Monitoring and Integrating Child-related SDGs in Europe and Central Asia

Challenges and Opportunities

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Introduction

This brief summarises the findings of a mapping exercise that reviewed the status of the child-related SDG targets and indicators in the Europe and Central Asia (ECA) region, focusing on the following:

- progress with data availability and data sources;
- the integration of national policies and programmes.

The ECA region encompasses 55 countries and territories with great context diversity. Some countries in the region have seen conflict or civil strife in recent years, including the current conflict in Ukraine, leaving a complex landscape to monitor and advance the SDG Agenda for children. Political instability is a major challenge for many countries in the region, making it more difficult to integrate SDG indicators into national monitoring and reporting systems.

Monitoring SDGs in the region depends on many factors, including data availability, funding for data collection, technical capacity and resources of the statistical agencies, political priorities and will, and the overall development and acceptance of evidence and results-based planning. While evidence-based policymaking has been widespread and acknowledged in recent years, it is far from commonplace. Similarly, requests for more open and agile data have been increasing, particularly considering the COVID-19 pandemic. However, official data, especially administrative data, remain difficult to access and use.

The mapping presented in this brief was based on a desk review of national documents, including Voluntary National Reviews (VNR), interviews with 22 UNICEF Country Offices and two National Committees.

The SDG frameworks for children in the region

SDGs include 17 goals, 169 targets and 232 indicators. Many directly influence children's lives, even if they do not refer to children directly. However, several goals and indicators do not include children in their language and wording.

UNICEF has identified a global list of 42 child-related SDG indicators (including sub-indicators), organised in its Strategic Plan priority areas as shown below. While not all indicators are readily available nor significant for all countries, this framework provides a roadmap to measure child-related SDG targets while still adapting to the national context and priorities.[1]

The largest share of indicators involving children is under SDG 3 (health), 4 (education) and 16 (Peace and justice and strong institutions). Several indicators are under SDGs 1, 2 and 5. These SDGs should be considered the focus of political action for children. Yet it is fundamental to mention, progress towards other SDG targets heavily impacts children's lives and futures.

The European framework for measurement/reporting is coordinated by Eurostat and is primarily based on EU-SILC data, and it identified 101 indicators to constitute the SDG monitoring framework of EU[2] in consultation with countries.

In a working paper of 2018 (Marguerit, Cohen and Exton, 2018), the OECD reports the progress of its member countries towards a range of SDGs indicators for children and youth, *de facto* outlining what can be considered its own framework of child-related SDGs.

Table 1 illustrates how the three organisations compare. Indicators for the OECD have been taken from the work of Marguerit Cohen and Exton (2018), while the ones for Eurostat have been included based on their relevance and/or applicability to children, i.e., indicators relative to macro-economic performance, production, or solely applicable to working age population, have been excluded for coherence.

[1] A more recent version lists fewer (29) indicators (https://data.unicef.org/resources/briefing-notes-on-sdg-global-indicators-related-to-children/). However, it was not available when this work started, therefore we refer to the 35 indicators global list.

[2] https://ec.europa.eu/eurostat/web/products-catalogues/-/KS-06-22-017

Figure 1. Alignment of UNICEF's Strategic Plan framework with SDGs

Source: Author's elaboration based on UNICEF's 2022-2025 Strategic Plan – 2021

While some of the indicators overlap, the three lists are different. Many of the listed indicators for the EU are not specific to children, although they can be applied and disaggregated by age. Some of the indicators proposed in the UNICEF list may not be relevant for ECA countries or are tied to the availability of specific survey data that are not usually collected. However, this provides a challenge, and an opportunity for creating a country's unique list of indicators, also called nationalisation. Countries in the region can select indicators from at least three frameworks and combine them to create their specific list. One helpful exercise is establishing conceptual equivalence for available indicators, even if they are not listed as official SDGs indicators.

Table 1: UNICEF, Eurostat, and OECD child-related indicators for selected SDGs

SDG 1: No poverty

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
1.1.1. Proportion of the population living below the international poverty line by sex, age, employment status and geographic location (urban/rural) 1.2.1 Proportion of population living below the national poverty line, by sex and age 1.2.2 Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions 1.3.1 Proportion of population covered by social protection floors/ systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, new-borns, work-injury victims, and the poor and the vulnerable 1.4.1 Proportion of population living in households with access to basic services 1.b.1 Pro-poor public social spending	Children (0-17yrs) at risk of poverty or social exclusion (AROPE) People at risk of income poverty after social transfers Severe material and social deprivation rate Housing cost overburden rate In work at-risk-of-poverty rate People living in households with very low work intensity	1.1.1 Absolute poverty rate USD 1.90 (0-17yrs) 1.1.2 Absolute poverty rate USD 10.00 (0-17yrs) 1.2.1 Relative income poverty rate (0-17yrs) 1.2.2 Multidimensional child poverty (two or more dimensions)** 1.3 Social assistance adequacy

SDG 2: Zero hunger

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
2.2.1: Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age	Obesity rate	2.1.2 Estimated prevalence of moderate or severe food insecurity in the adult population** 2.2.3 Obesity rate**

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
2.2.2: Prevalence of malnutrition (weight for height >+2 or <-2 standard deviation from the median of the WHO Child Growth Standards) among children under 5 years of age, by type (wasting and overweight) 2.2.3 Prevalence of anaemia in women aged 15 to 49 years, by pregnancy status (percentage)		

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

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
3.1.1 Maternal mortality ratio 3.1.2 Proportion of births attended by skilled health personnel (per 1,000 live births) 3.2.2 Neonatal mortality 3.2.1 Under-five mortality rate (per 1,000 live births) 3.3.1 Estimated incidence rate (new HIV infection per 1,000 uninfected population) 3.3.3 Malaria incidence per 1,000 population 3.7.2 Adolescent birth rate (number of live births to adolescent women per 1,000 adolescent women) 3.8.1 Proportion of the target population covered by essential health services	Healthy life years at birth People with good or very good self-perceived health Self-reported unmet need for medical care Standardised avoidable mortality Proportion of population with high medical expenses Standardised death rate due to tuberculosis, HIV and hepatitis Road traffic deaths Smoking prevalence Years of life lost due to PM2.5 exposure Population living in households suffering from noise	3.1.1 Maternal mortality 3.2.1 Under-five mortality rate 3.2.2 Neonatal mortality 3.2.3 Low birthweight 3.3.1 AIDS incidence** 3.3.2 Tuberculosis incidence** 3.3.4 Hepatitis B incidence** 3.4.1 Premature mortality (0-19yrs) 3.4.2 Intentional self-harm (0-19yrs) 3.4.3 Low Life Satisfaction** 3.5.2 Experience of being drunk** 3.6.1 Deaths from transport accidents (0-19yrs) 3.7.2 Adolescent fertility rate (15-19yrs)

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
3.8.2 Proportion of population with large household expenditures on health as a share of total household expenditure or income 3.9.1 Mortality rate attributed to household and ambient air pollution 3.b.1 Proportion of the target population covered by all vaccines included in their national programme		3.8.2 Share of people self-reporting unmet needs for health care because of finances, distance or transportation, waiting list** 3.9.1 Mortality rate attributed to household air pollution** 3.9.2 Deaths from unsafe water (0-19yrs) 3.9.3 Deaths from poisoning (0-19yrs) 3.a.1 Prevalence of regular smokers** 3.b.1 Share of children immunised for diphtheria, tetanus, pertussis and measles**

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

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 4.1.2 Completion rate (primary education, lower secondary education, upper secondary education) 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Low achieving 15-year-olds in reading, mathematics or science Participation in early childhood education Early leavers from education and training	4.1.1 Share of students (15 years old) above basic proficiency (level 2) in reading and mathematics in OECD's PISA study 4.2.2 Participation rate in organised learning (one year before the official primary entry age) (4-7yrs) *4.3.1 Participation in formal and/or non-formal education*** *4.4.1 Individuals' level of computer skills*** 4.5.1 Gender differences in mathematics among 15 years old 4.6.1 Share of adults (16-24yrs) above level 2 in literacy and numeracy OECD's PIAAC study

UNICEF's Framework	Eurostat SDGs Indicators*	OECD Children and youth SDGs indicators
4.2.2 Adjusted net attendance rate, one year before the official primary entry age (Participation rate in organized learning (one year before the official primary entry age) (%))		4.a.1 Percentage of 15- year-old students with access to computer connected to the internet available for students for educational purposes
4.a.1 Proportion of schools offering basic services, by type of service (Proportion of schools with access to WASH (%))		4.c.1 Share of teachers who undertook professional development in the last 12 months

** That apply to children and/or can be considered comparable.*
***Not included in the restricted list of indicators used in the OECD study (Marguerit, Cohen & Exton, 2018)*

Source: Author's elaboration based on UNICEF's 2022-2025 Strategic Plan – 2021

The status of data availability and data sources in the region

The availability of adequate, timely, and high-quality data is necessary, though not sufficient condition to monitor SDGs for children.

The three main problems related to data availability are:

- Collecting data through an adequate survey;
- Funding data collection and data analysis;
- The capacity, burden, and plans of the statistical agency.

Data is generally available for child-related SDG indicators thanks to the efforts of many programme countries to implement MICS. Also, data collection processes are often threatened by political instability (recently COVID-19), lack of funds, and excessive pressure on statistical agencies, often aggravated by the lack of personnel and political sensitivity of some of the topics in the country.

Survey data remain the primary source to monitor child-related SDG indicators; surveys allow disaggregation and can cover multiple topics challenging to measure through administrative data. Additionally, survey data enables measuring overlapping indicators and multiple deprivations, essential information when planning policy. While there is a tendency to refer increasingly to administrative data sources, it is crucial to be aware of the role played by household surveys and other population-based surveys. It tends to happen in non-programme countries, also facing a shortage of data on child-related SDG indicators, including household surveys.

Most ECA programme countries have at least one survey available not older than 2015, MICS being the primary data source. The main question around conducting MICS is often how to raise funds and advocate for the governments to support it. Still, MICS data is often used by other UN agencies, such as UNFPA, WHO, and UN WOMEN. Coordinating and partnering with them, both in funding it and advocating for it, can effectively achieve the goal of conducting the survey. Unfortunately, it doesn't apply in countries with a reduced UN presence or at least only partially. Additional help can be found in partnering with other agencies, such as the World Bank, the EU, and individual national agencies interested in their selected countries. Highlighting the potential of MICS data and

being open to including different modules in MICS can leverage support with international partners and governments.

The European Survey on Income and Living Conditions is the primary data source for European countries, used to report on many indicators, including people at risk of poverty, labour conditions, material deprivation, and so on. Over 30 countries in the region participate in the EU-SILC, in addition to a few other countries conducting surveys that include EU-SILC modules (e.g., Armenia and Ukraine).

The annual EU-SILC contains limited information about children. It covers household living conditions and members' employment; individual questions are asked only from age 16. There is no separate information on children aged 13 to 15 since questions related to current education are only about children 1 to 12 years old and adolescents aged 16 and 17 online. Though the EU-SILC is widely used in the wider European region, it can be leveraged to monitor SDGs for children; predominantly, its child module is administered every three years. Many countries in the region already use indicators derived from the EU-SILC; those can be considered proxies.

Other household surveys are not conventionally used to collect data on indicators of multiple child rights, either because they lack the questions, adequate sampling, or both. Still, Household Budget Surveys (HBS) and Labour Force Surveys (LFS) can be used to get information on education, poverty and indicators of housing conditions. Additionally, specific child modules could be adapted and included in other population surveys such as living conditions, household budget surveys (e.g., EU-SILC and HBS), and even LFS. Household surveys on living standards can be adapted to include more questions regarding children. While they are generally less suitable for this purpose because of their sampling design, there are examples of nationally representative surveys, such as the World Bank's Living Standard Measurement Studies, that collects information on child health and nutrition and children's learning.

School-based surveys, such as the **Programme for International Student Assessment (PISA)**[3] and the **Health Behaviour in School-aged Children (HBSC)**[4]**,** can be an essential source of data on some key indicators regarding SDGs 3 and 4. PISA is the leading source for reporting on SDG 4.1 and 4.5 for many countries in the region. The HBSC is conducted every four years among 11, 13 and 15 years old. Valuable data can be collected on topics such as bullying, the status of minorities, health needs, nutrition behaviour (SDG targets 2.2, 3.4,.10.3,16.2) and other relevant issues. A school-based survey also offers the possibility to link children directly with services. School-based surveys are limited to covering only children attending school and thus are prone to leave out particularly vulnerable groups of children. These surveys remain an important and internationally recognised source of information that would be otherwise difficult to measure.

Opinion surveys, such as Social Surveys, Value Surveys, Eurobarometer, Gallup, and similar ones, could gather information about inequalities and discrimination (SDG 10, SDG 16). With the pandemic, phone surveys gained much traction as an effective way to keep the 'pulse' of an evolving situation. MICS Plus and High-Frequency Phone Surveys have effectively monitored the status in several countries. Phone surveys can monitor high-frequency indicators, such as school attendance, nutrition practices, food security, vaccinations, and social protection coverage. Using phone surveys has some significant limitations that need to be addressed and kept in mind, including the fact that they reach only a share of the population that has a phone.

One crucial fact to keep in mind when considering data availability is that **all information is not always needed**: if there are frequent surveys, such as the Labour Force surveys, which tend to be regular, different modules could be added, with the key objective of having all relevant indicators covered with data not older than five years. The choice of modules should be guided by the country's national priorities and policy objectives and informed by data-gap assessments. In this regard, cooperation with key ministries and the NSO remains crucial.

Administrative data, collected through each service-based information reporting mechanism, are the preferred source for many fundamental indicators of vital statistics and other child rights indicators. Administrative data are a powerful tool because of their potential for detailed disaggregation (ideally,

[3] https://www.oecd.org/pisa/
[4] http://www.hbsc.org/

down to the community level), their continuous production, and the fact that they do not need a dedicated data collection exercise. There are, however, some drawbacks. First, data are difficult to disaggregate besides the essential (sub-national, gender- if available). Secondly, the quality and availability of administrative data largely depend on the system in place, on the coordination of all its parts, on the availability of adequate equipment and training of personnel, and finally, on the political will to share timely and transparently the relevant data. Finally, even when sectoral information systems exist, they are rarely interoperable, not allowing the establishment of multiple deprivations based on administrative data.

Box 1. Data Collection Innovators

Several countries in the region have been at the forefront of data collection and monitoring. Serbia has been a long-time innovator in piloting and adopting new modules to the MICS survey: from social protection to child functioning. Georgia has conducted six rounds of the MICS plus, a phone-based survey to rapidly assess the situation of children and families during the pandemic. Georgia has also recently launched (July 2022) a new round of the Child Welfare Survey aiming to determine the challenges and outcomes of children at different stages of their lives. In Tajikistan and Uzbekistan, opinion surveys have been conducted by the World Bank (Listening2Tajikistan; Listening to the Citizens of Uzbekistan), which help gather important information on the state of the country's welfare and well-being. Azerbaijan used the analysis of social media posts to monitor the situation of children. In Montenegro: the former government had discussed the creation of a Child Rights databank with the support of the CO. This should be an integrated data management system, which would allow following a child throughout the different information systems, connecting data: from the health system to the school system, and so on.

Beyond these traditional data sources, the availability of new sources has increased exponentially over the past decade thanks to the increase in ICT availability, the extensive use of internet connection, and technological advances. It includes data collected through mobile phones, social media and satellites. All three sources can be leveraged to monitor SDGs. For example, Hernandez and colleagues from the WB (Hernandez et al., 2017) used **mobile data** to predict poverty in Guatemala. In their findings, the predictions based on mobile data were close to those obtained through survey results.

In Rwanda, Njuguna and McSharry (Njuguna & McSharry, 2017) used **big data** methods to estimate the country's multi-dimensional poverty index (MPI). Using a mix of data sources, mobile data combined with other publicly available datasets and satellite imagery, they accurately estimated the MPI for sectors with mobile phone cell towers at the sectoral level.

Social media data can be harvested to monitor several topics, for example, the increase in domestic violence and violence against children. Babvey and co-authors (Babvey et al., 2021) demonstrated how to use social media data to estimate children's exposure to violence during the pandemic. They found that restrictions (lockdowns, etc.) were indeed related to increased children's exposure to violence.

Satellite and Geographical Information Systems (GIS) data are becoming relevant in monitoring SDGs indicators, especially for poverty and environment-related indicators. Remote sensing through satellite imagery has promising applications to monitor the environment and landscape, for example, to observe and track environmental changes such as tree cover loss, etc.

Using these tools requires a substantial investment of time and resources. However, supporting Statistical Agencies to develop and learn these techniques can be a forward-looking solution. The statistical understanding of the world comes nowadays through these sources of information. Therefore, in the long run, it may also be cost-effective.

Monitoring and integrating child-related SDGs in ECA

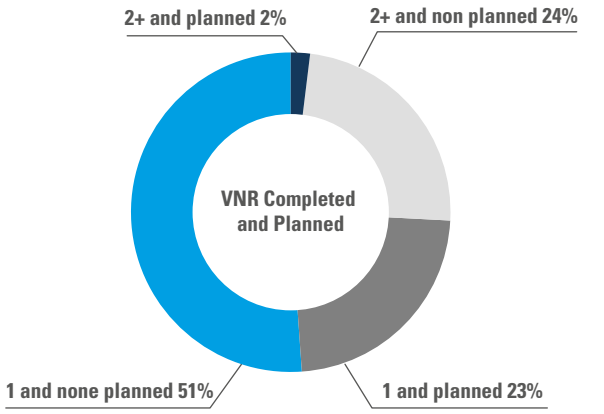
Nationalisation and integration of child-related SDGs indicators in national documents and programs are still behind in many countries in the region that have yet to adopt indicators and/or set specific targets officially.

When it comes to the integration of SDGs, the role of the national government is crucial, and the SDG governance modality, depending on whether it is left to one ministry or a whole-of-the-Government approach is adopted, influences its level of integration. Most programme countries indicated that the national body responsible for SDGs is the Prime Minister's office. Other countries reported a particular Ministry or an SDG council, and in two cases, parliamentary bodies. In many instances, the SDG coordination body was unavailable or unclear. For non-programme countries, the direct participation of local authorities and the whole-of-government approach are more observable. Among the ten non-programme countries reporting the highest number of child-related indicators, most have an integrated approach, often coordinated by an SDG council or working group. Many also stress the importance of involving local government in SDG reporting and monitoring.

The process of nationalisation could be difficult in certain countries due to political instability and changes in government that delay the process, as well as the lack of coordination between international agencies. The lack of 'SDGs sponsors' in the government has also been cited as a reason for the lack of action. For EU-accession countries and in the EU neighbourhood, the monitoring framework is set by the EU and Eurostat, and it is focused on macro-economic and environmental indicators. This implies that most government and statistical agencies will commit to specific indicators and set targets if they are supported or requested by Eurostat. Seven countries explicitly reported that better coordination between UNICEF and the EU would have been beneficial. Six countries reported that political instability caused problems in the process of nationalisation and integration of SDGs, and seven countries reported the main issue is that SDGs are not relevant to their contexts or not a priority in the country.

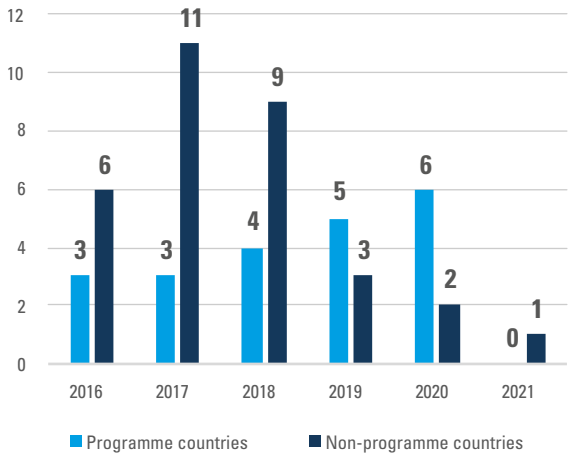
Despite the difficulties, all 55 countries and territories[5] in the ECA region have presented at least one VNR report to the High-Level Political Forum (HLPF). Nonetheless, over half of the countries have no more VNR planned in the next few years (2022/23). Figure 2 and 3 summarises the status of VNRs in the region.

Figure 2: Status on VNR in the region



Source: Elaboration on data provided to the HLPF

Figure 3: Year of the first VNR



Source: Elaboration on data provided to the HLPF

[5] ECA comprises 54 countries plus Kosovo (UNSCR 1244)

Box 2. Broad-based SDGs consultations and monitoring

Different strategies have been put in place by countries in the region to ensure a widespread participation to SDG nationalisation, integration and monitoring. In the Republic of Moldova the national youth counsel led the VNR in 2020, with the objective of making youth voices present in the VNR. UNICEF and UNFPA were the two promoters of involving youth in SDGs and VNR. There has been a national youth conference, as well as workshops in districts on the SDGs, to promote the national contest for SDGs and importance in their own communities. A similar example comes from Kyrgyzstan, where the nationalisation of the SDGs has involved broad national consultations that have involved working groups and meetings on thematic issues. In some cases, civil society organisations and other stakeholders were asked to write chapters of the VNR. This is also the case, for example, in Norway, Sweden, and Finland. In the latter case, each goal has a both an official government assessment, and a civil society 'shadow' assessment. This strategy, although time-consuming, is useful to promote a wider ownership of SDGs at national level.

Most VNRs do not include specific information on children, and monitoring child-related SDG targets remains dissimilar across countries and indicators.

Poverty, mortality, learning and preschool, and water and sanitation indicators are integrated more often because they are easily available. Among non-programme countries, the United Kingdom monitors the higher number of child-related indicators and provides a user-friendly online dashboard that offers detailed information on each SDG[6]. In general, the availability of data on child-related indicators in non-programme countries is varied and seems, to a certain degree, influenced by the involvement of the UNICEF National Committee in the monitoring and national decision-making processes. Child-related reporting is not a priority for non-programme countries, and a more decisive advocacy action is needed from the national committee to achieve extensive coverage and substantial commitment from the government.

Programme and non-programme countries still need to progress towards the SDGs integration in national policies, including child-related SDG targets. Despite general pledges, strategies and roadmaps, evidence[7] does not support strong integration with national policies. Only eight programme countries reported the integration of SDGs into national policy. Among non-programme countries, only thirteen mentioned a strategic document in their VNRs, mostly national development strategies and agendas. Spain **provides a good example of integrating the SDGs into national policies**: in the VNR, each indicator reported is accompanied by a discussion on how policies affect it.

Recommendations: Making national SDGs child-inclusive

The integration of child-related SDGs in national policies and target setting for SDG indicators are probably the two most intricate issues related to monitoring SDG targets for children. It is a political matter subject to national and international changes. In some countries, children are not the focus of political action. Instead, it is concentrated on the productive age population. However, several countries have offered examples of good practices around monitoring and integrating SDGs for children in their national policies.

The great challenge of every country is to promote and adopt a child-sensitive approach in its policies. It must be a holistic approach that comprises all levels of government and captures all the critical elements of the process, from planning, budgeting, collecting data, monitoring and reporting.

[6] https://sdgdata.gov.uk/

[7] For NPC, this is mainly VNRs and online SDGs pages when available; for PC, VNRs and interviews with COs.

The main messages of this exercise are summarised in five points:

1. There is no agreement or uniformity for approaching child-related SDG indicators monitoring among international organisations. The promotion of a child-inclusive SDGs agenda requires a cooperative and coordinated advocacy approach between international bodies and organisations. The EU, the OECD and UNICEF, and other UN agencies play a vital pull factor on governments. On top, better coordination among international organisations can improve data collection and monitoring.

2. Monitoring and integrating the SDSs cannot happen without timely and reliable data. Progress has been made in many countries as data availability, and statistical capacity have grown. However, diverging national priorities, lack of funds and coordination, and political instability jeopardise the essential endeavour of data collection. Only a small fraction of indicators is disaggregated by age, even when disaggregation is or should be available. **Improvements in data collection and reporting can be achieved in three main areas:** a) expanding survey coverage to include the 0 – 18 years old population whenever possible and implementing additional dedicated surveys for this group age; b) investing in the use of innovative data sources, such as big data and satellite data; c) exploiting synergies between actors. Finally, key targets related to common goods, environmental sustainability and protection should be considered relevant to children and measured separately for children when possible.

3. Nationalisation and integration of SDGs are lagging in many countries of the region. Several countries reported the direct involvement of local administrations, both in monitoring and as actors participating in the review process. Because of their more direct involvement with communities, local governments and institutions can act as allies in advocating for a more child-sensitive approach to integrating SDGs into national policies and priorities. However, this step depends substantially on the political landscape of every country.

4. Making SDGs reporting more child-inclusive and investing in child-sensitive policies can only be addressed by a coordinated communal effort at different societal levels. It includes civil society organisations, especially child and youth organizations, in the SDGs nationalisation and the VNR process, which is an essential step in this direction. In the region, several countries report the involvement of youth organisations and councils and civil society consultations. These strategies are key to promoting wider ownership of SDGs at the national level, and civil society can act as a balance for the government.

5. The SDGs are related to several other frameworks (such as Child Rights and the Child Well-being framework of the OECD). Countries could look for synergies with other initiatives and international frameworks. The strong commitment of many programme countries to child rights allows them to address the SDGs through the more powerful framework of the CRC and put children at the forefront of the SDGs. At the same time, the renewed attention and commitment of the OECD and EU towards children and youth (with the NextGenerationEU and the Child Guarantee programmes, for example) can be the perfect occasion to commit to child-related SDGs.

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