

# SDG Data and the Role of NSOs

Neda Jafar UN ESCWA Training course on: "Introduction in Data science and Big Data for official statistics and the SDGs

6-8 November 2023

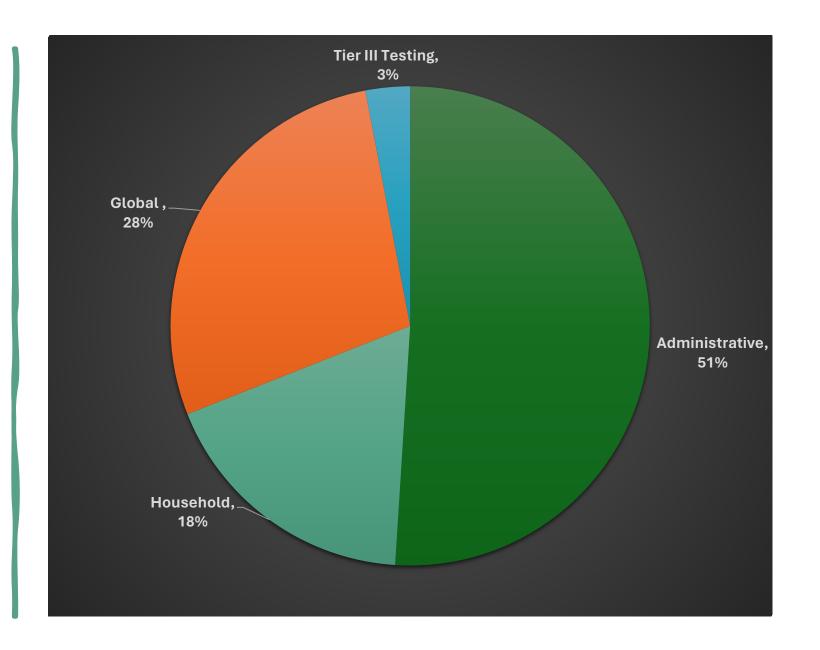
### Contents

Data sources

Data availability

Strategies to bridge the data gap

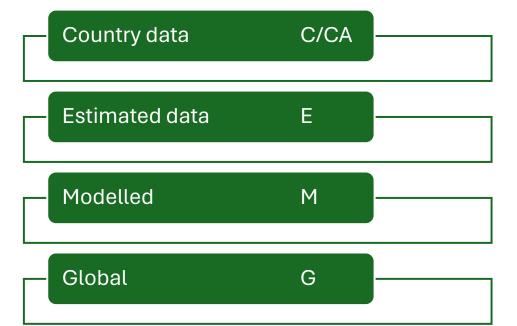
### SDG Data Sources



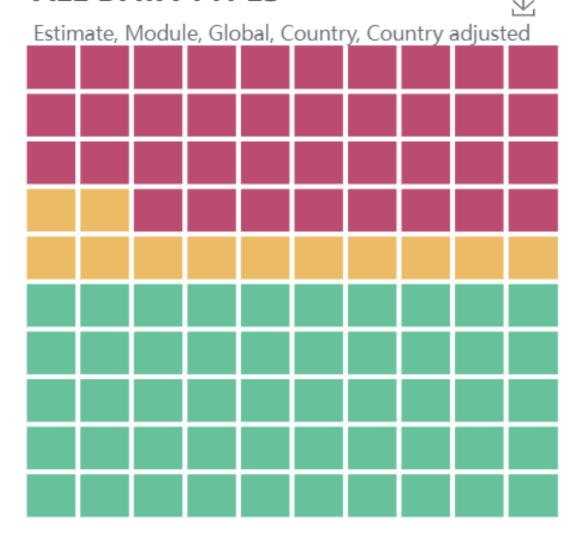
### **SDG Data**

62%

available 2023







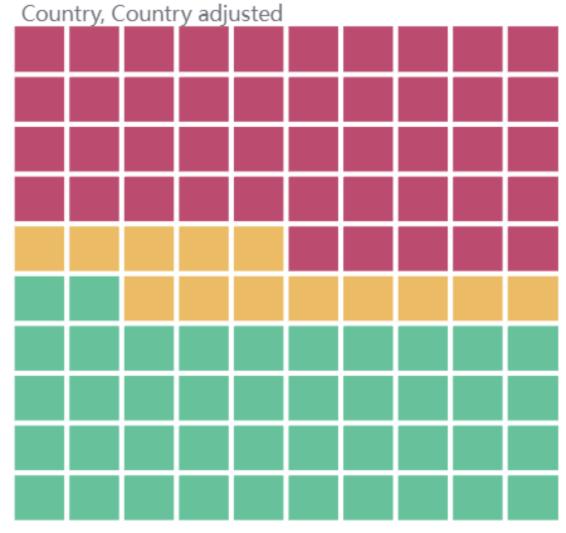
### Data availability

55%

available 2023

#### **COUNTRY DATA TYPES**





## Bridging Data Gaps

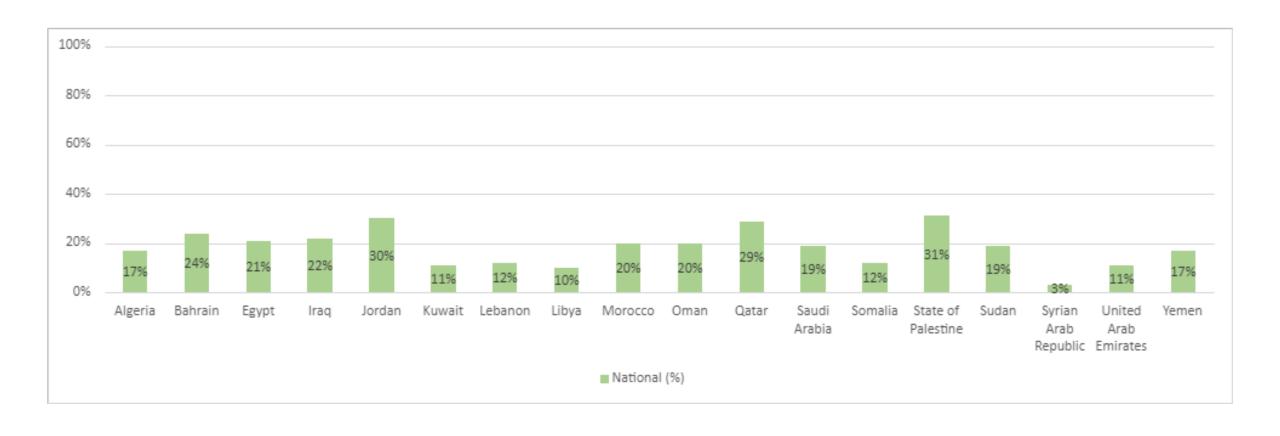


ESCWA SDMX Converter for SDGs

### Strategies #1

- Compile available national data officially disseminated at country and global levels
- Compile available Global data
- Disseminate timely comparable and quality data by ESCWA SDMX Converter

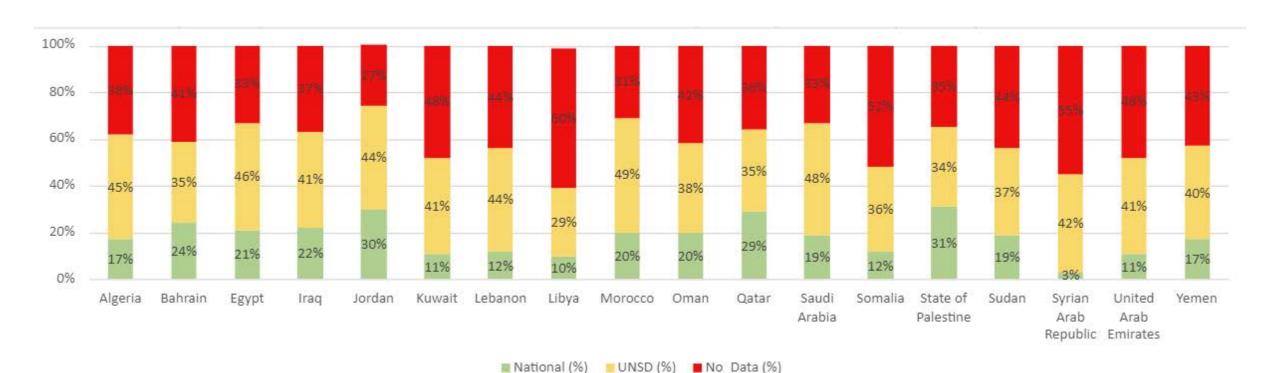
### What was availble



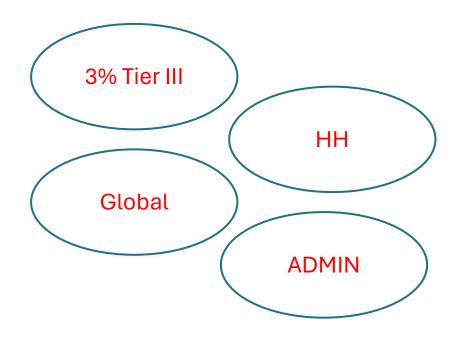
### What was added



## What is still missing

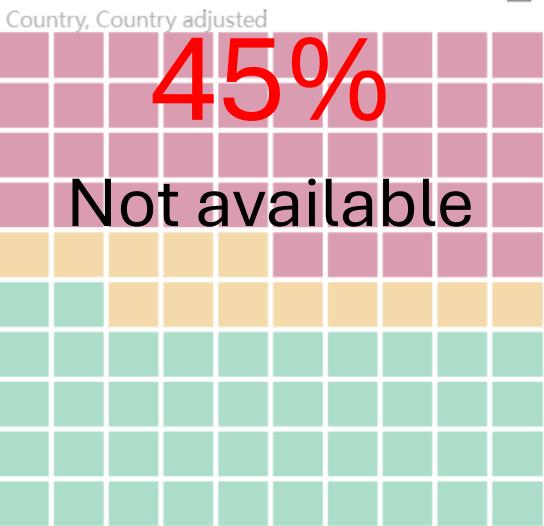


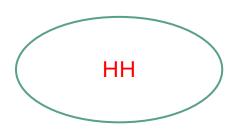
#### No data



#### **COUNTRY DATA TYPES**





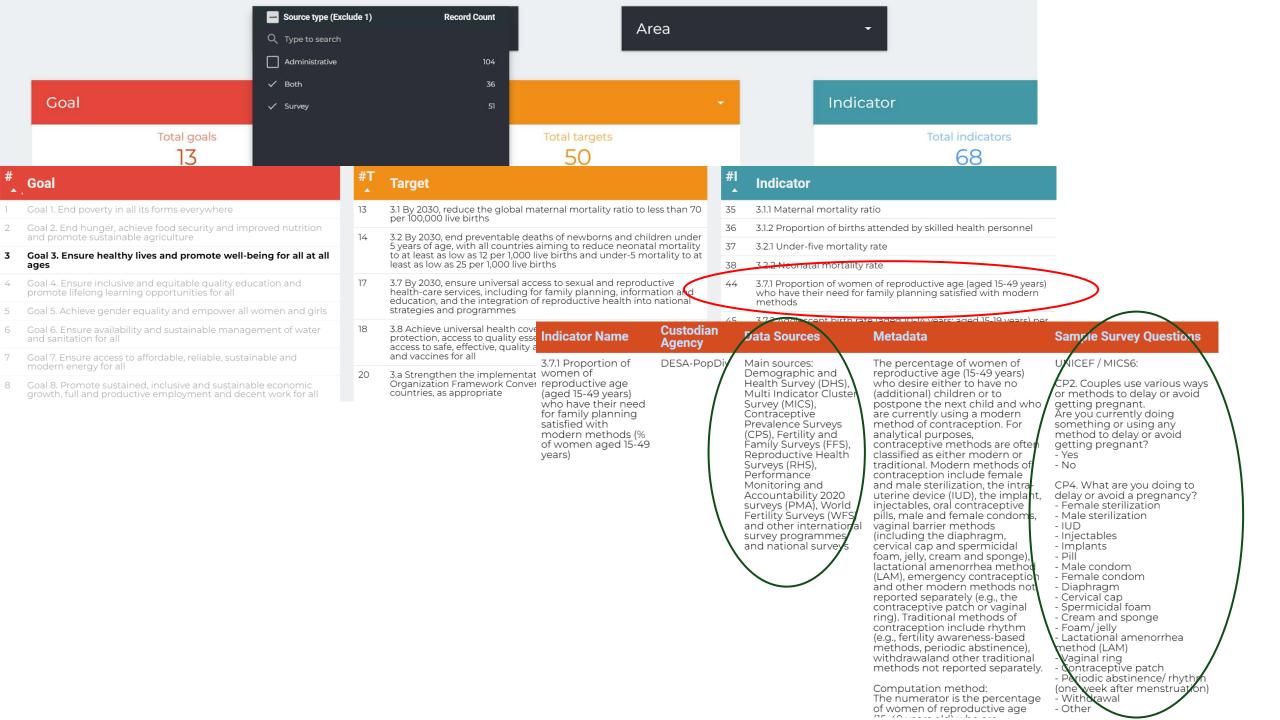




**SDG Data Collection Tool** 

### Strategies #2

- Identify missing HH indicators
- Map missing HH indicators to existing planned surveys
- Plan to implement new HH surveys
- Use SDG Data Collection Tool to guide in the selection of recommended survey and standard questions







Monitoring Application for Reporting on SDGs

### Strategies #3

- Establish a National Network for SDG Data Providers & NSO SDG Teams
- NSS data providers report through MARS
- Report on 98 indicators to NSO through MARS
- NSO Coordinator verifies and reports to custodian agencies
- Custodian agencies verify final data

### calendar



type of service/Proportion of teachers with the

education and (ii) education for sustainable

and (d) student assessment

development are mainstreamed in (a) national

minimum required qualifications, by education level 4.7.1/12.8.1/13.3.1 Extent to which (i) global citizenship

education policies; (b) curricula; (c) teacher education;

1.3.1 Proportion of population covered by soci al protection floors/systems, by sex, distinguis

### Goal 4. Ensure inclusive and

#### (one year before the official primary entry age), by equitable quality education sex/Proportion of schools offering basic services, by and promote lifelong learning

opportunities for all

opportunities for all

Goal 4. Ensure inclusive and

equitable quality education

and promote lifelong learning

Qatar

Qatar

Report

Report

Munira

Al-Marri

Munira

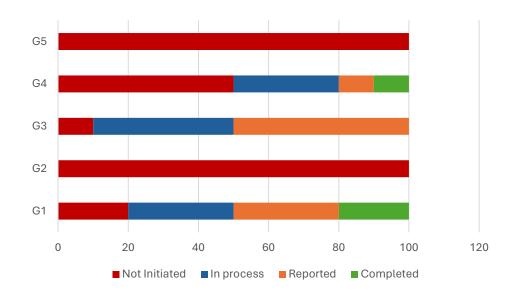
Al-Marri

Muhammed

Muhammad

## Monitoring Performance

Performance		Status stages	
Not Initiated		(!)	No report submitted yet by Data Provider
In Process		<b>Ø</b>	Sent report by Data Provider and received by NSO Coordinator
		2	Returned /In process
Reported		<b>Ø</b>	Sent by NSO Coordinator to Custodian Agency
Completed		<b>Ø</b>	Verified by custodian agency as final data to NSO Coordinator and Data Provider



Status
Goal
Ministry
Custodian Agency

# Win-Win Strategy

#### Data is available, it only needs to be collected

- Household surveys
  - Existing surveys map unavailable indicators to 5-10 year survey plan
  - New surveys new survey\module to collect missing indicators
  - Use of standard SDG metadata questions/computation
- Administrative records
  - Identifying expert data provider per indicator(s) from ministries
  - Modernize administrative records as per SDG metadata for unavailable indicators
  - Report timely as per custodian agency calendar
  - Use data collection tool as per custodian agency
  - Coordinate and digitize reporting through NSO using MARS
  - Ensure completion of verification by custodian agency