Strategic Data Sourcing for Measuring SDG Progress

Day 4

International Programs
U.S. Census Bureau
September 18- September 22, 2017
Washington, D.C.
Day 4

• Goal 4—Quality Education
• Goal 5—Gender Equality
• Goal 6—Clean Water and Sanitation
• Multiple Indicator Cluster Survey (MICS)
• Exercise (cont.) – Work on template
SUSTAINABLE DEVELOPMENT GOAL 4
ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL
Millennium Goals – Goal 2

<table>
<thead>
<tr>
<th>Targets</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Goal 2: Achieve universal primary education</td>
<td>2.1 Net enrolment ratio in primary education</td>
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<tr>
<td>Target 2.A: Ensure that, by 2015, children everywhere, boys and girls</td>
<td>2.2 Proportion of pupils starting grade 1 who reach last grade of primary</td>
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<td>alike, will be able to complete a full course of primary schooling</td>
<td>2.3 Literacy rate of 15-24 year-olds, women and men</td>
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SDG Goal 4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas.
SDG Goal 4: Targets

• By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

• By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

• By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
SDG Goal 4: Targets

• By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

• By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
SDG Goal 4: Targets

• By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

• By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development
SDG Goal 4: Targets

• Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

• By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
SDG Goal 4: Targets

• By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
SUSTAINABLE DEVELOPMENT GOAL 5
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS
## Millennium Goals – Goal 3

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<thead>
<tr>
<th>Targets</th>
<th>Indicators</th>
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<tr>
<td><strong>Goal 3: Promote gender equality and empower women</strong>&lt;br&gt;Target 3 A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015</td>
<td>3.1 Ratios of girls to boys in primary, secondary and tertiary education&lt;br&gt;3.2 Share of women in wage employment in the non-agricultural sector&lt;br&gt;3.3 Proportion of seats held by women in national parliament</td>
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SDG Goal 5: Achieve Gender Equality and Empower all Women and Girls

Gender inequality persists worldwide, depriving women and girls of their basic rights and opportunities. Achieving gender equality and the empowerment of women and girls will require more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination that often results from patriarchal attitudes and related social norms.
SDG Goal 5: Targets

• End all forms of discrimination against all women and girls everywhere

• Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

• Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
SDG Goal 5: Targets

• Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

• Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
SDG Goal 5: Targets

• Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action
SDG Goal 5: Targets

• Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws

• Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
SDG Goal 5: Targets

• Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
SUSTAINABLE DEVELOPMENT GOAL 6
ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL
### Millennium Goals – Goal 7C

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<thead>
<tr>
<th>Targets</th>
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<tr>
<td><strong>Goal 7: Ensure environmental sustainability</strong></td>
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<tr>
<td>Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation</td>
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<tr>
<td>7.8 Proportion of population using an improved drinking water source</td>
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<td>7.9 Proportion of population using an improved sanitation facility</td>
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SDG Goal 6: Ensure availability and sustainable management of water and sanitation for all

• Access to safe water and sanitation and sound management of freshwater ecosystems are essential to human health and to environmental sustainability and economic prosperity.
SDG Goal 6: Targets

• By 2030, achieve universal and equitable access to safe and affordable drinking water for all
• By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
SDG Goal 6: Targets

• By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally.
SDG Goal 6: Targets

• By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

• By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
SDG Goal 6: Targets

• By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

• By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
SDG Goal 6: Targets

• Support and strengthen the participation of local communities in improving water and sanitation management
The Multiple Indicator Cluster Surveys, known as MICS, are surveys implemented by countries under the programme developed by the United Nations Children's Fund.

Since its inception in 1995, the MICS has become the largest source of statistically sound and internationally comparable data on women and children worldwide.
MICS

• In MICS countries, trained fieldwork teams conduct face-to-face interviews with household members on a variety of topics – focusing mainly on those issues that directly affect the lives of children and women.
MICS

• MICS was a major source of data on the Millennium Development Goals (MDG) indicators and will continue to be a major data source during the 2030 Sustainable Development Agenda to measure Sustainable Development Goals (SDGs) indicators.
MICS

• The global MICS programme provides templates to support implementing agencies in identifying needed personnel, supplies and equipment and to draw up a timetable.

• Other tools are intended to support the customization of standard questionnaires to a national context, estimation of an appropriate sample design and size that will be representative, and listing and mapping of households in the sample.
The Multiple Indicator Cluster Survey (MICS) is an international household survey programme developed and supported by UNICEF. Over the past 20 years MICS has evolved to respond to changing data needs, expanding from 28 indicators in the first round to 200 indicators in the current sixth round.
MICS

• MICS has become a key source of data on child protection, early childhood education, and a major source of data on child health and nutrition.

• MICS provided valuable data for MDG monitoring being a major source of data for the UN Secretary General’s Final Millennium Development Goals Progress Report.
MICS

• Since the inception of MICS in the 1990s, close to 300 surveys have been carried out in more than 100 countries
• UNICEF launched the sixth round of MICS surveys in October 2016, with results expected to be available starting from the end of 2017
• MICS is well positioned to play a central role in the new 2030 Agenda for Sustainable Development data landscape
MICS

21 years; 107 countries; 292 surveys

*http://mics.unicef.org/about
MICS

• MICS6 questionnaires in the sixth round will cover about 40 percent of household-based SDG indicators.
MICS – Questionnaires

• MICS will include five questionnaires: one for the household, one for women 15-49 years of age, one for men 15-49 years of age, one for children age 5-17 years\(^1\) and one for children under age five.\(^2\)

\(^1\)For one randomly selected child in each household. This questionnaire is primarily administered to the mother or caretaker, apart from the Foundational Learning Skills module, which is administered to the child. In rare cases when a child age 15-17 has no mother or caretaker identified in the household, the respondent will be the child him/herself.

\(^2\)Administered to their mothers or caretakers.
MICS – Questionnaires

A separate “Water Quality Testing Questionnaire” is available to be administered to a subset of households within each cluster as is a separate “Questionnaire Form for Vaccination Records at Health Facility” for countries where children’s immunizations records are kept in health facilities.

Source: MICS Moldova, 2012
MICS – Questionnaires

• For one randomly selected child in each household. This questionnaire is primarily administered to the mother or caretaker, apart from the Foundational Learning Skills module, which is administered to the child. In rare cases when a child age 15-17 has no mother or caretaker identified in the household, the respondent will be the child him/herself.

• Administered to their mothers or caretakers.
MICS – Household Questionnaire Topics

• Household Information Panel
• List of Household Members
• Education [3+]
• Household Characteristics
• Social Transfers
• Household Energy Use
• Insecticide Treated Nets
• Indoor Residual Spraying

• Water and Sanitation
• Handwashing
• Salt Iodization
MICS – Women’s Questionnaire Topics

• Woman’s Information Panel
• Woman’s Background
• Mass Media and ICT
• Fertility/Birth History
• Desire for Last Birth
• Maternal and Newborn Health
• Post-Natal Health Checks
• Contraception
• Unmet Need
• Female Genital Mutilation/Cutting

• Attitudes toward Domestic Violence
• Victimization
• Marriage/Union
• Adult Functioning [18-49]
• Sexual Behavior
• HIV/AIDS
• Maternal Mortality
• Tobacco and Alcohol Use
• Life Satisfaction
MICS – Men’s Questionnaire Topics

- Man’s Information Panel
- Man’s Background
- Mass Media and ICT
- Fertility
- Attitudes toward Domestic Violence
- Victimization
- Marriage/Union
- Adult Functioning [18-49]
- Sexual Behavior
- HIV/AIDS

- Circumcision
- Tobacco and Alcohol Use
- Life Satisfaction
MICS – Children Age 5-17 Questionnaire Topics

• 5-17 Child Information Panel
• 5-17 Child’s Background
• Child Labour
• Child Discipline [5-14]
• Child Functioning
• Parental Involvement [7-14]
• Foundational Learning Skills [7-14]
MICS – Children Under 5 Questionnaire Topics

• Under-Five Child Information Panel
• Under-Five’s Background
• Birth Registration
• Early Childhood Development
• Child Discipline [1-4]
• Child Functioning [2-4]
• Breastfeeding and Dietary Intake [0-2]
• Immunization [0-2]
• Care Of Illness
• Anthropometry
MICS – Survey Instruments

- Measuring boards
- Scales
- Salt test kits
- Water quality testing equipment
- GPS units (needed if tablets cannot do GPS readings adequately to capture cluster location)
- Tablet and accessories (spare battery, case, screen protector, spare stylus, SD Card; vehicle chargers)
MICS - Modules

• Household questionnaire
  – Water quality questionnaire: For a subset of households within each cluster
  – GPS data collection questionnaire: For countries without existing cluster location data

• Questionnaire for children under 5
  – Questionnaire form for vaccination records at health facility: For countries where all the immunizations records are kept in health facilities
MICS – Tabulation Plan

- For each topical area, computerized tabulation programs are provided by UNICEF (according to individual country questionnaires)
- Sample weights are added to the data and additional background variables – related to household characteristics, level of education, and wealth – are constructed
- While finalizing the datasets, various techniques are employed to guarantee the anonymity of the data

*http://mics.unicef.org/tools#analysis*
Multiple Indicator Cluster Survey (MICS)

• Has any of the MICS been conducted in your country?
• Since when? How often? How many of them?
• Were you familiar with MICS data before this workshop?
SDG TEMPLATE
### Revised list of global Sustainable Development Goal indicators*

Sustainable Development Goal indicators should be disaggregated, where relevant, by income, sex, age, race, ethnicity, migratory status, disability and geographic location, or other characteristics, in accordance with the Fundamental Principles of Official Statistics.

General Assembly resolution 68/261

<table>
<thead>
<tr>
<th>Goals and targets (from the 2030 Agenda)</th>
<th>Indicators</th>
<th>Source(s)</th>
<th>Frequency of collection</th>
<th>Data access</th>
<th>Representativeness</th>
<th>Gender disaggregated</th>
<th>Microdata access</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Goal 1. End poverty in all its forms everywhere</strong></td>
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<tr>
<td>1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.90 a day</td>
<td>1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)</td>
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<td>1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions</td>
<td>1.2.1 Proportion of population living below the national poverty line, by sex and age</td>
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<td>1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable</td>
<td>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, newborns, women in the postnatal period and the poor and the vulnerable</td>
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<td>1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance</td>
<td>1.4.1 Proportion of population living in households with access to basic services</td>
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<td>1.4.2 Proportion of total adult population with secure tenure rights to land, with legally recognized documentation and who perceive their rights to land as secure, by sex and type of tenure</td>
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<td>1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters</td>
<td>1.5.1 Number of deaths, missing persons and direct affected persons attributed to disasters per 100,000 population</td>
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<td>1.5.2 Direct economic loss attributed to disasters in relation to global gross domestic product (GDP)</td>
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<td>1.5.3 Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030</td>
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<td></td>
<td>1.5.4 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies</td>
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<td>1.a Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions</td>
<td>1.6.1 Proportion of domestically generated resources allocated by the government directly to poverty reduction programmes</td>
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<td>1.6.2 Proportion of total government spending on essential services (education, health and social protection)</td>
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<td>1.6.3 Sum of total grants and non-debt-creating inflows directly allocated to poverty reduction programmes as a proportion of GDP</td>
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Exercise: 90 minutes

• Quickly review list of targets and indicators
• Keep in mind the particularities and special challenges for your country (Hint: remember the adaptations you made to the EMDP)
• Using the EMDP and CDT, complete columns C to I for all rows

YOU ARE NOT EXPECTED TO COMPLETE 100% OF THE TEMPLATE AT THIS POINT
References

• http://www.unescap.org/sites/default/files/SD_Working_Paper_5_May2017_Tracki ng_progress_towards_the_SDGs_0.pdf
• http://www.dhsprogram.com/What-We-Do/Survey-Types/DHS.cfm

*UN Principles and Recommendations for Population and Housing Censuses (p. 186)