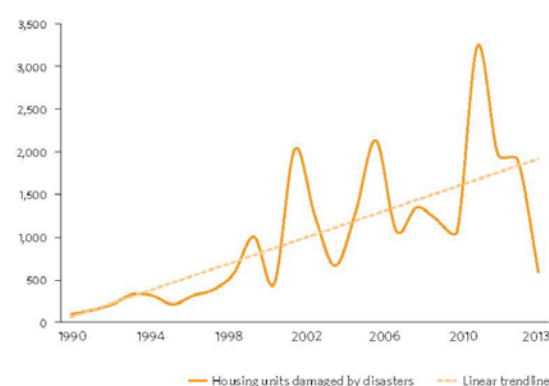
HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 12: Ensure sustainable consumption and production patterns

How societies use and manage their natural resources fundamentally shapes their quality of life. One of the core objectives of the 2030 Agenda is to decouple economic growth from resource use and environmental degradation, notably through improved resource efficiency, while improving people's well-being. This can occur through a shift towards more sustainable consumption and production patterns. Such a shift requires national public policies that create conducive environments, social and physical infrastructure and markets, and a transformation of business practices along global value chains.

The material footprint of developing countries has grown, but is still far smaller than that of developed countries

The "material footprint" of an economy refers to the total amount of raw materials extracted globally—across the entire supply chain—to meet that economy's final consumption demand. People rely on such materials to meet basic needs—for food, clothing, water, shelter, infrastructure and many other aspects of life. Across much of the developing world, an increase in the material footprint is required to enhance the living standards of growing populations. At the same time, it is important to decrease reliance on raw materials and increase their recycling to reduce environmental pressure and impact.

The per-capita material footprint of developing countries grew from five metric tons in 2000 to nine metric tons in 2017, representing a significant improvement in material standard of living. Most of the increase is attributed to a rise in the use of non-metallic minerals, pointing to growth in the areas of infrastructure and construction.

For all types of materials, developed countries have at least double the per-capita footprint of developing countries. In particular, the material footprint for fossil fuels is more than four times higher for developed than developing countries. Because fossil fuels directly impact the environment in various ways, the need to decouple their use from economic growth is key to achieving sustainable consumption and production.

Material footprint per capita by type of raw material, 2000–2017 (metric tons per capita)

Developed countries

Developing countries

● Biomass   ● Fossil fuels   ● Metal ores   ● Non-metallic minerals
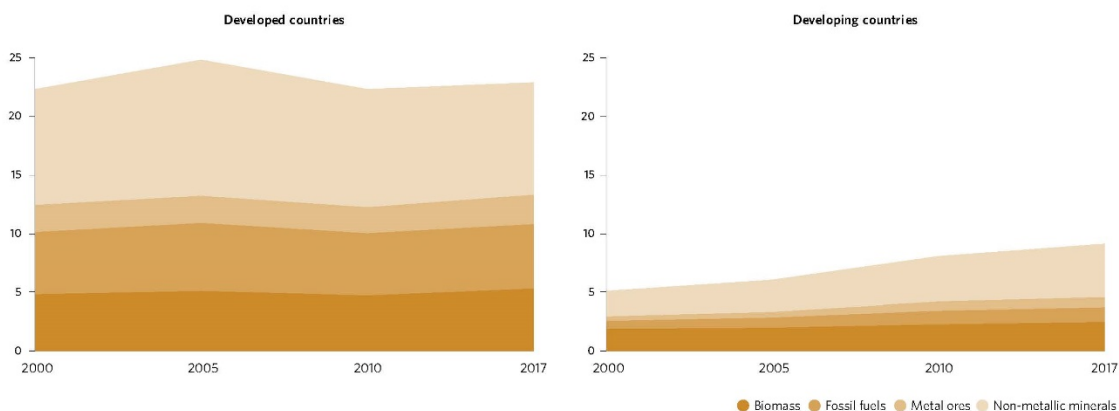
Extraction of raw materials in the developing world is supporting the consumption patterns of richer nations

Domestic material consumption (DMC) refers to materials extracted within a country for use in production processes. Material footprint, on the other hand, takes into account resources found within a country or imported, and is calculated on the basis of final demand. If the DMC is higher than the material footprint, it indicates that a country is exporting materials, usually minerals or biomass. Conversely, if the DMC is lower, it suggests that materials are being imported.

Over the last two decades, DMC has risen rapidly in developing countries to meet the material needs of a growing population and to support improved standards of living. The data also show that a large gap exists between the DMC and the material footprint of both developed and developing countries, but in opposite directions. This implies that at least some of the materials extracted from developing countries are being used to satisfy the consumption habits of developed countries. Although developed countries have not increased either their total material footprint or their DMC, they have not been able to close the gap between their DMC and material footprint.

Domestic material consumption and material footprint, 2000–2017 (billion metric tons)

- Domestic material consumption developed countries
- Material footprint developed countries
- Domestic material consumption developing countries
- Material footprint developing countries
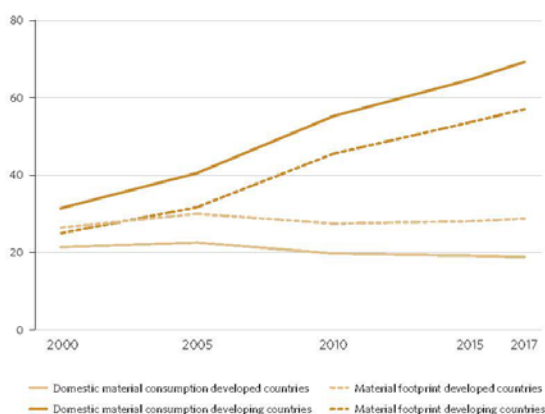
In part prompted by the SDGs, more and more countries are developing policies to promote sustainable consumption and production

Sustainable consumption and production policies are a key mechanism for improving living standards without compromising the resource needs of future generations. Such policies aim to decouple economic growth from environmental degradation, increase resource efficiency and promote more sustainable lifestyles.

The development of such instruments has intensified through the adoption of Agenda 2030. In 2018, 71 countries plus the European Union reported on macroeconomic policies or other regulatory, voluntary or economic instruments that supported the shift towards sustainable consumption and production patterns across their economies or specific sectors. Taking into account information collected from previous surveys, a total of 108 countries have or had national policies and initiatives relevant to this shift. Europe has taken the lead in that movement, having initiated nearly half of the policy instruments identified, followed by Latin America and the Caribbean and sub-Saharan Africa.

Countries with national policies and initiatives relevant to sustainable consumption and production, 2015–2018
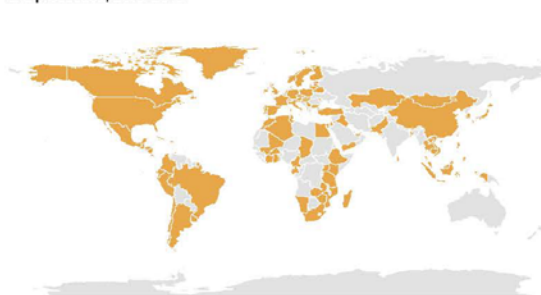
More multinationals and other large companies are reporting on sustainability, but the practice needs to expand to smaller enterprises

A sustainability report by a company provides information on the economic, environmental and social impacts of its activities. Sustainability reporting is an important tool for corporate transparency and accountability, one that plays a key role in attaining the Goals of the 2030 Agenda. While still relatively new, sustainability reporting is gaining momentum, driven by new private sector partnerships to achieve the SDGs along with growing interest from companies (especially large companies), regulators, investors and other stakeholders. According to a recent report from KPMG, 93 per cent of the world's 250 largest companies (in terms of revenue) are now reporting on sustainability, as are three quarters of the top 100 companies in 49 countries.

That said, more methodological work is required to develop a set of core corporate sustainability indicators and align these with overall SDG monitoring. The main challenges are to integrate environmental, social and governance reporting into existing company financial and non-financial reporting models; facilitate harmonization of sustainability reporting requirements and practices; and assure the comparability and reliability of information and data provided by companies on non-financial issues. Another challenge is the lack of expertise and resources for reporting by small and medium-sized enterprises, which play a key role in some economies, especially in developing countries.

15 LIFE ON LAND

HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Implementation of Goal 15 is showing some encouraging signs. Forest loss has slowed. A growing number of forest areas are being sustainably managed, integrating policies and practices that protect forest ecosystems and address drivers of degradation. All regions continue to make progress on conferring official protection status to areas critical to global biodiversity. However, land degradation is increasing due to competing pressures for food, energy and shelter. Biodiversity loss is occurring at an alarming rate. In addition, invasive species, the illicit poaching and trafficking of wildlife, and falling trends in ODA in support of biodiversity continue to thwart efforts to protect and restore vital ecosystems and species. Accelerated action is urgently needed to preserve and promote the sustainable use of ecosystems on which all life depends.

Full implementation of sustainable forest management plans is needed to halt deforestation

The Earth's forest areas continue to shrink, down from 4.1 billion hectares in 2000 (31.2 per cent of total land area) to about 4 billion hectares (30.7 per cent of total land area) in 2015. The loss of forests has been uneven across regions, with the most dramatic declines occurring in sub-Saharan Africa, South-Eastern Asia and Latin America. This is primarily due to the conversion of forest to agricultural land, which is responsible for an estimated 73 per cent of forest loss in tropical and subtropical regions. Despite the decline in forest area, the rate of forest loss has dropped by 25 per cent since the period 2000–2005.

Sustainable forest management has demonstrated positive results in combating the continued loss of forests. Encouragingly, more land has been designated as permanent forest areas, coupled with planning, monitoring and stakeholder engagement and adoption of legal frameworks for sustainable forest management. Globally, the proportion of protected forest areas and forests under long-term management plans is increasing. Moreover, 2017 data show a positive global trend in forest areas that have been independently certified as sustainably managed, with increases in most regions. However, deforestation and forest degradation are still concerns in some regions, particularly tropical regions, pointing to the need to fully implement sustainable forest- and land-management practices.

Progress toward sustainable forest management dashboard

| Region	Forest area annual net change rate, change from 2005–2010 to 2010–2015	Above-ground biomass stock in forest, change from 2010 to 2015	Proportion of forest area within legally established protected areas, change from 2010 to 2015	Proportion of forest area under a long-term forest management plan, change from 2005 to 2010	Forest area certified, change from 2015 to 2017
Central and Southern Asia	▲	▼	●	▲	▼
Eastern and South-Eastern Asia	▲	▼	▲	▲	▲
Northern Africa and Western Asia	▼	▲	▲	▲	●
Sub-Saharan Africa	●	●	▲	▲	▲
Europe and Northern America	▲	▲	●	●	▲
Latin America and the Caribbean	●	▲	▲	▲	▲
Oceania*	●	●	▲	▲	▼
World	●	●	▲	▲	▲

▲ Positive change　● No/small change　▼ Negative change

Note: The forest area annual net change rate is calculated using a compound annual change formula.

More areas critical to global biodiversity are being protected

Areas critical to global biological diversity are known as key biodiversity areas (KBAs). The proportion of KBAs covered by protected areas continues to increase in freshwater, terrestrial and mountain ecosystems. On average, for all three types of ecosystems, the proportion of KBAs covered by protected areas increased by more than 10 percentage points from 2000 to 2018. Europe and Northern America has the highest average coverage of protected freshwater, terrestrial and mountain KBAs (at 55 per cent, 63 per cent and 68 per cent, respectively). This region also has the highest annual average growth rates for terrestrial and freshwater KBAs that are protected. Oceania has the fastest annual average growth rate for mountain KBAs covered by protected areas (at 1 per cent annually) and has seen the largest overall increase since 2000 (19 per cent). The protection of KBAs safeguards critical natural capital and ecosystem functions that support human well-being and enhance the resiliency of communities.

Average proportion of each freshwater, terrestrial and mountain KBA that is covered by protected areas, 2000-2018 (percentage)
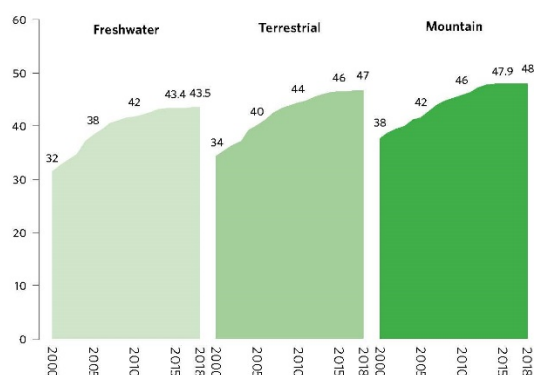
Land degradation threatens the livelihoods of over one billion people

The degradation of soil and land continues due to heightened competition for land use, undermining the security and development of all countries. From 1999 to 2013, approximately one fifth of the Earth's land surface covered by vegetation showed persistent and declining trends in productivity, primarily due to land and water use and management. Up to 24 million square kilometres of land are affected (an area the size of China, India and the United States of America combined), including 19 per cent cropland, 16 per cent forest land, 19 per cent grassland and 28 per cent rangeland. For grasslands and rangelands, the global extent of areas experiencing declining productivity exceeds those showing increases. South America and Africa are most affected by diminished productivity: in some dryland areas, advanced stages of land degradation are leading to desertification. Reversing these worrying trends through sustainable land management is key to improving the livelihoods and resilience of over 1 billion people inhabiting degraded lands.

Global map of land productivity, 1999–2013

● Declining ● Moderate decline ● Stressed ● Stable ● Increasing ○ No data

Note: The map shows five classes of persistent land productivity trajectories over the period 1999–2013. Land productivity is an essential variable for detecting and monitoring active land transformations typically associated with land degradation processes. It can be expressed as an equivalent of terrestrial net primary productivity per unit of area and time, and reflects the overall capacity of land to support biodiversity and provide ecosystem services.

Action to combat invasive species is intensifying, though they remain a major contributor to biodiversity loss

Invasive alien species, including plants, animals, fungi and microorganisms, are recognized as one of the most serious causes of biodiversity loss and decline, after habitat loss. The impact is most severe for small island developing States. In response, the number of countries that have enacted national legislation to prevent and manage the spread of such species has increased by 19 per cent since 2010. Moreover, three quarters of countries that are party to the Convention on Biological Diversity have included relevant targets in their national biodiversity strategies. Over 88 per cent of 81 countries surveyed have a government department or national agency responsible for managing invasive species. However, over a third of these countries have no allocated budget for this effort and have not accessed any global mechanism to seek funding. To compound the problem, the overall rate of biological invasions shows no sign of slowing down, with growth in both the number of invasive species and their spread due to increased trade and transport.

Cumulative number of countries reporting to the Convention on Biological Diversity on national legislation relevant to the prevention or control of invasive alien species (1990–2016)
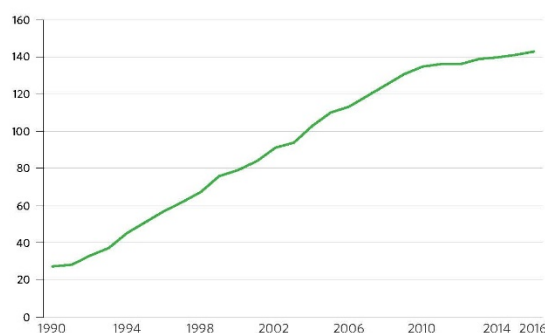
HIGH-LEVEL POLITICAL FORUM GOALS IN FOCUS
Goal 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

While primary responsibility for achieving the ambitious Goals and targets of the 2030 Agenda rests with individual countries, international support and partnerships are critical, especially for the poorest countries and for countries facing special challenges due to their geographic location. Goal 17 seeks to strengthen global partnerships to achieve the Agenda's goals, bringing together national governments, the international community, civil society, the private sector and other actors.

Net official development assistance from OECD-DAC countries, 2000–2017 (billions of constant 2016 US$)

● Other ODA   ● Bilateral ODA to LDCs   ● Refugee costs in donor countries
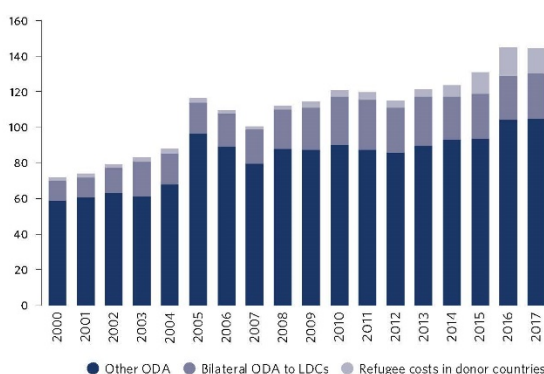
Official development assistance dropped slightly in 2017, due to lower costs for refugee assistance

In 2017, net official development assistance (ODA) from member countries of the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD) totalled $146.6 billion. This represents a slight drop (of 0.6 per cent) in real terms from the 2016 level. The decline is mainly attributed to lower spending on refugees inside donor countries: in 2017, DAC countries reportedly spent $14.2 billion, or 9.7 per cent of total ODA, to host refugees in their countries; this represents a drop of 13.6 per cent in real terms compared to 2016. Bilateral ODA from DAC countries to LDCs increased by 4.0 per cent in real terms since 2016.

The United Nations has set a benchmark for ODA contributions of at least 0.7 per cent of a country's gross national income (GNI). However, only five DAC countries—Denmark, Luxembourg, Norway, Sweden and the United Kingdom—met this target. Overall, ODA remained at 0.31 per cent of GNI in 2017. Humanitarian aid totalled $15.5 billion in 2017, an increase of 6.1 per cent in real terms compared to 2016.

Fixed-broadband subscriptions per 100 inhabitants in developing and developed countries, by type of speed, 2015 and 2016

Developing countries

Developed countries

● 2015   ● 2016
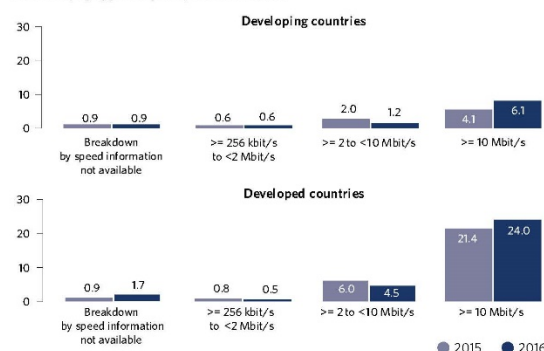
High-speed fixed broadband Internet connection remains largely inaccessible across the developing world

Despite a global rise in subscriptions for high-speed fixed broadband, access to this type of Internet connection remains largely unavailable for residents across the developing world. In 2016, only 6 per cent of the population in these countries had access to high-speed fixed broadband Internet, compared to 24 per cent in the developed regions. Such access can enhance international cooperation, improve access to science, technology and innovation, and facilitate knowledge-sharing. Conversely, limitations in the capacity and speed of fixed-broadband connections affect the quality and functionality of this development tool, widening existing inequalities.

Remittances are a lifeline for families and communities in low- and lower-middle-income countries

Together, the volume of foreign direct investment (FDI), ODA and remittances by international migrants to low-income countries grew from $41.2 billion in 2007 to $71.4 billion in 2013, then dropped slightly to $68.5 billion in 2016. Most of the increase is attributed to the steady rise of remittance inflows, from $6.8 billion in 2007 to $19.9 billion in 2016. ODA remained the largest source of external financing for low-income countries, while in lower-middle-income countries, remittances accounted for most (61 per cent) of the external financial flows. Flows to lower-middle-income countries grew from $287.9 billion in 2007 to $452.9 billion in 2015, then dropped slightly to $422.1 billion in 2016.

Despite the upward trend in volume over the last decade, the growth of ODA and FDI has stagnated over the last several years. Compared to the two other types of external finance, personal remittances tend to be a more reliable, less volatile, source of income. In 2016, remittances to low- and lower-middle-income countries were more than three times the amount of ODA and were greater than ODA and FDI combined. Along with FDI and ODA, remittances can ease the credit constraints of poor households, facilitate asset accumulation and business investments, and reduce poverty.

Volume of foreign direct investment (FDI), ODA and personal remittances flows, 2007–2016 (billions of current US$)
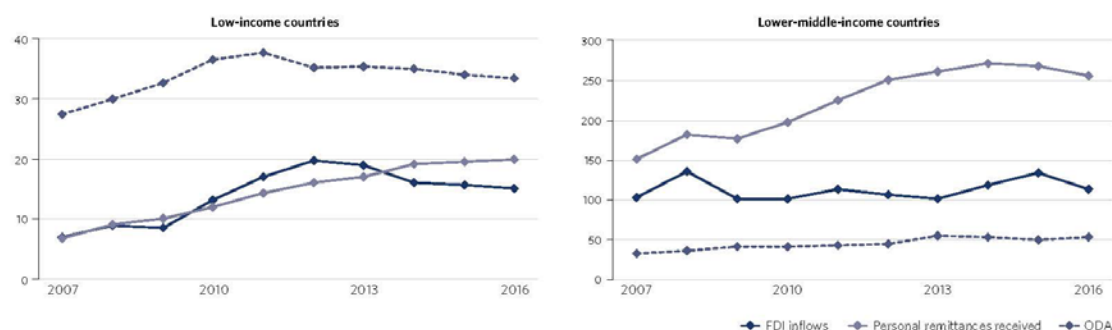
Market shares of developing regions and LDCs have declined

Stagnation in global trade since 2011 has been accompanied by a break in the expansion of world market shares among developing regions and LDCs. Among developing regions, the share of global merchandise exports declined for two consecutive years: from 45.4 per cent in 2014 to 44.2 per cent in 2016, a sharp contrast to an average annual increase of 1.2 percentage points between 2001 and 2012. Among LDCs, the share of global merchandise exports decreased from 1.1 per cent in 2013 to 0.9 per cent in 2016, compared to a rise from 0.6 per cent to 1.1 per cent between 2000 and 2013. A similar trend was seen for service exports: the LDC share of such exports stood at 0.74 per cent in 2016, a slight drop from the 2013 level. Much of the decline in their share of global exports can be attributed to a drop in commodity prices, since exports from many LDCs are concentrated in primary commodities such as minerals, ores and fuels.

Share of global merchandise and service exports from least developed countries, 2001–2016 (percentage)
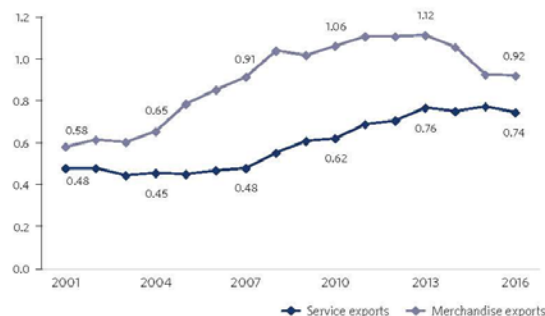
Trade-weighted average of import tariffs applied under preferential and most favoured nation agreements, 2005–2016 (percentage)
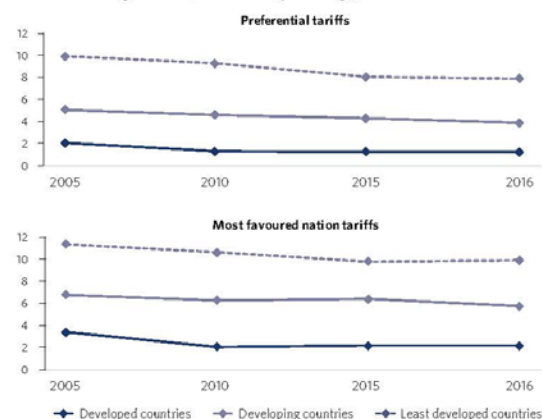
Tariffs on imports continue to fall for developed and developing countries alike

For all groups of countries, tariffs on imports levied under preferential trade agreements, which include bilateral and regional free-trade agreements, have been declining over time. In 2016, the trade-weighted average preferential tariff rate applied to imports from LDCs was 7.9 per cent, a 2 percentage-point drop from 2005. For developing regions, the average preferential tariff rate in 2016 was 3.9 per cent, a drop of 1.2 percentage points over the same period. Most favoured nation tariff rates, which member countries of the World Trade Organization apply to one another unless they are part of a preferential trade agreement, have also declined for all groups of countries.

Extent of use of country-owned results frameworks and planning tools by providers of development cooperation in fragile and non-fragile countries, 2016 (percentage)
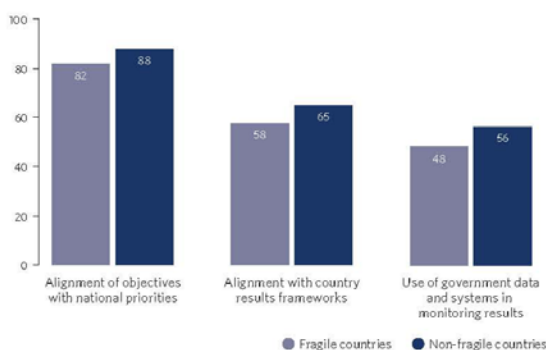
Greater effort is needed to align development cooperation with country-defined development priorities and results, particularly in fragile countries

Development partners need to do more to align their support with governments' national development strategies and results frameworks, particularly in fragile countries, respecting the country's policy space and leadership in establishing its own path towards sustainable development. Forty fragile countries participated in a global exercise in 2016 to monitor the alignment of development projects to national frameworks and priorities. It found that 82 per cent of new development projects had objectives aligned with national priorities. However, when defining the expected results of these projects, only 58 per cent of results indicators were drawn from country-led results frameworks. More than half of the projects relied on parallel systems and data to monitor progress and development results, instead of integrating these monitoring efforts into existing government systems.

Number and proportion of countries implementing national statistical plans, by funding status, 2017 (number and percentage)
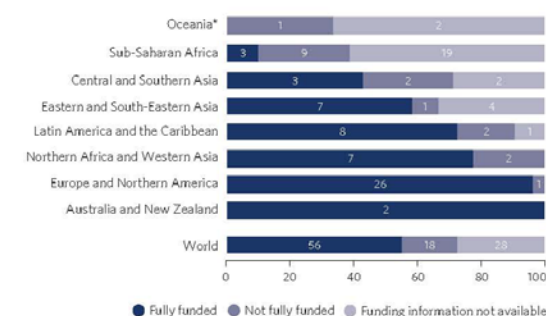
Note: Data labels represent the number of countries implementing national statistical plans. The horizontal axis and the length of the bar describes the proportion of countries implementing such plans.

Most countries in sub-Saharan Africa have national statistical plans, but few of them are fully funded

In 2017, 102 countries or areas were implementing national statistical plans. Sub-Saharan Africa led this effort among developing regions, with plans in 31 countries under way. However, among 56 countries worldwide with fully funded plans, 26 were in Europe and Northern America, and only three were in sub-Saharan Africa. Establishing strong, coherent and feasible national statistical plans that have political support has proven effective in building capacity across entire national statistical systems. This allows countries to respond to the growing demand for data while also providing a framework through which to mobilize both national and international resources.

In 2017, 71 out of 98 countries for which information was available had national statistical legislation that was compliant with the Fundamental Principles of Official Statistics. Out of these 71 countries, 34 were in Europe and Northern America. More developing countries will need to put in place solid and politically backed statistical legislation that allows the national statistical system to operate in a transparent and independent manner.

The share of ODA for statistical capacity-building remains low, despite growing demands

In 2015, developing countries received $541 million in financial support from multilateral and bilateral donors for all areas of statistics. Support for statistics in LDCs amounted to $177 million in 2015, compared to $106 million in 2010. Despite growing awareness of the importance of statistics, prompted largely by the SDGs, the share of ODA dedicated to statistics has hovered at around 0.3 per cent since 2010. Continued and increased technical and financial support is needed to ensure that countries in developing regions have the necessary data to fully implement and monitor their national development agendas.

Total official development assistance[1] dedicated to statistical capacity-building activities, 2010 and 2015 (millions of current US$)

● 2010 ● 2015
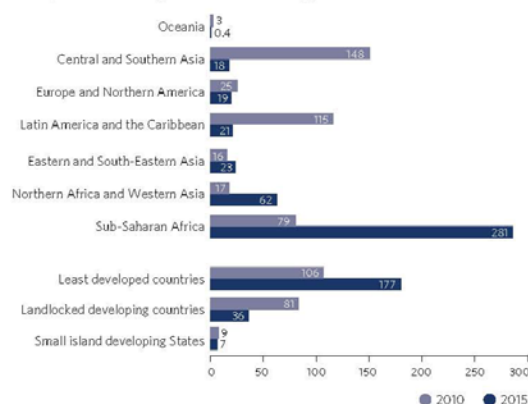
[1] Country-specific commitments only. Unallocated commitments to multiple countries/regions (valued at $186 million) are excluded.

Censuses and vital statistics are still not universal

Population and housing censuses provide basic information on the size, growth, distribution, location and characteristics of a country's population. They result in a wide range of statistical information, allowing detailed disaggregation of data needed to formulate, implement and monitor development policies and programmes. During the decade from 2008 to 2017, 89 per cent of countries or areas around the world conducted at least one population and housing census.

On the other hand, coverage of birth and death registration and the completeness of vital statistics remains a challenge, even among countries that have functioning civil registration systems. Over the period 2012-2016, 143 countries or areas had birth registration data that were at least 90 per cent complete; in sub-Saharan Africa, only 8 out of 53 countries met this standard. Over the same period, 148 countries or areas had death registration data that were at least 75 per cent complete; in sub-Saharan Africa, this was the case in only 9 out of 53 countries.

Proportion of countries that conducted at least one population and housing census, 2008-2017; proportion of countries with death registration data that are at least 75 per cent complete and proportion of countries with birth registration data that are at least 90 per cent complete, 2012-2016 (percentage)

● At least one population and housing census in 2008-2017
● Birth registration data that are at least 90 per cent complete
● Death registration data that are at least 75 per cent complete

17
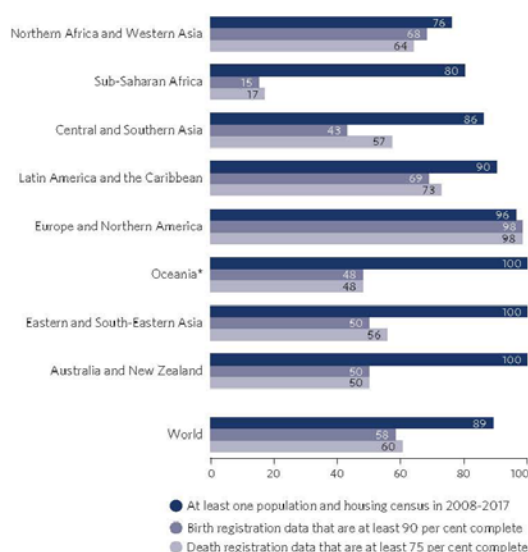
Note to the reader

Global indicator framework for the follow-up and review of the Sustainable Development Goals

The information presented in this report is based on the latest available data as of May 2018 on selected indicators of the global SDG framework. The indicators presented are those for which sufficient data are available to provide an overview at the regional and global levels. The global indicator framework[1] was developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and adopted by the General Assembly on 6 July 2017 in resolution 71/313. This set of indicators is intended for the review of progress at the global level. The selection of indicators in this report is not intended to represent a selection based on their importance, as all Goals, targets and indicators are equally important.

The composition of regions and subregions in this report is based on United Nations geographic divisions with some modifications necessary to create, to the extent possible, groups of countries for which a meaningful analysis could be carried out.[2]

Data sources and the basis for this analysis

For most of the indicators presented in this report, values represent regional and/or subregional aggregates. In general, the figures are weighted averages of country data, using the population of reference as a weight. They are calculated from national data collected by international agencies, based on their respective mandates and specialized expertise, from national statistical systems. The national data provided to the international statistical system are often adjusted for international comparability and, where lacking, are estimated. As decided by the Statistical Commission and in accordance with Economic and Social Council resolution 2006/6, estimates used for the compilation of global indicators are to be produced in full consultation with national statistical authorities.

A database of available global, regional and country data and metadata for the SDG indicators accompanying this report is being maintained by the United Nations Statistics Division and is available at https://unstats.un.org/sdgs.

Although the aggregate figures presented are a convenient way to track progress, the situation of individual countries within a given region may vary significantly from regional averages. Presenting aggregate figures for all regions also obscures another reality: the lack, in many parts of the world, of adequate data to assess national trends and to inform and monitor the implementation of development policies.

Investing in data for the full implementation of the Sustainable Development Goals

Quality data are vital for governments, international organizations, civil society, the private sector and the general public to make informed decisions and to ensure an accurate review of the implementation of the 2030 Agenda. That said, tracking progress on the SDGs requires the collection, processing, analysis and dissemination of an unprecedented amount of data and statistics at subnational, national, regional and global levels, including those derived from official statistical systems and from new and innovative data sources.

Many national statistical systems across the globe face serious challenges in this regard. As a result, accurate and timely information about certain aspects of people's lives are unknown, numerous groups and individuals remain "invisible", and many development challenges are still poorly understood. In General Assembly resolution 70/1, Member States recognized the crucial role of strengthened data collection and capacity-building and committed to addressing the data gap (paragraph 57). The Cape Town Global Action Plan for Sustainable Development Data, adopted at the 48th Session of the Statistical Commission in 2017, provides a roadmap for the modernization and strengthening of statistical systems.

Where possible, global monitoring should be based on comparable and standardized national data obtained through well-established reporting mechanisms from countries to the international statistical system. The collaboration between national statistical systems and regional and international organizations is essential for ensuring an effective flow of international comparable data. Such mechanisms can be improved by strengthening the coordination function of national statistical offices in the national statistical systems.
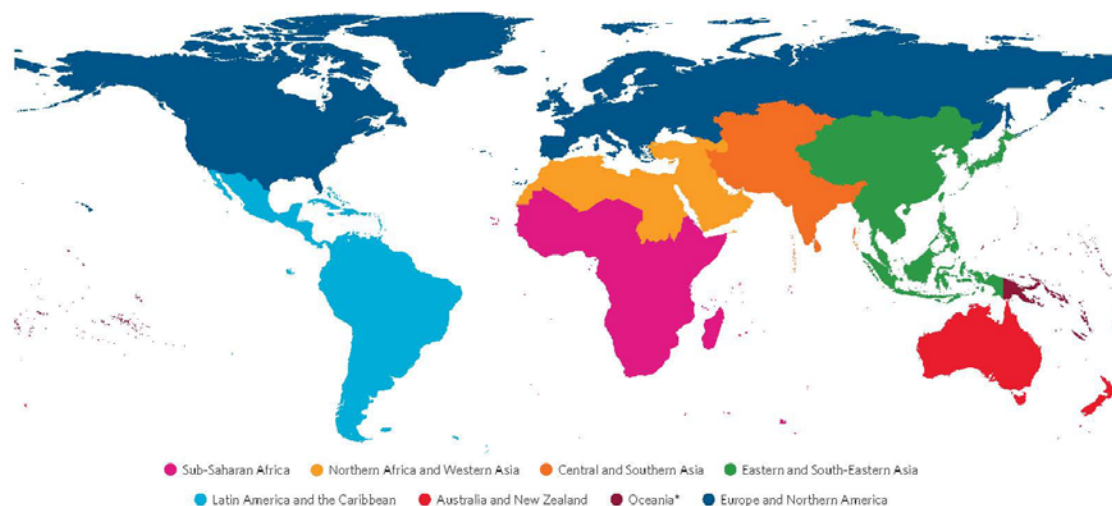
Producing data for the full implementation of the 2030 Agenda requires strong political commitment and increased resources to support global and national efforts to strengthen statistical systems. In addition, new data sources and technologies for data collection and for the integration of different sources of data will need to be explored, including through partnerships with civil society, the private sector and academia. The integration of geospatial information and statistical data will be particularly important for the production of a number of indicators.

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[1] The complete list of indicators is available at https://unstats.un.org/sdgs/indicators/indicators-list.

[2] The composition of these subregions is shown in the next section, "Regional groupings".

Regional groupings

- ● Sub-Saharan Africa
- ● Northern Africa and Western Asia
- ● Central and Southern Asia
- ● Eastern and South-Eastern Asia
- ● Latin America and the Caribbean
- ● Australia and New Zealand
- ● Oceania*
- ● Europe and Northern America

Notes: • Oceania* refers to Oceania excluding Australia and New Zealand, throughout the publication.
• The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

This report presents data on progress made towards achieving the Sustainable Development Goals worldwide and by various groups. The country groupings are based on the geographic regions defined under the Standard Country or Area Codes for Statistical Use (known as M49)[3] of the United Nations Statistics Division. The geographic regions are shown on the map above. For the purpose of presentation, some of the M49 regions have been combined.

The use of geographic regions as the basis for country groupings is a major change from *The Sustainable Development Goals Report 2016* and the progress reports on the Millennium Development Goals. Previously, data were presented for countries in "developed" regions and countries in "developing" regions, which were further broken down into geographic subregions. Although there is no established convention for the designation of "developed" and "developing" countries or areas in the United Nations system, data for some indicators in this report are still being presented for developed and

developing regions and countries for the purpose of statistical analysis only, and are based on the practice employed by the international agencies that provided the data.[4]

In addition, the text and figures present, to the extent possible, data for least developed countries, landlocked developing countries and small island developing States, which are country groups requiring special attention.

A complete list of countries included in each region and subregion and country group is available at https://unstats.un.org/sdgs/indicators /regional-groups.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the United Nations Secretariat concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

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[3] Full details of the M49 standard can be found on the United Nations Statistics Division website at https://unstats.un.org/unsd /methodology/m49.

[4] A discussion note, "Update of the regional groupings for the SDG report and database", of 31 October 2016 describes the details of this change and is available at https://unstats.un.org/sdgs/indicators/regional-groups.

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The report is based on a master set of data prepared by the Department of Economic and Social Affairs of the United Nations Secretariat with inputs from a large number of international and regional organizations in response to General Assembly resolution 70/1 (para. 83) to provide an annual assessment of progress towards achieving the Sustainable Development Goals. The international and regional organizations that contributed to the report are listed below. A number of national statisticians, experts from civil society and academia also contributed.

ALLIANCE OF SMALL ISLAND STATES
ASIAN DEVELOPMENT BANK
DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS
ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
ECONOMIC AND SOCIAL COMMISSION FOR WESTERN ASIA
ECONOMIC COMMISSION FOR AFRICA
ECONOMIC COMMISSION FOR EUROPE
ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN
FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
INTERNATIONAL CIVIL AVIATION ORGANIZATION
INTERNATIONAL ENERGY AGENCY
INTERNATIONAL LABOUR ORGANIZATION
INTERNATIONAL MONETARY FUND
INTERNATIONAL RENEWABLE ENERGY AGENCY
INTERNATIONAL TELECOMMUNICATION UNION
INTERNATIONAL TRADE CENTRE
INTERNATIONAL UNION FOR CONSERVATION OF NATURE
INTER-PARLIAMENTARY UNION
JOINT UNITED NATIONS PROGRAMME ON HIV/AIDS
OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS
OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES
ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT
PARTNERSHIP IN STATISTICS FOR DEVELOPMENT IN THE 21ST CENTURY (PARIS21)
SECRETARIAT OF THE CONVENTION ON BIOLOGICAL DIVERSITY
SUSTAINABLE ENERGY FOR ALL
UNITED NATIONS CAPITAL DEVELOPMENT FUND
UNITED NATIONS CHILDREN'S FUND
UNITED NATIONS CONFERENCE ON TRADE AND DEVELOPMENT
UNITED NATIONS CONVENTION TO COMBAT DESERTIFICATION
UNITED NATIONS DEVELOPMENT PROGRAMME
UNITED NATIONS DIVISION FOR OCEAN AFFAIRS AND THE LAW OF THE SEA
UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNITED NATIONS ENTITY FOR GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN (UN-WOMEN)
UNITED NATIONS ENVIRONMENT PROGRAMME
UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE
UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME
UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION
UNITED NATIONS INTERNATIONAL STRATEGY FOR DISASTER REDUCTION
UNITED NATIONS MINE ACTION SERVICE
UNITED NATIONS OFFICE FOR DISASTER RISK REDUCTION
UNITED NATIONS OFFICE OF RULE OF LAW AND SECURITY INSTITUTIONS
UNITED NATIONS OFFICE OF THE HIGH REPRESENTATIVE FOR THE LEAST DEVELOPED COUNTRIES,
    LANDLOCKED DEVELOPING COUNTRIES AND SMALL ISLAND DEVELOPING STATES
UNITED NATIONS OFFICE OF THE SECRETARY-GENERAL'S ENVOY ON YOUTH
UNITED NATIONS OFFICE OF THE SPECIAL REPRESENTATIVE OF THE SECRETARY-GENERAL ON VIOLENCE AGAINST CHILDREN
UNITED NATIONS OFFICE ON DRUGS AND CRIME
UNITED NATIONS PEACEBUILDING SUPPORT OFFICE
UNITED NATIONS POPULATION FUND
UN-ENERGY
UN-OCEAN
UN-WATER
WORLD BANK GROUP
WORLD HEALTH ORGANIZATION
WORLD METEOROLOGICAL ORGANIZATION
WORLD TOURISM ORGANIZATION
WORLD TRADE ORGANIZATION

For more information, visit the United Nations Statistics Division Sustainable Development Goals website at https://unstats.un.org/sdgs.

SUSTAINABLE DEVELOPMENT GOALS

"… Narrow the gaps. Bridge the divides. Rebuild trust by bringing people together around common goals. Unity is our path. Our future depends on it."

— *António GUTERRES, Secretary-General of the United Nations*