

## 2000 – 2016: Development goals timeline

How might the Sustainable Development Goals be able to help children living in institutions? How did the Millennium Development Goals (MDGs) move towards the Sustainable Development Goals (SDGs)? What are the SDGs and what do they do?

**2000:** Members of the United Nations adopt the [UN Millennium Declaration](#). In it the countries set 8 development goals, providing a blueprint to development progress to be achieved over the coming 15 years. The goals include getting people out of extreme poverty, helping children into education, and improving maternal health.

Box:

- Goal 1: Eradicate Extreme Hunger and Poverty
- Goal 2: Achieve Universal Primary Education
- Goal 3: Promote Gender Equality and Empower Women
- Goal 4: Reduce Child Mortality

### Case study: Reducing infant mortality in Moldova

In 2000, the infant mortality rate of babies in Moldova was high. Roughly 18 out of 1000 children between 0-12 months died. This rate was significantly higher than the European average. While the mortality rate had slowly been reducing the decade before the Millennium Development Goals came into place, the MDGs sparked an impetus which led to a much greater a reduction in the infant mortality rate. In 2015, less than 10 out of a 1000 children between 0-12 months of age died. While there is more to be done to make sure that even more children survive, the efforts that were directed as a result of the MDGs have made that the lives of many children have already been saved.

- Goal 5: Improve Maternal Health
- Goal 6: Combat HIV/AIDS, Malaria and other diseases
- Goal 7: Ensure Environmental Sustainability
- Goal 8: Develop a Global Partnership for Development

### Comment box

The MDGs have helped achieve significant development progress. For example, the number of people living in extreme poverty has decreased by one million and the number of children attending primary school went up from 83% in 2000 to 91% in 2015.

However, many people did not benefit in any way from the MDGs. The MDGs have been criticised for failing to address inequality and to protect the most vulnerable. As a case in point, the MDGs failed to take into consideration adults and children with disabilities. The estimated 10% of the world's population living with a disability were not accounted for in the MDG framework, while people with a disability are statistically a lot more likely to live in poverty and be marginalised.

**2011:** The UN Task Team on post-2015 is launched by the UN Secretary General. It is a grouping of 60 UN agencies and international organisations, given a mandate to start setting the framework for what the development agenda post-2015 might look like. A year later, the Task Team presents their report [“Realizing the future we want for all”](#)

**2012:** Governments meet to discuss progress of the Millennium Development Goals at the United Nations Conference On Sustainable Development in Rio de Janeiro (Rio+20). At Rio+20 UN Member States launch the process to develop a set of 'sustainable development goals' (SDGs).

**2012 – 2015:** Over 7 million people, 1 in 1000 people on the planet, take part in the My World Survey, producing a set of recommendations and outlining hopes and dreams for the future in the [We the peoples](#) report. The top recommendation is to ensure good, quality and inclusive education for all.

**Box: How quality and inclusive education can help end the institutionalisation of children**

A common reason for a child to be placed in an institution is lack of accessible and inclusive education in the community. It might be there is no community school or the village school is not adapted to be accessible for children with disabilities. If parents have the choice between no education for their child or education in an institution in another province or at the other side of the country, it is understandable that many parents choose the latter. By establishing inclusive education facilities in the community, institutionalisation of children can be prevented and all children with disabilities can grow up and thrive in their families and their communities.

**2013:** A group of 27 people, who had been brought together at a High-level Panel to advise on the global development framework beyond 2015, present their report with recommendations - [A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development](#)

**2015:** As the drafting process of the SDGs is well under way, Lumos recognises that the draft text of the Goals does not acknowledge the importance of a cohesive and loving parental or adult care-giver relationship for a child to grow and thrive. The organisation embarks on a campaign to highlight this omission in the text, calling on the lead negotiators to include reference to the importance of parents and families in childhood. The campaign is successful and the following paragraph is included in the final text, which is unanimously agreed by world leaders in September 2015:

*“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.”* (Part of Paragraph 25 of the [Preamble of Agenda 2030](#))

**2015:** At the end of 2015, the MDGs are due to expire. A range of intergovernmental negotiations take place during which the new Sustainable Development Goals (SDGs), which will replace the MDGs, are drafted. On 25 September 2015, the [“Transforming our world: The 2030 agenda for sustainable development”](#) is adopted by world leaders at the United Nations. The agenda includes 17 goals and 169 targets ranging from eradicating poverty, to ensuring quality and inclusive education for all and ending all forms of abuse and violence against children.

**Box: What can the SDGs do for children who live in institutions**

The SDGs include many goals and targets that can positively influence children’s lives and that focus specifically on improving child wellbeing. Children who live in institutions have particular vulnerabilities and needs. For example, in institutions, children are at a much higher risk of experiencing violence and abuse. It is not uncommon for children in institutions to be severely malnourished or have no access to quality health services or education. Lack of inclusive education in a child's community is also often a driving factor for children to go into institutions, however there is often no guarantee of receiving education. The SDGs include targets to reduce violence against children, improve health services and access to them, nutrition and access to quality inclusive education. By ensuring all these can be provided in the communities where families live, this could make a real difference in the lives of children in institutions, making it possible for them to go home.

**2015:** A large number of children-focused NGOs sign a letter calling on the United Nations to ensure that SDGs will count *all* children. The NGOs are concerned about the way the SDGs will be monitored and that children outside families - living in institutions, on the street, or in other unconventional settings – will be left behind by the SDGs. See **Box: Making sure that the most vulnerable children will benefit from the SDGs.**

**2016:** As the MDG era concludes at the end of 2015, the following year begins with the official launch of the 2030 Agenda for Sustainable Development.

**Box: All children count but not all are counted: Making sure that the most vulnerable children will benefit from the SDGs**

While the SDGs include goals and targets that could greatly benefit children who live in institutions, there is a concern that efforts to achieve the SDGs will fail to include them. Now that the SDGs are in place, decisions need to be made about how to tackle the global development challenges. In order to decide where to start, governments make assessments of their country's population and consider where the greatest needs lie. These assessments are usually undertaken by looking at people and children who live in households. This means that children who do not live in households – who are in institutions, on the street or elsewhere – are not considered and not counted. ***Unless this changes, these children risk being left behind.*** In order to count the most vulnerable children, it is therefore important that the United Nations and member states develop methods that count all children. More than 175 organisations have therefore written a letter urging the UN and others to act to develop these methods. You can read the letter here.

**Box: Leave no one behind**

The phrase ‘leave no one behind’ is a guiding principle throughout the negotiation process. The principle is rooted in the idea that ‘no goal is met unless it is met for everyone’. The principle continues to resonate in all conversations about SDG implementation to date and it is an important principle in Lumos’ efforts to ensure that all children are counted. [\*Find out what you can do to make sure that no child is left behind.\*](#)