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Nadi, Fiji

Workshop to support Pacific VNR reporting in 2019
Indicator Development and its links to Planning/Budget processes

Session 1.3: Role of Data and Statistics in SDG implementation

Chris Ryan
Statistician
ESCAP Pacific Office

Content of presentation

- Overview of the guidelines to addressing data/statistics in SDG implementation
  - How do we interpret some of these guidelines in practice

- Role of data/statistics in VNR reporting
  - What should be covered in the report

HIGH-LEVEL POLITICAL FORUM
ON SUSTAINABLE DEVELOPMENT
VOLUNTARY NATIONAL REVIEWS

Guidelines to support country reporting on SDGs

Guidelines State →

"The 2030 Agenda recognizes that <u>each country decides</u> how the aspirational and global targets of the SDGs are to be incorporated into national planning processes and development strategies."

<u>What does this mean from an indicator perspective?</u>

- Countries choose what indicators they wish to include from the 2030 agenda in their national processes, and how they choose to include them (when and in what form)

  a) If you have M&E frameworks with indicators already (in national processes), then how are you looking to incorporate the SDG indicators in to this framework? **<u>YOU DECIDE</u>**

  b) If you don't have a M&E framework with indicators in place, how might the SDG indicator framework help you develop one? **<u>YOU DECIDE</u>**

- It's important that the end product of how SDG indicators are incorporated in national planning processes, is driven by your national priority issues

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Guidelines to support country reporting on SDGs (cont)

Guidelines State →

"Country ownership of the Agenda and its universality point to the need for countries to consider their national circumstances, guided by the global ambition of the agenda. They may have to adapt some of the globally agreed indicators and/or complement them with additional ones."

How do we interpret this?

1) Adapting indicators presented in the 2030 agenda might be necessary because:
   i. The global indicator is not the most appropriate for your country
   ii. Data isn't available to produce the global indicator

2) There will be issues within your country not covered suitably by any indicator in the 2030 Agenda –indicators to track progress against these issues need to be addressed (and possibly already exist)

3) Take a step further – some globally agreed indicators may not be relevant in the national context and can be dropped altogether

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Guidelines to support country reporting on SDGs (cont)

Guidelines State →

"Data may fall in one of three categories:

- *Currently available with sufficient quality, frequency and disaggregation;*
- *Not available on a regular basis or at the necessary frequency, or not of sufficient quality or disaggregation, requiring improvements; and*
- *Missing, requiring substantial capacity-building and investments"*

What does this mean in for your countries?

- Strategies need to be developed to address points 2 and 3
  - New surveys, modifications to existing surveys, modifications/improvements to administrative data sources, exploration of new alternative data sources such as big data

Important point

Strategies to address data gaps should be developed to accommodate all relevant national indicators, and not just those in the SDGs

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Guidelines to support country reporting on SDGs (cont)

Guidelines State →

"A well-defined process is needed to prepare national indicators. The national statistics office should initiate and lead a process of consultation with all stakeholders, including planners and policy makers representing all relevant ministries in the government, statistical focal points of all line ministries that are potential sources of data for national SDG indicators, the UN country team, civil society and other stakeholders such as private institutions."

<u>What does this mean in practice?</u>

- Process of national indicator development should be led by the NSO
  - Are aware of most available data sources
  - Are skilled in indicator development
- All other key stakeholders should be involved
  - Know what the key issues are which need to be addressed

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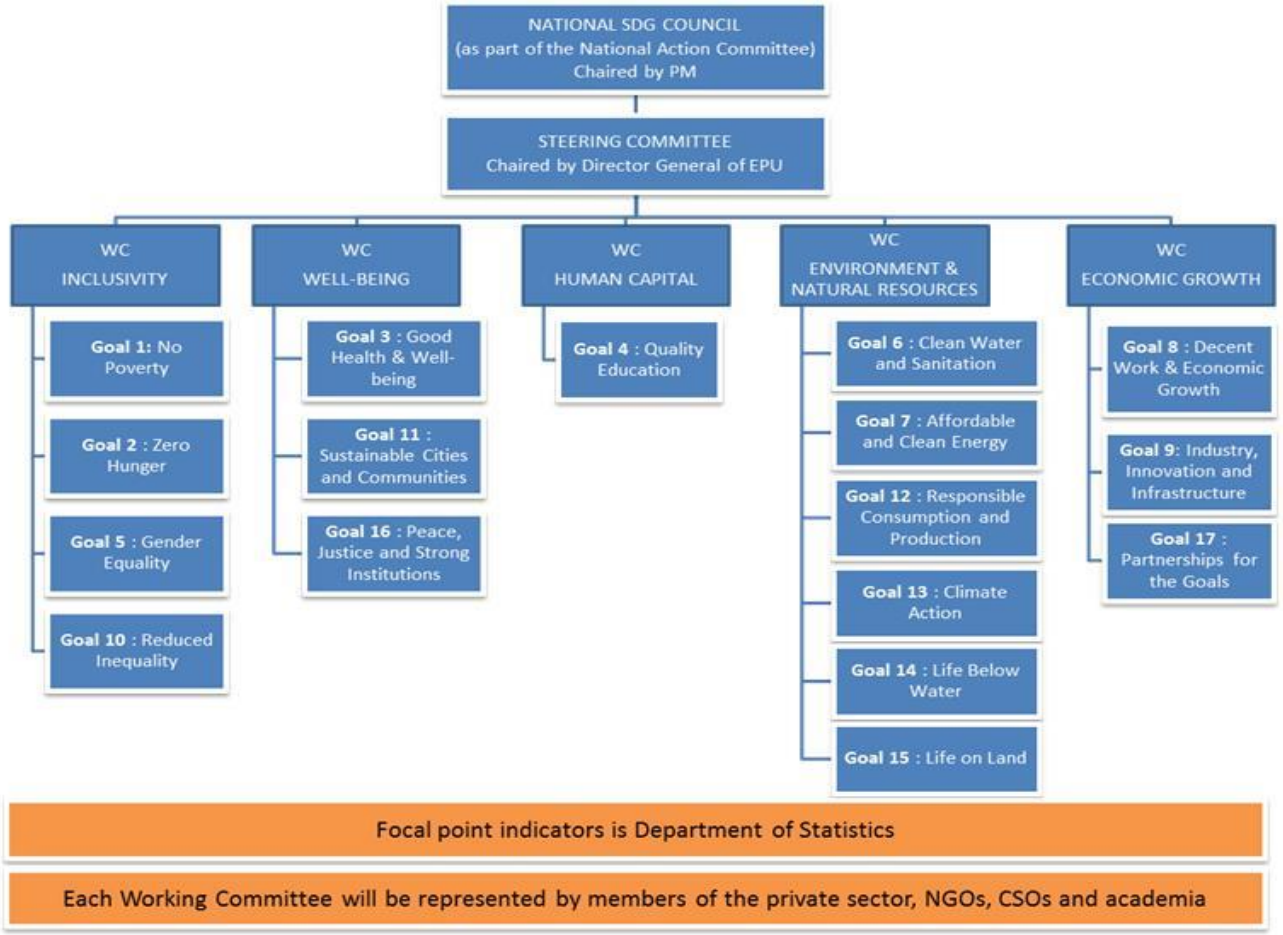
Example of the situation in Malaysia



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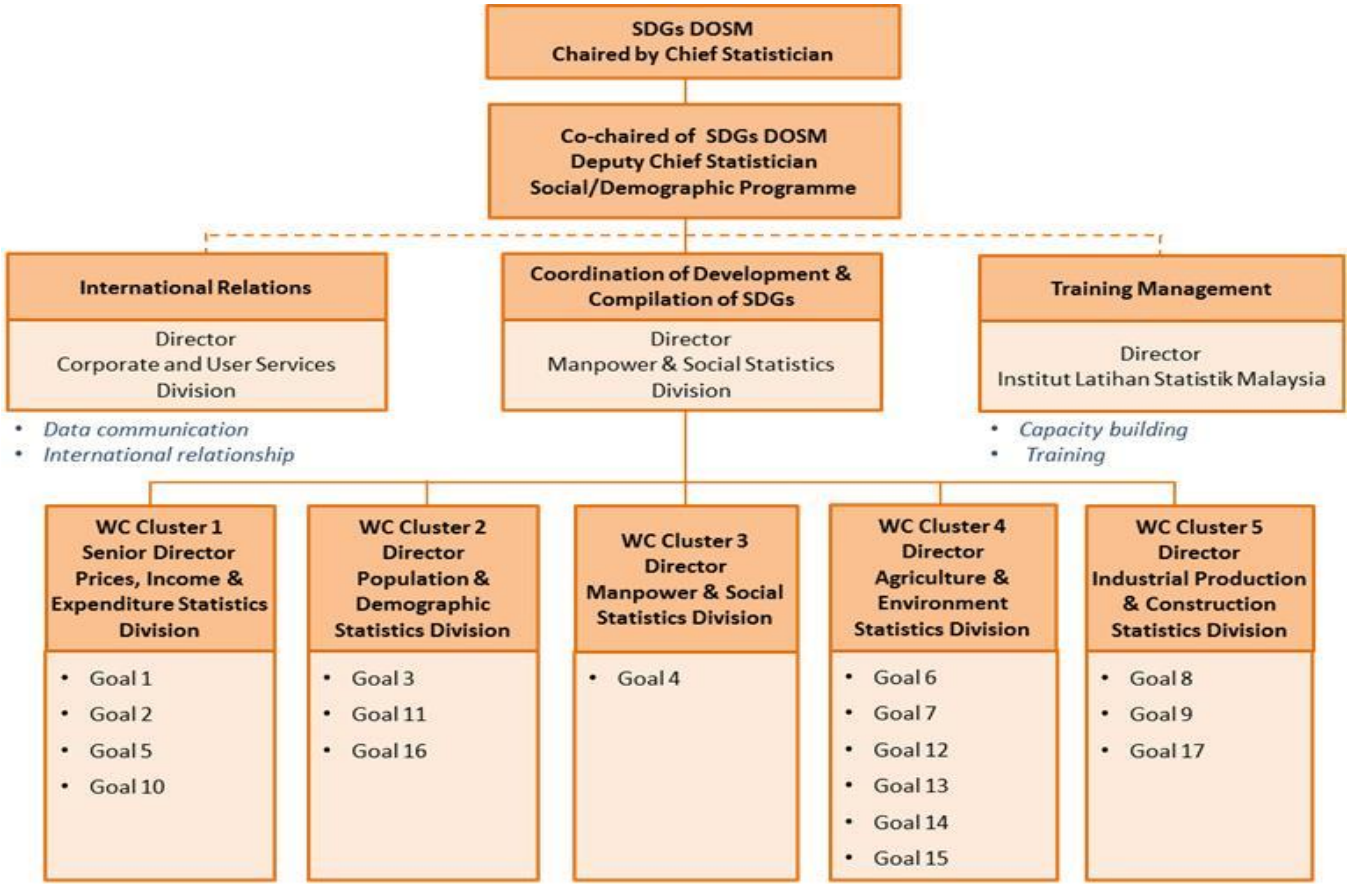
Example of the situation in Malaysia (cont)



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Role of data/statistics in VNR reporting

Data/statistics should be present in a VNR report in two key capacities

1

Assist in providing evidence of progress in sustainable development in the main body of the VNR report

2

VNR report can and should contain an update on the process and status of implementing SDG indicators in to national processes

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Role of data/statistics in VNR reporting (cont)

Role 1. Provide evidence to elaborate on key sustainable development progress for your country

School Survival Rates
Teacher Qualification

Exports/Imports
Remittances

Diabetes incidences
Infant mortality

Kiribati

1. Human Resource Development
2. Economic Growth and Poverty Reduction
3. Health
4. Environment
5. Governance
6. Infrastructure

Solar power access
Water vulnerability

Gender x employment type
Gender-based violence

Lessons learnt from Kiribati experience

- Lots of indicators identified
- Lots of data challenges gaps
- Tried to fill as many gaps as possible
- Should focus on the areas being addressed in the VNR report

Role of data/statistics in VNR reporting

Role 2: Process of incorporating SDG indicators in to national processes

Means of Implementation section

- Strategies to identify the relevance of the SDG framework from an indicator perspective
  - Mapping activities which have been undertaken
- Strategies to adopt relevant SDGIs in to existing national plans
- Strategies for identifying and addressing data gaps

Combination of what's transpired and where you are heading

Possible annexes

- How many SDG indicators are relevant to your country
- How many SDG indicators you can currently produce (ie, data gaps)
- How many proxies your country is looking to adopt

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Examples of previous countries: Kiribati

- Kiribati combined their VNR report with their mid-term review of their national plan (Kiribati Development Plan)

KDP - KPA	SDG Goal
1. Human Resource Development	SDG 4 - Education
2. Economic Growth and Poverty Reduction	SDG 1 - Poverty
	SDG2 - Hunger
	SDG8 - Economic Growth
	SDG10 - Inequality
3. Health	SDG3 - Health
4. Environment	SDG11 - Cities
	SDG12 - Consumption
	SDG13 - Climate Change
	SDG14 - Oceans
	SDG15 - Land
5. Governance	SDG5 - Gender
	SDG16 - Peace
6. Infrastructure	SDG6 - Water & Sanitation
	SDG7 - Energy
	SDG9 - Infrastructure
Means of Implementation	SDG17 - Means of Implementation

Examples of previous countries: Kiribati

Kiribati – included a matrix which showed how the SDGs mapped to the KDP and KV20

Appendix 1: KDP, KV20 and SDG indicator matrix

	Indicator Description			Location			
KPA	Goal / Outcome		Indicator	KDP	KV20	SDG	Sector
KPA1	Goal 1: Strengthen the Ministry's leadership and management capability	1	70% of MoE ESSP targets are met				MoE
KPA1	Goal 2: Develop a committed, competent and effective education work force	2	Improvement in competency of teachers		P1: HC		
		3	Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country			4.c.1	
		4	95% of teachers meet the Teacher Service Standards				MoE
		5	XX% of School Leaders meet the School Leadership Service Standards				MoE
		6	XX% of teachers meet required standard of English proficiency				MoE
		7	The proportion of teachers having the required minimum qualification to teach	Yes			MoE
		8	KTC accredited to meet international standards for teacher training				MoE
		9	Reduction of student teacher ratios in primary education.	Yes			
		10	Reduction in Pupil/Teacher ratio		P1: HC		

Examples of previous countries: Kiribati

Kiribati – included a matrix which showed all indicators available

Appendix 2: Kiribati Indicator Set

KPA	Indicator	Location				Actual Data Values		
						2015	Most Recent	
		KDP	KV20	SDG	Sector	(Baseline)	Year	Value
KPA1	KDP: The proportion of teachers having the required minimum qualification to teach SDG 4.c.1: Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	Yes		4.c.1	MoE		2016	Primary 91.5% certified 94.2% qualified Junior Secondary 69.2% certified 73.8% qualified Senior Secondary 46.3% certified 79.1% qualified
KPA1	Reduction of student teacher ratios in primary education.	Yes				31.3	2016	25.7
KPA1	Net enrolment rate for males and females in primary education	Yes	P1: HC			96.4 males, 100 females	2016	96.7 males, 100 females
KPA1	Survival Rate for Class 5 for males and females	Yes				87%	2016	93%
KPA1	Transition Rate from Class 6 to Form 1 for males and females	Yes				92%	2016	98%
KPA1	Proportion of students performing at or above the STAKI expected level is raised.	Yes				Year 4 Numeracy = 93% Literacy = 73% Year 6 Numeracy = 72% Literacy = 56%	2015	
KPA1	80% Survival Rate to Year 6				MoE	0.74	2016	0.96
KPA1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated			4.5.1			2014	GPI Lower Secondary Trained teachers = 0.98, GPI Primary trained teeachers = 1.03, GPI Upper secondary trained teachers = 1.05
KPA1	Participation rate in organized learning (one year before the official primary entry age), by sex			4.2.2			2014	70
KPA2	Real GDP growth	Yes				10.3	2016	1.1
KPA2	Annual growth rate of real GDP per capita			8.1.1		8.8	2016	-0.2
KPA2	Annual growth rate of real GDP per employed person			8.2.1		10.2	2016	1.0
KPA2	Total government revenue as a proportion of GDP, by source			17.1.1		143	2016	117
KPA2	Proportion of domestic budget funded by domestic taxes			17.1.2		26%	2016	22%
KPA2	Increased revenue from fishing licenses	Yes				$197.8m	2016	$171.1m
KPA2	Increased revenue	Yes				$253.3m	2016	$209.3m
KPA2	Private sector employment growth	Yes				6.4	2016	11.2
KPA2	% Private Sector Contribution to GDP		P1: NC			44	2016	48

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Examples of previous countries: Australia

- Had no Appendices similar to Kiribati

- Had a section in their report called “Data for the Goals” (pg 113-116)
  - Australia’s approach to data for the SDGs
    - Identify relevant, pre-existing data which can meet SDGs
    - Aligned with own national priorities and capabilities
    - Developed SDG data platform – status against all 232 indicators
  - Australia’s support for the UN data process
    - Involvement in the IAEG-SDGs (something for Fiji to possibly mention)
  - Disaggregation
    - Support and involvement in Washington Group (Disability stats)
  - Innovation and collaboration
    - Earth observation technology, Big Data
  - Supporting data for the SDGs in the Indo-Pacific

  - Also include two side articles on “work at the cities level” and “a new way of measuring poverty”
    - Something Tonga may want to touch on

Any questions

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