



VIP VALUES+

Module 2: Peace + 2030 Agenda

The Culture of Peace linked to the SDGs

Content of Module 2:

- The 2030 Agenda and Sustainable Development Goals (SDGs)
- SDG16: Peace, Justice and Strong Institutions
- SDG10: Reduce Inequalities
- SDG4: Quality Education

90 minutes

THE 2030 AGENDA AND SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The 2030 Agenda

- Launched by a UN Summit in New York on 25-27 September 2015
- Aimed at ending poverty in all its forms



““A world of universal respect for human rights and human dignity, the rule of law, justice, equality and non-discrimination”.



The UN 2030 Agenda



Co-funded by the
Erasmus+ Programme
of the European Union

The 2030 Agenda is based on **five fundamental dimensions**:

- People
- Prosperity
- Planet
- Participation (collective)
- Peace

5P



Sustainable Development Goals
are a universal call to action to:

- End poverty
- Protect the planet
- Ensure that all people enjoy peace and prosperity



 [Play the video](#)

Sustainable Development Goals 17 Goals to Transform Our World

Ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs like:

- Education
- Health
- Social protection
- Job opportunities



Sustainable Development Goals

- Create global goals to meet certain challenges
- A map to follow

Now it's time to act



“We need to turn the recovery into a real opportunity to do things right for the future”.



UN Secretary-General António Guterres



SDG16:
PEACE,
JUSTICE AND
STRONG
INSTITUTIONS

SDG 16

For the first time peace and security are included in the global agenda of the Goals of Sustainable Development

This indicates **that there can be no sustainable development without peace, and no peace without development.**



What situations does SDG 16 address?

- Some regions enjoy permanent levels of peace, while others live in eternal cycles of conflict and violence.
- Conflict, insecurity, weak institutions and limited access to justice remain a threat to sustainable development
- Armed violence and insecurity have destructive consequences for development
- Promotion of human rights



SDG 16 combines the notion of negative peace and positive peace,

■ Including goals related to the absence of direct violence (ending abuse, exploitation, trafficking, etc.),

+ The promotion of “good governance” (rule of law, transparency of institutions, access to justice, the fight against corruption, etc...).



SDG 16 Data

- In 2019 79,5 million people escape from war and conflicts
- Corruption costs 1.26 trillion dollars to developing countries per year
- 31% of all prisoners are being held in detention without being sentenced for a crime



SDG 16 **Data**
Violence against children affects more than 1 billion children:

- 50% of the world's children experience violence
- Every 7 minutes **a child is killed**
- 1 in 10 children is **sexually abused**
- 246 million children are affected by **school-related violence**
- 1 in 3 students **has been bullied**
- 1 in 4 children doesn't have birth records, being deprived of legal identity



SDG 16 Data

- We will lose 1,5 million lives due to interpersonal violence in a year
- Women and girls represent 71% of the victims of human trafficking detected worldwide.
- 35% of women around the world have suffered physical and / or sexual violence



SDG 16

United Nations has defined **12 targets** to achieve by 2030:

- 16.1 Significantly **reduce** all forms of violence
- 16.2 End abuse, exploitation, **trafficking of children**
- 16.3 Promote the rule of law at the national and international levels and **ensure equal access to justice**
- 16.4 By 2030, significantly **reduce illicit financial and arms flows**
- 16.5 Substantially **reduce corruption** and bribery
- 16.6 Develop **effective, accountable and transparent institutions**



SDG 16

United Nations has defined 12 targets to achieve by 2030:

- 16.7 Ensure responsive, inclusive, participatory and representative decision-making
- 16.8 Broaden and strengthen the participation of developing countries in the institutions
- 16.9 By 2030, provide legal identity for all
- 16.10 Ensure public access to information and protect fundamental freedoms.
- 16.A Strengthen relevant national institutions for building capacity to prevent violence and combat terrorism and crime
- 16.B Promote and enforce non-discriminatory laws



COVID-19 impact

- Major setbacks in the progress that had been achieved
- The threat of COVID-19 is greater in situations of armed conflict
- Lockdown measures have hardly affected violence in Latin American countries
- In prisons is accelerating the spread of COVID-19



Examples of some SDG 16 Initiatives identified by project partners:

Rien à faire, rien à perdre. Belgium

Addresses the rise and evolution of extreme violence phenomenon, adapting teaching materials and methods used on the field of extreme violence by workers and young people.

<https://commeunlundi.be/project/rien-a-faire-rien-a-perdre/>



Examples of some SDG 16 Initiatives identified by project partners:

CONVEY - Cyprus

Counteracting sexual violence and harassment: Engaging Youth in Schools in digital education on Gender Stereotyping

<https://conveyproject.eu/>

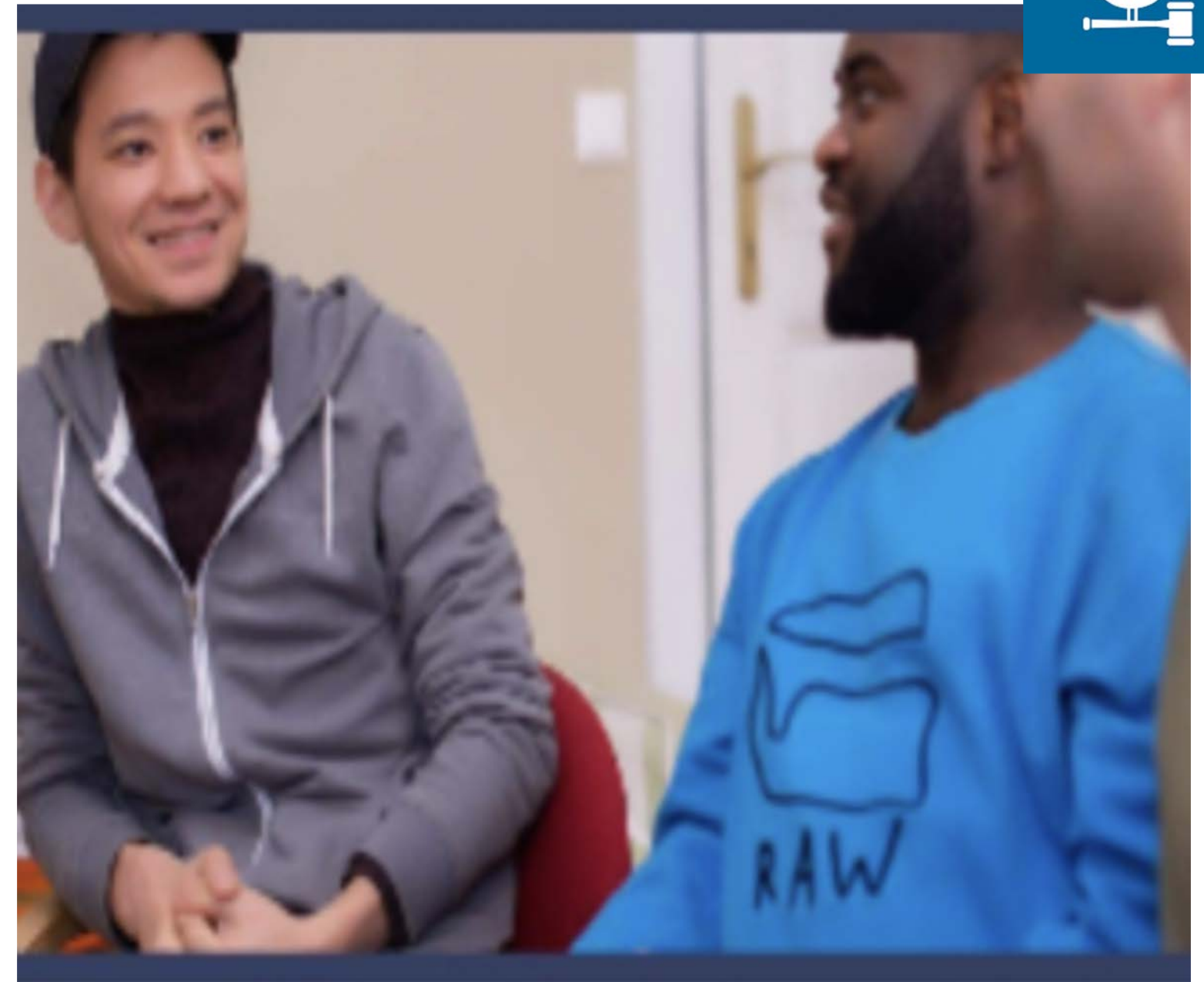


Examples of some SDG 16 Initiatives identified by project partners:

The Connection - Austria

Support young refugees and migrants in their integration to Austria through the acquisition of school and social skills, as well as the planning of their future in Austria.

www.theconnection.at



Examples of some SDG 16 Initiatives identified by project partners:

Bet-Health - Italy

Contributes to build an inclusive society by guaranteeing access to minimum basic services for migrant who lives in informal settlements



Examples of some SDG 16 Initiatives identified by project partners:

ICT for Peace - Spain

Workshops for the prevention of violence and the construction of peace on the internet and social networks

<https://ticparalapaz.org/>



SDG10: REDUCED INEQUALITIES

SDG 10: Reduced Inequalities

SDG 10

Calls for reducing inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country.

The goal also addresses inequalities among countries, including those related to representation, migration and development assistance



SDG 10

- Income inequality **has increased in nearly every part of the Globe** in recent decades
- Income inequality **requires global solutions**. This involves improving the regulation and monitoring of financial markets and institutions



SDG 10 Data

- Children in the poorest 20% of the populations are still up to **three times more likely to die before their 5th birthday**
- Persons with disabilities are up to **five times more likely than average to incur catastrophic health expenditures**
- Women in rural areas are still up to **three times more likely to die while giving birth**



SDG 10 Data

- Up to 30% of income inequality is due to inequality within households
- The population of persons with disabilities, 80% live in developing countries
- 1 in 10 children is a child with a disability.
- Only 28% of people with significant disabilities have access to disability benefits globally



SDG 10 Data

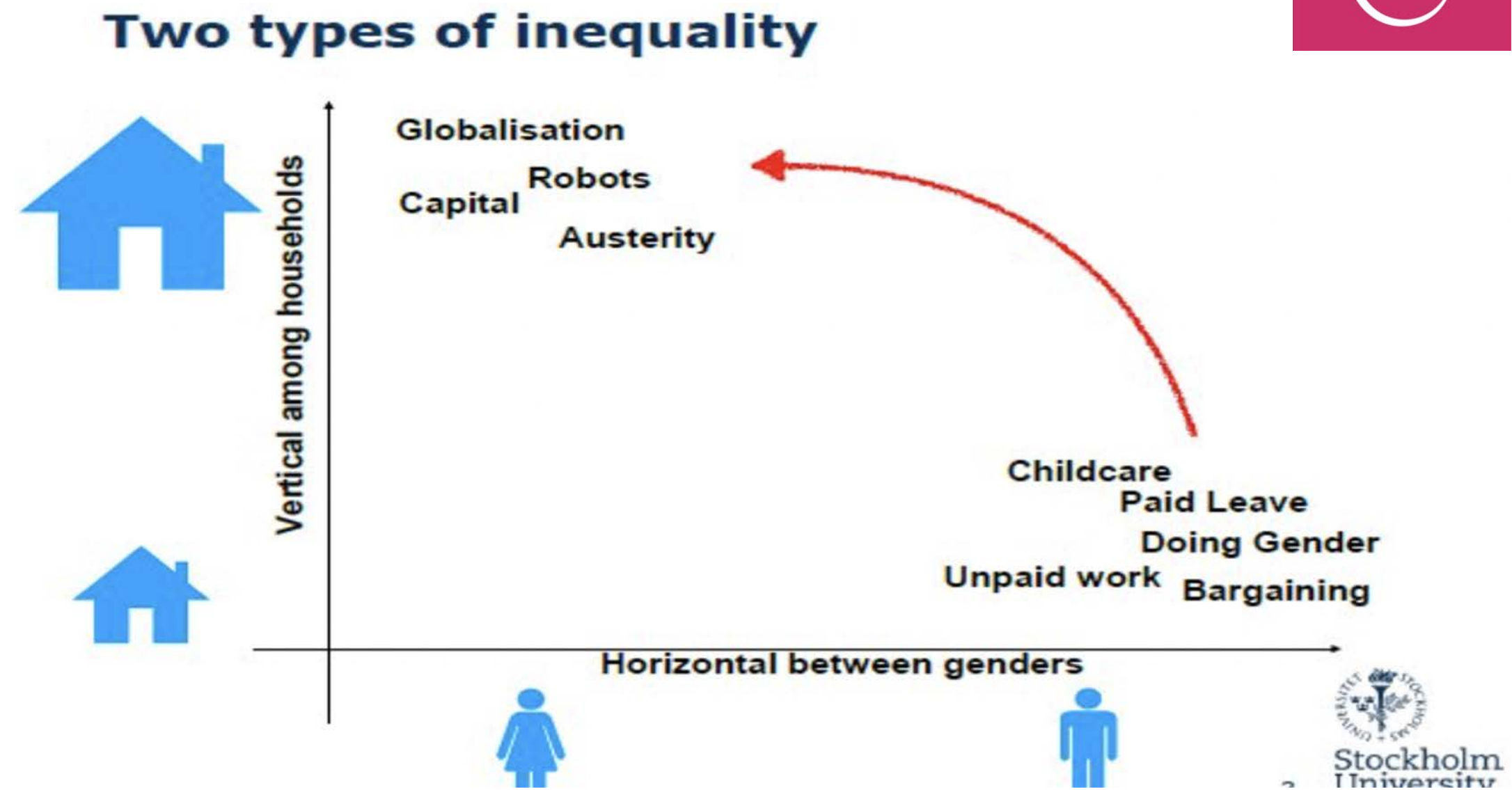
- 22% of global income was received by the top 1 percent compared with 10 percent of income for the bottom 50 percent.
- 33% Economic inequality is largely driven by the unequal ownership of capital.
- 39% Under "business as usual", the top 1 percent global wealth will reach 39 percent by 2050.



SDG 10 Data

Vertical and Horizontal Inequalities

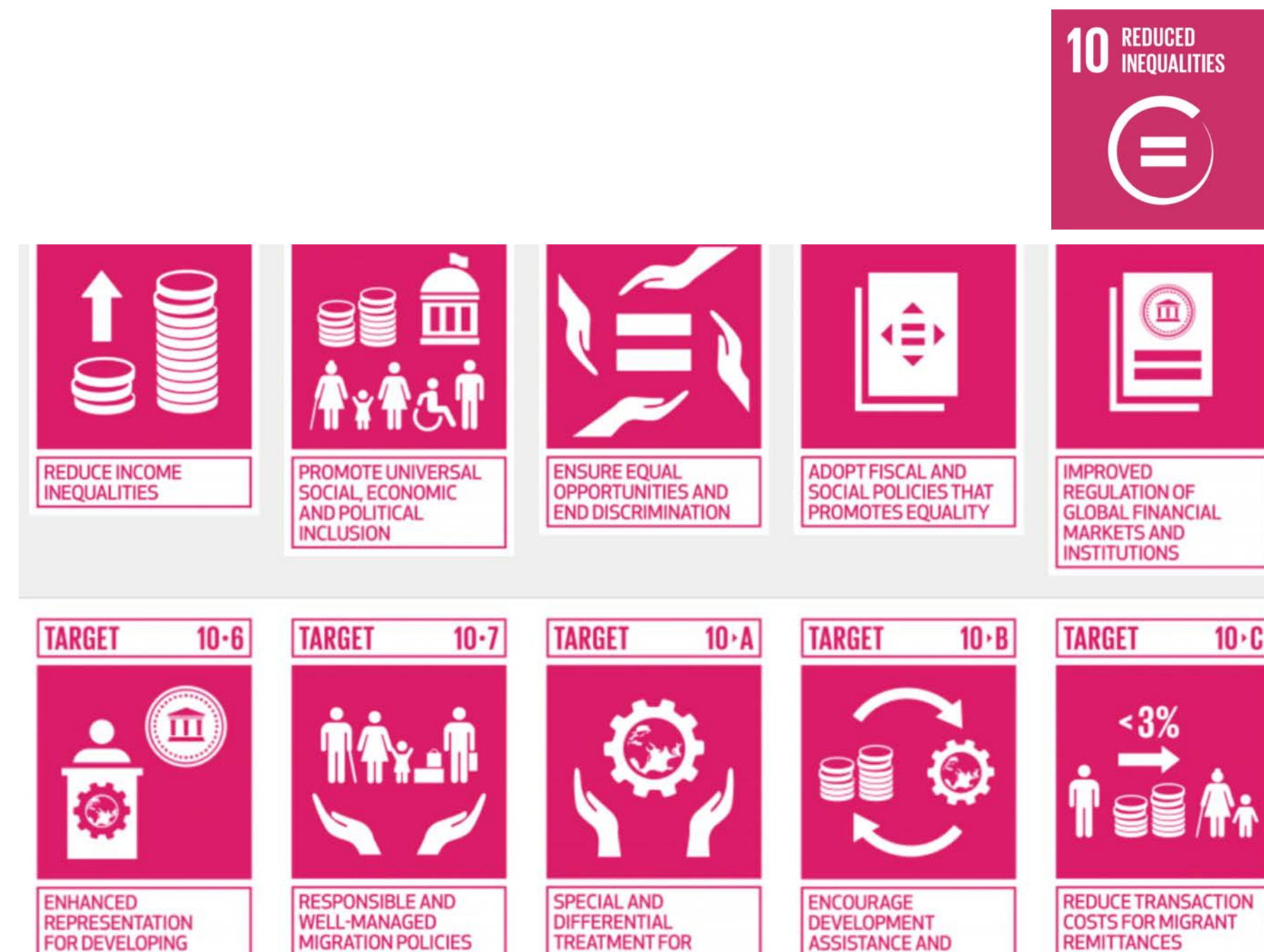
- **Vertical inequality** refers to differences between individuals (or households) within a particular country or region, or in the world as a whole.
- **Horizontal inequality** refers to differences between culturally defined groups of people within a society, i.e. between the rural and urban population, or between different ethnic groups.



SDG 10

United Nations has defined **12 targets** to **achieve** by **2030**:

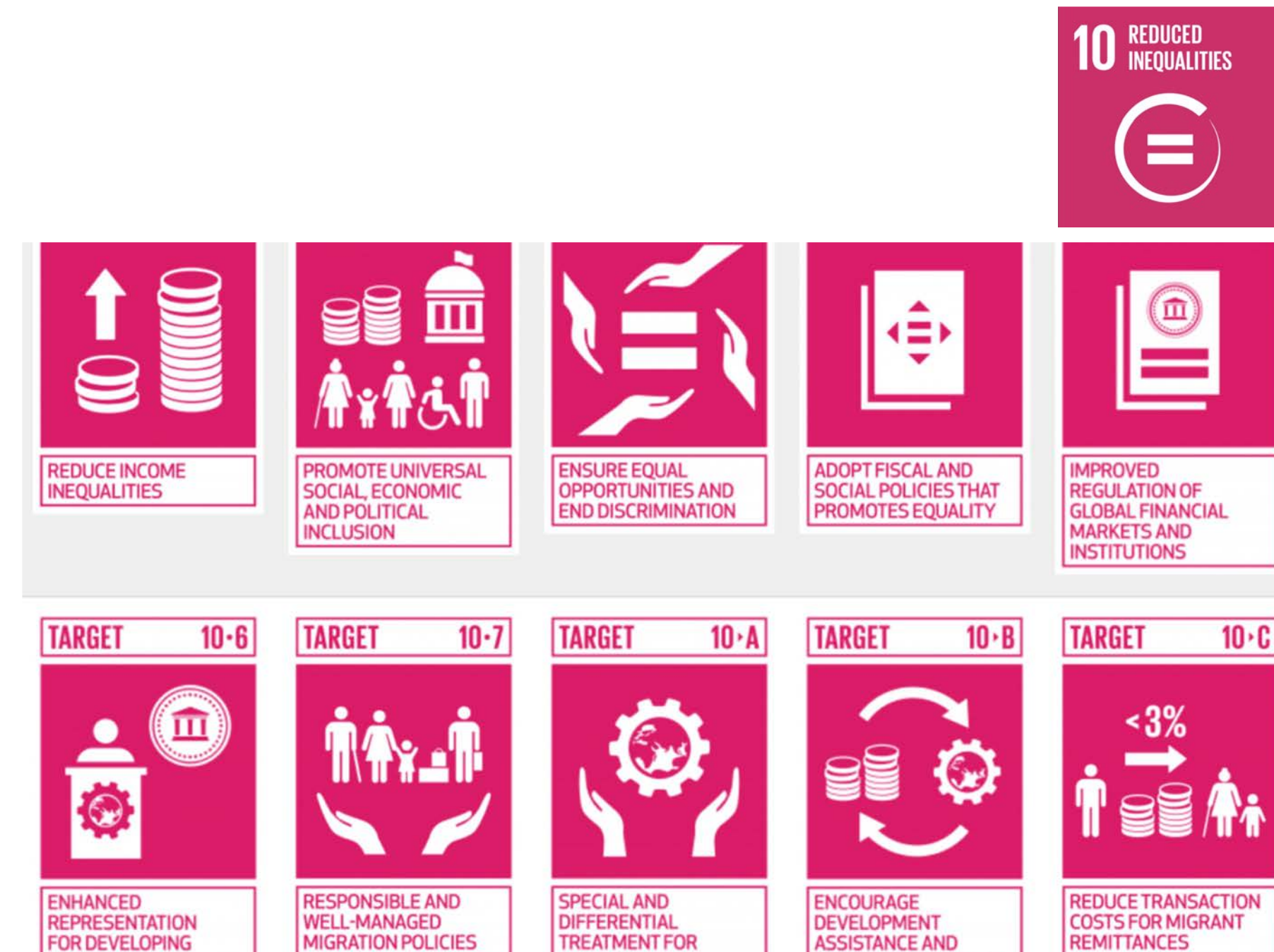
- 10.1 Achieve and sustain income growth of the bottom 40% of the population
- 10.2 Empower and promote the social, economic and political inclusion
- 10.3 Ensure equal opportunity and reduce inequalities of outcome
- 10.4 Adopt policies, especially fiscal, wage and social protection policies
- 10.5 Improve the regulation and monitoring of global financial markets



SDG 10

United Nations has defined **12 targets** to **achieve** by **2030**:

- 10.6 Ensure enhanced representation and voice for developing countries
- 10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people
- 10.A Implement the principle of special and differential treatment for developing countries
- 10.B Encourage official development assistance and financial flows
- 10.C Reduce to less than 3 per cent the transaction costs of migrant remittance



COVID-19 impact

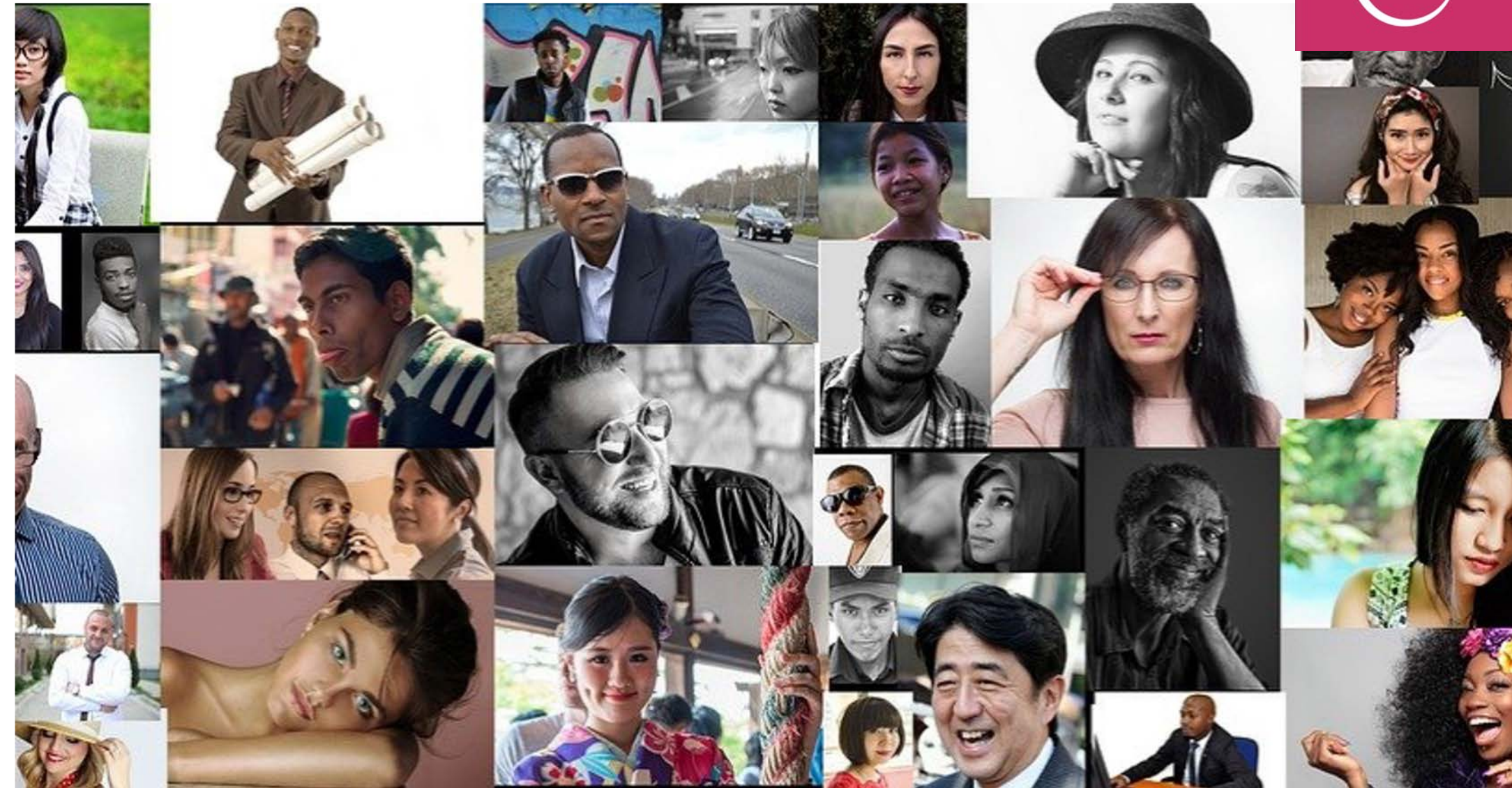
- The Pandemic is likely to **reverse progress made in** reducing income inequality since the financial crisis
- It's estimated that the **average GINI** for emerging market and developing countries **will increase by 6%**
- The portion of the global population who are **refugees** has **more than doubled** since 2010



SDG 10 Data

EU pillars in fighting inequality:

- Empower **women** and create opportunities for **youth and disadvantaged communities**
- Increase **economic inclusion**
- Enhance **social services**
- Facilitate **safe migration and mobility**
- Foster pro-poor **fiscal policies**
- Encourage **domestic resource mobilisation**

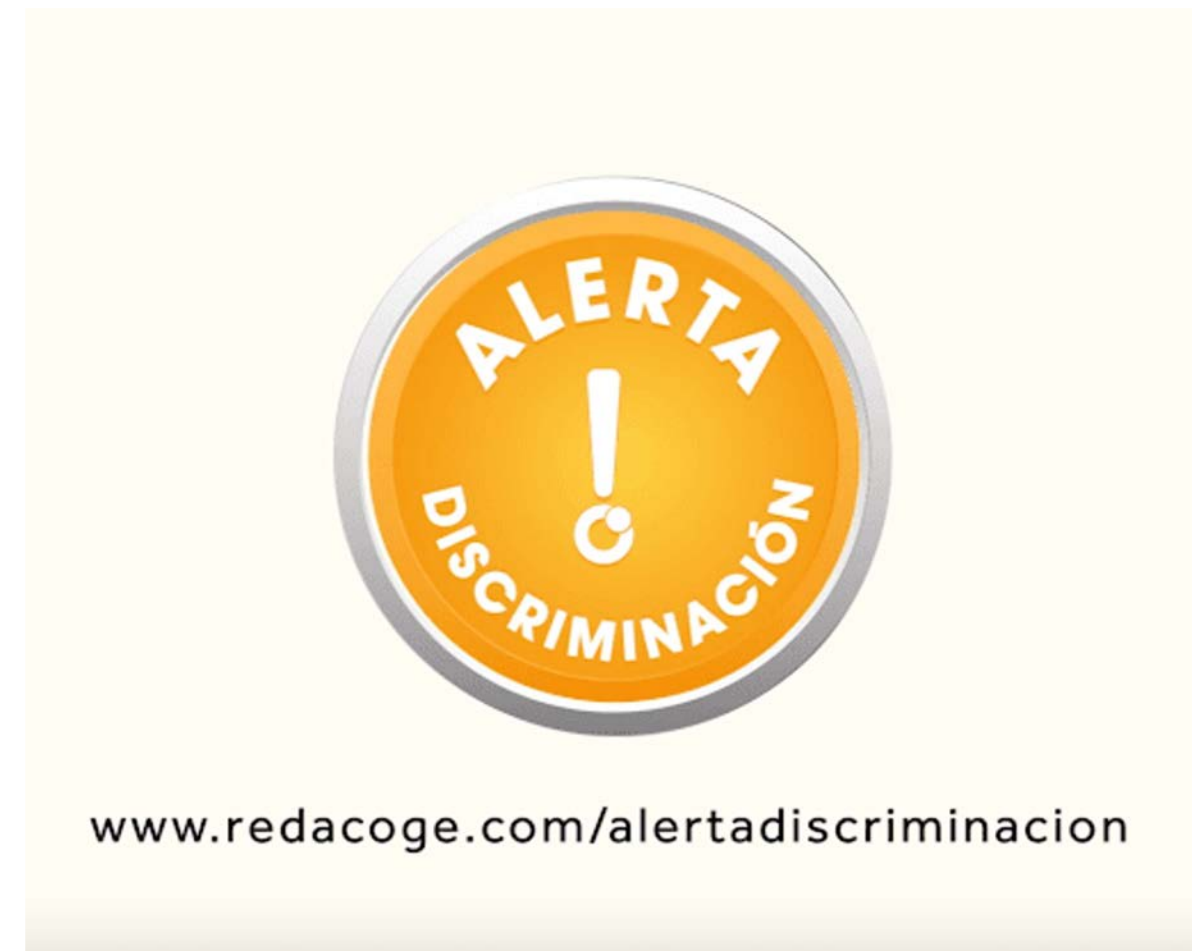


Examples of some SDG 10 Initiatives identified by project partners:

Alerta Discriminación - Spain

To put an end to the invisibilization of discrimination that affects thousands of people daily, making easy to people to report what happened through the app, making the problem visible.

www.alertadiscrimination.org



Examples of some SDG 10 Initiatives identified by project partners:

Traces Project - Cyprus

Supporting youth to manage their digital & social media presence through key digital and social media literacy training material for youth with fewer opportunities.

<https://www.tracesproject.online/>



SUPPORTING YOUTH TO MANAGE THEIR DIGITAL & SOCIAL MEDIA PRESENCE



Co-funded by the
Erasmus+ Programme
of the European Union

Examples of some SDG 10 Initiatives identified by project partners:

Weltwegweiser - Austria

Supporting young women and men, mainly with disabilities, who are interested in volunteering, returnees from volunteer work, sending organizations in the field of volunteer work that adhere to quality standards.

<https://www.weltwegweiser.at/>



SDG4: QUALITY EDUCATION

SDG 4: Quality Education

SDG 4

- “Sustainable Development Goal 4: Quality Education” aims to ensure inclusive and equitable quality education.
- Reaching quality education worldwide matters and it has a huge importance because Education enables upward socioeconomic mobility and is a key element to escaping poverty.



SDG 4

- Income inequality **has increased in nearly every part of the Globe** in recent decades
- Income inequality **requires global solutions**. This involves improving the regulation and monitoring of financial markets and institutions

4 QUALITY EDUCATION



SDG 4

- Next decade provides opportunity for policymakers
- Promotes countries' economic future competing in a global marketplace with skilled human resources
- 1/5 of global children and youth remains out of school 258 million in total

4 QUALITY EDUCATION

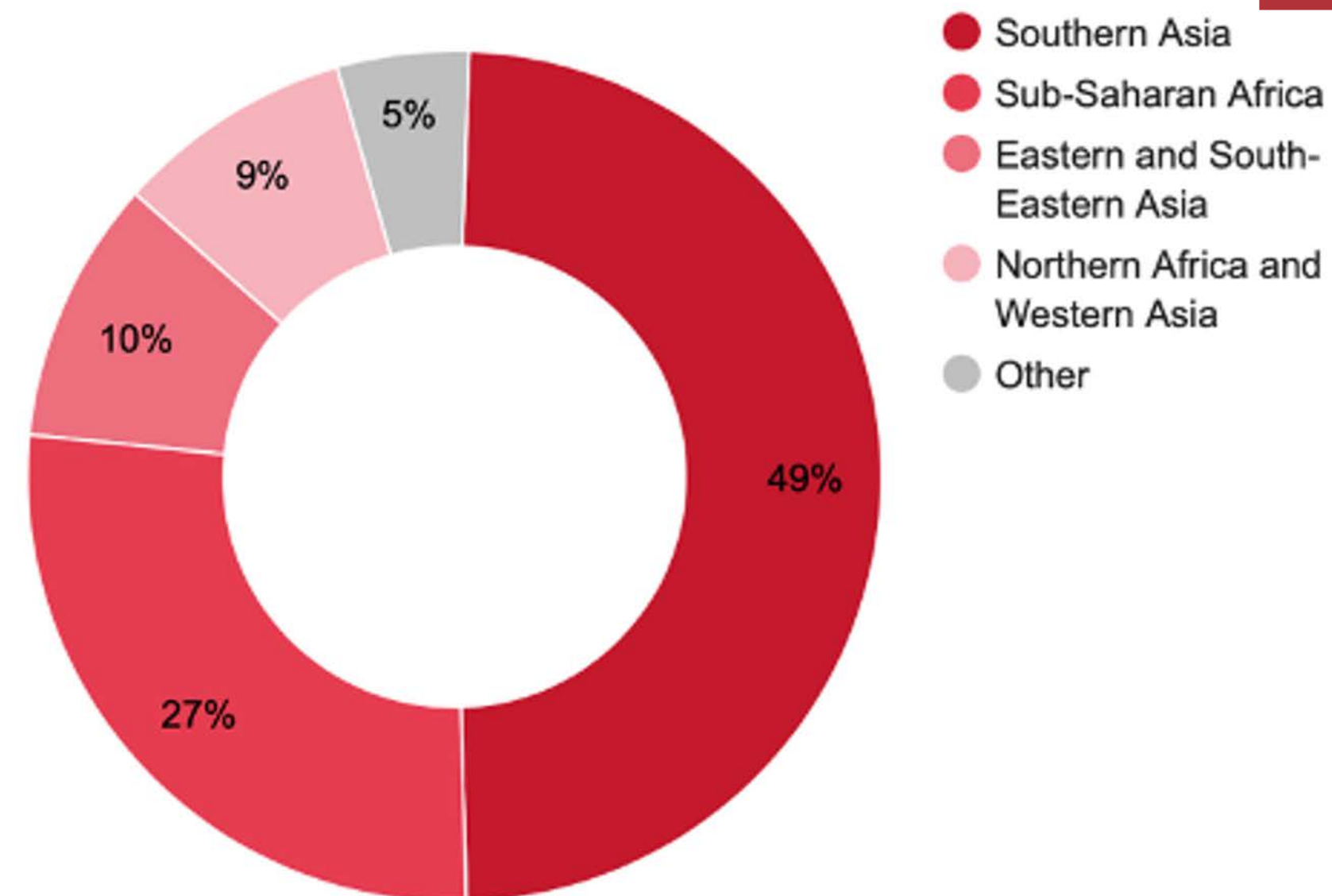


SDG 4 Data

750 million adults remained illiterate around world. **2/3 of them are women**

Years of steady growth in enrolment rates

- **617 million children & teenagers** lack minimum proficiency in Reading and Math
- **55% of the global total.** Really high non-proficiency rates
- **1/3 of them** are out of school with education access
- **2/3 attend to school** but they end up having to drop it



SDG 4 Data

Geographical point of view

- Region of the world with the least access to education: **Sub-Saharan Africa**
- ¼ of the global illiterate population live in this region
- Complexity of providing schools with basic resources
- 50% sub-Saharan Africa children not enrolled
- 85% are not learning the minimum standard
- Digital gap between under-connected & highly digitised
- Half of the global illiterate population lives in South Asia



SDG 4 Data

Gender point of view

- Women and girls are in a disadvantaged situation
- Obstacles to reach a real gender parity in primary education
- 1/3 developing countries are limits to young women's access to labour market
- Worldwide 5.5 million more primary school aged girls out of school than boys








SDG 4

United Nations has defined **10 targets** to **achieve** by **2030**:

- 4.1 ensure that all girls and boys complete free, equitable and quality primary and secondary education
- 4.2 ensure that all girls and boys have access to quality early childhood development
- 4.3 ensure equal access for all women and men to affordable and quality technical
- 4.4 substantially increase the number of youth and adults who have relevant skills
- 4.5 eliminate gender disparities in education and ensure equal access to all levels of education

4 QUALITY EDUCATION



<p>TARGET 4-1</p>  <p>FREE PRIMARY AND SECONDARY EDUCATION</p>	<p>TARGET 4-2</p>  <p>EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION</p>	<p>TARGET 4-3</p>  <p>EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION</p>	<p>TARGET 4-4</p>  <p>INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS</p>	<p>TARGET 4-5</p>  <p>ELIMINATE ALL DISCRIMINATION IN EDUCATION</p>
<p>TARGET 4-6</p>  <p>UNIVERSAL LITERACY AND NUMERACY</p>	<p>TARGET 4-7</p>  <p>EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</p>	<p>TARGET 4-A</p>  <p>BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS</p>	<p>TARGET 4-B</p>  <p>EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES</p>	<p>TARGET 4-C</p>  <p>INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</p>



SDG 4

United Nations has defined **10 targets** to **achieve** by **2030**:

- 4.6 ensure that all youth and a substantial proportion of adult
- 4.7 ensure that all learners acquire the knowledge and skills needed to promote sustainable development
- 4.A Build and upgrade education facilities that are child, disability and gender sensitive
- 4.B substantially expand globally the number of scholarships available to developing countries
- 4.C substantially increase the supply of qualified teachers



TARGET 4-1	TARGET 4-2	TARGET 4-3	TARGET 4-4	TARGET 4-5
FREE PRIMARY AND SECONDARY EDUCATION	EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION	INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	ELIMINATE ALL DISCRIMINATION IN EDUCATION
TARGET 4-6	TARGET 4-7	TARGET 4-A	TARGET 4-B	TARGET 4-C
UNIVERSAL LITERACY AND NUMERACY	EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	EXPAND HIGHER EDUCATION SCHOLARSHIPS FOR DEVELOPING COUNTRIES	INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES

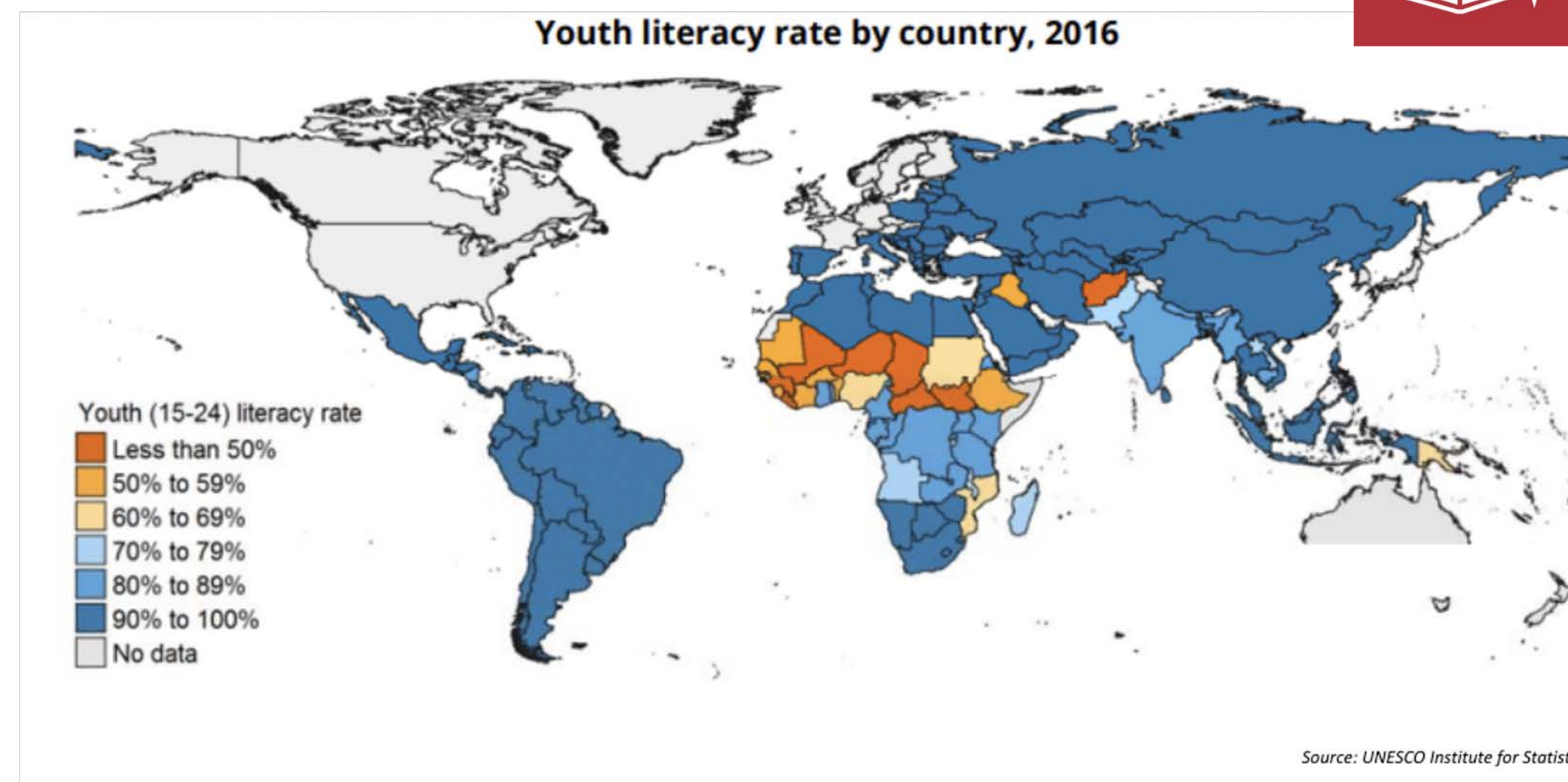
COVID-19 impact - Before Covid

Children and Youth out of school

- 26% of young people were out of school in 2000
- In 2010, the percentage reached 19%
- By 2018, the global population of young people out of school decreased to its lowest, 17%

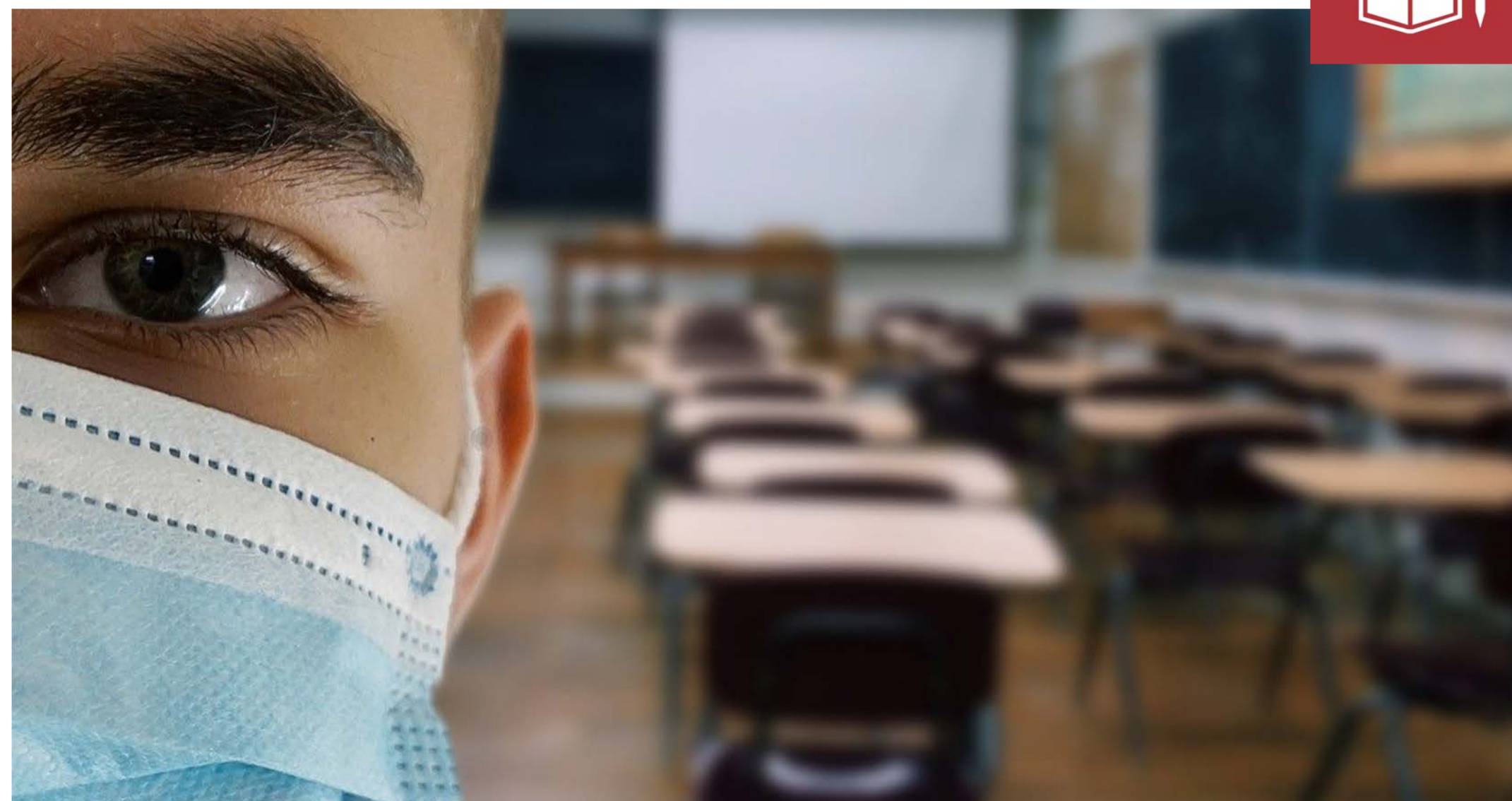
Primary School completion

- Indicators show that in 2000, the primary school completion was at 70%
- By 2018, this value increased to 84%



COVID-19 impact - **After Covid**

- The pandemic caused school closures in the whole world, keeping 90% of all students out of school
- The pandemic affected the daily nutrition of nearly 369 million children **who relied on school meals**
- While 79% of children in rich countries complete school, the rate decreases to 34% in poor countries
- Only 65% of primary schools around the world have basic handwashing facilities



Examples of some SDG 4 Initiatives identified by project partners:

SCHOLA.ULB - Belgium

SCHOLA.ULB addresses the impact of socio-economic inequalities on educational failure. It is a citizen project proposed by young students for young students in order to enhance their potential and stimulate their ambition for the future.

<https://www.schola-ulb.be/>



Examples of some SDG 4 Initiatives identified by project partners:

Human Rights Education vs. Cyber-hate Cyprus

The project involved participants from 10 partner countries. The training sessions were designed to address the underlying causes of cyber-hate and to provide the participants with proper educational methods and tools needed to deal with the phenomenon of Cyber-hate.

<https://sealcyprus.org/our-projects/human-rights-education-versus-cyber-hate/>

Training Course, December 2018, Cyprus
Human Rights Education versus Cyber-hate



PARTNERS: SEAL CYPRUS, Cyprus // H.R.Y.O. Human Rights Youth Organization, Italy
SDRUZHENIE WALK TOGETHER, Bulgaria // Asociatia GEYC, Romania
DRPDNM, Slovenia // Praxis, Greece // MILLENIUM M, Moldova
Otherness project, Denmark // Future in Our Hands, Armenia



QUESTIONS?

;)



Thank you!!

www.vipvalues.org / info@vipvalues.org



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

