MDG RELATED STATISTICS
PRESENTED TO
STATISTICS SIERRA LEONE
WITH SUPPORT FROM
SESRIC

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SESSION OBJECTIVES

- Background of MDGs
- Estimation of the MDGs
- Monitoring the impact and use of MDG statistics - discuss their role in policy making and advocacy
OUTLINE

- Background to Statistics and the MDGS
- Estimation of the MDGs
- Disseminating and communicating MDG-related data and statistics
- Monitoring the use and impact of MDG statistics
- MDG Reporting processes
- Good practices
In September 2000, representatives of 189 countries (and 147 heads of state) met in New York at the U.N. Millennium Summit.

The agreed binding outcome of the Summit was the Millennium Declaration.

A U.N. working group later supplemented the Declaration by devising a set of 8 Goals, which were eventually formulated as 21 Targets, which were measured by 60 Indicators.
The MDGs are, in a sense, a Global Social Compact, based on mutual accountability.

Developing countries are held accountable for outcomes, i.e., achievement of targets.

So rich countries are motivated to provide more support.

Rich countries are held accountable for providing greater support, i.e., scaling up ODA, providing more debt relief and allowing greater access to their markets.

So developing countries are motivated to adopt MDG development strategies.
The MDG framework adopts a broad Human Development approach: hunger, health, education, gender equity, environmental sustainability
The Millennium Development Goals (MDGs) are eight targeted development aims designed to free humanity from extreme poverty, hunger, illiteracy and disease by 2015.

The Millennium Development Goals (MDGs) provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions.
The eight MDGs break down into 21 quantifiable targets that are measured by 60 indicators.
THE MILLENIUM DEVELOPMENT GOALS

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
THE MILLENIUM DEVELOPMENT GOALS

- **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
Goal 1: Eradicate extreme poverty and hunger

- **Target 1a:** Reduce by half the proportion of people living on less than a dollar a day
- **Target 1b:** Achieve full and productive employment and decent work for all, including women and young people
- **Target 1c:** Reduce by half the proportion of people who suffer from hunger
Goal 2: Achieve universal primary education

- Target 2a: Ensure that all boys and girls complete a full course of primary schooling
Goal 3: Promote gender equality and empower women

- Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
Goal 4: Reduce child mortality

- Target 4a: Reduce by two thirds the mortality rate among children under five
Goal 5: Improve maternal health

- Target 5a: Reduce by three quarters the maternal mortality ratio
- Target 5b: Achieve, by 2015, universal access to reproductive health
Goal 6: Combat HIV/AIDS, malaria and other diseases

- Target 6a: Halt and begin to reverse the spread of HIV/AIDS
- Target 6b: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it
- Target 6c: Halt and begin to reverse the incidence of malaria and other major diseases
Goal 7: Ensure environmental sustainability

- Target 7a: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources

- Target 7b: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss
Goal 7: contd...

- **Target 7c**: Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation

- **Target 7d**: Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020
Goal 8: Develop a Global Partnership for Development

- Target 8a: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system
- Target 8b: Address the special needs of the least developed countries
Goal 8: contd...

- **Target 8c:** Address the special needs of landlocked developing countries and small island developing States
- **Target 8d:** Deal comprehensively with the debt problems of developing countries
Goal 8: contd...

- **Target 8e**: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- **Target 8f**: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications
What is the difference between an indicator and a target?

The MDG indicators.doc
RATIONALE OF THE MDGs

I. Values and principles
II. Peace, security and disarmament
III. Development and poverty eradication
IV. Protecting our common environment
V. Human rights, democracy and good governance

VI. Protecting the vulnerable

VII. Meeting the special needs of Africa

VIII. Strengthening the United Nations
RELEVANCE OF MDGS IN POLICY MAKING

- Reliable, timely and internationally comparable data on the MDG progress indicators are crucial for
- Holding the international community to account
- Encouraging public support and funding for development
- Allocating aid effectively
- Comparing progress among regions and across countries.
THE POLICY CYCLE

- The policy cycle is the means by which to determine what approach is to be taken to meet goals and ensure that those goals are being met to optimum.
THE POLICY CYCLE contd...

- Setting objectives
- Policy and strategy
- Costs Programmes
- Monitoring, Evaluation, and Policy Reform
- Implementation
- Analysis

Results oriented, evidence-based Policy Making
THE MDGS IN POLICY MAKING

• MDGs and indicators need to be framed at the national and subnational levels if they are to be useful for policy making
• Policy cycles need to be effective, efficient, inclusive and accountable
• Following an MDG needs assessment, the goals indicators and targets need to be included in both long- and medium term strategies No use to target variables that cannot be measured.
• Evidence-based policy making will increase the likelihood of the MDGs being met
DISCUSSION

• Briefly describe the policy making process in your country for MDG.
• Are there different medium- and long-term strategies?
• What do you think are the strengths of this policy-making process? (Identify three)
• What do you think are the weaknesses? (Identify three)
• Is the policy process locally owned or is it seen as externally imposed?
• What type of participation is there in the policy making process (from politicians, civil society)?
• Do you know of examples of where research has been used to promote evidence-based policy making?
• Have there been examples where research has yielded data that are hard to believe or that contradict other data?
• How was this problem solved?
ESTIMATION

OBJECTIVES

• Understand the major types of quantitative indicators, and how they are formulated
• Understand the role that a measure of variation plays in using and interpreting indicators
# FORMULATION OF MDG INDICATORS

- Total
- Proportion & Percentage & Share
- Ratio
- Rate
- Quantile
- Gini coefficient
Reference populations
- Total population
  - Urban/rural
  - Male/female
- Number of children
  - Aged 0 – 59 months
  - Of primary school age
- Total live births
- Number of households
Specific populations

- Total enrolled [F/M]
- Number of literate persons aged 15-24 years [Female/male]
- Number of newly registered cases of people infected with tuberculosis
- Number of households with access to improved water source
PROPORTIONS

- Denominator = ‘whole quantity’ or ‘total population’
- Numerator = ‘part of quantity’ or ‘part of population’
- Percentage = proportion x 100
• Proportion of population below $1 (PPP) per day
• Prevalence of underweight under-5 children
• Proportion of population below minimum level of dietary energy consumption
• Net enrolment ratio in primary education
• Population without sustainable access to improved water sources
SOME MDG INDICATORS WITHOUT SPECIFIC TARGETS

- Proportion of pupils starting grade 1 who reach ...
- Proportion of seats held by women in national parliament
- Proportion of 1-year old children immunized against measles
- Proportion of births attended by skilled health personnel
- Prevalence rates (malaria, tuberculosis, HIV)
- Proportion of population using solid fuels
DISCUSSION

- Why are some indicators being referred to as those without specific targets?
- For the indicators with specific indicators, and referring to your list of MDG indicators, specify the MDG target
- Can you identify more indicators with specific targets?
RATIO

- Division of two numbers which are both measured in the same units
- Used to compare similar quantities
- Most common
  - Gender ratios
**MDG INDICATORS THAT ARE RATIOS**

- Ratio of boys to girls in primary, secondary and tertiary education
- Ratio of literate women to men, 15-24 years old
- Ratio of school attendance of orphans to school attendance of non-orphans aged 10-14 years
- *Any others?*
When the numerator and denominator of a quotient do not have the same units, but are related in some other way, the result is a rate.

Expressed in terms of numerator units per denominator units

For rare ‘events’ we usually multiply this quotient by 100 or 1000 and express rates as ‘per 100’ or ‘per 1000’ or ‘per 100,000’
MDG INDICATORS THAT ARE RATES

- Maternal mortality ratio - Number of live births
- Under-5 mortality rate - Number of live births
- Infant mortality rate - Number of live births
- Energy use (kg oil equivalent) per GDP ($PPP) - $1 GDP
- CO2 emissions per capita - Total population
- Telephone lines and cellular subscribers per 100 population – Total population
Let us look at how some of the MDG indicators are computed
MONITORING THE USE AND IMPACT OF MDG STATISTICS

- **Use of Indicators**
  - Where are we today?
  - How far away from the target are we?
  - What progress is being made?
LEVELS OF INDICATORS

- Global - defined globally at the national level, but for comparisons amongst any 2 or more countries
- Regional - global indicators are sometimes aggregated to make comparisons at regional level, between geographical, political or economic regions
- National - defined nationally at the national level and used for national policy or advocacy purposes
- Sub-national - national indicators disaggregated to sub-national levels
GLOBAL MDG INDICATORS

- Changes over time
- Position relative to region and world
- Internationally agreed basis for interventions
- May be used in place of national estimates, or where none is available
- May not be directly applicable to national policies
NATIONAL MDG INDICATORS

- Relate to national and sub-national issues
  - Developing and monitoring poverty reduction strategies
  - Assessing the effectiveness of policies for the empowerment of women
  - Monitoring the environmental impact of industrial development
- Show national changes over time
- Extra indicators can be used
Based on a common national definition
Allows for disaggregation of indicators
Relevance—some goals and targets more important
  – Urban and rural
  – Across regions/provinces/districts
  – Gender
  – Other subpopulations (ethnic groups, mountain areas, etc)
MDG LOCALISATION

DISCUSSION OF THE CASE IN UGANDA
Study the SLIHS questionnaire and identify the MDG indicators which can be generated from the data collect; clearly stating the variables which can be used and how
Text

- Because many people
  - Prefer plain language to tables
  - Need assistance in understanding tables and diagrams
- Balance statistical, economic, other specialized ‘language’ and layperson’s ‘language’.
- Find and use your personal style.
One important use of text is as a “verbal summary” of the findings shown in a table or diagram.

- These are meant to interpret, in a simple way, the numerical or graphical presentation.
- They are most useful for those who have difficulty understanding other types of data summaries.
Keep the summary short.

Link it with the data display.

“Emotional” language may be useful, but ...

Know your audience – how technical can you be?
END

THANK YOU