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

Session 4.1: Introduction to Project Work

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Guidelines for tackling project work

Key things to consider

- Each country at a different level of progress with SDG implementation (and thus VNR readiness)

- Each country can tackle their VNR report in a range of ways, and choose the one which best suits their situation

Project work will thus be dependent on where countries are at, and how they would like to tackle their VNR report.

Options for project work (like all countries to tackle)

1. Utilizing the "big picture" workplans from the Samoa VNR workshop, develop a detailed workplan focused on addressing issues associated with data/indicator needs/production and linkages to planning/budgetary processes

- Must align with HLPF deadlines
- Review feasibility and input requirements, as well as, specific sub-tasks needed to achieve deadlines
- Identify opportunities that to strengthening ongoing data and planning systems for future reporting, tasks beyond the VNR timeframe, but will help with next cycle of VNR and national/international reporting needs
- Identify and consider external support required

Options for project work

2. Production of documentation to address challenges and processes being adopted to align planning and budgetary processes to assist with implementing and resourcing of development priorities

- Include coordination structure where applicable

- Consider key opportunities in terms of process consistencies, and common performance measures

- Consider common reporting arrangement, in the context of M&E

Options for project work

3. Production of documentation to address challenges and processes being adopted to identify all key national indicator priorities, and their ongoing production for national and regional/global reporting

- Include coordination structure where applicable

- Include indicator mapping activities

- Include data availability activities
  - SDGs
  - Other relevant indicators in national planning
  - Other relevant regional/global initiatives

Options for project work

4. Progress work being undertaken with indicator production for priority indicators as identified by countries

- Include identification of priority areas of the VNR report

- Cover data gap analysis of indicators of focus for the report

Options for project work

5. Production of updated SDG data wheels

- Draft version already be available – but guidance to countries on how to interpret these wheels for those countries wishing to include in their VNR report (hopefully most)

Options for project work

6. Demonstrate the value of mapping activities of the SDG indicator framework to national/sector plans

- For those countries who may not have undertaken this task, but still wish to do so. Share results from a country diagnostic/experience

- Can also include a review of work done in this area, and identify support to further progress national system improvements in this area

Options for project work

7. Production of outline of VNR report

- If not undertaken already, start thinking about the structure of the report
  - Identify specific tasks needed to complete various parts
    - Review workplan produced in Samoa to ensure things look feasible
  - Consider things like, balance between data and qualitive input etc can be discussed based on priority issues and existing information/ gaps etc.

- Copies of a number of past VNR reports will be provided as aguide

- Feel free to consult any past VNR report through this link:

  https://sustainabledevelopment.un.org/vnrs/

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		
		KDP	KV20	SDG	Sector	2015 (Baseline)	Most Recent Year	Most Recent 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