Sustainable Results in Development

USING THE SDGs FOR SHARED RESULTS AND IMPACT

OECD

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Please cite this publication as:
OECD (2019), *Sustainable Results in Development: Using the SDGs for Shared Results and Impact*, OECD Publishing, Paris, *https://doi.org/10.1787/368cf8b4-en*.

ISBN 978-92-64-67022-8 (print)
ISBN 978-92-64-88816-6 (pdf)

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Foreword

Helping development agencies obtain more and better information on the results they achieve has been a central part of the work of the Development Co-operation Directorate. However, in the age of the Sustainable Development Goals (SDGs), this work has gained new impetus: the scope and ambition of the 2030 Agenda for Sustainable Development is such that every decision of these agencies needs to count towards making people's lives better.

The 17 SDGs and their 169 targets, measured by 232 indicators, provide a common framework for all actors, public and private, working towards sustainable development: they help identify synergies, avoid duplication and parallel processes, and maximise the impact of their efforts.

Since 2015, the OECD/DAC Results Community -- an open group of close to 500 members from bilateral and multilateral organisations, partner countries and think tanks-- has been striving to understand better how the SDGs can be an entry point for more and better data on results. In particular, it has helped define a typology of results information and produce guidance on how to use the SDGs in corporate results frameworks.

Building upon case studies in the education, sanitation and energy sectors, this report provides practical insights on how to use SDG indicators when planning for, and measuring development results at country level. It paves the way for detailed guidance to be crafted in 2020 on how to adapt agencies' results-based approaches in different country contexts in order to help them achieve the SDGs.

Acknowledgements

This report was prepared by Alejandro Guerrero and Chantal Verger, under the strategic guidance of Rahul Malhotra. Rosie Zwart led the conceptualisation and implementation of the field research and contributed to draft Chapters 2, 3 and 4. Michael Bally and Ola Kasneci contributed with research and editorial work across the various chapters.

This report would not have been possible without the careful review of many brilliant minds. The document was reviewed and commented on by a Steering Group composed of Andrea Ries (Swiss Agency for Development and Cooperation); Yongyi Min (Chief, SDG Monitoring, United Nations Department of Economic and Social Affairs); Margaret Thomas (Chief, Development Impact Group, United Nations Development Programme); Joëlline Benefice (Policy Analyst, DAC Peer Reviews, OECD); Rebekah Chew (Policy Analyst, Global Partnership for Effective Development Co-operation Monitoring Co-ordinator); Rolando Avendaño (Advisor, PARIS21); Olivier Thery (Head of Results Unit, Belgian Ministry of Foreign Affairs); Simon Kisira (Head, Strategic Planning and Knowledge Management, African Union's NEPAD); Brian Baldwin (Senior Expert on Results-Based Management); Myriam Van Parijs (Head of Evaluation Office, ENABEL); and Paige Kirby (Senior Policy Advisor, Development Gateway).

Several experts also reviewed specific chapters with a distinctive SDG focus. Arthur Contejean (International Energy Agency) reviewed and commented on Chapter 4 (energy access). Tom Slaymaker (WHO-UNICEF Joint Monitoring Programme) and Jean-Noël Gangloff (European Commission) reviewed Chapter 3 (sanitation and hygiene). Michael Ward (PISA for Development) and Jordan Naidoo (United Nations Educational, Scientific and Cultural Organization) provided useful comments on Chapter 2 (education proficiency). Joëlline Benefice (DAC Peer Reviews, OECD), Cibele Cesca (Global Partnership for Effective Development Co-operation), Simon Kisira (NEPAD) and Olivier Thery (ENABEL, Belgium) provided useful suggestions for these three chapters.

A draft version of this full report was reviewed and discussed at the 10th Meeting of the OECD-DAC Results Community, held in Paris in April 2019.

The authors are very grateful for all the useful comments and suggestions. Any possible error remains the exclusive responsibility of the authors.

Last but not least, the OECD is also deeply grateful to the governments of **Ethiopia**, **Kenya** and **Myanmar** for their hospitality and engagement during the country case studies, as well as to the governments of **Australia** and **Finland** and the **European Commission** for joining the OECD team in carrying out the necessary country-level analysis that supports this study and its conclusions.

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Abbreviations and acronyms

CRS	Creditor Reporting System (OECD)
DAC	Development Assistance Committee (OECD)
DCD	Development Co-operation Directorate (OECD)
EEU	Ethiopia Electric Utility
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System (Ethiopia)
ESDP	Education Sector Development Program (Ethiopia)
ESMAP	Energy Sector Management Assistance Program
EU	European Union
GIZ	Corporation for International Cooperation (Germany) *Gesellschaft für Internationale Zusammenarbeit*
GOGLA	Global Association for the Off-Grid Solar Industry
GPEDC	Global Partnership for Effective Development Co-operation
GTP	Growth and Transformation Plan (Ethiopia)
HMIS	Health Management Information System (Myanmar)
IAEG	Inter-Agency Expert Group (on SDGs)
IEA	International Energy Agency
IRM	Implementation Roadmap (Ethiopia)
JMP	Joint Monitoring Programme
KNES	Kenya National Electrification Strategy
KPLC	Kenya Power and Lighting Company
M&E	Monitoring and evaluation
M/F	Male/female
MDG	Millennium Development Goal
MIMU	Myanmar Information Management Unit
MoWIE	Ministry for Water, Irrigation and Electricity (Ethiopia)
MSDP	Myanmar Sustainable Development Plan

MTF	Multi-Tier Framework Survey (World Bank)
MTP	Medium-Term Plan (Kenya)
MW	Megawatt
NEP	National Electrification Program (Ethiopia)
NEPAD	New Partnership for Africa's Development (African Union's Development Agency)
NESP	National Education Strategic Plan 2016-21 (Myanmar)
NESS	National Education Statistics System (Myanmar)
NIF	National Indicator Framework (Myanmar)
NLA	National Learning Assessment (Ethiopia)
NSDES	National Strategy for the Development of Education Statistics (Myanmar)
ODA	Official development assistance
OECD	Organisation for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
SEforALL	Sustainable Energy for All
TERCE	Third Regional Comparative-Explicative Study *Tercer Estudio Regional Comparativo y Explicativo*
TIMSS	Trends in International Mathematics and Science Study
UIS	UNESCO Institute for Statistics
UN	United Nations
UN DESA	United Nations' Department for Economic and Social Affairs
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNSDD	United Nations Sustainable Development Department
USAID	United States Agency for International Development
WASH	Water, sanitation and hygiene
WASREB	Water Services Regulatory Board
WHO	World Health Organization

Executive summary

The Sustainable Development Goal indicator framework is increasingly used in many countries as a shared framework for results and as a guide for development co-operation providers. Its potential to improve results-based management practices and guide development finance is still being explored.

This report documents progress in the use of the SDGs as a shared framework for results. It builds on the findings from three case studies in the education, sanitation and energy sectors, as well as on complementary research. It summarises emerging opportunities and obstacles for alignment, measurement and use of SDG indicators as a shared framework for results at country level. It also discusses four cross-cutting issues that require collective action to unlock the potential of the SDGs as a shared results framework at all levels.

The first case study explores the use of SDGs in the education sector in Ethiopia and Myanmar. The report finds that data availability for the SDG indicator (SDG 4.1.1 on learning outcomes) is growing but use of the SDG indicator remains weak. Most results frameworks still focus on school enrolment as the key measure of results, due to inertia with past standards. To ensure that the SDG is met, providers need to pool forces behind partner countries' national assessments on learning outcomes, instead of using disharmonised methods to monitoring education results.

With regards to sanitation and hygiene (SDG 6.2.1), inconsistent indicator definitions used by development co-operation providers and partner governments in Kenya and Myanmar limit opportunities for harmonisation, joint measurement and use of SDG results information. Inertia in using the former and simpler Millennium Development Goal (MDG) indicator appears as a key factor limiting the adoption of the SDG indicator. As a result, the reporting burden has increased for national stakeholders and data against many providers' results indicators are missing.

Development co-operation providers should advocate, in the context of sector co-ordination groups, for greater alignment to SDG 6.2.1; increase investments in sector-wide monitoring systems; ensure alignment of their project indicators with the official SDG indicator definition; and invest in monitoring systems capable of producing sex disaggregated and subnationally disaggregated data, to ensure no one is left behind.

The definition of SDG indicator 7.1.1 (access to electricity) is in line with well-established measurements of sector performance, which facilitated its broad adoption in Ethiopia and Kenya. In practice, however, many development co-operation providers are using a variety of proxy indicators and data collection methods that prevent joint measurement of the SDG indicator. Emphasis on output measures, reliance on survey data-collection methods, fragmented electricity markets, and the use of slightly different definitions make alignment and harmonised measurement of electricity access in these two countries all the more difficult.

The case studies also identify examples of active, government-led donor co-ordination groups using joint monitoring approaches in the electricity sector. Such groups are adequate platforms for using SDG 7.1.1 to harmonise collective efforts, and expand electricity access. Partnership with public and private sector utilities as main real-time data providers will also be key in this and other sectors.

Overall, this report finds that:

- Since 2016, the global SDG framework has been significantly strengthened and providers and partner countries are increasingly applying SDG indicators in their results frameworks.
- The cost of aligning results indicators with each specific SDG indicator varies depending on their quality and intrinsic complexity, measurement inertias, and other contextual factors affecting measurement and use.
- Providers that synchronise their results planning cycle with partner countries' own cycle are more successful in applying, measuring and using SDG indicators in synergy with partner governments and other providers.
- Sector and countrywide monitoring approaches help providers reduce the cost of SDG monitoring. The lack of results data against many indicators suggests a need for more consistent and coherent efforts to strengthen partner countries' statistical and monitoring systems, and ensure their sustainability.
- While gender and urban/rural data disaggregation is becoming more common in SDG indicator measurement, other locally relevant dimensions are rare, limiting the ability to capture results related to populations left behind in heterogeneous societies.

Overview: Using the SDGs as a shared framework for results

The international development community still does not understand enough about how, where and why the best results happen. Can using the SDG indicators to measure results begin to fill this knowledge gap? This Chapter outlines the issues and reviews progress to-date in integrating SDG indicators into national planning and development co-operation practices. Case studies in the sectors of education, sanitation and energy access reveal that both governments and providers of development co-operation are increasingly using SDG indicators to guide their efforts. A closer examination of three large recipient countries (Ethiopia, Kenya and Myanmar) suggests that providers are facing four interrelated challenges. First, the cost of using specific SDG indicators varies in relation to indicator complexity. Second, providers that synchronise their country-level results planning with partner countries' own cycles find it easier to align to and measure SDG indicators. Third, reliance on joint monitoring approaches helps providers reduce the cost of SDG monitoring. Finally, while disaggregating SDG data by gender and by urban/rural dimensions is common, other data disaggregation that could help to leave no one behind is rare.

In Brief

What opportunities exist for more data on SDG results?

We lack the results data we need, and we are not taking advantage of synergies to get that data. The OECD-DAC Results Community conducted three case studies to generate evidence, analysis and good practice examples. These case studies document how development co-operation providers and partners can use the SDG framework as an entry point for co-ordinating, investing in, and using country-led results frameworks and data that are aligned to the SDGs from a technical, organisational and political perspective.

This report summarises emerging opportunities and obstacles for alignment, measurement and use of SDG indicators as a shared framework for results. It also discusses emerging findings on four cross-cutting issues that will require collective thinking and action to unlock the potential of the SDGs as a shared framework for results at all levels.

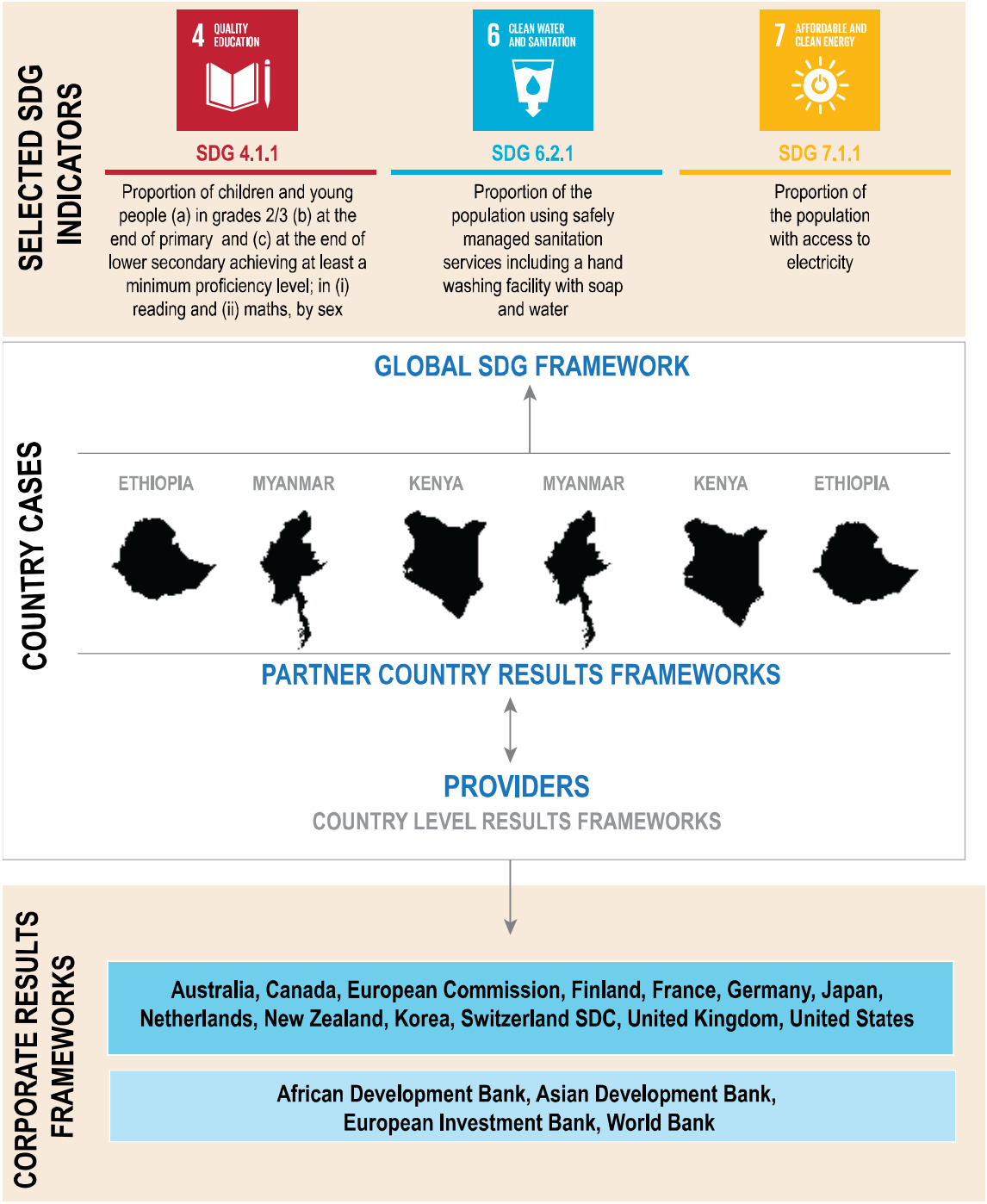
Each case study looks closely at specific SDG indicators related to education, sanitation and energy. Figure 1 summarises the research approach used to identify technical, political and organisational drivers and obstacles in using SDG indicators at global and partner country levels.[1]

The case studies show that:

1. The Sustainable Development Goals framework has been significantly strengthened and providers and partner countries are actively and increasingly applying SDG indicators in their results frameworks.
2. Each indicator presents a varying cost of alignment, related to indicator quality and intrinsic complexity, measurement inertias, and other contextual factors affecting its measurement and use.
3. Providers that synchronise their results planning cycle with partner countries' own cycle are more successful in applying, measuring and using SDG indicators in synergy with partner governments and other providers.
4. Sector- and country-wide monitoring approaches help providers reduce the cost of SDG monitoring. The lack of results data against many indicators suggests that more consistent and coherent efforts are needed to strengthen partner countries' statistical and monitoring systems and ensure their sustainability.
5. While gender and urban/rural data disaggregation is becoming more common in SDG indicator measurement, other locally relevant dimensions are rare, limiting the ability to capture results related to populations left behind in complex societies.

Figure 1. Focus of the case studies

Selected SDG indicators, country cases and development co-operation providers



SDG indicator adoption at global level: Opportunities and state of play

Opportunities increase with the strengthening of the SDG indicator framework

The past two years have witnessed a significant strengthening of the SDG indicator framework. The number of SDG indicators with an internationally established methodology surged from 138 (2016) to 208 (December 2019), meaning that 90% of all SDG indicators were ready to use.[2] Out of these, a majority of countries are regularly collecting data for 116 indicators (50% of total). At present, the Inter-Agency Expert Group on SDGs is carrying out a comprehensive review to develop the SDG indicator framework in full by end 2020.[3]

The SDG targets and SDG indicators present a series of opportunities for development co-operation. The internationally agreed framework is gaining political traction at country level as a shared framework for results (see Figure 2) and as a roadmap to guide provider results at country level (OECD, 2018[1]). While prioritising amongst the broad number of targets and indicators and managing their interconnected nature across corporate and country-level results frameworks are distinctive challenges linked to SDG alignment, the substantive focus of the targets and indicators has become more relevant to partner country priorities and provider country programming, reflecting a greater focus on quality and sustainability concerns. The three case studies show that, in general, the three SDG indicators under review were a "better fit" than previous provider indicators being used to track results in the respective sectors.

Partner countries are using the SDGs in their national strategies

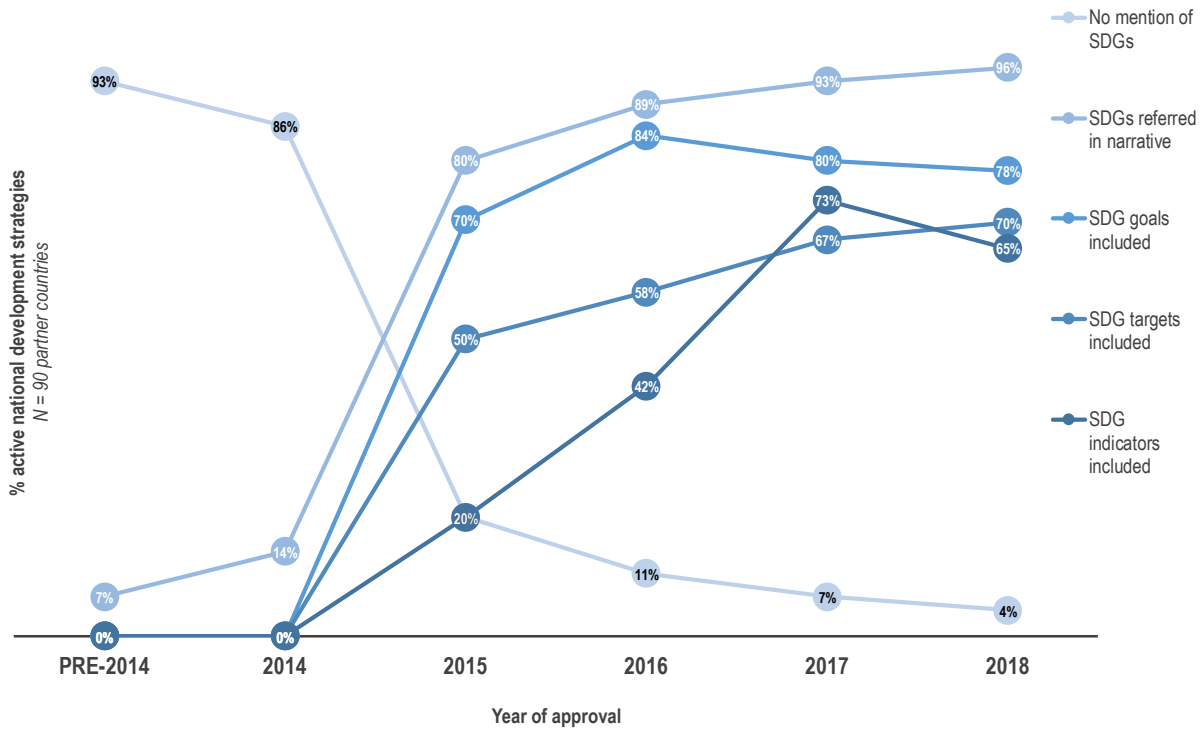
A recent assessment of 90 partner countries indicates that 70% of countries are orienting their national strategies towards the 2030 Agenda for Sustainable Development, with close to half of all national results frameworks already using SDG indicators (OECD/UNDP, 2019[2]). Trends indicate that, as the remaining countries move to the next planning cycle,[4] most of them will have domesticated SDG indicators in the next three to four years.

The three country cases also reflect the varying degrees of SDG domestication by partner countries:

- The Government of **Kenya** included SDG indicators in its 2018-22 medium-term plan and specific sector frameworks, after an extensive mapping and consultative exercise. The government is already aligned to and measuring the SDG indicators (6.2.1 and 7.1.1) reviewed in the case studies that include Kenya.
- The Government of **Ethiopia** is currently updating the national strategy to address the SDGs. Still, sector plans match the two SDG indicators (4.1.1 and 7.1.1) reviewed in the country; national monitoring for both indicators exists, although with some issues of coverage and quality.
- The Government of **Myanmar** is finalising a national sustainable development plan that will be fully aligned to SDG 6.2.1 and partially aligned to SDG 4.1.1. Current indicators and measurement systems do not allow for alignment and use of these two SDGs under review in this country.

Figure 2. Partner countries are increasingly adopting the SDGs in their results frameworks

New national development strategies including the SDGs, in percentage



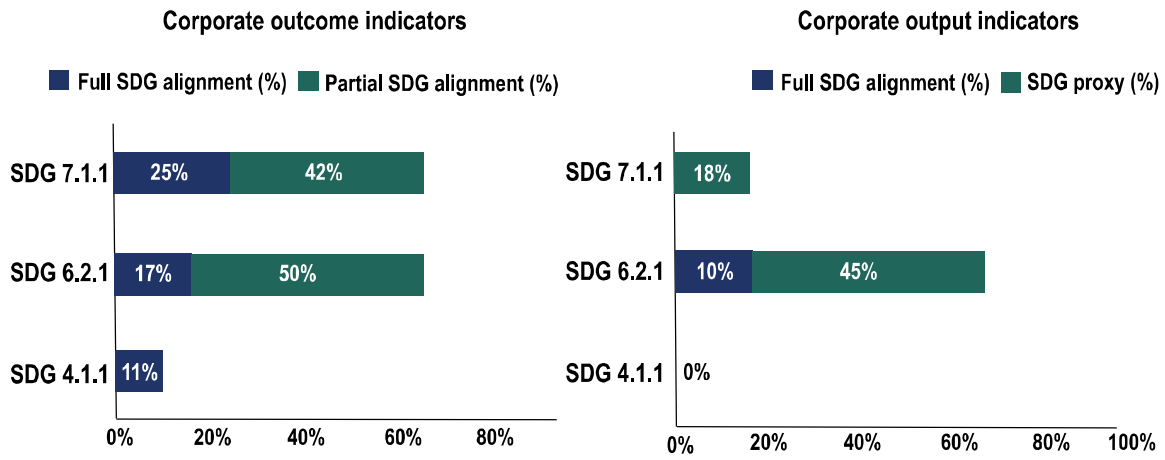
Source: Adapted from GPEDC (2019[3]). https://doi.org/10.1787/26f2638f-en

Increasingly, providers are also aligning their results frameworks to the SDGs

At corporate level, a number of providers are progressively aligning their indicator sets with the SDGs. For example, the European Union (EU) updated its EU results framework indicators in 2018 to reflect the SDGs at the three levels of results (OECD, 2018[4]). Similarly, the corporate results framework of the Asian Development Bank for 2017-20 is now aligned to the SDGs, and links between projects and programmes. The SDGs have been tracked since 2016 (OECD/UNDP, 2019[2]).

Yet, when considering the sample of the 3 SDG indicators under review, many indicators in the corporate results frameworks of the 17 providers assessed in this study do not match the SDG equivalent (Figure 3).

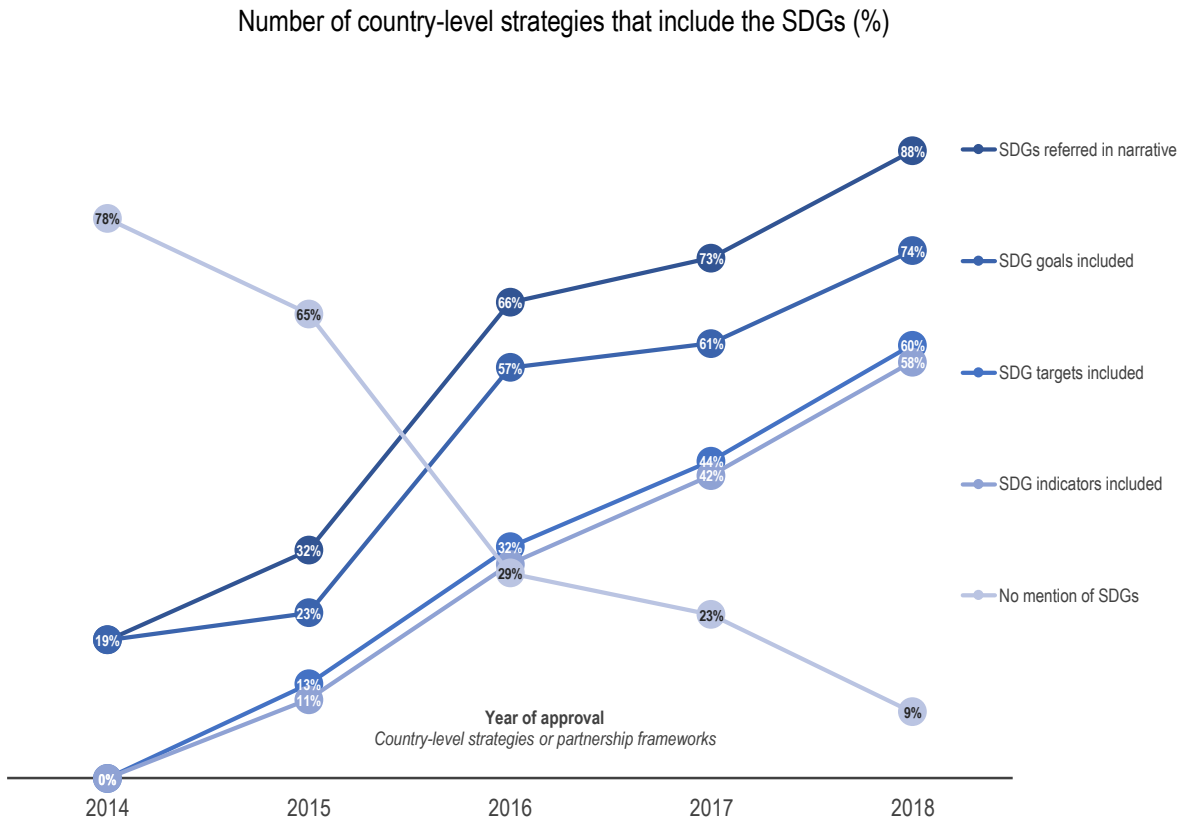
Figure 3. Alignment of provider corporate results frameworks to relevant SDG indicators



Note: Providers are using 34 outcome/output indicators for education, 26 for sanitation, and 14 for electricity.
Source: Authors' estimates. Data from 17 major providers with standard corporate indicators, listed in Figure 1

At country level, providers are increasingly embracing elements of the 2030 Agenda and the SDG indicator framework. Data from the 2018/19 monitoring round of the GPEDC indicates that the use of the SDGs to guide the design of provider country strategies is already widespread. About three-quarters of country strategies include SDG goals to define priority areas or sectors. Furthermore, close to 60% of country strategy documents approved in 2018 apply SDG indicators in their results frameworks. (see Figure 4).

Figure 4. Providers are increasingly applying SDG targets and indicators in their results frameworks at country level



Source: (OECD/UNDP, 2019[2]) *Making Development Co-operation More Effective: 2019 Progress Report* https://doi.org/10.1787/26f2638f-en. Assessment of 1 556 country strategies that development co-operation providers approved since 2014 in 90 partner countries, by year of approval.

The progressive improvement of the global SDG framework, coupled with the growing SDG alignment of the results frameworks of providers and partner countries, underlines the need to identify opportunities and to address obstacles that may affect the use of the SDGs as an effective framework for shared results.

The three case studies provide a timely contribution to inform this discussion.

The remainder of this chapter discusses four cross-cutting issues emerging from a comparative review of the three case studies. Specifically:

1. **Selecting SDG indicators**, taking into consideration indicator readiness and intrinsic complexity, measurement approaches, and contextual fit.
2. **Managing different planning cycles** in aligning to the SDGs.
3. **Measuring SDG indicators** using sustainable and effective approaches.
4. **Mainstreaming leaving no one behind** in SDG alignment and measurement.

Key issues

Selecting SDG indicators at global and country level

While providers are increasingly applying the SDGs in their corporate and country-level results frameworks, the relative cost and quality of alignment to SDG indicators varies considerably across indicators. The case studies point to a number of indicator-specific characteristics that affect the cost of aligning with each of the three assessed SDG indicators. These include: 1) whether the indicator methodology has gained international agreement and data are being regularly produced in most countries; 2) whether the indicator design is relatively simple and suitable for results communication; 3) whether the indicator departs from existing, well-established sector measurements and/or its Millennium Development Goal (MDG) equivalent; and 4) contextual factors such as partner country alignment to the indicator, and the type of arrangements for monitoring and service provision. Table 1 summarises the key findings for the three SDG indicators under review.

Table 1. SDG indicator complexity matters for adoption and measurement

	Cost of alignment to SDG indicator	(1) **SDG indicator classification:** *Methodology and data availability*	**(2) Design:** *Intrinsic complexity*	**(3) Measurement inertia:** *Similarities to MDG indicator or established sector indicator*	**(4) Contextual factors**
SDG 4.1.1 (education quality)	**High**	●○○ *Since 2018:* ●●○	▼ Multi-layered: three different assessments required, in two dimensions (reading, math) ▼ More difficult to communicate and report	▼ Different. MDG 2 main focus on access (enrolment, completion, drop outs); focus on proficiency levels more difficult	▲▼ Partner country adoption is uneven ▼ Several assessments needed; comparability and uptake varies by country ▲▼ Public provision high, but fragmented
SDG 6.2.1 (sanitation/hygiene)	**Moderate**	●●● *Since 2017:* ●●○	▼ Double-layered and multi-dimensional (i.e. sanitation ladder) Relatively easy to communicate and report	▲▼ Moderately similar: MDG 7.9: Simpler measure of access to improved sanitation facility MDG 7: No hygiene/handwashing indicator	▲ Partner countries aligned to "sanitation" part ▲ Unified monitoring: WHO-UNICEF Joint Monitoring Programme; part of household surveys ▼ F ragmented provision
SDG 7.1.1 (electricity access)	**Low**	●●●	▲ Simple indicator construction (% people with electricity access) ▲ Easy to communicate and report (though provides a partial picture)	▲ Sector equivalent. SDG 7.1.1 similar to well-established indicators for sector results measurement; no MDG equivalent	▲ Partner country adoption ▼ A variety of household survey types and other country and sector-specific surveys ▼ Fragmented provision (e.g. market, off-grid solutions)

Notes: Contextual factors are country-specific to Ethiopia, Kenya and Myanmar. Indicator 4.1.1 placed in "multi-tier" category in 2016 due to concerns regarding methodology of sub-indicator 4.1.1.a (Tier III); upgraded to Tier II in November 2018. Indicator 6.2.1 moved from Tier I (2016) to Tier II (November 2017) due to data availability.
Source: Based on comparative findings from the three case studies presented in Chapters 1, 2 and 3.

The three case studies show that SDG indicators that are relatively similar to prior, well-established indicators for sector results tend to be more widely adopted. For example, Indicator 7.1.1 (i.e. "Percentage of population with access to electricity") has been measured since 1990 and, while it was not included in

the MDG framework, it is a simple, well-established measure for sector performance. Both Ethiopia and Kenya apply this indicator in their sector results frameworks, with an exact match with the SDG indicator definition. Providers apply this indicator in their corporate results frameworks in line with the SDG definition at a higher rate than for the other two SDG indicators (see subsequent chapters). However, possibly because of the need to respond to their domestic agendas, providers tend to use specific definitions (e.g. only tracking electricity access from sustainable sources) and donor-focused measurement approaches that do not produce usable data for broader SDG follow-up at country level, or globally.

In comparison, SDGs 6.2.1 and 4.1.1 are multi-layered indicators, with two and three sub-indicators respectively, and multiple internal dimensions. SDG 6.2.1 combines a sub-indicator (i.e. “Proportion of population using safely managed sanitation services”) that is a refinement of MDG 7.9 and well-grounded in sector performance measurement practices, with a sub-indicator (i.e. “Proportion of population with basic handwashing facilities on premises”) that is being rolled out in 70 countries since 2009 in household surveys, but which is less frequently applied in country-level results frameworks. Nevertheless, unified monitoring practices and a good level of partner country uptake are leading to greater indicator use over time.

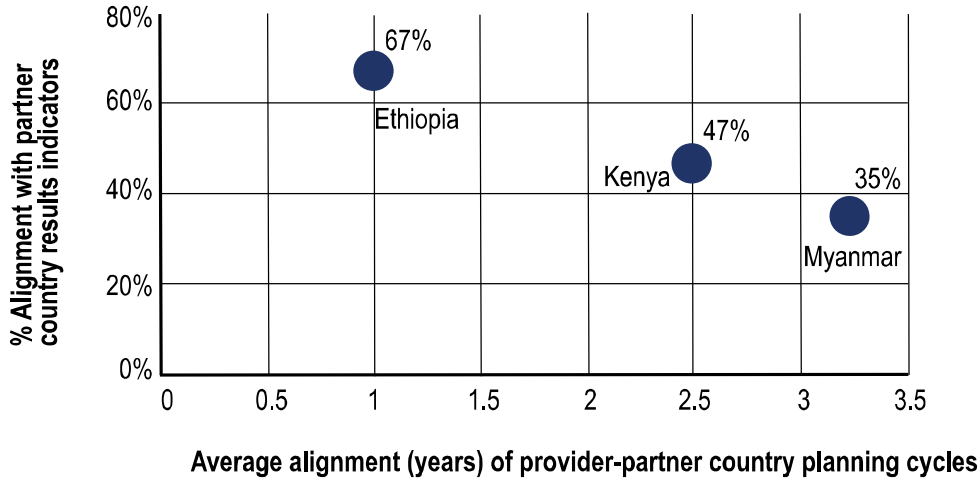
SDG 4.1.1 focuses on learning outcomes during primary and lower secondary education, a concern that has been increasingly present in sector strategies but represents a departure from the traditional focus on education access under MDG 2. This multi-layered indicator relies on three different cross-country/national assessments, measuring two areas of learning (i.e. reading and maths) over time: “Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) maths, by sex”. In comparison with the two other indicators, communicating results for SDG 4.1.1 is more difficult. The case studies show that, despite the increased relevance of learning outcomes versus school attendance in most countries, the degree of uptake of this SDG indicator is comparatively weaker across countries and providers, which continue to rely on MDG 2 indicators to track sector results.

Nevertheless, the case studies also note the increased attention to development concerns that the SDGs prioritise, e.g. learning outcomes in the education sector. This evolution in sector priorities, coupled with the rising number of countries adapting their planning tools to the 2030 Agenda, creates favourable policy and political conditions for the adoption of the related SDG indicators by all actors at country level. Ethiopia’s five-donor pooled fund supporting government efforts to finance and measure the overall SDG Target 4.1 is an example of good practice.

Managing different planning cycles at country level

Most providers and partner countries are currently involved in processes to incorporate the SDGs. Figure 3 and Figure 4 evidenced efforts of providers and partner countries to adapt their results frameworks to the SDGs. While many providers accommodate their planning cycles at country level to their partners’ cycles, these processes are not systematically synchronised. This disconnect makes alignment around results more difficult Figure 5.

Figure 5. Synchronising country-level results frameworks with partner countries' planning cycles helps to align efforts around results



Source: Authors' elaboration based on data from the three country case studies and GPEDC (2019) data.

Across the three case studies, **early involvement in the design and implementation of national and sector results – with the partner government and within donor co-ordination structures – helps to harmonise efforts.** In Ethiopia, the government and providers engaged in developing sector-wide approaches to electricity access. The National Electrification Programme was informed by a World Bank multi-tier energy access survey, and ambitious electricity access targets (using on-grid and off-grid solutions) were agreed with each provider involved in the sector co-ordination mechanism.

Several elements prevent greater harmonisation around results planning. As the case studies illustrate, providers need to manage several pulls that affect the degree of alignment to partner country results frameworks or SDG indicators. These include:

- outdated frameworks that lag behind partner countries' SDG-aligned or new results frameworks (or opposite situations, applying SDG indicators in partner countries that have not initiated the domestication process)
- a mismatch between selected results indicators prioritised by partner countries and/or at corporate level, and the SDG framework
- lack of harmonisation with other providers' results frameworks working in the same country/sector, often due to lack of transparency of these results frameworks, which results in incompatible needs for results data measurement
- weak or inadequate country-level arrangements for mutual accountability around results, that reduces the need for harmonisation and for adopting joint measurement approaches.

Box 1 summarises some opportunities to enhance harmonisation around results indicators.

Box 1. Opportunities for enhanced harmonisation: Observations across all case studies

- To promote internal coherence, where corporate standard indicators are in place, ensure these are included in all sector or country-level results frameworks.
- Some provider country-level or sector indicators are not publicly available on line. Making results frameworks publicly available would increase opportunities for harmonisation.

- Make all results data against indicators publicly available.
- New indicators should not be introduced unless data can and will be collected against these indicators. Instead, provider results frameworks should include indicators linked to the Sustainable Development Goals (SDGs) and to partner countries' national and sector results frameworks; and provide capacity-building support to partner countries to increase their ability to monitor the SDGs and collect data against national development plan indicators.
- Standardise levels of disaggregation in alignment with indicators drawn from the SDG framework and those drawn from partner country national and sector results frameworks.

Measuring SDG indicators

Overall, most providers do not get the results data they need. The three case studies show that data against many of the indicators collected by development co-operation providers are missing. For instance, in Kenya no data are available to report progress against 23 providers' indicators related to SDG 6.2.1. Similarly, as regards SDG 4.1.1 on education, results data are not available for most national development and sector plan indicators in Ethiopia, with the exception of enrolment rates and related access measures.

Providers are struggling to adopt country-led, joined-up approaches to measure the SDGs at country level. In all three case studies, there are sector working groups fostering donor co-ordination, although the regularity and effectiveness of these mechanisms is uneven. In practice, measurement of sector and SDG indicators tends to include some form of joint monitoring approach (or be articulated around a singular measurement initiative) which involves the partner government and a subset of providers; but these efforts often coexist with many parallel and project-specific monitoring arrangements for most providers that work in these sectors. Table 2 summarises the opportunities, constraints and challenges to jointly measure the SDGs as identified in the three case studies.

Table 2. Measurement opportunities and challenges for providers

	Fragmentation No. of providers in the sector	**Proliferation** No. of provider sector indicators	**Measurement approach and data availability**
SDG 4.1.1 Ethiopia	High (11)	Very high (59)	▲ SDG aligned; regular national assessments; multi-donor pooled programming. ▼ Proliferation of other provider indicators; coverage issues in national data.
SDG 4.1.1 Myanmar	High (10)	Medium (16)	▲ UN co-ordinated national and sector monitoring (although MDG focus). ▼ SDG not monitored; some project-driven monitoring; results often not public.
SDG 6.2.1 Myanmar	Low (4)	Low (6)	▲ Joint monitoring; good administrative data; new plan will include SDG. ▼ Challenges to align to SDG definition; disaggregation; some results not public.
SDG 6.2.1 Kenya	High (8)	High (23)	▲ Joint approach; strong central agencies; good household surveys; SDG-like. ▼ Local monitoring an issue; several project-driven indicators; results not public.
SDG 7.1.1 Kenya	Medium (6)	High (26)	▲ Baseline (World Bank survey); utility does sector-wide real-time monitoring. ▼ Project-driven monitoring; results data inconsistent and often not public.
SDG 7.1.1 Ethiopia	Medium (5)	High (25)	▲ Baseline (World Bank survey); potential for sector-wide SDG approach. ▼ Project-driven monitoring; results data inconsistent and often not public.

Providers' partnering strategies and support modalities play a major role in mitigating fragmentation in monitoring approaches at sector level. Fragmentation is lower for SDG measurement when providers pool support for sector-wide programmatic approaches, when a single donor is dominant, or when partner country ownership of existing monitoring mechanisms and assessments is high and well-established. For example, the World Bank, Finland, Italy, Norway, the United Kingdom, USAID and

the Global Partnership for Education jointly support a single, large education programme in Ethiopia which is fully aligned with the SDG indicator included in the national results framework. The associated joint monitoring approach is helping to increase efficiency and harmonisation, strengthen national capacities in proficiency assessments, and increase the likelihood of sustainability of SDG results monitoring after the programme sunsets.

More transparency around results would help providers take greater advantage of synergies and improve harmonisation. The review found that in all three countries and SDG areas, many provider results frameworks are not publicly available. Their results data are also seldom made public. During the field workshops, stakeholders were often supportive of introducing joint sector review mechanisms as a way to institutionalise data sharing around results, e.g. in the water sector in Kenya. Greater disclosure of project results frameworks and results data represents a low-hanging fruit that can seed the conditions for more joined-up approaches in most country contexts.[5]

Lastly, and with some exceptions, **there is untapped potential to use new technologies in monitoring SDG implementation.** In the three case studies, most SDG measurement approaches rely on traditional top-down instruments, such as household surveys and administrative data. In all three cases, limitations in terms of coverage and quality of national surveys and administrative data will require greater provider support for country-led systems and data-gathering methods, but technology-driven innovations in monitoring approaches (e.g. satellite imagery to measure geo-referenced luminosity across the whole territory) can also help overcome existing gaps in terms of data disaggregation, sample representativeness and, ultimately, the ability to mainstream “leave no one behind” concerns in SDG implementation.

Mainstreaming leaving no one behind in SDG alignment and measurement

The UN Statistical Commission requires that SDG data are disaggregated according to a variety of socio-demographic and geographical dimensions. Disaggregation of SDG data is particularly critical to address cross-cutting inequalities (e.g. gender, diversity), to reflect locally relevant disparities (e.g. territorial, ethnic or socio-economic), and when government service delivery capacity across the territory is uneven.

Providers have identified data disaggregation as the main operational challenge to mainstream the “leave not one behind” agenda (OECD, 2018[5]). Across the three case studies, many providers in country measure SDG indicators, or similar indicators, applying some level of disaggregation. Sex-disaggregated indicators are more prevalent in education, while urban/rural disaggregation is more prevalent in electricity and sanitation. Some providers use both levels of disaggregation. This largely is in line with the official SDG methodologies. Some providers target specific geographic areas with “leave no one behind” in mind. However, the review also found that other locally relevant criteria for disaggregation are rarely monitored by providers or partner countries, limiting the usefulness of data for policy making, course correction and adaptation, including with regard to the “leave no one behind” agenda.

As mentioned earlier, providers and countries are operationalising SDG measurement generally relying on top-down traditional methods for data collection. Official assessments and household surveys have limitations related to coverage, social norms (e.g. who is the household respondent) and interpretability in various local languages, among others, which may prevent a proper inclusion of social minorities or isolated regions that are poorly reflected in official statistics. Complementary techniques can ensure that SDG programming is designed and monitored efficiently and with leaving no one behind in mind (Box 2).

Mainstreaming *leave no one behind* in the measurement and implementation of the SDGs at country level faces some political challenge (OECD, 2018, p. 220[5]) It requires engaging with partner countries in sensitive dialogue in order to include groups and people left behind, supported by a prior understanding of the political economy underpinning exclusion within a partner country; and approaching the necessary dialogue around data collection and results targeting with political sensitivity.

Box 2. Using innovative approaches to implement and monitor the Sustainable Development Goals with leaving no one behind in mind

The three case studies show that national assessments and household surveys regularly provide good disaggregated data for SDG monitoring, particularly sex-disaggregated data and along urban/rural divides. However, issues related to coverage, sample size and implementation quality prevent greater disaggregation of national data, which creates "blind spots" for SDG implementation on particular issues for some areas or for some social groups. Some measurement approaches can help compensate for these limitations.

In Ethiopia, the provider-supported National Electrification Programme and its extension to rural areas was informed by remote sensing technology that allowed better planning around the type of on-grid and off-grid solutions (e.g. solar panels) that needed to be prioritised in order to reach to all the population across the country's territory (World Bank, 2017[6]). Using this approach allowed planning and tailoring the intervention around household locations and regional needs.

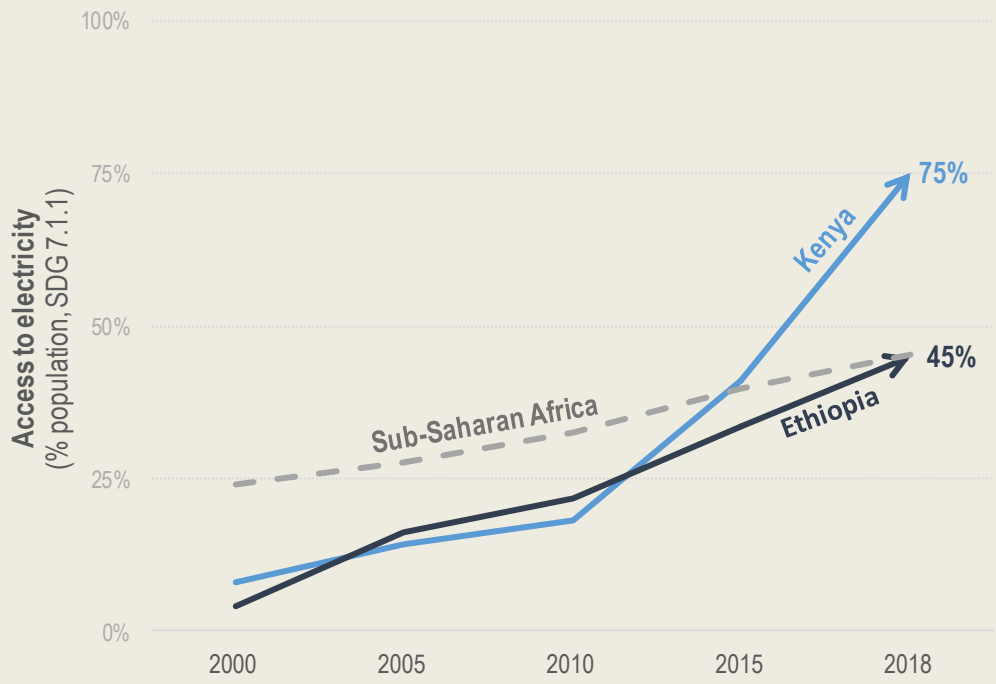
Similarly, Kenya has experienced remarkable progress towards universal electricity access through on grid and off-grid solutions during recent years, reaching 75% by 2018. Similar remote sensing techniques helped identify quick wins on how to accelerate the expansion of electricity access in rural areas of western Kenya, where electricity coverage was around 5% in 2014 (Figure 6 and 7). In turn, access to electricity (SDG 7.1.1) in rural areas in Kenya supported improved learning outcomes (SDG 4.1.1) in those areas (Ye, 2017[7]).

Figure 6. In Kenya, satellite imagery monitoring helped reveal that 84% of unconnected households in rural areas were within 200 metres of a connection point

Unconnected households in green; existing connection points in yellow

Source: Lee, K. et al. (2016[8]), "Electrification for 'under grid' households in rural Kenya", https://doi.org/10.1016/j.deveng.2015.12.001

Figure 7. Strengthened joint monitoring helped guide investment to expand electricity access in Kenya and Ethiopia



Sources: (IEA et al., 2018[9]), Tracking SDG 7: The Energy Progress Report, https://trackingsdg7.esmap.org/data/files/download-documents/tracking_sdg7-the_energy_progress_report_full_report.pdf.

Next phase (2019-20)

In light of the potential offered by this case study approach combining quantitative and qualitative background research and fieldwork in partner countries, and recognising the limitations inherent to relying on a set of only three case studies, it is proposed to expand the work to strengthen the evidence base. Phase 2 of this project (from mid-2019 to 2020) has been defined in collaboration with the OECD-DAC Results Community. The main goal will be to provide convincing practical advice and tailored guidance to providers and partner countries on how to best use the SDGs in their country-level results frameworks.

Specifically, Phase 2 will:

- map out and compare different results-based approaches used to incorporate the SDGs at country level, including by them it to various country contexts
- assess the effectiveness of these approaches in favouring alignment to, measurement and use of the SDGs, with a view to produce guidance and identify good practice
- explore how different results-based approaches co-existing at country level interact by reinforcing/deterring collective SDG alignment, measurement and use
- identify effective uses of qualitative information to complement SDG quantitative approaches – at strategic planning, implementation, monitoring and reporting stages.

Limitations: A number of limitations inherent to the design and scope of the three case studies make it difficult to turn these messages into robust, evidence-based policy guidance at this stage. The case studies only address 3 of the 232 indicators and look at only 3 country contexts. In addition, the choice of indicators, while offering a variety of measurement challenges and covering different sectors involving various stakeholders, present limitations. In some instances, only a limited number of bilateral donors were active in the specific sectors (e.g. Myanmar's sanitation sector). The case study looked at service delivery type of indicators, excluding cross-sectional issues or non-people centric indicators. It does not consider a variety of countries in terms of income levels, aid dependency or level of domestication of the SDGs. These potential limitations are being fully addressed in the 2019-20 phase of this research project.

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Notes

[1] The three case studies rely on a three-pronged methodology: 1) a systematic desk review of all available evidence, policies and planning documents of 17 major providers and 3 partner countries; 2) quantitative analysis of all results data and indicators used by providers and partner countries; and 3) in-country fieldwork in Ethiopia, Kenya and Myanmar. See OECD (2018[10]) for more details on the methodological approach and criteria used for case-study selection.

[2] Source: https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification. The UN classifies SDG indicators as Tier I and II when they have clear definitions, metadata and data-collection methods. Tier I indicators also meet an additional requirement related to widespread data availability collected on a regular basis.

[3] See (IAEG-SDGs, 2019[11]). This comprehensive review will include the replacement, deletion, refinement or adjustment of indicators that have not succeeded in establishing a widely agreed upon methodology. For an updated list: https://unstats.un.org/sdgs/iaeg-sdgs/tier-classification/.

[4] Twenty-six partner countries with national strategies that have no reference to the SDGs in any form. However, 22 of them (85%) mention an ongoing process in the country to align existing planning tools to the SDGs.

[5] Preliminary GPEDC data for 2018 reveal that out of 3 454 major projects and programmes approved by providers in 2017, only 37% had publicly available project documents. Similarly, only 577 (34%) out of the 1 673 active provider country strategies had publicly available strategy documents (OECD/UNDP, 2019[2]).

1 SDG 4.1.1: Education proficiency

This chapter examines challenges and opportunities relating to alignment, measurement and use of Sustainable Development Goal (SDG) Indicator 4.1.1 (education proficiency levels) in development co-operation from a global perspective and from the perspective of two case study countries: Ethiopia and Myanmar.

While data availability for the SDG indicator is growing, its inclusion in country- and sector-level results frameworks is still weak. Instead, most frameworks still emphasise schooling access as the key measure of performance with learning outcomes progressively gaining attention as education policies are updated.

The chapter also shows that development co-operation providers are lagging behind in aligning their corporate and country-level results frameworks to SDG 4.1.1.

To address these challenges, this chapter recommends that development co-operation providers join forces to support partner country efforts in implementing the cross-national assessments necessary to produce internationally comparable data for SDG 4.1.1.

Introduction

This chapter generates comparative evidence, analysis and good practice examples of how development co-operation providers and partners can concretely use the SDG framework as an entry point for co-ordinating around, investing in and using country-led results frameworks and data, which are aligned to the SDGs from both a technical/methodological and an organisational/political perspective.[1]

Specifically, this chapter examines challenges and opportunities relating to the alignment, measurement and use of SDG 4.1.1 on proficiency levels at primary and lower secondary education, from a global perspective and from the perspective of two case study countries: Ethiopia and Myanmar. The chapter starts with a presentation of the global profile of Indicator 4.1.1, setting out the current global context for measurement of SDG 4.1.1, then provides a detailed analysis of the extent to which development co-operation providers have aligned to this indicator in their corporate results frameworks. Section 1.3 provides an analysis of the challenges and opportunities related to alignment, measurement and data use in relation to SDG 4.1.1 in Ethiopia and Myanmar. Two annexes present the country contexts and an assessment of results indicators.

Recommendations

Providers could consider the following:

At partner country level:

- Providers could pool forces to support partner country efforts in implementing the cross-national assessments necessary to produce internationally comparable data for Indicator 4.1.1.
- Providers should consider ensuring that indicators monitoring student proficiency measure achievement at the same educational levels as Indicator 4.1.1 and/or the partner country's national development plan/education sector strategy.

At corporate level:

- Providers should consider including indicators to measure student learning and proficiency in corporate and country-level results frameworks whenever possible – speeding up the transition from the MDG to the SDG agenda in the education sector.
- However, providers should ensure that a national or cross-national learning assessment is in place and able to produce robust data for the subject and grade level of interest, before including a learning/proficiency indicator in their country-level results framework.
- As a rule to prevent proliferation of indicators, and where this aligns to the partner country approach, providers should consider using and harmonising around the thematic/complementary indicators for SDG Target 4.1 in both corporate and country-level results frameworks.

SDG Indicator 4.1.1 – Global profile

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

- Minimum proficiency in mathematics, by education level and sex (%).
- Minimum proficiency in reading, by education level and sex (%).

Global SDG measurement and reporting

Motivated by the significant achievements in expanding **access** to education since 2000 against the education-related Millennium Development Goals (MDGs), the international community placed greater emphasis on learning outcomes and lifelong learning in the 2015 Incheon Declaration (WEF, 2015[1]). This evolution was reflected in the new SDG on education and, to a greater extent,[2] guided the priority results monitored under SDG 4. SDG Indicator 4.1.1 places the focus on learning outcomes (quality) along three points in time across the educational cycle: 1) early grades; 2) end of primary education; 3) end of lower secondary education.[3]

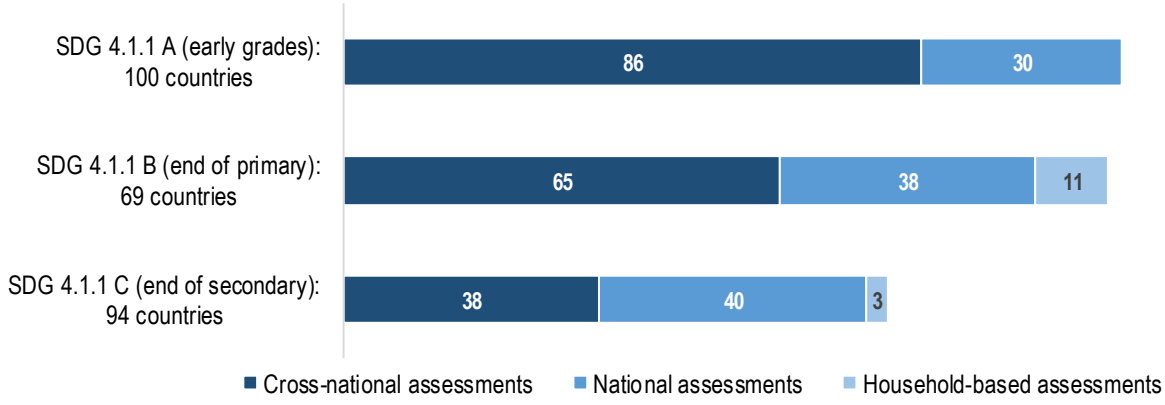
The United Nations Education, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS) (UNESCO, 2018[2]) is the custodian agency for most of the SDG 4 global indicators, including 4.1.1, with the Organisation for Economic Co-operation and Development (OECD) as a partner agency.[4] The UIS is co-ordinating efforts to establish common reading and mathematics scales for all three points of Indicator 4.1.1, building on the existing cross-national assessments. These cross-national assessments are used to assess student proficiency for early grades (4.1.1a), end of primary (4.1.1b) and end of lower secondary (4.1.1c). Currently, most of the available data against Indicator 4.1.1 come from the following cross-national assessments:

- Programme for International Student Assessment (PISA) reading test
- Trends in International Mathematics and Science Study (TIMSS)
- Progress in International Reading Literacy Study (PIRLS)
- Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)
- Third Regional Comparative and Explanatory Study (TERCE).[5]

As of 2019, 137 countries had reported complete or partial data for Indicator 4.1.1: 94 countries report data for 4.1.1a; 69 countries report data for 4.1.1b; and 100 countries report data for 4.1.1c.

Figure 1.1. Global availability of SDG Indicator 4.1.1 data

Number of countries, by indicator component and type of assessment



Source: UNESCO UIS (2019[3]), *Data for the Sustainable Development Goals*, http://uis.unesco.org.

Many countries administer their own national learning assessments. However, it is not possible currently to derive internationally comparable data for Indicator 4.1.1 from most national assessments, as countries set their own standards (UN Statistical Commission, 2016[4]). The UIS is currently preparing a Global Framework for reading and mathematics and developing approaches for equating or linking the data from certain national assessments to this framework. However, it is unlikely that measurements from these equating/linking exercises will be available to inform reporting on Indicator 4.1.1 for all countries for several years. Parallel to these efforts, there is increasing demand from countries to participate in cross-national assessments, and this is indeed the quickest route to expanding global coverage of the indicators in the medium and long term.

At present, data gaps for 4.1.1a, 4.1.1b or 4.1.1c concentrate in particular regions, are more pronounced in lower middle and low-income countries in sub-Saharan Africa and South Asia. Out of the three sub-indicators, Indicator 4.1.1a presents the most significant limitations in data availability.[6] UNESCO-UIS is leading an ongoing data-collection process, at the time of writing with a data release due in February 2019 (UN Statistical Commission, 2018[5]).[7]

Additional thematic indicators **complement** current measurement of SDG 4.1.1 to cover the full extent of the SDG target, and to build on available alternative data (see Box 1.1).

Box 1.1. Other thematic indicators complement SDG 4.1.1 measurement

The Education 2030: Incheon Declaration and Framework for Action (UNESCO, 2016[6]) introduced six additional thematic indicators related to Target 4.1. These indicators should be viewed as complementary to Indicator 4.1.1 and are necessary to reflect the entirety of the concepts included in Target 4.1. The UNESCO Institute for Statistics maintains a data repository for these additional indicators (UNESCO Institute of Statistics, 2018[7]). Data for these thematic indicators re generally available, although availability varies greatly among these thematic indicators (UNESCO UIS, 2019[3]).The percentage of data that is available globally against each indicator is given in parenthesis:

- **4.1.2:** Administration of a nationally representative learning assessment in (i) reading and (ii) mathematics (**47.1%**)
- **4.1.3:** Gross intake ratio to the last grade (**19.3%)**
- **4.1.4:** Completion rate (**4.7%**)
- **4.1.5:** Out-of-school rate (**0.5%**)
- **4.1.6:** Percentage of children over-age for grade (**13.2%**)
- **4.1.7:** Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks (**61.3%**).

Alignment of the corporate results frameworks of development co-operation providers to SDG 4.1.1

In general, very few of the 14 assessed providers include corporate or country-level indicators measuring student proficiency.[8] At the corporate level, only two providers (New Zealand and the United States) use standard indicators that measure student proficiency (Tier I),[9] albeit only at one single education level each as opposed to the three different levels included in Indicator 4.1.1. The European Union (EU) has a standard corporate indicator for youth literacy. Most corporate indicators are sex-disaggregated.

Most donors favour indicators related to education access, such as enrolment, completion and retention at the outcome level, while the most common output (Tier 2) corporate-level indicator measures the number of students supported by the provider. This approach reflects a prioritisation of concerns about expanding access to education over quality concerns, reflecting legacy effects of the related MDG target.[10]

Table 1.1. Summary of indicator analysis: Extent of alignment of development co-operation provider indicators to SDG Indicator 4.1.1

Providers: Corporate results frameworks	Number of indicators
Total no. of provider indicators at corporate level linked or aligned to SDG 4.1.1	**34**
No. of corporate outcome indicators	**18 (53%)**
No. of corporate outcome indicators that are a direct match with one of the sub-indicators of SDG Indicator 4.1.1	2 (11%)
No. of indicators referring to enrolment	6 (33%)
No. of indicators referring to completion	5 (28%)
No. of corporate outcome indicators that apply sex disaggregation	9 (50%)
No. of corporate output indicators	**16 (47%)**
No. of corporate output indicators that are a direct match with one of the sub-indicators of SDG Indicator 4.1.1 *(measuring numbers rather than proportion)*	0 (0%)
No. of corporate output indicators that refer to enrolment numbers	3 (19%)
No. of corporate output indicators that refer to completion numbers	2 (12%)
No. of corporate output indicators that apply sex disaggregation	**11** (69%)

Note: Number of assessed providers: 14.
Source: See in Annex 1.B for source data and detailed performance per provider.

Country-level analysis: Alignment, measurement and use by partners and providers

This section analyses challenges and opportunities related to alignment, measurement and data use in relation to SDG 4.1.1 in Ethiopia and Myanmar. Analysis is based on fieldwork and desk-based research and looks at the partner country government and development co-operation contexts. For background on the overall situation with regards to SDG implementation and the institutional set-up, refer to Annex 1.A.

Alignment to SDG 4.1.1 in Ethiopia and Myanmar

Country alignment to SDG 4.1.1 is still weak in both countries

In **Ethiopia**, national development is managed by a series of growth and transformation plans (GTPs). The current GTP II (2015/16-2019/20) (Federal Democratic Republic of Ethiopia, 2016[8]), which was prepared concurrently to the negotiation of the global SDG framework and includes several thematic indicators related to SDG 4, is not aligned to SDG 4.1.1, as it misses any indicators to measure student proficiency. It instead focuses on enrolment, completion, dropout and repetition rates at several educational levels (see Annex 1.B).

Ethiopia's Education Sector Development Program (ESDP) V (Federal Democratic Republic of Ethiopia, 2016[9]) (2015/16/-2019/20) is better aligned to Indicator 4.1.1, with increased focus in the education sector on equity and quality – though metrics still largely focus on access. In addition to measuring enrolment, completion, survival, dropout and repetition rates, the ESDP also includes indicators to measure school quality and student proficiency in both reading and mathematics (Annex Table 1.A.2). However, proficiency is determined through national learning assessments rather than cross-national assessments, precluding international reporting against Indicator 4.1.1. The government is planning to increase alignment with the SDGs in the next iteration of the sector programme.

Ethiopia's Education Management Information System (EMIS) relies on extensive data collection at school and *woreda* (district) levels. Quality and reliability of the data collected remains a challenge and the government is committed to increase data quality through investing in the EMIS.

In **Myanmar**, the national development plan (Myanmar's Sustainable Development Plan, MSDP) is not yet available for analysis, but will be aligned to the SDGs. The new MSDP, under Goal 4 (human resources and social development for a 21st century society), Strategy 4.1 (improve equitable access to high-quality lifelong educational opportunities) includes 10 action plans, among which 4.1.3 aims to "expand access to infrastructures necessary to enable access to education, ensuring gender and disability-sensitive services". For this action plan, the MSDP identifies SDGs 4.a[11] and 4.1 as directly relevant. Yet, Indicator 4.1.1 is not yet measurable in Myanmar (Myanmar Central Statistical Organization and UNDP, 2018[10]).

Myanmar's National Education Strategic Plan (NESP) 2016-21 (Government of the Republic of the Union of Myanmar, 2016[11]) sets outcome goals for 2021, but does not include any indicators to measure these outcomes and none of the delineated outcomes mention student proficiency.

Efforts are being made to increase alignment in the coming years. A National Strategy for the Development of Education Statistics (NSDES 2019-2023) is being developed by the Ministry of Education with the support of the UIS to align the national and sector plans with SDG 4. It reports SDG 4.1.1 as national indicator. The NSDES also provides a medium-term vision for a robust education data system and data management platform in the country: the National Education Statistics System (NESS). The NESS is to include four main data sources: 1) learning outcomes data; 2) administrative data; 3) survey data; and 4) finance data.

The Ministry of Education is also in the process of developing a National Education Indicator Framework (NIF) to provide data against the NESP and SDG 4. The NIF will include a comprehensive list of indicators, which monitor the national education situation, and produce regionally and internationally comparable indicators as required for SDG 4. The NIF is further meant to identify data gaps and to provide guidance on data generation. Myanmar has identified 49 indicators for the NIF, 11 of which are global indicators and 29 of which are thematic. The rest are additional indicators needed to monitor the education sector in the country. In relation to 4.1.1, the NIF includes the following two indicators:

- percentage of children/young people in grade 2/3, at the end of primary and at the end of lower secondary achieving at least a minimum proficiency level in reading and mathematics
- existence of a nationally representative learning assessment in the early grades of primary (2/3), at the end of primary and at the end of lower secondary.

Table 1.2. SDG 4.1.1 partner country alignment

	Ethiopia	Myanmar
National plan aligned to SDG 4.1.1?	**No.** National plan (GTP II) does not include any indicators to measure student proficiency.	**Partially.** National plan (MSDP) identifies SDGs 4.a and 4.1 as directly relevant. Yet, Indicator 4.1.1 is not yet measurable.
Education sector plan aligned to SDG 4.1.1?	**Yes.** Sector plan (ESDP V) includes indicators to measure student proficiency in both reading and mathematics.	**Not yet.** Sector plan (NESP 2016-21) does not include indicators to measure student proficiency, but steps are being taken to better align future plans.
Existence of sector-level results/M&E framework?	**Yes.** The EMIS relies on extensive data collection at school/district (*woreda*) level but quality/reliability are a challenge.	**Not yet.** The new plan (NSDES) and National Indicator Framework are being developed.
SDG 4.1.1 data availability	**Limited.** Proficiency is determined through national learning assessments only.	**No.** Only sample-based assessments are planned.

Source: Authors' analysis. See Annex 1.B.

Development co-operation providers have yet to align their country results frameworks to SDG 4.1.1

In addition to the above standard corporate-level indicators, development co-operation providers have developed additional results framework indicators for their country-level strategies for Ethiopia and Myanmar or sectoral strategies for education. Yet, alignment of their country-level results frameworks to SDG 4.1.1 has not yet taken place.

In **Ethiopia**, none of the 59 outcome/output-level indicators that providers use in the results frameworks of their country assistance strategies is fully aligned to 4.1.1. Five providers out of 11 (45%) include indicators that measure student proficiency or competency, but they diverge with 4.1.1 in the grade level at which proficiency is being measured, the assessed competency or the targeted institutions. Four of these five providers specify that proficiency/competency is measured by national learning assessments.[12] Many providers use additional indicators that are less aligned to SDG 4.1.1 and relate to enrolment, completion, dropout, survival and/or repletion rates, and the number of children enrolled in school or out of school. Alignment with national indicators is uneven: less than a third of the providers' outcome indicators are a direct match with national or sector plans (15 out of 51 indicators). A five-donor pooled fund managed by the World Bank is particularly well aligned to government results indicators. Finally, a majority of indicators are disaggregated by gender, yet this is not systematic.

In **Myanmar**, only the Asian Development Bank has an indicator in its country assistance strategy that measures student proficiency, though it is not aligned with 4.1.1. Finland and the World Bank each have an indicator for the administration of an education assessment in primary school. Most outcome indicators refer to enrolment and completion. At the output level, four providers measure the number of students benefiting from their educational intervention(s). All outcome (Tier I) indicators are disaggregated by gender and some output (Tier II) indicators are as well.

Table 1.3 Summary of indicator analysis: Extent of country assistance strategy alignment to government and SDG indicators for educational attainment

Providers: Country Assistance Strategies*	Ethiopia	Myanmar
Total no. of provider indicators at country level linked or aligned to SDG 4.1.1	59	16
No. of country-level outcome indicators	**51**	**8**
No. of country-level outcome indicators that are a direct match with one or more of the sub-indicators of SDG Indicator 4.1.1	0	0
No. of country-level outcome indicators that are a direct match with national or sector plan strategy indicators	National: 7 Sector: 8	National: 4
No. of country-level output indicators	**25**	**8**
No. of corporate output indicators that are a direct match with one or more of the sub-indicators of SDG Indicator 4.1.1 (measuring numbers rather than proportion)	0	0
No. of country-level output indicators that are a direct match with national or sector plan strategy indicators	N/A	N/A
No. of providers	**11****	**10*****

See Annex 1.B for source data.

** Including Germany, Italy, Japan and Korea with no defined indicator at country level.

*** Including Denmark, the EU, Germany, Japan and the United Nations Development Assistance Framework with no defined indicators at country level.

Measurement and use of SDG 4.1.1 data in Ethiopia and Myanmar

Measurement of learning outcomes in both countries has yet to be aligned with international standards

Neither Ethiopia nor Myanmar currently administer any of the cross-national assessments necessary to report against Indicator 4.1.1.[13] Learning outcome data for these two countries are therefore not internationally comparable. The OECD's PISA for Development initiative aims to increase the use of PISA assessments in middle- and low-income countries to monitor educational outcomes, including for monitoring progress on Indicator 4.1.1 (OECD, 2018[12]). Ethiopia and Myanmar currently do not participate, although both have expressed interest in joining future cycles of PISA.

In Ethiopia, country-specific measurement of learning outcomes is well established, but the coverage and use of the resulting data could be boosted

In **Ethiopia,** the government's current focus is on expanding to also include and assess education quality, but progress is needed to catch up with the evolution in priorities, and to monitor and measure learning outcomes better. At present, two types of national assessments are conducted: 1) the National Learning Assessment (NLA) (twice yearly – alternating grades); and 2) the Early Grade Reading Assessment (EGRA) (twice yearly - administered by the Ministry of Education, previously by USAID).

The effectiveness of these national assessments on education in Ethiopia can be improved. In particular, issues related to coverage (e.g. language diversity) and quality still need to be addressed. Similarly, and within the context of the "leave no one behind" agenda, more focus is needed to ensure disaggregated data from learning assessments (NLA and EGRA) are available in various locally relevant disaggregation levels and used to strengthen equity. This requires more sophisticated and integrated (system-level) instruments capable of providing disaggregated results data and of comprehensively mapping the distribution of learning outcomes across the country.

To increase use, more also needs to be done to strengthen the feedback loop between the federal and the subnational levels regarding education policy planning and budgeting, implementation (subnational), and results measurement and analysis (both). Supporting the analysis of data produced through the EMIS will enable subnational staff at school and *woreda* (district) levels to use the results data they collect more effectively, for both planning and decision making. It is also essential that data are analysed and used to improve Ethiopia's education system as a whole, as part of national policy dialogue and decision making.

Most providers working in the education sector in Ethiopia co-ordinate their support relying on an education sector working group, which provides a strong platform for evidence-based dialogue with the government. The main mechanism of development co-operation support is based on a large, multi-donor programmatic approach, the General Education Quality Improvement Programme for Equity, managed by the World Bank and supported by the United Kingdom's Department for International Development, Finland and UNICEF, among others. The programme covers both access and quality concerns, and alignment to national and sector results is at outcome level, while relying on joint monitoring and measurement approaches for the programme.

Nevertheless, beyond that specific programmatic approach, there is a certain proliferation of heterogeneous output- and outcome-level indicators included in the country-level results frameworks of the 11 providers working in the education sector. In most cases, the indicators do not find a match with partner country's targeted results, and require parallel monitoring arrangements to gather the necessary results data related to the supported intervention(s) (see Table 1.3). None of the 11 providers had included the SDG indicator in their country-level results frameworks as of December 2018, although some cover certain aspects of 4.1.1 as part of their sets of indicators.

Facilitated by well co-ordinated provider support, Myanmar's current reforms aim to address gaps in availability and use of results data – and to align to the SDG indicator in the medium term

In **Myanmar,** the government is also increasing the focus on learning outcomes, after much progress in improving access.[14] Gross enrolment rates have grown in recent years, with very high gross enrolment for primary education, and enrolment in secondary education increasing from 45.5% to 64.1% since 2005; with equal male-female enrolment rates for all grades, and higher enrolment rates of women in universities (19% female students vs. 13% male students) (UNESCO UIS, 2019[3]). While progress in expanding access to education was encouraging, inclusion across the territory, dropout rates before end of middle school and learning outcomes are still an issue (World Bank, 2018[13]). Concerns about quality and effectiveness of education provision were reflected in the parliamentary approval of the National Education Law in 2014, and its subsequent amendments (MoE, 2016[14]).

To improve the measurement of learning outcomes, Myanmar is reforming student assessments and examinations as one of the main focus areas of the NESP 2016-21. The strategic plan includes increasing developing classroom and school monitoring mechanisms, supported by enhanced staff capacities and underlying information systems (MoE, 2016[14]): 37).[15] The Early Grade Reading Assessment (EGRA) and the Early Grade Math Assessment (EGMA) will be rolled out nationally, with the support of the Global Partnership for Education. This will allow the Ministry of Education to centrally track achievements regarding grade 5, grade 9 and end-of-high school completion exams, and to perform national sample-based assessments. Such assessments are expected to provide useful evidence about the level of student achievement nationally. Yet, it is not clear whether data from sample-based assessments will provide internationally comparable data that can be used to track 4.1.1. Other concerns include the risk of fragmentation of proficiency measures[16] as well as linguistic limitations that can affect the EGRA and EGMA in a country with around 90 minority languages.

The ten providers supporting Myanmar's education sector are articulated by sector-wide co-ordination mechanisms, relying on programme-based approaches that help promote a certain degree of harmonisation in measurement practices.[17] The UN Resident and Humanitarian Coordinator manages the Myanmar Information Management Unit (MIMU), which maintains a common database with various indicators from different sources (MIMU, n.d.[15])]. The MIMU database includes data on: literacy rate; proportion of the population with access to a primary/secondary school; primary/middle/high/secondary school enrolment ratio; primary school completion rate; proportion of pupils starting grade 1 who reach grade 5; and number of primary/middle/high school students. The most recent data available range from 2010 to 2016. However, as the assessment of learning outcomes in Myanmar is a work in progress, as of 2019 the provider-supported MIMU database does not yet contain indicators related to learning.

Myanmar is creating positive conditions for an increased use of harmonised measurement of results around learning outcomes, supported by the government's ongoing reforms, its sector and statistical strategies in the education sector, and the co-ordinated behaviour of providers operating in the sector. Nevertheless, reliance on an international SDG-based comparable indicator is still a (far) end goal, and development co-operation investments in building sustainable statistical capacity in the education sector are very limited.[18]

Visualising the results chain for 4.1.1 in Ethiopia and Myanmar

This section presents the available data against development and development co-operation indicators in each case study country and summarises provider corporate results reporting practices. Figure 1.2 and Figure 1.3 use the OECD-DAC Results Community's three-tiered results framework to present available results data that the research team was able to source[19] for SDG and SDG-similar indicators in Ethiopia and Myanmar that are linked to Indicator 4.1.1.[20] Indicators from the above tables for which results data from 2015 or more recent years were available were included on the figures.

With the exception of some enrolment rates, results data were not available for most national development and sector plan indicators in Ethiopia. In Myanmar, the national development plan was not available for analysis and the education sector plan does not include indicators, thus no results data were reported by Myanmar beyond the MIMU data mentioned above.

In addition to the country-level results data illustrated below, the African Development Bank, Asian Development Bank, EU, France, Germany, the United Kingdom, the United States and the World Bank Group publish aggregate global results at the corporate level in annual reports or online results databases for at least one indicator linked to SDG 4.1.1.

Figure 1.2. Ethiopia: Development co-operation in education

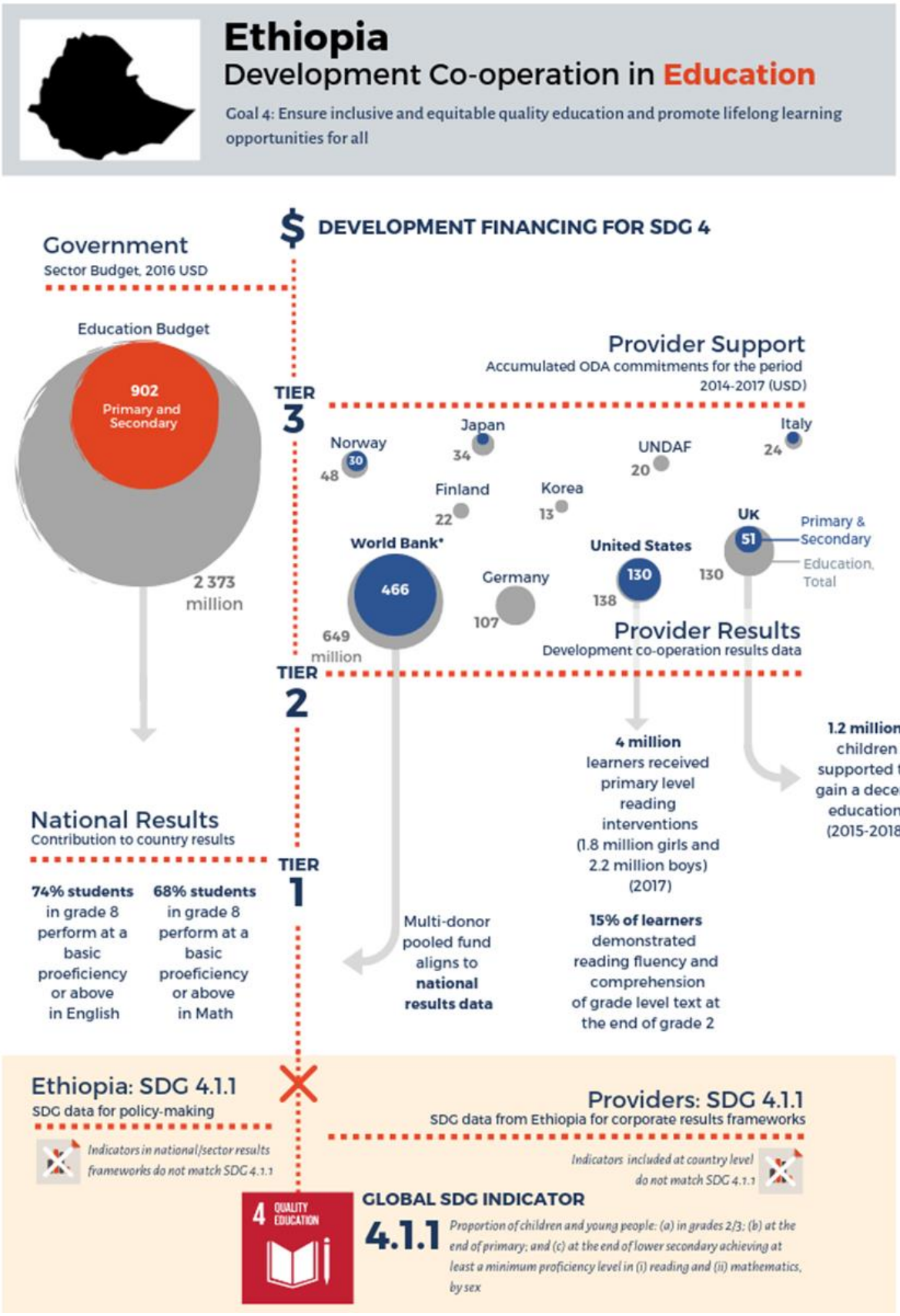
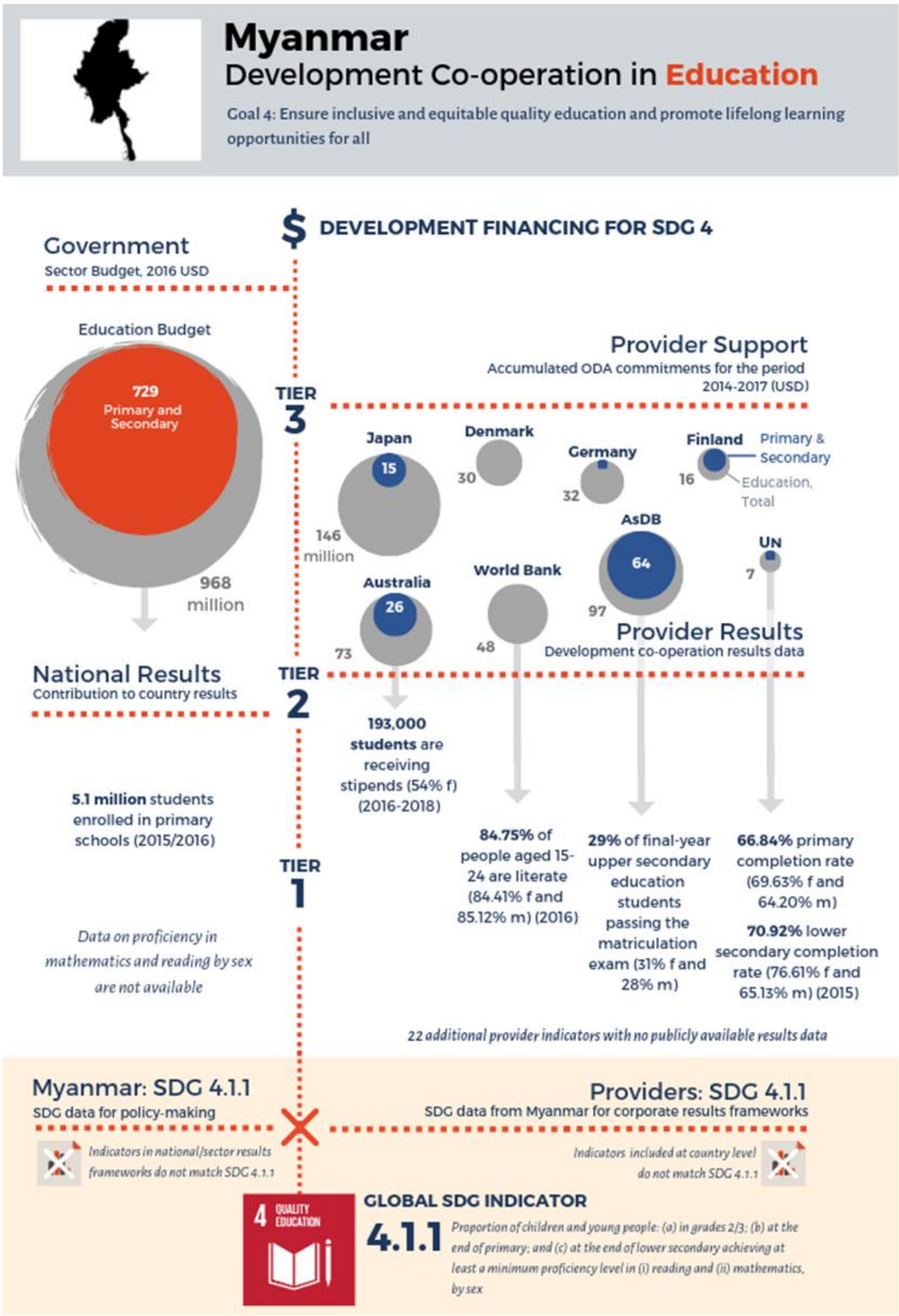


Figure 1.3. Myanmar: Development co-operation in education



Conclusions

The negotiations and definition of SDG 4 placed greater emphasis on educational quality given the progress achieved up to 2015 in increasing access to primary education worldwide. The global measurement of SDG 4.1.1 builds on existing international assessments of proficiency and learning outcomes and seeks to incorporate national assessments, where appropriate, on a global scale aligned to the international assessments. A complex SDG indicator was required to adequately assess and compare internationally progress on reading and maths skills for boys and girls over the educational cycle. This is done at three different points in time (early grades, end of primary school, end of secondary school), and the SDG indicator requires six different sub-measures to be fully estimated. Currently, 137 countries are able to report against SDG 4.1.1.

While international assessments and standards to measure learning outcomes exist, adoption of the related SDG indicator is still weak at country level. While Ethiopia and Myanmar are setting processes to be able to align to and monitor SDG 4.1.1, both countries have yet to adapt their national and sector results frameworks, or to overcome the limitations of their monitoring and statistical systems. Current key results indicators still place greater emphasis on schooling access and continuity – an MDG legacy – but sector reforms and planned activities in both countries seem to emphasise greater focus on learning outcomes in the medium term.

This chapter also showed that development co-operation providers are lagging behind in aligning to SDG 4.1.1, at both corporate and country-level frameworks. In working on education sector results, providers are currently using a variety of indicators that are not adequately aligned to the SDG indicator, and only partially aligned to the two partner countries' national results frameworks (at **outcome** level) and its monitoring/statistical systems. Sector co-ordination mechanisms and dialogue platforms with both partner governments are well established, and some cases of programmatic approaches are helping to align and use partner countries' results indicators; yet, providers' specific sector priorities and results-based management practices have resulted in heterogeneous measurement approaches, which could benefit from greater harmonisation around SDG 4.1.1.

Data availability, coverage and quality are issues for all partners in both country cases, making it difficult to use the results data for policy making and resource allocation. Availability of disaggregated data is particularly critical in large multi-ethnic, multi-linguistic countries with difficult geographical features – particularly for service delivery administered at local and subnational levels. Yet, partner governments may have political disincentives to expand data coverage or produce disaggregated data that could lead to societal grievances. And many of the assessed providers, despite their significant investments in the education sector, have not prioritised investments in building statistical capacity in the education sector beyond the boundaries of their interventions, contributing to fragmentation and inefficiencies in results measurement and use.

Current efforts by partner country governments and providers to prioritise education quality dimensions at strategic level, coupled with the pending transition from MDG to SDG indicators, can serve to motivate sector-wide dialogue around results. It can also foster joined-up measurement approaches that generate the level of data disaggregation on learning outcomes, which is particularly required in countries with rich ethnic and linguistic diversity, and with significant regional disparities.

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Annex 1.A. Country profiles for SDG 4: Education proficiency

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identifying indicators which were considered SDG-aligned or SDG-like.

At corporate level, all Development Assistance Committee (DAC) member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[21] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- The United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately – **except** for Myanmar, where there is no current UNDAF. Instead United Nations Children's Fund (UNICEF) indicators and results were included. UNICEF is an active provider in the education sector.
- The World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable).
- The case study donor focal point.
- The top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016.
- The top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).
- Additional DAC bilateral providers are included for analysis even if they are not one of the top three providers of bilateral ODA to the partner country in that sector/sub-sector if the provider has prioritised that sector in their development co-operation strategy for that partner country. For example, although Norway is not one of the top three providers of bilateral education ODA in Ethiopia, it is included for analysis, because Norway has prioritised the education sector in its development co-operation strategy for Ethiopia. This approach allows for inclusion of smaller providers who are relatively active in a particular sector and partner country, despite their lower ODA outflows.

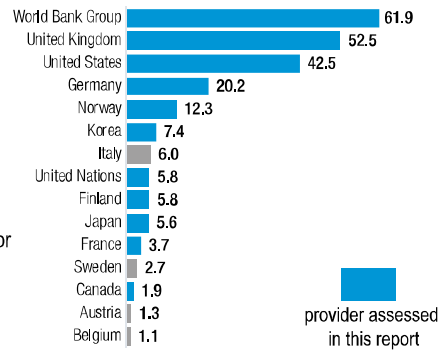
Annex Figure 1.A.1. Ethiopia country profile for SDG 4

ETHIOPIA SDG 4 RESULTS PROFILE

ETHIOPIA EDUCATION SNAPSHOT

Its recent economic success partially translates into educational improvements, but **Ethiopia remains one of the most educationally disadvantaged** countries in the world. Ethiopia has heavily increased its expenditures to the education sector as a share of total government expenditure (12 percentage points since 2000) and currently ranks as the country with the **highest education expenditures as a percentage of total government expenditure (27%).** Literacy has increased by more than 22 percentage points since 1994, however, **it remains among the 15 countries with the lowest literacy rate in the world,** with **an adult literacy rate of just 49%.** Ethiopia ranks among the top African countries for net primary school enrolment rates (85.4%), but scores relatively lowly for secondary enrolment (35.1%). Despite significant improvements, females and rural populations remain disadvantaged in their access to education; **77% of illiterate adults are female.**

ODA FOR EDUCATION IN ETHIOPIA BY PROVIDER



ETHIOPIA IN NUMBERS

A POPULATION OF 105 MILLION GROWING AT 2.6% PER YEAR MAKES ETHIOPIA AFRICA'S SECOND MOST POPULOUS NATION

GROWTH HAS AVERAGED 10% PER YEAR OVER THE PAST TEN YEARS. GDP PER CAPITA IS 1 899 USD

DESPITE RECENT DEMOCRATISATION EFFORTS, ETHIOPIA STILL RANKS 128/167 IN THE LATEST DEMOCRACY INDEX

26.7% OF THE POPULATION LIVES BELOW THE POVERTY LINE OF USD 1.9 PER DAY

ETHIOPIA IS ONE OF THE LEAST URBANISED COUNTRIES IN THE WORLD. 85% OF THE POPULATION LIVES IN RURAL AREAS

NET ODA RECEIVED IN 2017 WAS USD 4 118 MILLION - EQUIVALENT TO 5.1% OF GNI

AGRICULTURE IS THE LARGEST SECTOR EMPLOYING 8% OF THE WORKFORCE AND ACCOUNTING FOR 90% OF EXPORTS

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- DEVELOPMENT PRIORITIES
- TARGETS
- INDICATORS

ODA BY SECTOR (%)

Humanitarian aid	32%
Health and population	18%
Production	11%
Programme assistance	10%
Economic infrastructure	9%
Other social infrastructure	9%
Education	5%

Annex Figure 1.A.2. Ethiopia country profile for SDG 4 (continued)

ETHIOPIA'S NATIONAL DEVELOPMENT STRATEGY

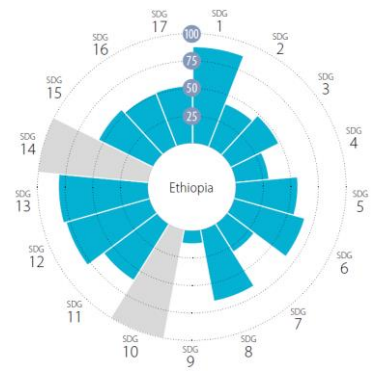
Becoming a lower middle-income country by 2025 is the aim of its second Growth and Transformation Plan (GTP II). The sixth of the nine pillars of the GTP II relates to education and "accelerating human development and technological capacity building and ensuring its sustainability". The GTP II stresses the importance of education and skill development for the country's economic growth, and for turning the growing labour force into an important driver of industrialisation.

ETHIOPIA'S EDUCATION STRATEGY

Under the Education Sector Development Programme, the Ethiopian government seeks to achieve sectoral improvements in six areas:

1. Capacity development for improved management
2. General education quality
3. General education access and equity
4. Adult and non-formal education
5. Technical and vocational education and training (TVET)
6. Higher education

OVERALL SDG PERFORMANCE



SDG 4 - GLOBAL RANK

HOW THE SDGS FIT INTO NATIONAL FRAMEWORKS

Ethiopia has largely mainstreamed the SDGs into national planning and monitoring processes, and is working towards deeper integration of SDG indicators.

Alignment

The GTP II integrates the SDGs at the output and outcome level. An SDG Needs Assessment will serve as a baseline for the first SDG report in 2019.

In 2017, the Ethiopian government undertook a voluntary national review of its progress towards the SDGs, including a section on the integration of SDG 4 in the GTP II.

The lack of alignment and compliance of subnational institutions to national frameworks still often poses a challenge to national monitoring and reporting processes.

Measurement

Together with the support of the UNFPA, Italy, the United Kingdom and the United States, the Ethiopian Central Statistical Agency will be undertaking a national census, which will also include certain SDGs.

Measurement still faces significant challenges with regards to data quality, reliability, availability and capacity.

Use

Data mostly flow upwards to serve planning and reporting on a national level, but only very little data are being utilised for analysis and evidence-based management on a subnational level.

All levels are still in need of further capacity development for the analysis and use of data

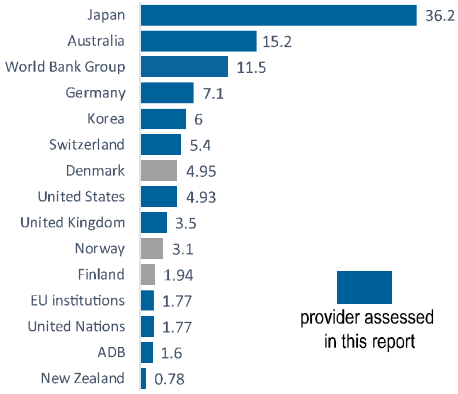
Annex Figure 1.A.3. Myanmar country profile for SDG 4

MYANMAR SDG 4 RESULTS PROFILE

MYANMAR EDUCATION SNAPSHOT

Public sector reforms in 2011 resulted in a **significant increase in the access to and quality of education.** Despite an increase from 5.4% in 2011 to 10.2% in 2017, Myanmar still allocates a smaller percentage of total government expenditures to education than other low- and middle-income countries (on average 16.6%). Adult literacy is **76%** and youth literacy **85%**, which is comparable to other lower middle-income countries. A gender gap of **8 percentage points** still exists for adult literacy rates, however **Myanmar has made significant progress in promoting gender parity in education**, with youth literacy rates and net school enrolment rates being almost equal for male and female youths. **Primary school enrolment rates are relatively high** (98%), but further effort is required to increase secondary enrolment rates (currently at 64%).

ODA FOR EDUCATION IN MYANMAR BY PROVIDER
(million USD)



MYANMAR IN NUMBERS

A population of 53 million. 6.4% of whom lives below the povery line of USD 1.90 per day

Growth averages 5.78% per year

GDP per capita is USD 6 160

At USD 1 542 million, net ODA is 2.3% of GNI

ODA has increased by 784% and FDI 421% since Myanmar began its political and economic transformation in 2010

Despite Myanmar's encouraging steps in recent years, the country is still facing looming governance challenges, including military political power-sharing, ethnic violence, ongoing reforms and climate-related disasters

Myanmar has successfully been diversifying its economy to have a more balanced portfolio composition (agriculture 24.8%, industry 35.4% and services 39.9%)

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- ✓ DEVELOPMENT PRIORITIES
- ○ TARGETS
- ○ INDICATORS
- ✓ MISSING TARGETS/ INDICATORS CAN BE FOUND IN SECTOR STRATEGIES

ODA BY SECTOR (%)

Economic infrastructure and services	34%
Other social infrastructure	24%
Production	12%
Humanitarian aid	10%
Multisector	9%
Education	**5%**
Health and population	4%

Annex Figure 1.A.4. Myanmar country profile for SDG 4 (continued)

MYANMAR'S NATIONAL DEVELOPMENT STRATEGY

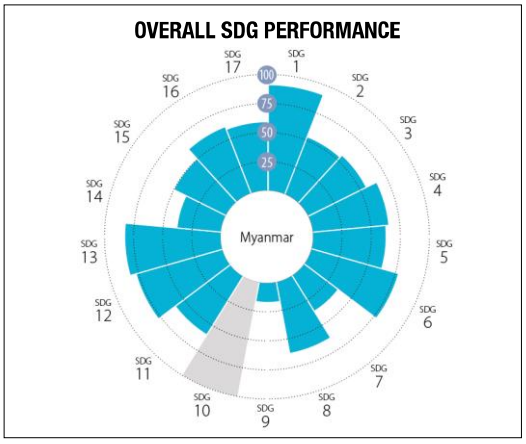
The **Myanmar Sustainable Development Plan (MSDP)** provides a long-term vision (2018-30) for a "peaceful, prosperous and democratic country." Its five goals are:

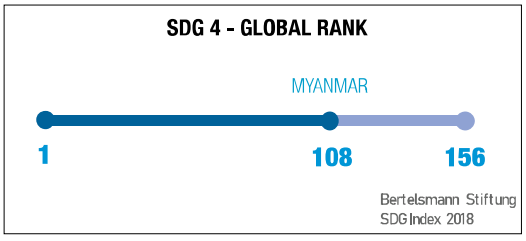
1. Peace, national reconciliation, security and good governance
2. Economic stability and strengthened macroeconomic management
3. Job creation and private sector-led growth
4. Human resources and social development for a 21st century society - including an aim "improve equitable access to high-quality lifelong educational opportunities
5. Natural resources and the environment for posterity of the nation.

MYANMAR'S EDUCATION STRATEGY

The National Education Strategy Plan (2016-21) commits to "Improved teaching and learning, vocational education and training, research and innovation leading to measurable improvements in student achievement in all schools and educational institutions". The government targets the following areas:

1. Pre-school and kindergarten education.
2. Management capacity development and quality assurance
3. Higher education
4. Technical and vocational education and training (TVET)
5. Alternative education
6. Teacher education and management
7. Student assessment and examinations
8. Basic education curriculum
9. Basic education - access, quality and inclusion





HOW THE SDGS FIT INTO NATIONAL FRAMEWORKS

Alignment

The MSDP broadly aligns its 5 goals and 28 strategies to the SDGs.

The government launched the Myanmar Development Assistance Policy in 2018, which includes a chapter on "the SDGs in the context of the Economic Policy of the Union of Myanmar".

A national indicator framework for the MSDP is being developed and will be closely linked to the SDGs.

The lack of co-ordination between line ministries and central agencies partially impedes alignment between the MSDP and the sectoral plans.

Measurement

Since early 2018, a new statistical law mandates the collection of data across government.

While the quality of data is considered to be good, there is a need for more and better accessible data.

34% of the indicators in the most recent National Indicator Framework are SDG indicators. The aim is to increase this percentage to 50%.

Use

The government still largely lacks the desire and the capacity to analyse the data that it collects.

Indicator tables for SDG 4: Education proficiency

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identifying indicators which were considered SDG-aligned or SDG-like. The spreadsheets are considered a working document, but there is potential to make the inventories publicly available. The OECD Secretariat is therefore grateful for validation of and feedback on the data presented here. Links are provided to the source of the indicator in the left-hand column.

At corporate level, all Development Assistance Committee (DAC) member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[22] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- The United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately – **except** for Myanmar, where there is no current UNDAF. Instead United Nations Children's Fund (UNICEF) indicators and results were included. UNICEF is an active provider in the education sector.
- The World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable).
- The case study donor focal point.
- The top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016.
- The top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).
- Additional DAC bilateral providers are included for analysis even if they are not one of the top three providers of bilateral ODA to the partner country in that sector/sub-sector if the provider has prioritised that sector in their development co-operation strategy for that partner country. For example, although Norway is not one of the top three providers of bilateral education ODA in Ethiopia, it is included for analysis, because Norway has prioritised the education sector in its development co-operation strategy for Ethiopia. This approach allows for inclusion of smaller providers who are relatively active in a particular sector and partner country, despite their lower ODA outflows.

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Annex Table 1.A.1. SDG 4.1.1 provider corporate SDG-aligned and SDG-similar indicators

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex		
Provider	**Corporate outcome indicators (Tier I)**	**Corporate output indicators (Tier II)**
Australia#	N/A	Number of additional girls and boys enrolled in school
Canada	Number of boys and girls that complete their primary and secondary education	N/A
European Commission+	Completion Primary education completion rate (M/F) Lower secondary education completion rate (M/F) Proficiency Literacy rate of 15-24 year-olds (M/F)	Number of children enrolled in primary education with EU support (M/F) Number of children enrolled in secondary education with EU support (M/F)
France	Number of children enrolled in primary and secondary school (primary/secondary)	Number of children completing primary school through programmes financed by the French Development Agency (AFD)
Germany#+	N/A	The number of children and young people who have received a better quality education as a result of GIZ's contribution
Japan#+(unpublished)	N/A	The number of children benefiting from support for education improvement
Korea#	N/A	Number of students who completed the education programme (girls, disabilities, out-of-school children)
New Zealand	Enrolment Net enrolment ratio in primary education (M/F) Net enrolment ratio in secondary education (M/F) Proficiency Children meeting regional test levels at grade 6 for literacy (No., %, M/F) Children meeting regional test levels at grade 6 for numeracy (No., %, M/F) Proportion of children and young people, in the Pacific: at the end of primary education achieving at least a minimum proficiency level in reading and mathematics (new indicator as of 2018)	N/A
Switzerland – SDC	N/A	yy children (<15 years) gained access to quality basic education (M/F) xx persons (>15 years) gained access to quality basic education (M/F) Out of these, zy children (9-15 years) received basic education combined with vocational skills development (M/F) Out of these, zx persons (>15 years) received basic education combined with vocational skills development (M/F) Out of these, zx persons (>15 years) received basic education combined with vocational skills development (M/F)
United Kingdom#	N/A	Number of children supported to gain a basic education (M/F; pre-primary/primary/secondary)
United States#	Enrolment Learners enrolled in primary schools and/or equivalent non-school based settings Learners enrolled in secondary schools and/or equivalent non-school based settings	Primary or secondary school learners from underserved and/or disadvantaged groups benefited from education assistance

	Retention Students progressed to secondary school Proficiency Children in primary grades with improved reading skills as assessed through tools such as the Annual Status of Education Reports, EGRA, etc.	
African Development Bank#	Enrolment in education (%, F)	People benefiting from better access to education (F)
Asian Development Bank+	Gross lower secondary education graduation rate (%, M/F)	Students educated and trained under improved quality assurance systems (No., M/F)
World Bank#	Primary school completion (%, ages 15-19, bottom 40%) Primary school completion gap to average (ages 15-19)	Students reached (female)

Ethiopia

Annex Table 1.A.2. SDG 4.1.1 government of Ethiopia SDG-aligned and SDG-similar indicators

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Partner	National development plan outcome indicators	National development plan output indicators
Ethiopia	Enrolment Kindergarten enrolment rate (M/F) Grade 1 gross enrolment rate (M/F) Grade 1 gross/net enrolment rate (M/F) Primary school first cycle (1-4) gross enrolment rate including AEB (M/F) Primary school first cycle (1-4) net enrolment rate (M/F) Primary school second cycle (5-8) gross/net enrolment rate (M/F) Primary school (1-8) gross enrolment rate including AEB (M/F) Primary school (1-8) net enrolment rate (M/F) Primary school (1-8) gross enrolment rate for underserved regions (Afar, Somali) Gross enrolment rate for grades 9-10 (M/F) Gross enrolment rate for grades 11-12 (M/F) Total number of students admitted to preparatory school (11-12) (ratio of girls) Completion Primary school 1st cycle 4th grade completion rate (M/F) Primary school 2nd cycle 8th grade completion rate (M/F) Primary school (1-8) completion rate (M/F) Retention Grade 1 dropout rate (M/F) Repetition Grade 8 repetition rate (M/F) Primary school 1st cycle (1-4) repetition rate (M/F) Primary school 2nd cycle (5-8) repetition rate (M/F)	Not available
Partner	**Education sector plan outcome indicators**	**Education sector plan output indicators**
Ethiopia	Enrolment Grade 1 net enrolment rate Grade 1-4, including ABE, gross enrolment rate Grade 1-4, including ABE, net enrolment rate Grade 5-8 gross enrolment rate Grade 5-8 net enrolment rate Grade 9-10 gross enrolment rate Grade 9-10 net enrolment rate	Not available

	Completion Completion rate to grade 8 Retention Grade 1 dropout rate Grade 1-8 dropout rate Survival rate to grade 5 Repetition Grade 1-8 repetition rate Quality Primary schools at Level 3 or above classification (%) Secondary schools at Level 3 or above classification (%) Proficiency % of grade 2 students reaching "below basic" or above proficiency in reading and comprehension by language (Afaan Oromo, Af-Somali, Amharic, Hadiyyisa, Sidaamu Afoo, Tigrinya, Wolayttatto) % of grade 2 students reaching "basic" or above proficiency in reading and comprehension by language (Afaan Oromo, Af-Somali, Amharic, Hadiyyisa, Sidaamu Afoo, Tigrinya, Wolayttatto) % of students assessed reaching basic or above proficiency in the early grade mathematics Assessment % of grade 4 students who achieve 50% and above (composite score) in the National Learning Assessment (NLA) % of grade 8 students who achieve 50% and above (composite score) in the NLA % of grade 10 students who achieve 50% and above (composite score) in the NLA % of grade 12 students who achieve 50% and above (composite score) in the NLA % of grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate % of grade 12 students that score 350 or above (pass mark) in Ethiopia Higher Education Entrance Certificate Percentage of students attaining basic competence in grade 4 reading in English Percentage of students attaining basic competence in grade 4 mathematics Percentage of students attaining basic competence in grade 8 English Percentage of students attaining basic competence in grade 8 mathematics	
African Union	**Outcome indicators**	**Output indicators**
Agenda 2063	Enrolment Enrolment rate for childhood education Secondary school education enrolment rate Percentage of population receiving quality education at all levels Proficiency Literacy rate	Not available

Annex Table 1.A.3. SDG 4.1.1 provider country assistance strategy indicators SDG-aligned and SDG-similar indicators, Ethiopia

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
Finland	Enrolment Net enrolment rate in primary grades (5-8) (M/F) % of girls among students at first grade of secondary education (9th grade) Net enrolment rate in grades 5-8 in Afar region (M/F) Retention Grade 1 dropout rate (M/F) Survival rate to grade 5 (M/F) Quality Increased number of schools meeting inspection standards and upgraded from low performing (Level 1) (Level 1/Level2/Level 3 or 4) Teaching effectiveness index (Level 1/Level 2 schools) Proficiency % of students attaining basic or above competency in national learning assessments in grade 4 (reading) (M/F) % of students attaining basic or above competency in national learning assessments in grade 8 (English) (M/F) % of students attaining basic or above competency in national learning assessments in grade 10 (English) % of students attaining basic or above competency in national learning assessments in grade 12 (English)	Not available
Norway	Completion % of students in supported educational institutions who complete primary (M/F) % of students in supported educational institutions who complete lower secondary (M/F) No. of students in supported educational institutions who complete primary (M/F) No. of students in supported educational institutions who complete lower secondary (M/F) Retention % of students enrolled in supported learning institutions that remain in the learning institution the following year (M/F) No. of students enrolled in supported learning institutions that remain in the learning institution the following year (M/F) Proficiency % of students in target educational institutions achieving minimum proficiency level in reading in grade x (M/F) No. of students in target educational institutions achieving minimum proficiency level in reading in grade x (M/F) % of students in target educational institutions achieving minimum proficiency level in mathematics in grade x (M/F) No. of students in target educational institutions achieving minimum proficiency level in mathematics in grade x (M/F)	No. of students enrolled in target educational institutions
United Kingdom	Not available	No. of children supported to gain a decent education
UNDAF	Enrolment Gross enrolment rate at pre-primary (M/F) Primary education completion rate (M/F) Net enrolment rate at primary and secondary education by gender (M/F, primary/secondary) Proficiency % of grade 4 students who score 50% or above the composite scores in the NLA (M/F) % of grade 8 students who score 50% or above the composite scores in the NLA (M/F)	Standardised competency-based continuous assessment system for general education in place Number of clusters implementing competency-based continuous assessment system in their catchment schools/areas Number of out-of-school children accessing primary and secondary education Proportion of emergency affected children supported to continue their education

	% of grade 10 students who score 50% or above the composite scores in the NLA (M/F)	
United States	Completion Grade 8 graduation rate (M/F) Retention Percentage of students who drop out of school Dropout rates at each grade (M/F) Survival rates to grade 5 Survival rates to grade 8 Proficiency Performance on the NLA exams Nationwide literacy rates at the end of grade 2 Nationwide literacy rates at the end of grade 3 Nationwide literacy rates at the end of grade 4 Regional achievements in literacy in grade 2 Regional achievements in literacy in grade 3 Regional achievements in literacy in grade 4 Proportion of students reading English with fluency and comprehension after x years of English language instruction Percentage of learners demonstrating reading fluency and comprehension of grade level text at the end of grade 2	Learners received primary level reading interventions (M/F) Standardised learning assessments supported
African Development Bank	Enrolment Primary net enrolment rate Female primary completion rate Completion Rural primary completion rate (grade 8)	Not available
World Bank	Enrolment Primary net enrolment rate Gross enrolment rate for secondary school (grades 9-10) Completion Increased primary completion rate Proficiency % of students attaining basic competence in grade 4 reading in English % of students attaining basic competence in grade 4 mathematics % of students attaining basic competence in grade 8 English % of students attaining basic competence in grade 8 mathematics (aligns to national data)	Not available

Notes: For the United States see: https://results.usaid.gov/results/country/ethiopia and https://www.usaid.gov/sites/default/files/documents/1860/CDCS_Ethiopia_December_2018r1.pdf. For the World Bank see: www.worldbank.org/en/country/ethiopia/overview#3 and http://documents.worldbank.org/curated/en/202771504883944180/pdf/119576-revised-Ethiopia-Country-Partnership-Web.pdf.

Myanmar

Annex Table 1.A.4. SDG 4.1.1 government of Myanmar SDG-aligned and SDG-similar indicators: National indicators

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex		
Partner country	**National development plan outcome indicators**	**National development plan output indicators**
Myanmar	All children have access to, progress through and successfully complete a quality basic education (strategic outcome 4.1.3)	Not available
Partner	Education sector plan outcome indicators	Education sector plan output indicators
Myanmar	All children, boys and girls, access primary, middle and high schools Students complete primary, middle and high school level Dropout students are supported to re-enrol and stay in school Significant improvements experienced by students in their school and classroom learning environment Improved student learning achievement through implementation of the revised basic education curriculum	Not available

Note: Myanmar Sustainable Development Plan – National Indicator Framework to be completed in 2019.

Annex Table 1.A.5. SDG 4.1.1 provider country-level assistance strategy indicators SDG-aligned and SDG-similar indicators, Myanmar

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
Australia	Not available	Number of students receiving stipends (% girls)
Finland	Enrolment Gross enrolment rate of students entering lower secondary school (M/F, state/region with the highest and lowest rate) Net enrolment rate of students entering lower secondary school (M/F, state/region with the highest and lowest rate) Completion Primary school completion rate (M/F, state/region with the highest and lowest rate)	Number of regions where measuring and reporting on early grade learning achievement takes place Number of students receiving payment through the Ministry of Education-led stipends programme
Asian Development Bank	Completion Share of youth aged 16-18 in poor households having completed at least lower secondary education (M/F) Share of workers aged 18-22 having completed at least lower secondary education (M/F) Proficiency Proportion of final-year upper secondary education students passing the matriculation exam (M/F)	Students benefiting from a USD 100 million loan to reform secondary education (girls).
World Bank	Not available	Students who have received stipend payments (% female) Nationally representative assessment for early grade reading performance (ERGA) in primary schools.
UNICEF	Completion Primary completion rate (by disaggregated data) Lower secondary completion rate (by disaggregated data)	Increased capacity to actively support inclusive quality education to keep children in school, helping them transit and complete quality and inclusive primary and lower secondary education. Increased capacity to provide out-of-school children aged 10-18 with alternative education at primary and lower secondary levels, and continuous learning to children in emergencies.

Notes: For Australia, from draft Performance Assessment Framework. For Finland, unpublished document.

Notes

[1] The research for this chapter was conducted by the OECD-DAC Results team with the support of Finland and Australia as donor focal points in Ethiopia and Myanmar, respectively. A steering group and technical experts helped to design the concept and methodological approach and reviewed documents.

[2] Together with the *Framework for Action* adopted by UNESCO member states in November 2015.

[3] The UN Statistical Commission is the official repository of UN-approved metadata for SDG Indicator 4.1.1, and can be found here: 4.1.1a: https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01A.pdf, and 4.1.1b and 4.1.1c: https://unstats.un.org/sdgs/metadata/files/Metadata-04-01-01BC.pdf.

[4] The United Nations Children's fund (UNICEF) is the custodian agency for Indicator 4.2.1 (proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex) and the OECD for 4.b.1 (volume of official development assistance flows for scholarships by sector and type of study). The OECD is a partner agency for all the SDG 4 global indicators with the exception of 4.b.1, for which it is the custodian agency.

[5] It should be noted that these cross-national assessments are administered in schools and thus only cover in-school children, with the exception of PISA for Development. Household surveys would be required to assess the proficiency levels of out-of-school children, which represent a significant proportion of the school-aged population in some countries. Such household surveys would be very costly and difficult to administer, and present additional methodological challenges, making the availability of proficiency data for out-of-school children unlikely in the next three to five years. The UIS is focusing on improving the assessment of proficiency for children in school in the medium term with an eye to expanding assessments to out-of-school children in the long term (UN DESA, 2016[16]).

[6] At the time of writing, this indicator was categorised as a Tier III SDG indicator by the United Nations, meaning that it lacks a well-established methodology and sufficient data; a work plan to establish a final methodology was in place.

[7] See UNESCO UIS Technical Cooperation Group on SDG 4 at:
http://uis.unesco.org/sites/default/files/documents/investment-case-sdg4-data.pdf.

[8] See Annex 2.B for a detailed description of the assessed providers.

[9] The DCD Results Team uses a three-tier model of results framework in which Tier III is understood as performance information, Tier II is understood as development co-operation results, and Tier I is understood as development results. For more information on this model, see Endberg-Pedersen and Zwart (2018[18]).

[10] MDG 2 ("Achieving universal primary education") had a single target, to ensure that children universally – including both boys and girls – will be able to complete a full course of primary education by 2015. To a

great extent, providers' current monitoring practices at corporate level still reflect that results measurement focus at corporate level, which is also easier to communicate and for accountability purposes.

[11] SDG 4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

[12] Finland also includes indicators to assess school quality and teaching effectiveness. The United Nations Development Assistance Framework (UNDAF) includes an indicator for the implementation of education assessments (aligned to thematic Indicator 4.1.2).

[13] Ethiopia only reported data on enrolment rates in the country's 2017 voluntary national review (Federal Democratic Republic of Ethiopia, 2017[17]). For both Ethiopia and Myanmar, data are available for five of the six additional thematic indicators (4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7 in the case of Ethiopia, and 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7 in Myanmar).

[14] Responsibilities for all education stages are concentrated in Myanmar's Ministry of Education, with shared responsibilities with other ministries for early childhood care, and for technical and vocational training (MIMU, n.d.[15]). Specifically, the Ministry of Education oversees over 47 000 schools in basic education, enrolling 9.3 million students.

[15] The end outcomes of these reforms (by 2021) include enhanced capacity of teachers and managers to successfully implement the National Assessment Policy and procedures, and strengthened co-ordination, management and monitoring by education personnel involved in assessments and examinations.

[16] At the moment, there are multiple learning outcome measurements being used or in consideration, including: Assessment of Student Learning Outcomes (ASLO), EGRA/EGRA, Southeast Asia Primary Learning Metrics (SEA-PLM), Programme for International Student Assessment (PISA), Secondary School Subsector (SES) assessment system.

[17] Updated information on the sector co-ordination arrangements, division of labour, joined-up approaches to sector diagnostics and monitoring, can be found at the integrated monitoring platform: www.themimu.info/sector/education.

[18] The extensive portfolio of recent education projects reviewed for this report shows limited presence of activities or funding to build national capacity to gather and analyse education statistics, particularly those related to learning outcomes. Instead, most interventions focus on measuring the outputs and outcomes that can be attributable to the intervention (e.g. "number of children that have been schooled as a result of the project"). In general, Myanmar has received limited official development assistance for national statistical capacities, which have remained within the USD 250 000-900 000 range per year since 2008, save for a one-off surge in support of the 2014 census. Germany represents a notable exception in the right direction, in approving a USD 2.3 million grant in 2017 to support statistical capacity to strengthen SDG measurement in Myanmar.

[19] Based on extensive web research and follow-up with individual providers.

[20] Additional draft results data were provided to the research team by Finland, but as these data are not yet finalised or publicly available, they have not been included in this report.

[21] Defined as a standardised set of indicators used by development co-operation providers to monitor results. They are typically used for three tiers of results frameworks: 1) development results; 2) development co-operation results; 3) performance information. Standard indicators at Tier II typically aggregate project-level results in a way which enables communication of results achieved across multiple projects, countries and regions (Engberg-Pedersen and Zwart, 2018[18]).

[22] Defined as a standardised set of indicators used by development co-operation providers to monitor results. They are typically used for three tiers of results frameworks: 1) development results; 2) development co-operation results; 3) performance information. Standard indicators at Tier II typically aggregate project-level results in a way which enables communication of results achieved across multiple projects, countries and regions (Engberg-Pedersen and Zwart, 2018[18]).

2 SDG 6.2.1: Sanitation and hygiene

This chapter examines challenges and opportunities relating to alignment, measurement and use of Sustainable Development Goal (SDG) Indicator 6.2.1 (Access to safe sanitation and handwashing facilities) to guide development co-operation towards that developmental outcome, from a global perspective and from the perspective of two case study countries: Kenya and Myanmar. Global monitoring arrangements for sanitation and hygiene have been adapted, but inconsistent indicator definitions used by development co-operation providers and partner governments in Kenya and Myanmar limit opportunities for harmonisation, joint measurement and use of SDG results information. As a result, the reporting burden for national stakeholders has increased and data against many providers' indicators are missing. This chapter recommends that development co-operation providers in the sector should: advocate in sector co-ordination groups for greater alignment to SDG 6.2.1; increase investments in sector-wide monitoring systems; ensure alignment of their project indicators with the official SDG indicator definition; and invest in monitoring systems capable of producing sex-disaggregated and sub-nationally disaggregated data, to ensure no one is left behind.

Introduction

This chapter examines challenges and opportunities relating to alignment, measurement and use of SDG 6.2.1 on the use of safely managed sanitation services in development co-operation, from a global perspective and from the perspective of two case study countries: Kenya and Myanmar. The chapter starts with a presentation of the global profile of Indicator 6.2.1, setting out the current global context for measurement of SDG 6.2.1, then providing a detailed analysis of the extent to which development co-operation providers have aligned to this indicator in their corporate results frameworks. Section 3.3 provides an analysis of challenges and opportunities related to alignment, measurement and data use in relation to SDG 6.2.1 in Kenya and Myanmar. The chapter concludes with recommendations for development co-operation providers to support enhanced alignment, measurement and use of SDG 6.2.1. The annexes present the country contexts and an assessment of results indicators.

The country annexes also reflect the state of transition in each country, as they are currently adapting their country results frameworks to the SDGs – which pose a limitation to the study. Another limitation refers to the nature of SDG 6.2.1, where data on **sanitation access** (a component of the indicator) is more widely available and used than data on **handwashing facilities/hygiene** (the second component of the indicator).

The research work was conducted by the OECD-DAC Results team with the support of the European Union and Australia as donor focal points in Kenya and Myanmar, respectively. A steering group and technical experts accompanied the project, helping to design the concept and methodological approach and reviewing documents.

Recommendations

Overall, it is important to note that both countries are on a trajectory towards more integrated approaches to planning, monitoring and evaluation of sanitation and hygiene. Development co-operation providers investing in sanitation and hygiene can support enhanced alignment, measurement and use of SDG 6.2.1 by:

- Advocating through sector co-ordination mechanisms for better alignment to SDG 6.2.1 in both national and sectoral results frameworks.
- Increasing investment in and use of sector-wide monitoring frameworks and systems, including by bringing together relevant data from household surveys and censuses and administrative data sources, and by expanding the scope of measurement to capture SDG 6.2.1 in full (including the component on handwashing facilities).
- Ensuring development co-operation indicators tracking sanitation access follow SDG 6.2.1 methodology by: using the standard JMP sanitation ladder-level definitions (i.e. basic, safely managed, etc.); keeping water and sanitation indicators separate; and disaggregating by rural/urban and other locally relevant dimensions of inequality.
- Strengthening monitoring systems to ensure they take into account women and girls and can be disaggregated to subnational levels.

SDG Indicator 6.2.1 – Global profile

Goal 6: Ensure access to water and sanitation for all

Target 6.2: 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.

Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water.

- **Indicator 6.2.1a: Proportion of population using safely managed sanitation services, by urban/rural (%).**
- **Indicator 6.2.1b: Proportion of population with basic handwashing facilities on premises, by urban/urban (%).**
- *Additional UN SDG database indicator: Proportion of population practicing open defecation, by urban/rural (%).*

Global SDG measurement and reporting

SDG Target 6.2 sets out the global goal of universal access to adequate and equitable sanitation, noting the importance of ending open defecation and ensuring that the needs of women and girls in vulnerable situations are taken into account. The indicator is in fact two sub-indicators, the first monitoring access to sanitation (6.2.1a), the second to handwashing facilities/hygiene (6.2.1b). The World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) Joint Monitoring Program (JMP) is the data custodian for SDG 6.2.1 (WHO and UNICEF, 2018[1]). Baseline estimates for the new SDG sanitation indicators were published by the JMP in July 2017, subsequently included in the "UN Water 2018 SDG6 synthesis report" (UN-Water, 2018[2]). Data are reported biennially, with a one-year lag between collection and publication. The database will be updated in 2019. The JMP has a five-year strategy (2016-20) (WHO and UNICEF, 2018[3]) to improve monitoring of SDG targets related to drinking water, sanitation and hygiene. As the most recent data currently available through the JMP are from 2015 (baseline), it is not yet possible to track global progress against this SDG indicator. Table 2.1 sets out the latest global data against SDG 6.2.1.

Table 2.1. Global data SDG 6.2.1, 2015

Indicator	Total	Urban	Rural
Proportion of population using safely managed sanitation services	39.25%	43.24%	23.97%
Proportion of population with basic handwashing facilities on premises	Not available	Not available	Not available
Proportion of population practicing open defecation	12.14%	2.03%	23.97%

Source: https://unstats.un.org/sdgs/indicators/database.

Data on safe disposal and treatment of human waste and handwashing facilities are not available for all countries, which makes monitoring Indicators 6.2.1a and 6.2.1b a challenge. However, sufficient 2015 data (from 96 countries) were available on safely managed sanitation services (6.2.1a) to produce global and regional estimates, and 2015 data on basic sanitation services were available for nearly all countries. In

contrast, 2015 data on handwashing stations (6.2.1b) were available for only 70 countries, which is not enough for global estimates, but allows for 5 regional estimates (UN DESA, 2018[4]). Furthermore, at present, the Global SDG Database only reports data on 38 countries for Indicator 6.2.1b, most of which are developed economies. Under that light, the analysis that follows pays special attention to the use of SDG results information for the first component (sanitation) of the SDG indicator, while to the extent possible also tracking stakeholders' behaviour with regard to the second component (handwashing/hygiene).

The JMP publishes time series (2000-15) at global, regional and country levels, and subnational data on sanitation service level, sanitation facility type, safely managed criteria (more limited data availability), and hygiene service level by number of people and proportion of the population. Data can be disaggregated by rural/urban and wealth quintiles. These data are primarily obtained through household surveys and censuses. To better align to the SDGs, the JMP has introduced a new sanitation service-level ladder framework as follows:

- Safely managed: use of improved facilities which are not shared with other households and where excreta are safely disposed *in situ* or transported and treated off-site.
- Basic: use of improved facilities which are not shared with other households.
- Limited: use of improved facilities shared between two or more households.
- Unimproved: use of pit latrines without a slab or platform, hanging latrines or bucket latrines.
- Open defecation: disposal of human faeces in fields, forests, bushes, open bodies of water, beaches and other open spaces or with solid waste.

In addition to the above, the JMP defines improved sanitation facilities as "those designed to hygienically separate excreta from human contact, and include: flush/pour flush to piped sewer system, septic tanks or pit latrines; ventilated improved pit latrines, composting toilets or pit latrines with slabs." The previous Millennium Development Goal (MDG) sanitation ladder had four levels as follows: improved, shared, unimproved, open defecation. The new ladder builds on the previous framework (providing continuity), but introduces new rungs and additional criteria (WHO and UNICEF, 2018[5]).[1] Overall, many of the alignment challenges identified in the current report stem from the transition from the old to the new service levels for sanitation, but development actors are gradually adjusting to the new, more detailed definitions.

The World Bank Water and Sanitation Programme has piloted a framework for measuring faecal waste flows and safety factors in 12 countries, which is being adopted and scaled up to allow for improved assessment of safely managed sanitation (Indicator 6.2.1a) (UN DESA, 2018[4]).

Alignment of the corporate results frameworks of development co-operation providers to SDG 6.2.1

In the corporate results frameworks of development co-operation, providers generally monitor the proportion of the population with access to sanitation, although they tend to use the old MDG-based measure of "improved sanitation" rather than the newly defined "safely managed sanitation", and very few disaggregate by rural/urban. In addition, it is not clear whether the definition of "improved" is consistent across providers. Out of the 15 providers considered in this analysis,[2] 5 use standard outcome indicators at corporate level that measure the percentage of the population with access to improved/safely managed sanitation services (Tier I).[3,] Thirteen providers include corporate indicators at output level that measure the number of people with access to improved/safe/basic sanitation, sanitation and hygiene, or sanitation and water (Tier II).

In general, many corporate indicators are broadly aligned to the "access to sanitation" component of 6.2.1. However, only the United States and the Asian Development Bank explicitly mention access to handwashing facilities with soap and water (as mentioned above, there is limited data availability globally

on this aspect of the indicator), and no providers have a corporate indicator for open defecation. Only the Netherlands, New Zealand (until 2018) and the Asian Development Bank disaggregate by rural/urban. Australia, the Netherlands, New Zealand, Switzerland, the United Kingdom and the African Development Bank disaggregate by gender. Three providers also combine access to water and sanitation in their output indicators, which limits the potential to align to the SDGs, which separates water and sanitation. Table 2.2. summarises the extent of direct alignment of provider corporate indicators (both outcome and output) to SDG 7.1.1. Annex 2.B presents a more detailed list of providers' development co-operation standard indicators at the corporate level that are linked or aligned to SDG 6.2.1.

Table 2.2. Summary of indicator analysis: Extent of alignment of 15 development co-operation provider indicators to SDG Indicator 6.2.12

Corporate results frameworks	Number of indicators
Total no. of provider indicators at corporate level linked or aligned to SDG 6.2.1	**26**
No. of corporate outcome indicators	**6**
No. of corporate outcome indicators that are a direct match with one of the sub-indicators of SDG Indicator 6.2.1	**3** (50%) *of which:* **1** (entire indicator) **2** (a. safely managed sanitation services)
No. of corporate outcome indicators that apply sex disaggregation	**0** (0%)
No. of corporate outcome indicators that apply urban/rural disaggregation	**2** (33%)
No. of corporate output indicators	20
No. of corporate output indicators that are a direct match with one of the sub-indicators of SDG Indicator 6.2.1 (measuring numbers rather than proportion)	**2** (10%) (a. safely managed sanitation services)
No. of corporate output indicators that match SDG Indicator 6.2.1 (measuring numbers rather than proportion) but refer to new/improved/better/increased sanitation	**9** (45%) (a. safely managed sanitation services)
No. of corporate output indicators that refer to households rather than people/population	**3** (15%)
No. of corporate output indicators that apply urban/rural disaggregation	**1** (5%)
No. of corporate output indicators that apply sex disaggregation	**5** (25%)

Source: Project-specific indicator inventories for 15 providers of development co-operation, as detailed in Annex 2.B.

In terms of reporting, analysis found that Australia, the Asian Development Bank, France, Germany, the Netherlands, the United Kingdom, the United States, the European Investment Bank and the World Bank publish aggregate global results for sanitation access at the corporate level in annual reports or online results databases. The World Bank also reports the global percentage of people with access to improved sanitation in its annual reports.

Country-level analysis: Alignment, measurement and use by partners and providers

This section presents analysis of challenges and opportunities related to alignment, measurement and data use in relation to SDG 6.2.1 in two country contexts: Kenya and Myanmar. The analysis is based on fieldwork and desk-based research, and explores both the partner country government and development co-operation contexts. For background on the overall situation with regards to SDG implementation within the country context and the institutional set-up in the sector, refer to Annex 2.A.

Alignment to SDG 6.2.1 in Kenya and Myanmar

Table 2.3 summarises the extent of alignment and data availability at country level to SDG 6.2.1 in Kenya and Myanmar, late 2018. In both countries, as is often the case for sanitation, the sector is fragmented, with responsibility for sanitation shared across several ministries and authorities. More detail is set out in the analysis below.

Table 2.3. SDG 7.1.1 partner country alignment to SDG 6.2.1

	Kenya	Myanmar
National plan aligned to SDG 6.2.1?	**Partially.** Vision 2030 is aligned. Medium Term Plan (MTP) II is not aligned. MTP III not yet released.	**Yes.** The Myanmar Sustainable Development Plan (MSDP) is aligned to Target 6.2, and the draft national indicator framework for the MSDP includes 6.2.1.
Sector plan aligned to SDG 6.2.1?	**Partially.** Pilot national SDG 6 monitoring report has strengthened alignment.	**Partially.** Rural water, sanitation and hygiene strategy only covers rural sanitation.
Existence of sector-level results/M&E framework?	**Yes.** Framework for monitoring the realisation of the rights to water and sanitation in Kenya.	**No.** This is planned for the new sanitation policy.
SDG 6.2.1 data availability	**Yes.** Survey data are available from Kenya Demographic and Health Survey.	**Partially.** Survey data only – based on previous JMP definitions, may not be representative of whole population.

The national plans of Kenya and Myanmar are aligned to SDG 6.2.1a, targeting universal access to basic sanitation by 2030

In **Kenya**, the 2010 Constitution made access to reasonable standards of sanitation a basic human right. Kenya's national plan, Kenya Vision 2030, commits to universal access to basic sanitation by 2030 (Ministry of Devolution and Planning, 2014[6]). Kenya's draft MTP III (2018-22) commits to provide universal sewerage in urban areas by 2030 (currently there is 36% national coverage and 59% urban coverage); it also includes an indicator for the proportion of the population using safely managed sanitation services, but does not specify whether this will include urban/rural disaggregation (Government of Kenya, 2018[7]).[4] There are plans for a detailed national indicator framework and accompanying handbook, but this is not yet publicly available, and it is not clear whether a direct match to SDG 6.2.1 will be included (see Kenya country note in Annex 2.A for more details).

In **Myanmar**, the recently released Myanmar Sustainable Development Plan (MSDP) pairs internal strategies and action plans with SDG targets. Under Goal 5 of the strategy (natural resources and the environment for posterity of the nation), Strategy 5.3 (enable safe and equitable access to water and sanitation in ways that ensure environmental sustainability) includes seven action plans, amongst which 5.3.6 aims to "practice effective and environmentally safe waste management and disposal in industrial, commercial, household, and public sector use contexts" and 5.3.7 aims to "enable greater knowledge, attitude and practice of safe hygiene at household and community levels" (Myanmar Ministry of Planning and Finance, 2018[8]). Work is underway to establish a National Indicator Framework for the MSDP, and at the time of writing, SDG Indicator 6.2.1 was included in the draft framework.

In both Kenya and Myanmar, sanitation and hygiene policies and provision are fragmented, which creates challenges for SDG alignment

Kenya's 2017 Water Act led to the creation of the new Ministry for Water and Sanitation (the ministry previously included irrigation, which now falls under agriculture). The new ministry is currently in transition, but will likely have responsibility for overall sanitation policy and planning, and for delivery of urban sanitation (i.e. sewerage), while delivery of rural sanitation has been devolved to the counties.[5] The Ministry of Health is responsible for policies and for public health awareness related to rural sanitation.

Several sector-level sanitation strategies and policies are aligned to Vision 2030. These include the Kenya Environmental Sanitation and Hygiene Policy 2016-2030 (Kenyan Ministry of Health, 2016[9]), Kenya Environmental Sanitation and Hygiene Strategic Framework 2016-2020 (Kenyan Ministry of Health, 2016[10]), and Kenya Open Defecation Free Campaign Roadmap 2016-2020 (Kenyan Ministry of Health, 2016[11]). While the Kenya Environmental Sanitation and Hygiene Strategic Framework includes a monitoring and evaluation plan, it does not outline the specific indicators, baselines or targets to be tracked and monitored.

In 2017, Kenya was invited by UN-Water to take part in a pilot national reporting process for SDG 6, which resulted in a comprehensive progress report (Kenyan Ministry of Water and Irrigation, 2017[12]). The Ministry of Water and Sanitation (then the Ministry of Water and Irrigation) led and co-ordinated the SDG 6 pilot report, establishing a national steering committee and appointing an individual focal point for each of the 11 indicators under SDG Goal 6.[6] The report includes estimated baseline values for the SDG indicators and sets out an indicator framework and baselines for monitoring realisation of the rights to water and sanitation in Kenya.[7] The process of completing this report was pivotal in terms of strengthening alignment and raising awareness around SDG 6. The pilot can also strengthen future monitoring, as the report mentions establishing an institutional structure and framework for SDG 6 monitoring. Annex 2.B presents Kenya's current national sanitation sector indicators.

In **Myanmar**, the sanitation landscape is also fragmented. Responsibility for rural sanitation and hygiene, and sanitation in health facilities falls under the Department of Public Health within the Ministry of Health and Sports. The Department of Basic Education also has a stake with regards to school sanitation. Responsibility for urban sanitation rests with individual municipalities and there is no central government agency with oversight for urban sanitation in Myanmar. However, recent engagement in international events has raised the profile of sanitation needs in Myanmar, and the Minister of Health has assumed a leadership role for the overall sector which should strengthen co-ordination.

Myanmar's National Strategy for Rural Water Supply, Sanitation and Hygiene (WASH) (2016-30) was released in 2016, following extensive situation analysis and consultation at state and regional levels (Government of the Republic of the Union of Myanmar, 2016[13]). The strategy includes an indicator framework and aligns to Indicators 6.2.1a and 6.2.1b, but only for rural populations (urban and total are not included). Indicators are based on households rather than individuals, and use the definition "improved" rather than safely managed (see Annex 2.B). In addition, despite identification of indicators, the strategy does not include a comprehensive monitoring and evaluation plan to ensure robust data are collected against the indicators and to enable monitoring and evidence-based decision making through the lifetime of the strategy. However, the strategy acknowledges this gap and includes plans for creating and maintaining an integrated data-collection and management system from the lowest operational level up to the Union.

Furthermore, under the leadership of the Ministry of Health, and with support from UNICEF and the World Health Organization, there are now plans for the development of a National Sanitation Policy, which will see articulation of a more detailed monitoring and evaluation framework. The policy will also include a roadmap, milestones and a costed implementation plan. It has not yet been confirmed whether it will also incorporate urban sanitation. Overall though, there is currently limited alignment, progress towards use of SDG 6.2.1 as a shared framework for results is apparent.

Development partner indicators are still based on the MDG ladder definitions, and do not capture all the relevant elements included in the SDG indicator

In **Kenya**, bilateral providers tend to support both rural and urban sanitation via the Water Sector Trust Fund, a large state corporation basket fund[8] which helps support a more joined-up approach to the sector. The SDG 6 pilot report found that 51.7% of donor funds are aligned to the national WASH plan (Kenyan Ministry of Water and Irrigation, 2017[12]).

Analysis of provider indicators in Kenya reveals that three of the eight providers in the analysis include indicators in their country assistance strategy results frameworks that measure the percentage of the population or households with access to improved/basic/safely managed sanitation services. Four other providers measure the number of people gaining access to basic or improved sanitation. Finland is the only provider to include a country-level indicator for the number of open defecation-free villages. Other SDG-related indicators used by providers in Kenya include: sewage system coverage, wastewater treated, sanitation in institutional settings and number of sanitation systems. In some instances, Tier II indicators differ between corporate and country levels for individual providers (e.g. for Finland and Germany).[9] Finland and the United States disaggregate some of their own Tier II results data by gender (see Annex 2.B).

Development partners could support national efforts to align to and strengthen systems for monitoring against SDG 6.2.1 by ensuring their own results frameworks incorporate and use national indicators which are aligned to the SDGs. For example, consultations with the Water Sector Trust Fund revealed the constraints of multiple reporting requirements against the different indicators used by providers. There is good development partner/government dialogue via the WASH Technical Working Group, and quarterly sanitation forums. These can be used as a vehicle to enhance alignment.

In **Myanmar**, very few donors are active in the sanitation sector, and programming is dominated by small civil society organisation-led projects with no joint programming or pooled financing. UNICEF is the main partner in the WASH sector in Myanmar. According to data from the OECD's Creditor Reporting System, other key donors include JICA, USAID and the World Bank. In Myanmar, only the Asian Development Bank and the United Kingdom currently include an indicator in their country assistance strategies for the percentage of the population or number of people with access to sanitation. The European Commission tracks the number of fly-proof latrines built.

UNICEF's 2018-22 country strategy is aligned to SDG 6 under programme component 2. Indicators 2.4 and 2.5 align directly to SDG 6.2.1. UNICEF also commits through its strategy to developing the institutional setting for planning and monitoring (e.g. Indicator 2.1.6: Existence of water, sanitation and hygiene sector monitoring, evaluation and learning mechanism) (UNICEF, 2017[14]).

The WASH Thematic Working Group is mainly responsible for co-ordinating WASH development co-operation. However, the thematic working group is a development partner only group, and there is no government-led sector co-ordination for WASH, aside from a sub-sector working group on WASH under the agriculture pillar, led by the Department for Rural Development, which mainly focuses on water.

Measurement and use of sanitation data in Kenya and Myanmar

Table 2.4 summarises development partner alignment in country assistance strategies to either SDG 6.2.1 or indicators used in the results frameworks of the partner country (Kenya or Myanmar). It shows very limited alignment by development partners in both countries. Annex 2.B presents in detail provider indicators (in-country assistance strategies) which are linked or aligned to SDG 6.2.1 in both countries.

Table 2.4. Summary of indicator analysis: Extent of country assistance strategy alignment to government and SDG indicators for sanitation

Country assistance strategies	Kenya	Myanmar
Total no. of provider indicators at country level linked or aligned to SDG 6.2.1	**23**	**6**
No. of country-level outcome indicators	**9**	**5**
No. of provider country-level outcome indicators that are a direct match with one or more of the sub-indicators of SDG Indicator 6.2.1	**1*** (11%)	**1**(16%) 1b. Handwashing facilities 1c. Practicing open defecation
No. of country-level outcome indicators that include the world new, improved, better, increased, basic and refer to population or households	**5** (56%)	**0** (0%)
No. of country-level outcome indicators that are a direct match with national or sector plan strategy indicators	National: 1 Sectoral: 2 (33%)	National: 1 (16%)
No. of country-level output indicators	**14**	**1**
No. of corporate output indicators that are a direct match with one or more of the sub-indicators of SDG Indicator 6.2.1 (measuring numbers rather than proportion)	**1** (7%) (a. safely managed sanitation services)	**0** (0%)
No. of corporate output indicators that are a direct match with one or more of the sub-indicators of SDG Indicator 6.2.1 (measuring numbers rather than proportion) but include the world improved, safe or basic	**5** (36%) (a. safely managed sanitation services)	**0** (0%)
No. of country-level output indicators that are a direct match with national or sector plan strategy indicators	National: **0** Sectoral: 2(14%)	N/A
No. of providers working on the sector	**8***	**4****

* Belgium also supports sanitation projects in Kenya, but reporting indicators are not available.
** Five other providers are active but no indicators are available: Australia, Germany, Japan, the United Nations Development Assistance Framework (UNDAF) and the World Bank.
*** UNDAF, though it lacks disaggregation urban/rural.
Source: See Annex 2.B for source data.

Kenya would benefit from nationally integrated systems for collation and use of sanitation data

In Kenya, the 2017 SDG monitoring report put the proportion of the population accessing safely managed sanitation at 20%. According to the report, this figure was derived from the 2014 Kenya Health and Demographic Survey (for rural), and from administrative data from the Water Services Regulatory Board (WASREB), which monitors households connected to sewerage (Kenyan Ministry of Water and Irrigation, 2017[12]).

As illustrated above, because responsibility for sanitation is divided between different ministries and individual counties, the landscape is complex in terms of monitoring responsibility. The Ministry of Water and Sanitation is responsible for monitoring urban sanitation, via WASREB and the Ministry of Health for rural sanitation. The Ministry of Health has oversight of a real-time Community Led Total Sanitation data system, which tracks the progress of all villages in Kenya towards becoming open defecation-free (there is ambition to expand this system to enable tracking villages which have access to basic sanitation) (Kenyan Ministry of Health, 2018[15]). Devolution of rural sanitation services also means devolution of monitoring, and field research indicates that there are significant monitoring and evaluation capacity needs at county level (see Annex 2.A for more detail on monitoring of urban sanitation).

This “multi-sector” institutional setting, with no single source of data, makes consistent capture of data against SDG 6.2.1 complex. Nonetheless, there is good capacity across the different central agencies, and strong co-ordination in some areas, which may enable use of administrative data to capture locally relevant data that are aligned to SDG 6.2.1. However, this will require enhanced data systems in ministries. Ensuring adequate systems as well as capacity at county level will also be a significant challenge.

At central government level, there is both expertise and will for a more co-ordinated approach to monitoring sanitation access (including potential development of a single central data system), but support is required to develop a more cohesive approach to administrative data collection and management, where the institutional framework for delivery lacks coherence.

Monitoring data for sanitation in Myanmar is in the early stages, but alignment to SDG 6.2.1 creates impetus for progress

In Myanmar, the sector is less advanced. Joint Monitoring Program (JMP) 2015 data on sanitation service levels, facility type and hygiene service level are disaggregated by rural/urban and income level. Subnational data are not available for Myanmar. The Myanmar Demographic Health Survey is one of the national data sources used by the JMP, but it does not yet align to the new JMP ladder definitions (Ministry of Health and Sport of Myanmar, 2017[16]). The most recent survey puts the percentage of the population with access to improved sanitation at 79.5%; however, during fieldwork, stakeholders commented that reported access rates may not reflect underlying realities – or be representative of the whole population (for example internally displaced people). The Myanmar Living Conditions Survey also includes some sanitation data, which are also not aligned to JMP indicators (Central Statistical Organisation, UNDP and the World Bank, 2018[17]). As such, there is no current national baseline for SDG 6.2.1, and stakeholders outlined the need to ensure the next Myanmar Demographic Health Survey reflects the new JMP ladder definitions.

As noted above, SDG 6.2.1 will be included in the National Indicator Framework for the MSDP, and the government has agreed to adopt the new JMP ladder definitions. This creates a platform and impetus for strengthening the measurement of sanitation access.

In addition, Myanmar's Health Management Information System (HMIS) is seen as one of the best administrative data systems in the country. HMIS reporting is quarterly, and includes some sanitation data (e.g. number of open defecation-free communities), but not yet data related to handwashing facilities. Stakeholders commented that with some refinements, the HMIS has the potential to be used as a source of real-time data on sanitation access, and as a basis for results-based management of the sector. They acknowledged, however, that this requires not only improvement of the system, but also the capacity of staff on the ground in terms of data collection and management and in particular, increasing the capacity of officers in rural health centres to undertake a community monitoring role with regards to sanitation, creating an institutional link from the community level through to central agencies. As noted above, with the support of UNICEF and WHO, the Ministry of Health plans to tackle monitoring and evaluation, and data challenges under the new sanitation policy which will be developed in 2019.

Both countries face challenges to ensure that data collection can capture the local context, while also meeting international reporting requirements

During fieldwork in **Kenya**, stakeholders discussed significant definitional and other challenges with respect to monitoring sanitation services. First, budget lines for water and sanitation are combined within Kenyan systems – which in turn translates into blended water and sanitation monitoring systems (also seen in development partner indicators, see Annex 2.B). Second, while under the JMP there is a clear international definition of the different steps on the sanitation ladder, actors in the sanitation sector face challenges applying the international definitions to the Kenyan context. This is further complicated across rural and urban settings, which are vastly different in Kenya.[10] Last, stakeholders noted difficulties in monitoring **safely managed** sanitation in contexts where sewerage is transported off-site (as opposed to piped sewerage), meaning that it is difficult to monitor the extent to which waste is eventually treated in a way which conforms with the definition of "safely managed". Stakeholders discussed the potential for introducing a joint sector review mechanism specifically for sanitation in order to provide a platform for strengthening data and evidence.

Like in Kenya, as **Myanmar** moves to adopting international definitions, it will face challenges to adapt international definitions to the local context, including to cultural norms between regions regarding the use and features of sanitation and handwashing facilities.

Data disaggregated by geographic location and other context-relevant cleavages will be essential in the Myanmar context, where there are significant disparities between regions. In addition, as noted above, responsibility for urban sanitation falls under individual municipalities, and there is currently no co-ordination between urban and rural monitoring. As such, data on the situation in urban settings are limited, and there are likely very little data captured through surveys in areas with the greatest need, e.g. informal settlements. UNICEF and the World Food Programme are at the early stages of exploring how to assess the situation (across all sectors) in informal settlements. Review and assessment of the current monitoring systems used in the four larger cities would be of benefit.

Finally, special attention to the rights of women and girls is an important aspect of Target 6.2, and gender disaggregation is also a challenge, as national data are not yet disaggregated by gender. Metadata for SDG 6.2.1 state that disaggregation by other measures of inequality, such as gender, will be made where data permit, and this is an identified area where the government of Kenya would benefit from support.

Visualising the results chain for sanitation access in Kenya and Myanmar

Development co-operation providers would like to understand how they can assess and communicate their contribution to the SDGs. This will first require strengthened alignment of their own results frameworks to the SDGs that have been prioritised by the countries they work in. Figure 2.1 and Figure 2.2 set out publicly available results data against the different levels of the results chain for development co-operation in support of sanitation access (SDG 6.2.1) in Kenya and Myanmar. The figures show that alignment is still limited and that data against many of the indicators collected by development co-operation providers are missing. For instance, in Kenya, no data are available to report progress against 23 providers' indicators. The figures also show potential for developing a more co-ordinated approach at country level.

Figure 2.1. Kenya: Development co-operation in sanitation

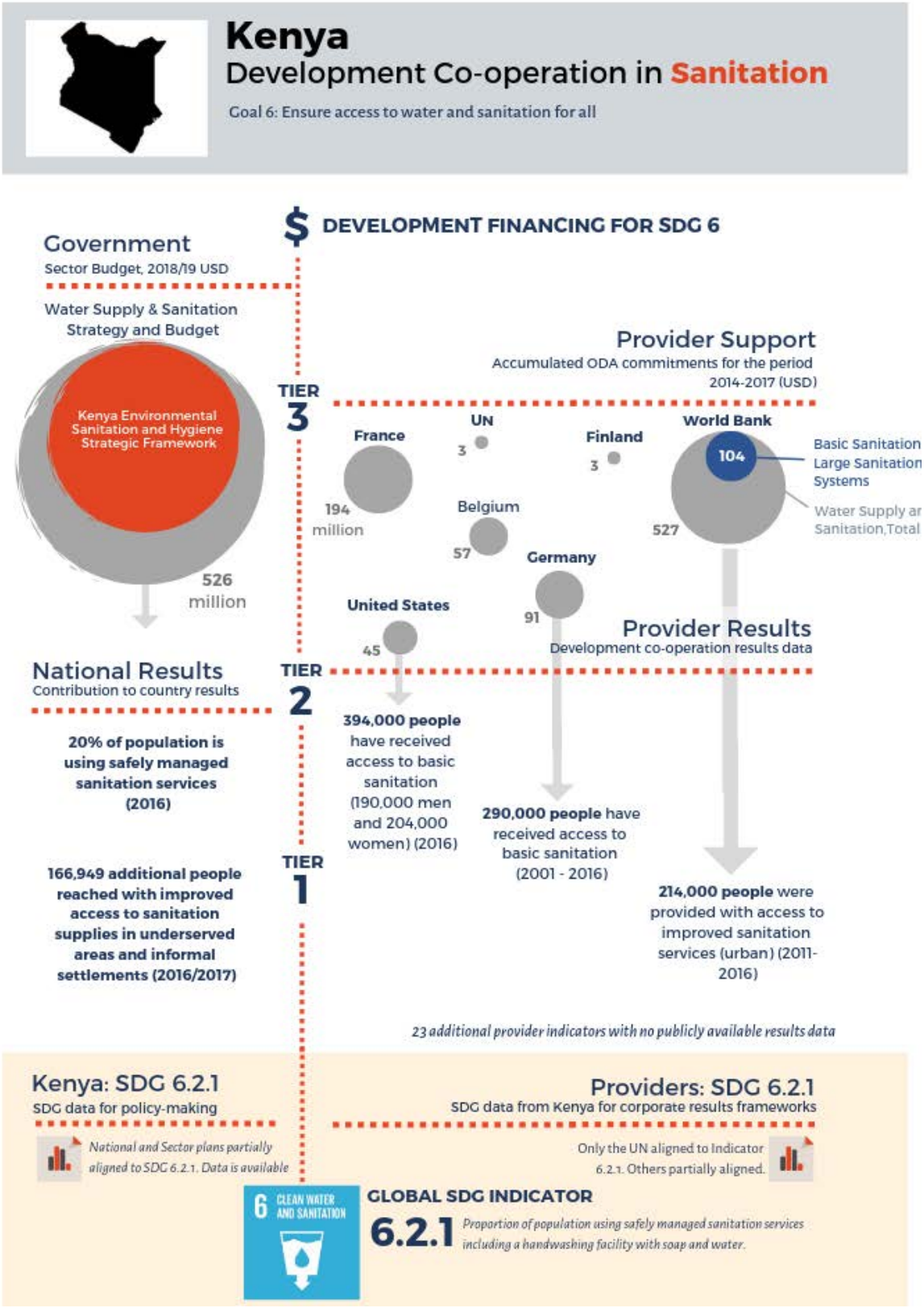
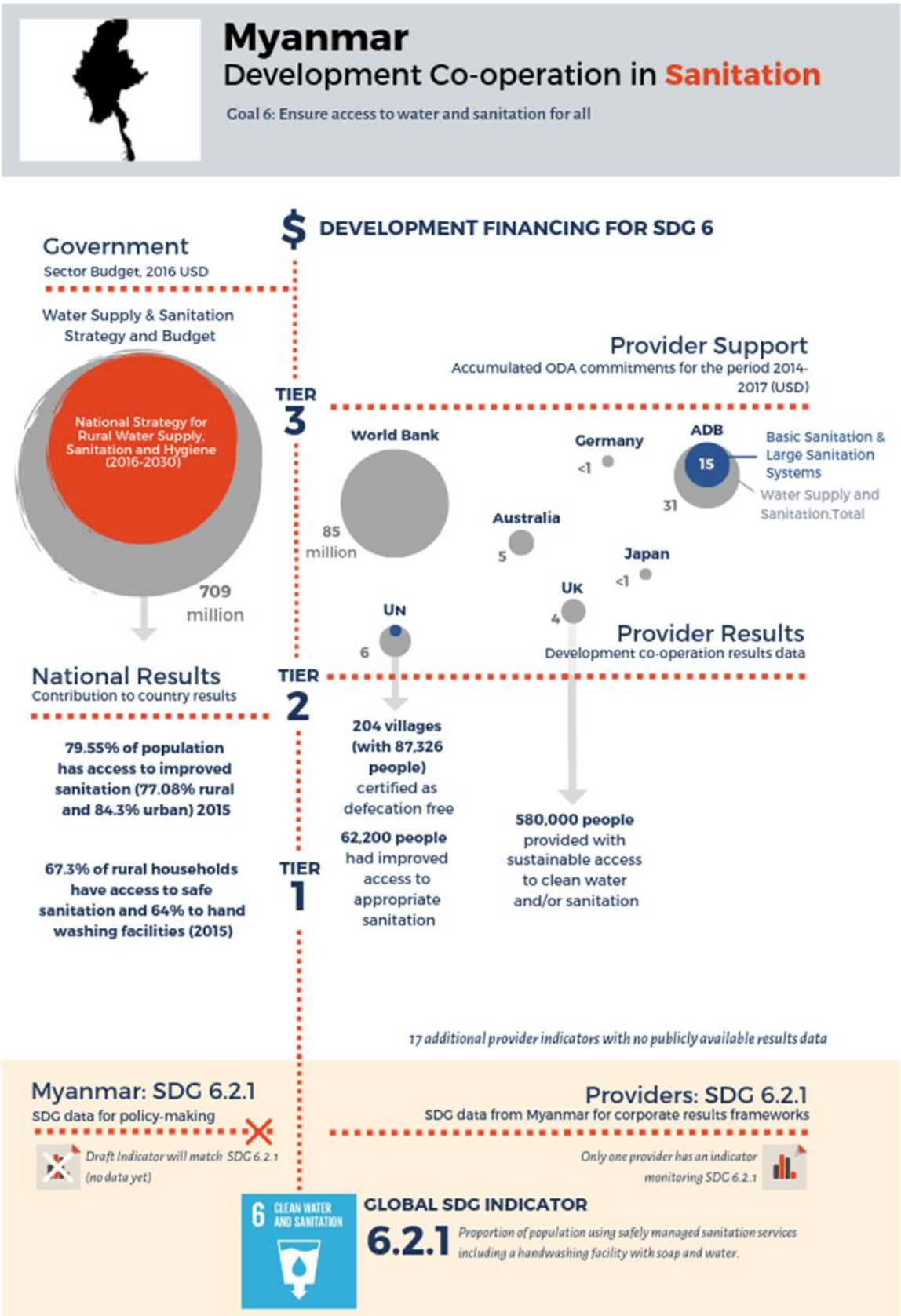


Figure 2.2. Myanmar: Development co-operation in sanitation



Conclusions and recommendations

Global monitoring of sanitation and hygiene under the JMP has been refreshed to better reflect SDG Target 6.2 and Indicator 6.2.1. However, in Kenya and Myanmar, more detailed definitions of the different service levels for sanitation and hygiene create challenges in a sector which is not well resourced. Alignment remains limited, with most development partner indicators still referring to the old MDG ladder definition for sanitation and neglecting hygiene. This leads to a multiplicity of indicators. While this puts a reporting burden on national stakeholders, it also means that data against many of the providers' indicators are missing.

National household surveys are an essential source of information on sanitation and hygiene, but these should be supported to align to the new international definitions going forward. In addition, surveys alone will not enable monitoring of progress towards SDG 6.2.1, nor capture the different cultural contexts in different parts of both countries. Their lagged frequency also limits availability and use of up-to-date data to support results-based decision making.

In both countries, and as is the situation in many countries, provision of sanitation is fragmented, which creates challenges for integrated approaches to planning and monitoring:

- In Kenya, pilot SDG 6 reporting has established a strong institutional framework for the sanitation sector, which could now be enhanced by the development of a single data system which addresses monitoring challenges that are specific to the Kenyan context.
- In Myanmar, measurement and use of data for planning and programming of sanitation is at the very early stages. However, the sector has gained profile among leadership, and progress is being made. Inclusion of SDG 6.2 in Myanmar's new national plan helps to create impetus. It will be important to ensure that resource and capacity are put in place for robust ongoing monitoring in all regions and states that can be used to steer and guide provision. Incorporating urban sanitation into national monitoring is an essential piece of the puzzle.

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WHO and UNICEF (2018), *JMP Estimates for WASH - Sanitation*, https://washdata.org/monitoring/sanitation (accessed on 10 December 2018). [5]

WHO and UNICEF (2018), *JMP Strategy*, WHO/UNICEF, https://washdata.org/how-we-work/about-jmp/jmp-strategy (accessed on 7 December 2018). [3]

Annex 2.A. Country profiles for SDG 6: Sanitation and hygiene

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identifying indicators which were considered SDG-aligned or SDG-like.

At corporate level, all Development Assistance Committee (DAC) member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[11] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- The United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately – **except** for Myanmar, where there is no current UNDAF. Instead United Nations Children's Fund (UNICEF) indicators and results were included. UNICEF is an active provider in the education sector.
- The World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable).
- The case study donor focal point.
- The top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016.
- The top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).
- Additional DAC bilateral providers are included for analysis even if they are not one of the top three providers of bilateral ODA to the partner country in that sector/sub-sector if the provider has prioritised that sector in their development co-operation strategy for that partner country. For example, although Norway is not one of the top three providers of bilateral education ODA in Ethiopia, it is included for analysis, because Norway has prioritised the education sector in its development co-operation strategy for Ethiopia. This approach allows for inclusion of smaller providers who are relatively active in a particular sector and partner country, despite their lower ODA outflows.

Annex Figure 2.A.1. Kenya country profile for SDG 6

6 CLEAN WATER AND SANITATION

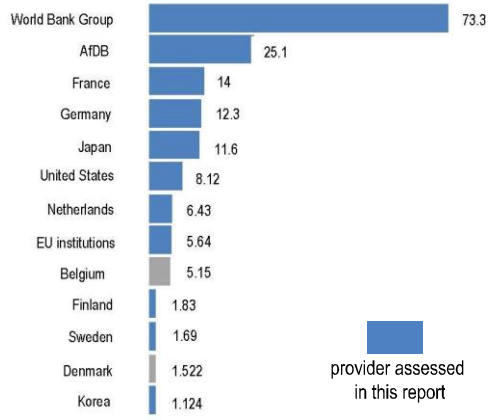
KENYA SDG 6 RESULTS PROFILE

SUSTAINABLE DEVELOPMENT GOALS

KENYA SANITATION SNAPSHOT

One of the **most chronically water-scarce countries in the world**, Kenya has relatively low levels of access to water and sanitation. Only 55% of Kenyans have access to either shared or improved sanitation facilities, while **45% still rely on unimproved facilities or open defecation**. Between 1990 and 2015, access to improved sanitation in Kenya only increased from 25% to 29%. In 2015 an estimated 43% of the urban population had access to basic sanitation, compared to only 28% of the rural population. **More than half of the population is at risk of diseases or death due to poor sanitation and hygiene**. Over 75% of the county's disease burden is caused by poor personal hygiene, inadequate sanitation practices and unsafe drinking water. In economic terms, **it is estimated that Kenya loses USD 365 million (or 1% of national GDP) due to poor sanitation.**

ODA FOR SANITATION IN KENYA BY PROVIDER



KENYA IN NUMBERS

ONE OF THE FASTEST GROWING ECONOMIES IN SUB-SAHARAN AFRICA, AVERAGING 5% GROWTH PER YEAR OVER THE PAST 8 YEARS

KENYA'S GDP PER CAPITA STANDS AT USD 3 285

NET ODA WAS USD 1 542 MILLION IN 2017 - EQUAL TO 2.3% OF GNI

USD 2 474 MILLION NET ODA WAS RECEIVED IN 2017 - EQUIVALENT TO 3.3% OF GDP

A POPULATION OF 50 MILLION OF WHOM 6.4% LIVE BELOW THE USD 1.90 PER DAY POVERY LINE

AGRICULTURE CONTRIBUTES AROUND 75% OF FULL- AND PART-TIME EMPLOYMENT AND ROUGHLY ONE-THIRD OF THE NATIONAL GDP

PRESIDENT UHURU KENYATTA PLEDGED IN 2017 TO FOCUS ON THE "BIG FOUR": UNIVERSAL HEALTHCARE, FOOD SECURITY, AFFORDABLE HOUSING AND EXPANSION OF MANUFACTURING TO PROMOTE ECONOMIC GROWTH AND DEVELOPMENT

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- ✓ DEVELOPMENT PRIORITIES
- ✓ TARGETS
- ✓ INDICATORS

ODA BY SECTOR (%)

Health and population	34%
Economic infrastructure and services	24%
Humanitarian aid	12%
Production	10%
Education	9%
Other social infrastructure and services	5%
Multisector	4%

Annex Figure 2.A.2. Kenya country profile for SDG 6 (continued)

KENYA'S NATIONAL DEVELOPMENT STRATEGY

The Kenya Vision 2030 aims to transform Kenya into "a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment" Its four pillars:

Economic: Average annual economic growth of 10%.

Social: Just, cohesive and equitable social development in a clean and secure environment.

Political: An issue-based, people- centered, result-oriented and accountable democratic system.

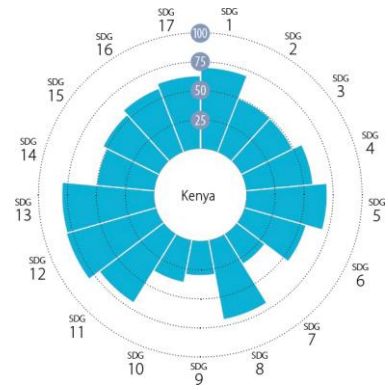
Enablers and macros: Macroeconomic stability, infrastructural development, science, technology and innovation, land reforms, human resources development, security, and public sector reforms.

KENYA'S WATER SUPPLY AND SANITATION STRATEGY

The Kenya Environmental Sanitation and Hygiene Strategic Framework provides a framework for implementing the Environmental Sanitation and Hygiene Policy goals of "an open defecation free society and ensuring universal access to improved sanitation and a clean and healthy environment by 2030". The framework pursues eight strategic objectives:

1. Coverage
2. Waste management
3. Private sector involvement
4. Financing
5. Regulation
6. Governance
7. R&D
8. M&E

OVERALL SDG PERFORMANCE



SDG 6 - GLOBAL RANK

Bertelsmann Stiftung
SDG Index 2018

HOW THE SDGS FIT INTO NATIONAL FRAMEWORKS

Alignment

A five-year SDG roadmap and an SDG Interagency Technical Committee are spearheading the SDG process

In 2017, Kenya delivered its first voluntary national review, with the next one planned for 2021.

Vision 2030 is implemented through successive five-year medium-term plans. MTP III and an accompanying results framework were released in 2018. All programmes and projects in the MTP III reference the SDGs.

An externally commissioned analysis which maps SDGs to Kenyan plans and strategies will soon be released.

Measurement

The Kenya National Bureau of Statistics has responsibility for the collection and validation of data, including 128 SDG indicators which are currently being measured on a national level.

With some SDGs falling completely under the jurisdiction of the 47 semi-autonomous county governments, the central government needs to invest more efforts into ensuring that county governments have adequate capacity both in terms of human resources and data systems for robust community-level growth.

Use

The State Department of Planning acknowledges that certain challenges remain in terms of ensuring that there is a demand for data by senior levels of government

Annex Figure 2.A.3. Myanmar country profile for SDG 6

6 CLEAN WATER AND SANITATION

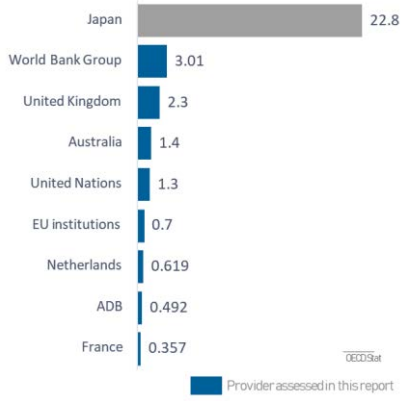
MYANMAR SDG 6 RESULTS PROFILE

SUSTAINABLE DEVELOPMENT GOALS

MYANMAR SANITATION SNAPSHOT

Despite recent improvements, access to water and sanitation facilities remains achallenge, with large reported variations between the dry and rainy seasons, as well as across different regions. Only **60%** of the national population lives in households with water on the premises all year round
Although the percentage of households with no flush toilet facilities has declined in all states since 2014, it remains relatively high (**24%**) and disproportionate across different states.
Large variations also exist for handwashing facilities. While **98%** of the population in Yangon has access to such facilities, the number is significantly lower in Kayah state, with **64%** (83% national average).
Despite positive improvements in the sector, diarrhoea rates have risen, which could be indicative of deficiencies in quality and reliability of the installed facilities.

ODA FOR WATER SUPPLY AND SANITATION IN MYANMAR BY PROVIDER (million USD)



MYANMAR IN NUMBERS

A population of 53 million. 6.4% of whom lives below the povery line of USD 1.90 per day

Growth averages 5.78% per year.

GDP per capita is USD 6 160

At USD 1 542 million, net ODA is 2.3% of GNI

ODA has increased by 784% and FDI 421% since Myanmar began its political and economic transformation in 2010

Despite Myanmar's encouraging steps in recent years, the country is still facing looming governance challenges, including military political power-sharing, ethnic violence, ongoing reforms and climate-related disasters.

Myanmar has successfully been diversifying its economy to have a more balanced portfolio composition (agriculture 24.8%, industry 35.4% and services 39.9%).

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- ✓ DEVELOPMENT PRIORITIES
- ○ TARGETS
- ○ INDICATORS
- ✓ MISSING TARGETS/ INDICATORS CAN BE FOUND IN SECTOR STRATEGIES

ODA BY SECTOR (%)

Economic infrastructure and services	34%
Other social infrastructure	24%
Production	12%
Humanitarian aid	10%
Multisector	9%
Education	5%
Health and population	4%

Annex Figure 2.A.4. Myanmar country profile for SDG 6 (continued)

MYANMAR'S NATIONAL DEVELOPMENT STRATEGY

The **Myanmar Sustainable Development Plan (MSDP)** provides a long-term vision (2018-30) for a "peaceful, prosperous and democratic country." Its five goals are:

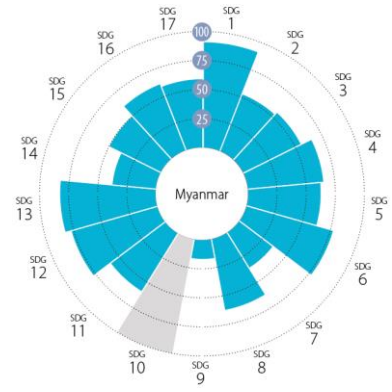
1. Peace, national reconciliation, security and good governance
2. Economic stability and strengthened macroeconomic management
3. Job creation and private sector-led growth
4. Human resources and social development for a 21st century society - including an aim "improve equitable access to high-quality lifelong educational opportunities
5. Natural resources and the environment for posterity of the nation.

MYANMAR'S WATER SUPPLY AND SANITATION STRATEGY

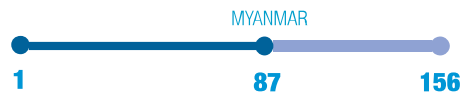
The National Strategy for Rural Water Supply, Sanitation and Hygiene (2016-30) addresses the needs of the rural population for "improved sanitation with elimination of open defecation, and improved hygiene behaviour by the year 2030". The plan further specifies the following six strategic objectives

1. Water supply
2. Sanitation
3. Hygiene behaviour change
4. WASH in schools
5. WASH in health facilities
6. WASH in emergencies and humanitarian action

OVERALL SDG PERFORMANCE



SDG 4 - GLOBAL RANK



Bertelsmann Stiftung
SDG Index 2018

HOW THE SDGs FIT INTO NATIONAL FRAMEWORKS

Alignment

The MSDP broadly aligns its 5 goals and 28 strategies to the SDGs.

The government launched the Myanmar Development Assistance Policy in 2018, which includes a chapter on "the SDGs in the context of the Economic Policy of the Union of Myanmar".

A national indicator framework for the MSDP is being developed and will be closely linked to the SDGs.

The lack of co-ordination between line ministries and central agencies partially impedes alignment between the MSDP and the sectoral plans.

Measurement

Since early 2018, a new statistical law mandates the collection of data across government.

While the quality of data is considered to be good, there is a need for more and better accessible data.

34% of the indicators in the most recent National Indicator Framework are SDG indicators. The aim is to increase this percentage to 50%.

Use

The government still largely lacks the desire and the capacity to analyse the data that it collects.

Annex 2.B. Indicator tables for SDG 6: Sanitation and hygiene

Annex Table 2.B.1. SDG 6.2.1 provider corporate SDG-aligned and SDG-similar indicators

Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water.		
Provider	**Corporate outcome indicators (Tier I)**	**Corporate output indicators (Tier II)**
Australia+	Not available	Number of women and men with increased access to basic sanitation
European Commission^	Proportion of the population using an improved sanitation facility	Not available
Finland^	Not available	The number of people benefiting from safe and sustainable water supply and sanitation systems
France^	Not available	Number of people gaining access to an improved sanitation system
Germany^+	Not available	Number of people who have obtained better access to sanitation as a result of GIZ's contribution
Korea	Sewage system coverage (%)	Number of people with access to safe drinking water and sanitation Number of people with good water and sewage system Number of households, health facilities and schools with access to improved sanitation and hygiene
Netherlands	Not available	Number of people with access to adequate sanitation (M/F, rural/urban, % poorest/most vulnerable groups)
New Zealand	Population using safely managed sanitation services (%) (urban/rural) *(no longer in use as of 2018)*	Population using safely managed sanitation facilities in a specified time period (usually one year) *(new indicator as of 2018)* People with new or improved basic sanitation (No., M/F) *(no longer in use as of 2018)*
Switzerland – SDC	Not available	yy people (M/F) gained new access to adequate and equitable sanitation and hygiene
United Kingdom	Not available	Number of people with sustainable access to clean water and/or sanitation through DFID support (M/F)
United States^	Not available	People gained access to basic sanitation service People gained access to safely managed sanitation services Households with clean latrines, including covers Basic sanitation facilities provided in institutional settings Households with soap and water at a handwashing station commonly used by family members
African Development Bank^	Access to safely managed sanitation facilities (%)	People with new or improved access to water and sanitation (F)
Asian Development Bank	Proportion of population using safely managed sanitation services, including handwashing facility with soap and water (%, urban/rural)	Not available
European Investment Bank	Not available	Population benefiting from improved sanitation services
World Bank Group	Access to improved sanitation (%, overall population)	People provided with access to improved sanitation

Notes: ^ indicates that a provider is active in the sanitation sector in Kenya. + indicates that the provider is active in the sanitation sector in Myanmar. Information for Australia was provided via email.

Kenya

Annex Table 2.B.2. SDG 6.2.1 government of Kenya SDG-aligned and SDG-similar indicators

Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water		
Partner	**National development plan outcome indicators**	**National development plan output indicators**
Kenya	Households with individual or shared access to toilet (%, urban/rural, female-headed households) % of households with latrines Proportion of population using safely managed sanitation services (draft MTP III)	No. of people accessing safe water and sanitation (draft MTP III)
Partner	WASH sector plan outcome indicators	WASH sector plan output indicators
Kenya	Proportion of improved onsite sanitation facility Proportion of sanitation facilities which are piped to sewers Population using improved sanitation Population using private improved sanitation Population using shared improved sanitation facilities Proportion of urban population using safely managed sanitation services Proportion of rural population using safely managed sanitation services Population using private improved onsite sanitation which is safely disposed on-site or treated off-site % of population with handwashing facilities with soap and water at home	Urban sewerage coverage Proportion of wastewater reaching treatment plants, which is treated to standards Additional population reached with improved access to sanitation supply in underserved areas and informal settlements
African Union	Outcome indicators	Output indicators
Agenda 2063	Proportion of people without access to improved sanitation facilities	Not Available

Notes: Draft MTP III refers to Government of Kenya (2018[7]). For Kenya WASH see Annex III in "Sustainable Development Goal (SDG) 6 Pilot Progress Report" which can be downloaded at: https://www.water.go.ke/downloads.

Annex Table 2.B.3. SDG 6.2.1 provider country-level assistance strategy indicators SDG-aligned and SDG-similar indicators, Kenya

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
EU	Proportion of the population using an improved sanitation facility % of population with access to improved sanitation in urban low-income areas % population with access to improved sanitation in marginalised rural areas	Not Available
Finland (unpublished)	% of households with access to basic sanitation	No. of people provided with safe and sustainable sanitation services (M/F) No. of schools, towns and markets supported with sanitation facilities No. of villages triggered and declared open defecation free
France	Not available	No. of people gaining access to an improved sanitation system
Germany	Not available	People have received access to basic sanitation
United States	Not available	People gained access to a basic sanitation service (M/F)

		Basic sanitation facilities provided in institutional settings Increased access to safe drinking water and improved sanitation Market-based, water supply, sanitation and environmental service delivery and systems improved
UNDAF	% of households with improved (not shared) toilet/latrine facilities Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water Proportion of waste water safely treated	No. of select counties that have sustainable community-based water supply and sanitation systems
African Development Bank	Sanitation coverage (%)	Reduced sewerage network blockages by x% and increased flow to treatment plants Sewer network extended by x km in targeted areas Reinforced capacity of x decentralised entities to manage sanitation facilities
World Bank Group	% of counties with improved sanitation performance	People with access to improved shared sanitation facilities

Notes: For the United States, see: https://www.usaid.gov/sites/default/files/documents/1860/USAID%20Kenya%20CDCS%20Public%20Full%20Color%20May%202014.pdf and https://results.usaid.gov/results/country/kenya. For the World Bank, see: www.worldbank.org/en/country/kenya/overview#3 and http://documents.worldbank.org/curated/en/173431468284364640/pdf/889400CAS0P1440Kenya0CPS000Volume02.pdf.

Myanmar

Annex Table 2.B.4. SDG 6.2.1 government of Myanmar SDG-aligned and SDG-similar indicators

Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water		
Partner	**National development plan outcome indicators**	**National development plan output indicators**
Myanmar	Domestic solid waste safely and effectively disposed to promote healthy communities (5.3)	Not available
Partner	**WASH sector plan outcome indicators**	**WASH sector plan output indicators**
Myanmar	% rural villages declared open defecation free % rural villages solid waste management % rural households access to safe sanitation (own or shared) % rural households handwashing facilities % use of improved toilet % washing hands with soap at critical times % schools with latrines adequate for boys and girls separately % schools with urinals for boys % schools with private space for girls for menstrual hygiene % schools with handwashing facilities % schools with special facilities for children with disabilities % rural health centres with latrines % rural health centres with handwashing facilities % rural health centres with wastewater treatment systems % safe disposal of infants' faeces % of households with safe sanitation Proportion of population with access to improved sanitation (rural/urban)	Number of households with bucket toilet (rural/urban/total), with flush toilet (rural/urban/total), with no toilet (rural/urban/total), with other toilet (rural/urban/total), with pit latrine (rural/urban/total), with water seal (rural/urban/total)

Annex Table 2.B.5. SDG 6.2.1 provider country-level assistance strategy indicators SDG-aligned and SDG-similar Indicators, Myanmar

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
EU (unpublished)	Not available	Number of fly-proof latrines built
United Kingdom	Number of people with sustainable access to clean water and/or sanitation	Not available
Asian Development Bank	Population with access to sanitation (%)	Not available
UNICEF	Proportion of population with handwashing facility with soap and water available at home Proportion of the people practicing open defecation Number of villages declared open defecation free	

Notes

[1] It is important to note that the JMP has also introduced a new hygiene ladder which responds to the expanded scope of the SDG target (hygiene was not previously included in the MDG targets and indicators).

[2] See Annex 2.B for more information on the providers that are considered in the analysis.

[3] The OECD-DCD Results Team uses a three-tier model for results frameworks in which Tier III is understood as performance information (inputs), Tier II is understood as development co-operation results (outputs and some short-term outcomes), and Tier I is understood as development results (outcomes and impacts). For more information on this model, see Engberg-Pedersen and Zwart (2018[18]).

[4] Note that the second component of SDG Indicator 6.2.1, related to hygiene and handwashing facilities, is not reflected in Kenya's long-term vision or specific national plan.

[5] In 2014, Kenya underwent a devolution process and now has two levels of government: the national government and the county governments. The two levels work closely through an Intergovernmental Committee and the Council of Governors. While the 47 county governments are semi-autonomous, they receive 15% of national revenue in order to address development priorities unique to them (see Annex 2.A for more detail).

[6] The progress report used the same methodology as the JMP, but different data sources, to estimate 2016 values for 6.2.1a (these data are not included in the JMP database). Data were sourced from the Kenya Demographic Health Survey for rural areas, and the Water Regulation Information System (WARIS) of the Water Services Regulatory Board for urban areas covered by a sewerage system. See WASREB (2018[19]).

[7] See Annex III in "Sustainable Development Goal (SDG) 6 Pilot Progress Report", which can be downloaded at: www.water.go.ke/downloads/#.

[8] See Water Sector Trust Fund (2018[20]).

[9] As an example, Germany measures the “Number of people who have obtained better access to sanitation as a result of GIZ's contribution” at corporate level, i.e. including a measure of quality, while the results framework for Kenya measures “People [that] have received access to basic sanitation”.

[10] For example, stakeholders noted that the international definition of “basic” sanitation implies there is one toilet per household. However, in parts of Kenya, shared facilities are both more practical and the cultural norm.

[11] Defined as a standardised set of indicators used by development co-operation providers to monitor results. They are typically used for three tiers of results frameworks: 1) development results; 2) development co-operation results; 3) performance information. Standard indicators at Tier II typically aggregate project-level results in a way which enables communication of results achieved across multiple projects, countries and regions (Engberg-Pedersen and Zwart, 2018[21])

3 SDG 7.1.1: Access to electricity

This chapter examines challenges and opportunities relating to alignment, measurement and use of Sustainable Development Goal (SDG) Indicator 7.1.1 (Access to electricity) in development co-operation, from a global perspective and from the perspective of two case study countries: Ethiopia and Kenya. The chapter shows that the definition of SDG 7.1.1 in line with well-established measurements of sector performance facilitates adoption at country level. Still, development co-operation providers are using a variety of indicators that are not adequately aligned to the SDG indicator definition. Emphasis on output measures, reliance on survey data-collection methods, a fragmented electricity market, and the use of slightly different definitions make alignment and harmonised measurement of electricity access in Ethiopia and Kenya all the more difficult. The case studies also identify best practice examples of active donor co-ordination groups in the electricity sector that are led by the government and rely on joint monitoring approaches. These are recommended as a way to enable the use of SDG 7.1.1 as a tool to harmonise collective efforts to expand electricity access for both country governments and providers of development co-operation.

Introduction

This chapter examines challenges and opportunities relating to alignment, measurement and use of SDG 7.1.1 on access to electricity in development co-operation, from a global perspective and from the perspective of two case study countries: Ethiopia and Kenya. The chapter starts with a presentation of the global profile of Indicator 7.1.1, setting out the current global context for measurement of SDG 7.1.1, then providing a detailed analysis of the extent to which development co-operation providers have aligned to this indicator in their corporate results frameworks. Section 4.3 provides an analysis of challenges and opportunities related to alignment, measurement and data use in relation to SDG 7.1.1 in Ethiopia and Kenya. The chapter ends with recommendations for development co-operation providers to support enhanced alignment, measurement and use of SDG 7.1.1. The annexes present the country contexts and an assessment of results indicators.

The chapter includes an annex outlining overall (i.e. non sector-specific) challenges and opportunities for SDG alignment, measurement and use in each country. It also reflects the transition situation in both countries, which are currently adapting their country results frameworks to the SDGs – a reality that poses some limitations to this study.

The research work supporting the findings was conducted by the OECD-DAC Results team with the support of Finland and the European Union as donor focal points in Ethiopia and Kenya, respectively. A steering group and technical experts helped to design the concept and methodological approach and reviewed documents.

Recommendations

Overall, it is important to note that both countries are on a trajectory towards more integrated approaches to planning, monitoring and evaluation of electricity access, and the gaps and challenges should be addressed with time – ensuring a focus on SDG alignment may help provide impetus for these efforts. Development co-operation providers investing in electricity access can support enhanced alignment, measurement and use of SDG 7.1.1 in several ways:

- Advocating for better alignment to SDG 7.1.1 in both national and sectoral results frameworks, to strengthen alignment and co-ordination of development co-operation supporting the energy sector.
- Investing in and using sector-wide monitoring systems and government statistics, which enable measurement of the number and proportion of people with access to energy (refraining from project-driven approaches when possible).
- Making indicators for electricity access separate from those that measure source of energy, or whether energy is renewable.
- Disaggregating by rural/urban and other locally relevant dimensions of inequality.
- Engaging with private sector providers (particularly with those benefiting from funding to promote access, and with sectoral associations) to ensure consistent and sustainable results tracking systems in the electricity sector that respond to national and sector SDG priorities.
- Supporting efforts to collect and use data that are disaggregated by *woreda*/county, and by male- and female-headed households.

SDG Indicator 7.1.1 – Global profile

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all.

- Target 7.1: By 2030, ensure universal access to affordable, reliable and modern energy services.
- **Indicator 7.1.1: Proportion of population with access to electricity, by urban/rural (%).**

Global SDG measurement and reporting

SDG Target 7.1 sets out the global goal for universal access to energy services by 2030. The corresponding Indicator 7.1.1 is a simple, binary indicator measuring the extent of the population with access to electricity, which is by definition slightly narrower than "energy services".[1] The World Bank is currently the data custodian for SDG Indicator 7.1.1, although there are plans for the International Energy Agency (IEA) to join the World Bank as a joint data custodian. Both organisations track national and global electrification rates, disaggregating data by urban/rural, although they rely on different methodologies. The World Bank uses household survey data while the IEA relies on administrative data provided by government contacts. Table 3.1 sets out the latest global data against SDG 7.1.1.

Table 3.1. Global data SDG 7.1.1, 2016

Indicator	Total	Urban	Rural
Proportion of population with access to electricity	87.35%	96.95%	76.03%

Source: https://unstats.un.org/sdgs/indicators/database.

The Energy Sector Management Assistance Program (ESMAP, 2018[1]), a collaboration of the World Bank, IEA and 17 other partners, publishes a *Tracking SDG7 Report* (IEA et al., 2018[2]), which monitors the four sub-goals of SDG 7 and presents data on electrification rates (urban/rural) and the number of people without electricity access (urban/rural). The database includes time series data (1990-2016) for more than 180 countries. Urban/rural disaggregation is possible for all countries (UN DESA, 2016[3]).

However, a binary indicator measuring whether or not a household has access to electricity has been criticised as insufficient to provide a clear picture of energy access, and thus track progress towards SDG Target 7.1. In many parts of the world, the presence of an electricity connection does not guarantee that the energy supplied is reliable, affordable or of adequate quality.

In light of this, the Multi-Tier Framework for Energy Access (ESMAP, 2018[4]) proposes replacing the binary measurement with a five-tier framework[2] of energy access to measure "the ability to avail energy that is adequate, available when needed, reliable, of good quality, convenient, affordable, legal, healthy and safe for all required energy services." However, administering the survey required for the Multi-Tier Framework is intensive, costly and time consuming. The survey was launched in 15 countries in April 2016. As of September 2018, reports were available for Cambodia, Ethiopia and Rwanda, and another ten were expected be published by the end of 2018, at the time of writing (including for Kenya).

Discussions are underway to mainstream the Multi-Tier Framework methodology into the standardised household questionnaire that will be administered by the World Bank every three years in all low-income countries between 2015 and 2030 for SDG monitoring (UN DESA, 2016[3]). The adoption of the Multi-Tier Framework will, over time, allow for reporting more disaggregated data, including: type of electricity (on-grid vs. off-grid), electricity supply capacity, hours of electricity service, reliability of service, affordability

and legality (UN DESA, 2016[3]). However, as discussed below, ensuring that measures of electricity access (albeit binary) are mainstreamed into national, sectoral and provider results frameworks should also be considered a priority.

Alignment of the corporate results frameworks of development co-operation providers to SDG 7.1.1

In terms of development co-operation, most providers include access to electricity measures in their corporate, or global, results frameworks. Out of the 15 providers considered in this analysis,[3] about half of them use indicators of electrification rates at Tier I (outcome and impact indicators).[4] In contrast, there is much greater variety in the output (Tier II) indicators linked to 7.1.1.[5] Many providers measure the number of people with energy access, but the type of energy access that they measure varies greatly (e.g. electricity, sustainable energy, energy/electricity from renewable sources, climate-resilient energy or improved electricity/energy). Some are seemingly a ''blend" of Indicators 7.1.1, 7.1.2 (which measures use of clean energy) and 7.2.1 (which measures renewable energy sources). The indicators chosen are likely to reflect strategic priorities in the energy sector of specific providers. Table 3.2 summarises the extent of direct alignment of provider corporate indicators (both outcome and output) to SDG 7.1.1.

Table 3.2. Summary of indicator analysis: Extent of alignment of 14 development co-operation provider indicators to SDG Indicator 7.1.1

Providers' corporate results frameworks	Number of indicators
Total no. of provider indicators at corporate level linked or aligned to SDG 7.1.1	40
No. of corporate outcome indicators	**12**
No. of corporate outcome indicators that are a direct match with SDG Indicator 7.1.1	3 (25%)
No. of corporate outcome indicators that apply urban/rural disaggregation	0 (0%)
No. of corporate output indicators	**28**
No. of corporate output indicators that are a direct match with SDG Indicator 7.1.1 (measuring numbers rather than proportion)	0 (0%)
No. of corporate output indicators that match SDG Indicator 7.1.1 (measuring numbers rather than proportion) but refer to new/improved electricity connections	5 (18%)
No. of corporate output indicators that refer to households rather than people/population	3 (11%)
No. of corporate output indicators that apply urban/rural disaggregation	1 (4%)
No. of corporate output indicators that apply disaggregation by sex	6 (21%)
No. of assessed providers	**14****

* See Annex 3.B for source data and detailed information per provider.
** Including Australia, though no indicators are reported.

Three standard indicators at corporate level are fully aligned to 7.1.1, measuring the percentage of the population with access to electricity (Tier I). These are used by multilateral development banks. Eight corporate indicators measure the number of people or households provided with new or improved electricity services at output level (Tier II). The European Commission, Finland, the Netherlands and the United States measure access to sustainable/climate-resistant/renewable/improved energy instead of electricity. The Netherlands is the only provider to disaggregate energy access according to the Multi-Tier Framework. The European Commission, the Netherlands, New Zealand, the African Development Bank and the World Bank disaggregate the number of people provided with electricity by gender. The Asian Development Bank disaggregates output results by urban/rural.

In terms of reporting, the African Development Bank, the Asian Development Bank, the European Commission, France, Germany, the Netherlands, New Zealand, the United States and the World Bank publish aggregate global results for electricity or energy access (percentage or number of people) at the corporate level in annual reports or online results databases.

Country-level analysis: Alignment, measurement and use by partners and providers

This section analyses challenges and opportunities related to alignment, measurement and data use in relation to SDG 7.1.1 in Ethiopia and Kenya. Analysis is based on fieldwork and desk-based research and looks at the partner country government and development co-operation contexts. For background on the overall situation with regards to SDG implementation within the country context and the institutional set-up in the sector, refer to Annex 3.A.

Alignment to SDG 7.1.1 in Ethiopia and Kenya

At country level, alignment to SDG 7.1.1 through national and sector plans varies

Both Ethiopia and Kenya are targeting, and have made significant progress towards achieving, universal access to electricity (SDG 7.1.1) in recent years. However, fully integrating the SDG indicator and related measurement into either government's planning and monitoring frameworks is a work in progress. While information from both surveys and administrative data is used in different contexts for different purposes in both countries, a more co-ordinated approach to measurement could strengthen alignment and enhance sector-wide co-ordination, management and results reporting.

In **Kenya**, the Ministry of Energy has responsibility for policy and planning in the energy sector, as well as SDG 7 reporting. Kenya's electricity sector (generation, transmission and distribution) is deregulated. Kenya Power and Lighting Company (KPLC), which is responsible for distribution, is 50% government owned and has about 6 million customers – or about three-quarters of Kenya's households.

Driven by high-profile targets, electrification has happened very quickly in Kenya. Kenya joined the Sustainable Energy for All initiative in 2016,[6] and here articulated targets for universal access to electricity by 2022. At national level, electrification will be covered under the infrastructure pillar of Kenya's yet-to-be published Third Medium-Term Plan (MTP III). According to the draft infrastructure section of the new national plan, during the MTP III period (2018-22), Kenya will reach universal access, and 5 million new households are being targeted (2 million through mini-grids) for electrification (Republic of Kenya, 2018[5]). However, so far neither Indicator 7.1.1 nor any similar measure of electricity access are mentioned in the draft plan. It is important to note that the final indicator framework for MTP III had yet to be released at the time of the country study.

In addition, a sector-level strategy, the Kenya National Electrification Strategy (KNES) (Kenyan Ministry of Energy, 2018[6]) was released in December 2018. The strategy includes costing and numeric connections targets to enable universal access by 2022, but does not make specific reference to SDG 7. The strategy does not include a monitoring and evaluation framework nor specific indicators with baselines and targets, but does suggest that this will be developed by the Ministry of Energy. A sector-wide monitoring and evaluation framework that is aligned to the new strategy and national plan might enable a more harmonised approach to monitoring and measurement among development partners (see below) as Kenya embarks on its ambitious final push for universal electrification. Annex 3.B presents an overview of electrification indicators currently in use by the Government of Kenya.

In **Ethiopia**, the current national plan, the second Growth and Transformation Plan (Federal Democratic Republic of Ethiopia, 2016[7]), focuses not just on energy, but also on increased connectivity, and includes an indicator for electricity **coverage** (i.e. the percentage of the country that is covered by an electricity connection). It is therefore not strictly aligned to SDG 7.1.1, and does not specify disaggregation by urban/rural.

The Ministry for Water, Irrigation and Electricity (MoWIE) has responsibility and oversight for electrification policy, planning and SDG reporting. The sector was unbundled in 2013, and responsibility for distribution

and sales sits with the Ethiopia Electric Utility. It is the ministry's responsibility to collect the data on connections from across the different agents and report them to central agencies.

To support a sector-wide approach to electrification in Ethiopia, the MoWIE issued the National Electrification Strategy in June 2016. The National Electrification Program (NEP) and Implementation Roadmap (IRM) were launched in November 2017 as the implementation mechanism for the strategy (Federal Democratic Republic of Ethiopia, 2017[8]). The NEP includes specific reference to achieving SDG 7, with targets and indicators for universal electricity access by 2025 (65% on-grid, 35% off-grid). In addition, the NEP states that in 2018, the newly created Department of Electrification will establish a "comprehensive monitoring and tracking system for the NEP. Key performance indicators for efficiency, effectiveness and progress against grid and off-grid targets and for course adjustments will be established". However, during fieldwork in November 2018, the research team was told that an M&E framework was not yet in place.[7] We also learnt that a second iteration of the NEP was being prepared (to be completed by March 2019), which would include a geospatial platform, which would be used as a basis for planning.

Overall, despite a significant focus on achieving the SDG-aligned target of universal access to electricity, Ethiopia and Kenya currently have yet to include Indicator 7.1.1 explicitly in their national plan results frameworks. In addition, neither country has a sector-level monitoring and evaluation framework in place to enable a results-based approach to tracking and monitoring progress towards the target. However, and importantly, in both cases, addressing these gaps and working towards greater alignment to SDG 7.1.1 is a "work in progress", which might benefit from increased support by development partners as investment levels increase.

Table 3.3 summarises the extent of alignment (as of late 2018), and data availability at country level to SDG 7.1.1 for both Ethiopia and Kenya.

Table 3.3. Partner country alignment to SDG 7.1.1

	Ethiopia	Kenya
National plan aligned to SDG 7.1.1?	**No.** National Plan (GTP II) includes electricity *coverage* indicator/target.	**Partially.** Updated National Plan (MTP III) yet to be released but government has high-profile targets for universal access by 2022.
Electrification sector plan aligned to SDG 7.1.1?	**Yes.** National Electrification Program (NEP) targets 100% access by 2025 (65% on-grid, 35% off-grid).	**Yes.** Kenya National Electrification Strategy (KNES) released in December 2018 targets 100% access by 2022 *no specific mention of SDG 7.1.*
Existence of sector-level results/M&E framework?	**No**. Identified as a task under the NEP.	**No.** Identified as a task under the KNES.
SDG 7.1.1 data availability	**Yes**. However, administrative data and household survey data differ. World Bank Multi-Tier Framework Survey data available.	**Yes.** However, administrative data and household survey data differ. World Bank Multi-Tier Framework Survey data used as baseline for the KNES.

Notes: For GTP II see Federal Democratic Republic of Ethiopia (2016[7]). For MTP III see Kenyan Ministry of Devolution and Planning (2018[9]).
Source: Author's analysis. See Annex 3.B for source indicator data.

Development co-operation providers engaged in electricity access utilise a range of indicators

In Ethiopia and Kenya, development co-operation investments which aim to increase access to electricity are broadly aligned to government targets. In **Kenya**, electrification projects such as the Last Mile connectivity project (Kenya Power and Lighting Company, 2018[10]) are supported by numerous donors, and a World Bank-led investment which targets electrification in isolated rural areas will soon be implemented.[8] In **Ethiopia**, a significant electrification project (World Bank, 2018[11]) (USD 677 million) led by the World Bank focuses on densification of the existing grid and supplying new off-grid connections, but

also includes an institutional strengthening element to support the roll-out of the National Electrification Program (Federal Democratic Republic of Ethiopia, 2017[8]).

However, in terms of results measurement, there is limited alignment to either SDG Indicator 7.1.1 or indicators used in the national results frameworks of both countries. Results frameworks for electrification projects tend to be development partner-specific, with a range of different indicators and measurement methods in use. Annex 3.B outlines indicators used by development partners in Kenya and Ethiopia, respectively, which are linked or aligned to SDG 7.1.1. Table 3.4 summarises development partners' alignment in country assistance strategies to either SDG 7.1.1 or indicators used in the results frameworks of the partner country.

Looking at results frameworks for country-level assistance strategies in **Kenya,** only the African Development Bank has an indicator for the electricity access rate; however, it is not disaggregated by urban/rural. Other providers focus on electricity access rate for specific energy sources (e.g. off-grid solar provision). UNDAF measures the renewable energy access rate, and the EU measures the number of people with access to "modern energy". Other SDG-similar indicators used at output level by more than one provider in Kenya include kilometres of distribution/transmission lines and energy generation capacity. Output indicators for individual providers differ between corporate and country levels. Country-level assistance strategies tend not to include counts of people provided with electricity access (the EU is an exception), despite the fact this is aggregated at corporate level.

Table 3.4. Summary of indicator analysis: Extent of country assistance strategy alignment to government and SDG indicators for electricity access*

Providers' country assistance strategies	Ethiopia	Kenya
Total no. of provider indicators at country level linked or aligned to SDG 7.1.1	**25**	**26**
No. of country-level outcome indicators	**11**	**11**
No. of country-level outcome indicators that are a direct match with SDG Indicator 7.1.1	**4** (36%)	**0** (0%)
No. of country-level outcome indicators that are a direct match with national or sector plan strategy indicators	GTP II: 3 NEP: 2 (45%)	MTP II: 2 (18%)
No. of country-level output indicators	**14**	**15**
No. of corporate output indicators that are a direct match with SDG Indicator 7.1.1 (measuring numbers rather than proportion)	**1** (9%)	**0** (0%)
No. of country-level output indicators that are a direct match with national or sector plan strategy indicators	GTP II: 3 NEP: 2 (45%)	N/A
No. of providers working in the sector	**5****	**6*****

* See Annex 3.B for source data.
** Two other countries are involved, but reporting indicators are not available (France and Korea).
*** Belgium is also involved, but no reporting indicator is available.

In **Ethiopia**, four outcome indicators included in the results frameworks of providers' country-level assistance strategies measure the percentage of the population with access to electricity or to electricity services. UNDAF instead measures affordable, clean and efficient renewable energy. Only the United States and UNDAF disaggregate by urban/rural. Output-level SDG-similar indicators used by more than one provider in Ethiopia include kilometres of distribution/transmission lines, new electricity connections and energy generation capacity.

The elements above show that neither government nor development partners use a consistent measure for electrification. The variety of indicators used by providers reflects a range of priorities in the energy

sector (as seen at corporate level), with some providers only tracking electricity access from sustainable sources, for example. This variety of indicators results in parallel, disconnected monitoring systems.

Overall, as Kenya and Ethiopia work with development partners to achieve universal electricity access, partners could better align their monitoring focus toward supporting the government to ensure that data on the percentage of the population with electricity access is consistently aligned to SDG 7.1.1 through national and sectoral plans. In both countries, ensuring strong institutional links between sector co-ordination groups and the institutional set-up for national plan/SDG implementation and monitoring led by the central agencies would be of benefit (see Table 3.1 and Annex 3.A for more details).

Box 3.1. Co-ordination mechanisms in the energy sector in Ethiopia and Kenya

In Kenya, an energy-sector technical working group meets quarterly and includes provider and government of Kenya representation. Efforts have been made in the past to convene an electricity access sub-group. Some stakeholders commented that they would like to see this revived and that it could serve as a platform for discussion on a more co-ordinated approach to results measurement, with Indicator 7.1.1, its definitions and methodologies, as well as Kenya's new electrification strategy as a starting point.

Ethiopia's co-ordination structure also includes an energy sector co-ordination group which is chaired by the World Bank and the EU, but relative to other groups has not been in place for long (two years). However, the World Bank appears to dominate the electricity access sub-sector, with other actors more involved in generation and transmission. Stakeholders commented that this group could benefit from enhanced knowledge and information sharing with a focus on data.

Measurement and use of electricity access data in Ethiopia and Kenya

In both countries, measurement of access to electricity is fragmented with use of both survey and administrative data

Global SDG reporting states that in 2016, 56% of the population of **Kenya** had access to electricity: 77% of the urban population, 39% of the rural population (ESMAP and World Bank, 2018[12]). These data are reported to be sourced from household surveys and collated by the World Bank under the Energy Sector Management Assistance Program.

The Kenyan Ministry of Energy is responsible for reporting results against SDG 7.1.1 to the central agencies. In Kenya's 2017 Voluntary National Review, 2016 data for Kenya's two MTP II energy indicators – additional power generating capacity and number of households with new electricity connections – were used to report against SDG 7.1.1 (Kenyan Ministry of Devolution and Planning, 2017[13]). The new electrification strategy puts the "access rate'' at 75% in early 2018, based on the Multi-Tier Framework Survey (see below) (Kenyan Ministry of Energy, 2018[6]).

The KPLC monitors in real-time the number of households which have been connected to the national grid and (some) mini-grids. According to official administrative data, 71.2% of households were connected by 2017 (6 million), up from 2 million in 2013 (Taneja, 2018[14]). The proportion of the population with electricity access is then calculated by multiplying the number of households connected by the average number of persons in a household (the KPLC currently uses 5.1 as the average number per household).[9] The KPLC therefore provides a single source of real-time geographically disaggregated data on electricity access. In addition, the new strategy describes development of geo-spatial platform for evidence-based planning (Kenyan Ministry of Energy, 2018[6]) – frameworks should also be put in place to ensure the platform can also be used for ongoing monitoring.

In **Ethiopia,** different measures and different figures are used in different contexts, reflecting the multilevel governance of the energy sector and a relatively young sector co-ordination mechanism. As part of the 2017 Voluntary National Review (Federal Democratic Republic of Ethiopia, 2017[15]), some data on electricity coverage rates were reported for Ethiopia (56% in 2015/16), in line with GTP II indicators (Federal Democratic Republic of Ethiopia, 2016[7]). The GTP mid-term review upgrades coverage for 2017 to 57% (Federal Democratic Republic of Ethiopia, 2018[16]). The World Bank database (used for SDG global reporting) puts the percentage of the population with access to electricity in 2016 at 43% (27% rural, 85% urban) (ESMAP & World Bank, 2018[17]), whereas Ethiopia's 2016 Welfare Monitoring Survey reports 27% of households have access to shared or private electricity for lighting (CSA, 2018[18]). The NEP-IRM reports the total 2016 access rate (on-grid and off-grid) at 31%, although the source for these data is not clear (Federal Democratic Republic of Ethiopia, 2017[8]).

The Ethiopia Electric Utility (EEU) is responsible for monitoring the number of connections, then reporting these up to the MoWIE. However, unlike for Kenya, there is no centralised data system for monitoring connections in Ethiopia. Moreover, the government noted that EEU field officers keep paper records of the number of connections made, which are then reported up to the central level using spreadsheet files. The MoWIE has made attempts to develop databases, portals and dashboards in the past, but these proved difficult to maintain due to broader technology (e.g. connectivity) issues or lack of capacity. Furthermore, in Ethiopia, the number of connections is not always representative of the number of households connected, as two households will often share the same connection.

A national census (the first in ten years) was planned for Ethiopia in early 2019, at the time of writing. The questionnaire included a question on electricity access and can enable a robust and disaggregated baseline on electricity access for the whole population (National Population Census Commission of Ethiopia, 2018[19]). However, administrative data systems should also be strengthened to enable ongoing results-based monitoring of progress towards targets as set out in the NEP-IRM.

As electrification efforts are stepped up in Ethiopia, information needs on the demand side for planning purposes may outweigh the need for robust monitoring systems. For example, affordability research is needed to plan and set targets and to define tariff subsidies, which is a priority. However, it will also be important to ensure that resources and attention are given to ensuring a country-led and consistent system to monitor the number of households and people that have access (both on-grid and off-grid) to electricity. This will be important for ongoing national monitoring and evaluation of the NEP, SDG 7 and ideally the next iteration of the results framework for the national plan (GTP III), which is said will more directly align to SDG indicators. Overall, stakeholders commented that capacity for use of electricity access data – i.e. for analysis, learning and decision making from *woreda*[10] – to central agency level could be strengthened.

Monitoring off-grid connections poses specific challenges

Both countries aim to increase off-grid connections in order to enable electricity access for those hardest to reach. In this context, it will be important to ensure robust monitoring of off-grid connections. However, monitoring is less straightforward in this context, and data quality can be compromised. In Kenya, the Rural Electrification Authority is responsible for installing mini-grids and stand-alone systems in isolated rural areas. We were told their connection data are not linked to the main KPLC database. However, plans for more integrated planning between the Rural Electrification Authority and the KPLC under the new strategy should also address the need for more integrated data collection and use (Kenyan Ministry of Energy, 2018[6]). In addition, stakeholders commented that the number of connections through stand-alone systems overall are not routinely measured (many are sold by private sector operators and a number enter the country illegally), and where they are measured, there is a risk of double counting (e.g. where households are already connected to the grid, but also purchase one [or several] stand-alone solar systems).

In Ethiopia, private sector providers are also increasingly moving into off-grid connections, posing similar challenges. Smaller donor-led projects are not always included in monitoring.[11] The ministry was optimistic

that new technologies, such as pay-as-you-go systems, would, with time, enable electronic tracking of off-grid connections.

Box 3.2. Private sector engagement becomes critical to support complete, sustainable measurement of the SDGs whenever service provision depends on private firms

Over 100 public and private actors in the power sector in Kenya define its performance. This complex network includes government bodies (e.g. the Ministry of Energy and Petroleum, the Energy Regulatory Commission), national utilities (i.e. KenGen, Kenya Power and KeTRACO), off-grid players, independent power producers, banks, end users and development co-operation providers – all producing and storing results data in a fragmented manner.

In the process of establishing a common tracking framework in SDG areas where private sector operators play a substantial role in service delivery, such as in the energy access markets of Ethiopia and Kenya, active engagement with these private actors serves to ensure complete and sustainable measurement of results, benefiting both partner governments and providers.

Although the role of private operators in generating the most up-to-date data on electricity access will continue to grow in importance in the coming years, integrating these actors in common tracking frameworks presents challenges. Many of those operators do not prioritise the collection and management of relevant customer data linked to SDG indicators due to a lack of business incentives and resources, and data are usually treated under tight confidential policies due to their commercial nature.

Development co-operation financing of energy access programmes with on-field actors can generate incentives for establishing tracking systems that are aligned with common results frameworks (and the SDGs) across the sector. Equally important, working with emerging or mature private sector associations in the electricity sector, and with impact investment funds currently tracking the impact of their investments, can help establish business measurement standards to facilitate adoption of common tracking systems. As an example of progress in a difficult-to-measure subsector, the global association for the off-grid solar energy industry (GOGLA) has emerged as an anchor to develop a common framework and metrics that can help address the pervasive lack of data regarding off-grid solar energy access.

The Multi-Tier Framework Survey, which provides more nuanced data on electricity access, has been administered in both Ethiopia and Kenya

The World Bank's Multi-Tier Framework (MTF) energy access survey was administered in Ethiopia and Kenya in 2017. The MTF energy access survey was conducted in Ethiopia with a sample of 4 317 by the World Bank and the resulting Energy Access Diagnostic Report was published in 2018 (World Bank, ESMAP and SEforALL, 2018[20]). The government of Ethiopia used the results of the survey to develop the NEP and set annual NEP on-grid and off-grid connection targets.

In Kenya, the sample size for the MTF was more than 7 000 respondents including households, schools, health centres and public offices in both urban slums and isolated rural counties.[12] As noted above, results from the survey in Kenya have been used to set the baseline for the new national electrification strategy, and also to determine the required service levels for planning purposes (Kenyan Ministry of Energy, 2018[6]).

In both countries, the MTF survey was commissioned by the World Bank and has provided important and detailed baseline data for policy and planning, including gendered analysis of electricity access. However, as noted above, the survey is costly and time consuming to administer. In terms of follow-up monitoring,

the intention is that a shortened MTF module can be included in national surveys to enable ongoing monitoring against the baseline that is country led. However, during fieldwork, stakeholders did not mention of any concrete plans for the survey to be readministered by the government of either country.

Measurement by providers tends to be project driven

During the fieldwork in **Kenya**, providers acknowledged that their results data collection is largely project driven and they tend to focus on output data (number of connections or people connected) sourced directly from implementing partners. Where multiple donors invest in a single project, it was not clear how numbers of connections are "attributed" to different providers in a way which avoids double counting. It will be important to ensure that the new Kenya National Electrification Strategy, which is focused on attracting increased investment, also sets out a framework for joint monitoring.

The situation is similar in **Ethiopia**. For example, the results framework for the large new World Bank electrification project in Ethiopia (see above) includes indicators which will monitor the number of people provided with on- and off-grid access. Then at output level, disbursement-linked indicators will be used to monitor the number of households connected under the programme (on- and off-grid) (World Bank, 2018[11]). However, as noted above, there is not yet a sector-level results framework in place, nor a joint approach to monitoring. As such, there is a risk that data collection by the EEU becomes largely donor driven, where there is potential to build a country-owned, sector-wide, SDG-linked system for monitoring the proportion of the population with access to electricity.

Data disaggregation needs further support

Disaggregated data are needed to report against Indicator 7.1.1, in particular as regards urban/rural areas. Systems which enable subnational disaggregation, and disaggregation by urban/rural should therefore be supported.

Similarly, connection data are not disaggregated by sex in either country, though there are nascent efforts by the KPLC to monitor connections by female-headed households in Kenya. Electricity access and energy issues can affect men and women differently, and it is important to have data to monitor the extent to which female-headed households can access electricity. As noted above, several providers include sex disaggregation in their output indicators, which is essential, but this should also be accompanied by efforts to ensure government data systems are also collecting sex-disaggregated data.

Visualising the results chain for energy access in Ethiopia and Kenya: Data against most of the indicators are missing

Development co-operation providers need results information at different levels: for communication and accountability at the corporate level, and for guiding programming and to inform the dialogue with the partner government at the country level. They may use different data for different purposes.

Still, to be able to assess and communicate their contributions to the SDGs, providers will first require strengthened alignment of their own results frameworks to the SDGs that have been prioritised by the countries they work in. The infographics for Kenya and Ethiopia (Figure 3.1 and Figure 3.2) assess publicly available results data against the different levels of the results chain for development co-operation in support of electricity access (SDG 7.1.1) in both countries. The figures show that alignment is still limited and that data against many of the indicators collected by development co-operation providers are missing. The figures also show potential for developing a more co-ordinated approach at country level.

Figure 3.1. Kenya: Development co-operation in energy

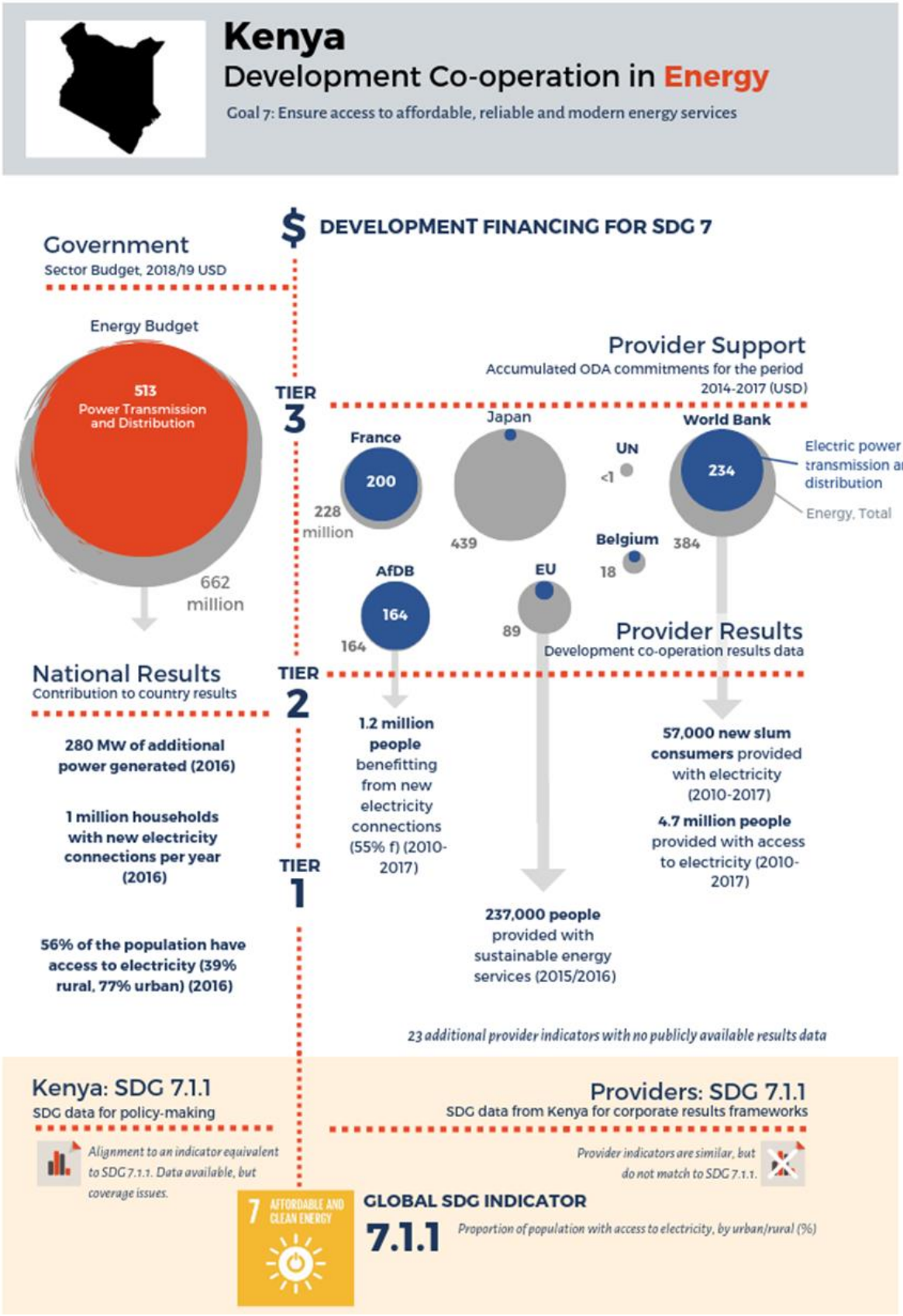
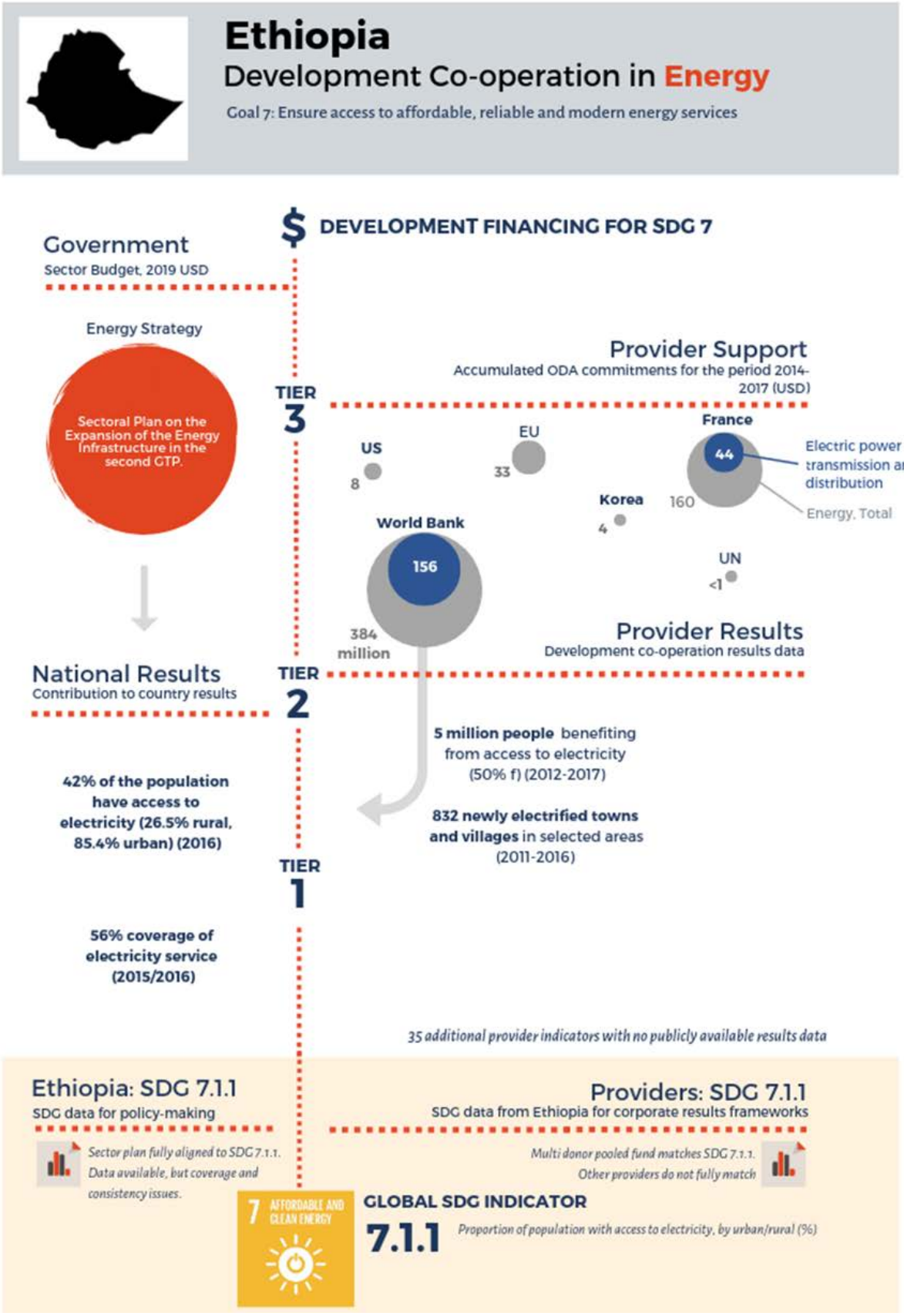


Figure 3.2. Ethiopia: Development co-operation in energy



Conclusions

While global monitoring for SDG 7.1.1 is well established, when we zoom down to country level, many challenges, but also opportunities, can be identified at national level as well as in the context of development co-operation, which represents a substantial investment in both Ethiopia and Kenya.

This chapter showed that development co-operation providers are using a variety of indicators that are not adequately aligned to 7.1.1 nor to a national results framework, in particular at output level. The chapter also showed that no data are available to report progress against many of these indicators. Yet both partner country governments and providers need data to report to their constituencies. This makes alignment all the more important. On measurement, while survey data are an important source of information on access to electricity, a range of different measures are being used, and surveys alone will not enable results-based monitoring of progress towards the ambitious targets both countries have set for universal access.

In light of this, development partners could invest in supporting centralised data systems that are robust, SDG aligned and cover the different types of available connections – with a clear and agreed definition for electricity access. In addition, providers could make efforts to align to and use these data in their own results frameworks. Both countries have active sector co-ordination groups with government participation. These groups could focus more proactively on supporting a more joint approach to collection and analysis of data on electricity access, and advocating for national and sectoral results frameworks which are both aligned to Target SDG 7.1 and incorporate Indicator SDG 7.1.1.

As investment in electrification increases, and multiple actors including the private sector crowd into the off-grid market in both countries, it will be important to ensure that connection data are accurately measured and submitted to a central data collection point. The MTF for energy access is an important piece of the puzzle, providing more nuanced data on electricity access for use in policy and planning. However, it will have the greatest value if it is adopted by the governments of Ethiopia and Kenya and incorporated as an official data source, and monitored via periodic surveys. However, this has significant implications in terms of cost and effort.

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Annex 3.A. Country profiles for SDG 7: Access to electricity

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identifying indicators which were considered SDG-aligned or SDG-like.

At corporate level, all Development Assistance Committee (DAC) member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[13] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- The United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately – **except** for Myanmar, where there is no current UNDAF. Instead United Nations Children's Fund (UNICEF) indicators and results were included. UNICEF is an active provider in the education sector.
- The World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable).
- The case study donor focal point.
- The top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016.
- The top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).
- Additional DAC bilateral providers are included for analysis even if they are not one of the top three providers of bilateral ODA to the partner country in that sector/sub-sector if the provider has prioritised that sector in their development co-operation strategy for that partner country. For example, although Norway is not one of the top three providers of bilateral education ODA in Ethiopia, it is included for analysis, because Norway has prioritised the education sector in its development co-operation strategy for Ethiopia. This approach allows for inclusion of smaller providers who are relatively active in a particular sector and partner country, despite their lower ODA outflows.

Annex Figure 3.A.1. Ethiopia Country Profile for SDG 7

7 AFFORDABLE AND CLEAN ENERGY

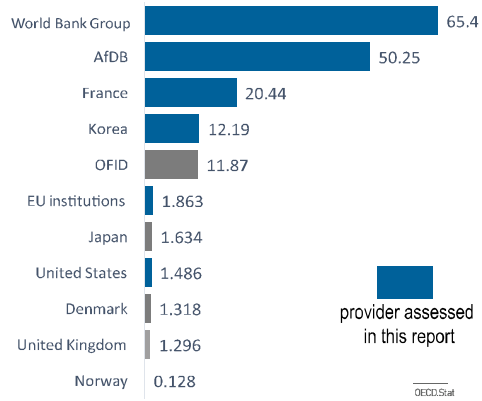
ETHIOPIA SDG 7 RESULTS PROFILE

SUSTAINABLE DEVELOPMENT GOALS

ETHIOPIA ENERGY SNAPSHOT

Ethiopia's economic ambitions are hampered by its relatively underdeveloped energy sector. **Ethiopia is endowed with abundant renewable energy resources** which could potentially generate over **60 000 MW** of electric power, however it currently has an installed capacity of approximately just **2 300 MW. Access to electricity has drastically increased,** from **27.2%** of the population in 2014 to **42.9%** in 2016, which compares favourably to the regional average of 35%. However, **only 26% of the country's large rural population enjoying access to electricity.** Ethiopia's energy mix depends on **86%** hydro power, **6%** thermal energy and **8%** other renewable sources (2015). Upon its completion (anticipated in 2022), the Grand Ethiopian Renaissance Dam is expected to add another **6 450 MW** to the installed energy capacity.

ODA FOR ENERGY IN ETHIOPIA BY PROVIDER



ETHIOPIA IN NUMBERS

A POPULATION OF **105** MILLION GROWING AT **2.6%** PER YEAR MAKES ETHIOPIA AFRICA'S SECOND MOST POPULOUS NATION

GROWTH HAS AVERAGED **10%** PER YEAR OVER THE PAST TEN YEARS. GDP PER CAPITA IS **1 899 USD**

DESPITE RECENT DEMOCRATISATION EFFORTS, ETHIOPIA STILL RANKS **128/167** IN THE LATEST DEMOCRACY INDEX

26.7% OF THE POPULATION LIVES BELOW THE POVERTY LINE OF **USD 1.9** PER DAY

ETHIOPIA IS ONE OF THE LEAST URBANISED COUNTRIES IN THE WORLD. **85%** OF THE POPULATION LIVES IN RURAL AREAS

NET ODA RECEIVED IN **2017** WAS **USD 4 118** MILLION, EQUIVALENT TO **5.1%** OF GNI

AGRICULTURE IS THE LARGEST SECTOR EMPLOYING **8%** OF THE WORKFORCE AND ACCOUNTING FOR **90%** OF EXPORTS

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- DEVELOPMENT PRIORITIES
- TARGETS
- INDICATORS

ODA BY SECTOR (%)

Humanitarian aid	32%
Health and population	18%
Production	11%
Programme assistance	10%
Economic infrastructure	9%
Other social infrastructure	9%
Education	5%

Annex Figure 3.A.2. Ethiopia Country Profile for SDG 7 (continued)

ETHIOPIA'S NATIONAL DEVELOPMENT STRATEGY

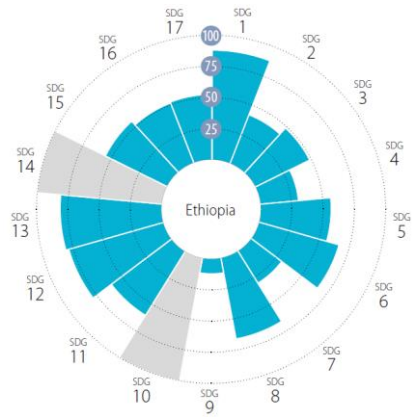
Becoming a lower middle-income country by 2025 is the aim of its second Growth and Transformation Plan (GTP II). The sixth of the nine pillars of the GTP II relates to education and "accelerating human development and technological capacity building and ensuring its sustainability". The GTP II stresses the importance of education and skill development for the country's economic growth, and for turning the growing labour force into an important driver of industrialisation.

ETHIOPIA'S ENERGY STRATEGY

Under the GTP II, the government aims to increase its energy capacity to over 17 000 by 2020. The energy policy seeks to achieve the following objectives:

1. Security and reliability
2. Access
3. Technology
4. Governance
5. Safety and sustainability
6. Financing

OVERALL SDG PERFORMANCE



SDG 7 - GLOBAL RANK

Bertelsmann Stiftung
SDG Index 2018

HOW THE SDGS FIT INTO NATIONAL FRAMEWORKS

Ethiopia has largely mainstreamed the SDGs into national planning and monitoring processes, and is working towards deeper integration of SDG indicators.

Alignment

The GTP II integrates the SDGs at the output and outcome level. An SDG Needs Assessment will serve as a baseline for the first SDG report in 2019.

In 2017, the Ethiopian government undertook a voluntary national review of its progress towards the SDGs, including a section on the integration of SDG 4 in the GTP II.

The lack of alignment and compliance of subnational institutions to national frameworks still often poses a challenge to national monitoring and reporting processes.

Measurement

Together with the support of the UNFPA, Italy, the United Kingdom and the United States, the Ethiopian Central Statistical Agency will be undertaking a national census, which will also include certain SDGs.

Measurement still faces significant challenges with regards to data quality, reliability, availability and capacity.

Use

Data mostly flow upwards to serve planning and reporting on a national level, but only very little data are being utilised for analysis and evidence-based management on a subnational level. All levels are still in need of further capacity development for the analysis and use of data

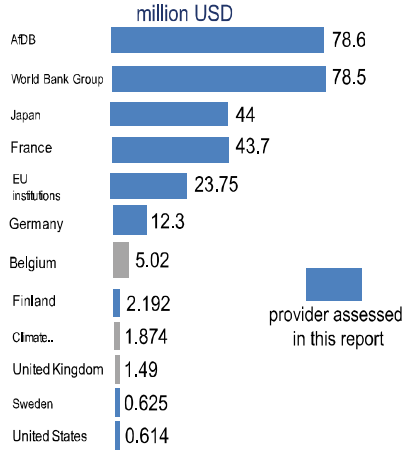
Annex Figure 3.A.3. Kenya Country Profile for SDG 7

KENYA SDG 7 RESULTS PROFILE

KENYA ENERGY SNAPSHOT

Kenya has one of the most developed energy sectors in its region, it has **the highest electricity access rate in East Africa: 75%** of the population has access to grid and off-grid solutions. Renewable energy sources are important to Kenya's energy mix, with hydro power (**35%**) and geothermal energy (**27%**) contributing the most. However, fossil fuels (**25%**) and biomass (**1.1%**) still make up a significant part of the total capacity. **Kenya's rural population remains disadvantaged,** with a gap in electricity access rates of 38 percentage points between the rural and urban populations. Power demand is expected to increase by **100%** between 2015 and 2020, **Kenya needs to heavily expand its currently installed capacity** of 2 651 MW, in order to meet the growing demand. With a proven potential along the Rift Valley of 10 000 MW, geothermal energy will likely be most prominent.

ODA FOR ENERGY IN KENYA BY PROVIDER



KENYA IN NUMBERS

One of the fastest growing economies in sub-Saharan Africa, averaging 5% growth per year over the past 8 years

Kenya's GDP per capita stands at USD 3 285

Net ODA was USD 1 542 million in 2017 - equal to 2.3% of GNI

USD 2 474 million net ODA was received in 2017 - equivalent to 3.3% of GDP

A population of 50 million of whom 6.4% live below the USD 1.90 per day poverty line

Agriculture contributes around 75% of full- and part-time employment and roughly one-third of the national GDP

President Uhuru Kenyatta pledged in 2017 to focus on the "Big Four": universal healthcare, food security, affordable housing and expansion of manufacturing to promote economic growth and development

THE NATIONAL DEVELOPMENT STRATEGY INCLUDES:

- DEVELOPMENT PRIORITIES
- TARGETS
- INDICATORS

ODA BY SECTOR (%)

Health and population	34%
Economic infrastructure and services	25%
Humanitarian aid	12.5%
Production	9%
Education	7%
Other social infrastructure and services	7%
Multisector	3%

Annex Figure 3.A.4. Kenya Country Profile for SDG 7 (continued)

KENYA'S NATIONAL DEVELOPMENT STRATEGY

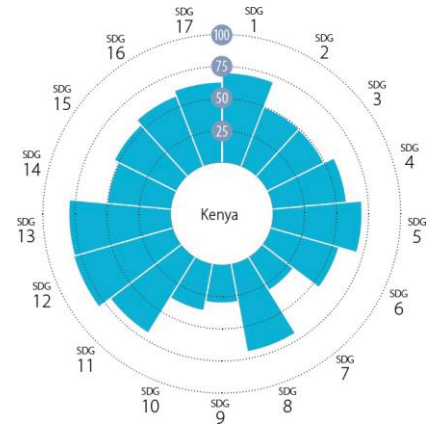
The Kenya Vision 2030 aims to transform Kenya into "a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment" Its four pillars:
Economic: Average annual economic growth of 10%.
Social: Just, cohesive and equitable social development in a clean and secure environment.
Political: An issue-based, people- centered, result-oriented and accountable democratic system.
Enablers and macros: Macroeconomic stability, infrastructural development, science, technology and innovation, land reforms, human resources development, security, and public sector reforms.

KENYA'S ENERGY STRATEGY

The MTP III lists infrastructure as one of the "foundations for national transformation". Of the 14 flagship infrastructure projects mentioned for the period 2018-22, 7 relate to developments in the energy sector:

1. Increase power generation
2. Nuclear power development programme
3. Power transmission
4. Last Mile Connectivity Project
5. Distribution network expansion and improvement
6. Improved power supply reliability
7. Renewable energy technologies

OVERALL SDG PERFORMANCE



SDG 7 - GLOBAL RANK

HOW THE SDGS FIT INTO NATIONAL FRAMEWORKS

Alignment

A five-year SDG roadmap and an SDG Interagency Technical Committee are spearheading the SDG process

In 2017, Kenya delivered its first voluntary national review, with the next one planned for 2021.

Vision 2030 is implemented through successive five-year medium-term plans. MTP III and an accompanying results framework were released in 2018. All programmes and projects in the MTP III reference the SDGs.

An externally commissioned analysis which maps SDGs to Kenyan plans and strategies and identifying policy gaps will also soon be released.

Measurement

The Kenya National Bureau of Statistics has responsibility for the collection and validation of data, including 128 SDG indicators which are currently being measured on a national level.

With some SDGs falling completely under the jurisdiction of the 47 semi-autonomous county governments, the central government needs to invest more efforts into ensuring that county governments have adequate capacity both in terms of human resources and data systems for robust community-level growth.

Use

The State Department of Planning acknowledges that certain challenges remain in terms of ensuring that there is a demand for data by senior levels of government

Indicator tables for SDG 7: Access to electricity

Annex Table 3.A.1. SDG 7.1.1 provider corporate SDG-aligned and SDG-similar indicators

Indicator 7.1.1: Proportion of population with access to electricity		
Provider	**Corporate outcome indicators (Tier I)**	**Corporate output indicators (Tier II)**
European Commission#	Percentage of the population with access to energy services	No. of people provided with access to sustainable energy services with EU support (M/F) km of transmission/distribution lines built or upgraded
Finland	Not available	Number of households with access to climate-resistant energy services
France#^	Energy consumption saved	Number of people connected to the electrical grid or gaining access to electricity Capacity of new renewable energy installed (MW) Number of people for whom the quality of electricity service was significantly improved kW of renewable or recovered energy financed
Germany	Not available	Number of people who received access to electrical energy as a result of GIZ's contribution
Korea#	Rate of increase in electrification (%) Rate of decrease in power failure hours (%) Rate of decrease in power loss (%)	Annual electricity production from renewable sources (kWH/yr)
Netherlands	Not available	Number of people with access to renewable energy (M/F, refugees and displaced persons, Energy Access Tier)
New Zealand	Proportion of population with primary reliance on clean fuels and technology (%) *(no longer in use as of 2018)* % of people with new or improved access to electricity, in targeted areas in the Pacific *(new indicator as of 2018)*	People provided with new or improved electricity supply (No., M/F) *(no longer in use as of 2018)* No. of people with new or improved access to electricity, in target areas in the Pacific *(new indicator as of 2018)*
Switzerland – SDC	Not available	yy energy-related policies, laws, strategies and plans developed at national level
United States#	Not available	Beneficiaries with improved energy services Electricity produced annually or purchased, in MWh, by national electric entity MWh supplied to customers Capacity, in MW, of the power system increased
African Development Bank#^	Share of population with access to electricity Total installed electricity capacity (GW) Electricity losses through transmission, distribution and collection	New power capacity installed (MW) People with new electricity connections (F) People connected through off-grid systems (F) New or improved power distribution lines (km) New or improved power transmission lines (km)
Asian Development Bank	Proportion of population with access to electricity (%)	New households connected to electricity (urban/rural)
European Investment Bank^	Not available	New households connection to electricity networks New/upgraded power lines (km) New/upgraded substation capacity (MWA) Generation capacity from renewables (MW)
World Bank#^	Access to electricity (%, bottom 40%/gap to average)	People provided with new or improved electricity service (F)
African Union	**Outcome indicators**	**Output indicators**
Agenda 2063	Access to electricity	Not available

Notes: # indicates that the provider is active in the energy sector in Ethiopia. ^ indicates that a provider is active in the energy sector in Kenya.

Kenya

Annex Table 3.A.2. SDG 7.1.1 government of Kenya SDG-aligned and SDG-similar indicators

Indicator 7.1.1: Proportion of population with access to electricity		
Partner	**National development plan outcome indicators**	**National development plan output indicators**
Kenya	MTP III to be released in 2018	Additional power-generating capacity (MW) Households with new electricity connections (% female-headed)*
Partner	**Energy sector plan outcome indicators**	**Energy sector plan output indicators**
Kenya	To be released 2018	Not available
African Union	**Outcome indicators**	**Output indicators**
Agenda 2063	Access to electricity	Not Available

*Extracted from 2013-17 results strategy available at: www.ke.undp.org/content/dam/kenya/docs/energy_and_environment/second%20handbook%20of%20reporting%20indicators.pdf.

Annex Table 3.A.3. SDG 7.1.1 provider country-level assistance strategy indicators SDG-aligned and SDG similar indicators, Kenya

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
European Commission	Number of people with access to modern energy (electricity and clean cooking facilities) Number of people with access to electricity from the grid	Number of people provided with access to sustainable energy services with EU support km of transmission/distribution lines built or upgraded MW generated from renewable energy sources Energy consumption related to energy efficiency measures at household or industry level
France	Not Available	New installed renewable energy capacity
Japan	Not Available	Geothermal power generated
African Development Bank	National access rate (%) MW added to the national grid Rural electricity penetration (%) Additional households with electricity supply (% female-headed) Reduction in losses Reduction in average kWh cost CO_2 emissions reduced by xx million tonnes	132 kV lines construction Substation bays constructed New 132/33 kV substations completed km of high-voltage direct current 500 kV transmission lines Geothermal wells drilled Annual steam production (millions of tonnes)
UNDAF	% access to renewable energy by households in rural areas	Rural homes installed with photovoltaic system Institutions installed with photovoltaic systems
World Bank	Reduction in electricity system losses	Additional installed generation capacity from diversified sources (geothermal, thermal, wind)

Ethiopia

Annex Table 3.A.4. SDG 7.1.1 government of Ethiopia SDG-aligned and SDG-similar indicators

Indicator 7.1.1: Proportion of population with access to electricity		
Partner	**National development plan outcome indicators**	**National development plan output indicators**
Ethiopia	Coverage of electricity service (%) Number of consumers with access to electricity	National electric power generation capacity (MW) Electric power transmission lines (km) Medium electric power distribution lines (km)
Partner	**Energy sector plan outcome indicators**	**Energy sector plan output indicators**
Ethiopia (National Electrification Program)*	Total access rate (%) On-grid access rate (%) Off-grid access rate (%) Primary schools access rate (%) Secondary schools access rate (%) Hospitals access rate (%) Health centres access rate (%) Health posts access rate (%)	On-grid cumulative connections Off-grid cumulative connections

Annex Table 3.A.5. SDG 7.1.1 provider country-level assistance strategy indicators SDG-aligned and SDG-similar indicators, Ethiopia

Provider	Country-level outcome indicators (Tier I)	Country-level output indicators (Tier II)
EuropeanCommission	Number of households with meter connections to the grid % of population with access to electricity services Reduction of transmission and distribution losses	Kms of distribution line constructed (cumulative)
United States	Electricity access rate (urban/rural) Households without power	Power Africa new grid connections Power Africa new off-grid connections Installed capacity (hydroelectric, wind, thermal) Power Africa new MW to date
African Development Bank	Access to electricity services (%) Number of consumers with access to electricity	km of distribution lines constructed km of transmission lines constructed km of cross-border transmission lines constructed MW wind energy generated Number of people connected to electricity (% female)
UNDAF	Coverage of affordable, clean and efficient renewable energy (urban/rural)	N/A
World Bank	Population with access to electricity (%) Electricity reliability: System average interruption Frequency index in areas financed by World Bank project	Amount of energy generation installed capacity from non-hydropower based renewable resources (MW) Number of people provided with access to electricity in selected areas (on-grid/off-grid) Increased household electricity connection in selected areas that are already connected to grids and that are newly connected to grids Number of newly electrified towns and villages in selected areas

Notes

[1] Indicator 7.1.1 is completed by Indicator 7.1.2 measuring the proportion of population with primary reliance on clean fuels and technology.

[2] The electricity access tiers are defined based on capacity, duration, reliability, quality, affordability, legality, health and safety. All tiers require a minimum capacity of 3W and at least 4 hours of service during the day and 1 hour in the evening, with higher tiers requiring greater capacity and duration. Tiers 3, 4, and 5 additionally require that basic service is less than 5% of household income. Tiers 4 and 5 also require a limited number and duration of outages, that voltage problems do not affect the use of desired appliances, that service is provided legally, and the absence of accidents. For the full Multi-Tier Framework see SEforALL (2016[21]).

[3] See Annex 3.B for more information on the providers that are considered in the analysis.

[4] The OECD-DCD Results Team uses a three-tier model for results frameworks in which Tier III is understood as performance information (inputs), Tier II is understood as development co-operation results (outputs and some short-term outcomes) and Tier I is understood as development results (outcomes and impacts). For more information on this model, see Engberg-Pedersen and Zwart (2018[22]).

[5] As shown in Section 3.3, this variety is also reflected at country level.

[6] Sustainable Energy for All (SEforALL) is an international organisation working with leaders in government, the private sector and civil society to drive further, faster action toward achievement of Sustainable Development Goal 7. See Kenyan Ministry of Energy and Petroleum and SEforALL (2016[21]).

[7] It is important to note that a monitoring system for the NEP-IRM is also listed as a specific output of the new World Bank electrification project (World Bank, 2018[11]).

[8] Kenya Off-grid Solar Access Project for Underserved Counties. See World Bank (2018[11]).

[9] Against this progress, it becomes increasingly important to generate additional evidence on more nuanced aspects of the SDG target, such as the quality, reliability, affordability, legality and safety levels of the accessed service. This is the purpose of the Multi-Tier Framework.

[10] Woreda, or districts, are the third-level administrative divisions of Ethiopia.

[11] For example, while GIZ has its own robust monitoring system and reports data to the MoWIE, the MoWIE does not incorporate these data because the very low numbers of connections fall within the margin of error.

[12] This information is based on a phone interview with World Bank Group staff implementing the MTF in the field.

[13] Defined as a standardised set of indicators used by development co-operation providers to monitor results. They are typically used for three tiers of results frameworks: 1) development results; 2) development co-operation results; 3) performance information. Standard indicators at Tier II typically aggregate project-level results in a way which enables communication of results achieved across multiple projects, countries and regions (Engberg-Pedersen and Zwart, 2018[22]).

Annex A. Background and methodology for the project

Background

Since 2015, the OECD-DAC Results Community has explored ways to build a more co-ordinated approach to results-based management which supports harmonisation of indicators and promotes ownership by partner countries. Analysis has focused on how a shared commitment to achievement of the Sustainable Development Goals (SDGs) can translate into increased use of the goals, targets and indicators as a common results framework for both providers of development co-operation and partner countries. This work led to a policy paper and a guidance note (Engberg-Pedersen, 2018[1]; OECD, 2018[2]) that present a menu of SDG targets and indicators that can strengthen providers' results frameworks, facilitate data collection and use, and offer improved platforms for dialogue with partner countries.[1]

Participants at the April 2018 OECD-DAC Results Community workshop expressed strong interest in building on this work to further analyse how partners and providers can, in practice, use the SDG framework as a shared platform for results measurement and management. During the workshop, providers acknowledged internal pressures to report results domestically or at corporate level that can contradict commitments to harmonise their approach, and to support and align to their partners' country results frameworks. Participants agreed on the importance of enhanced co-ordination among providers and between partners to reduce the production of duplicative and overlapping results data. They also stressed the need to ensure the interoperability of results data systems from the outset (OECD, 2018[3]).

At the same time, developing countries are working to ensure their national development plans and country results frameworks reflect the SDGs which they prioritise, and that they have the capacity and resources to monitor progress. They want providers to align with these priorities in their strategies, commitments and results systems (Zwart and Egan, 2017[4]).

Recent OECD analyses have highlighted these tensions – which are both technical and political/organisational in nature – and the potential of the SDGs to serve as a framework to address some of these challenges.[2] The SDG framework (SDG targets, indicators and reporting), and the shared commitment to achieving the SDGs provide an opportunity and a basis to practically manage this tension and work towards a more co-ordinated approach among providers, facilitating increased alignment of provider results frameworks with those of partner countries.

However, more evidence and analysis are required to examine how using the SDG framework as a shared framework for results measurement and management can support enhanced co-ordination and alignment of provider results frameworks to country-led result frameworks in practice. Workshop participants advocated for further work to identify challenges and bottlenecks, and to showcase good practice of co-ordinated collection and use of SDG (or SDG-similar) indicator data for results-based management. During the discussion, participants suggested case studies based on selected SDG targets in selected partner countries, where national development plans have already to some extent been aligned to the SDGs, as a way to focus on identifying challenges and developing solutions to facilitate a more co-ordinated approach to results-based management at country level (OECD, 2018[3]).

Purpose and objectives of the project

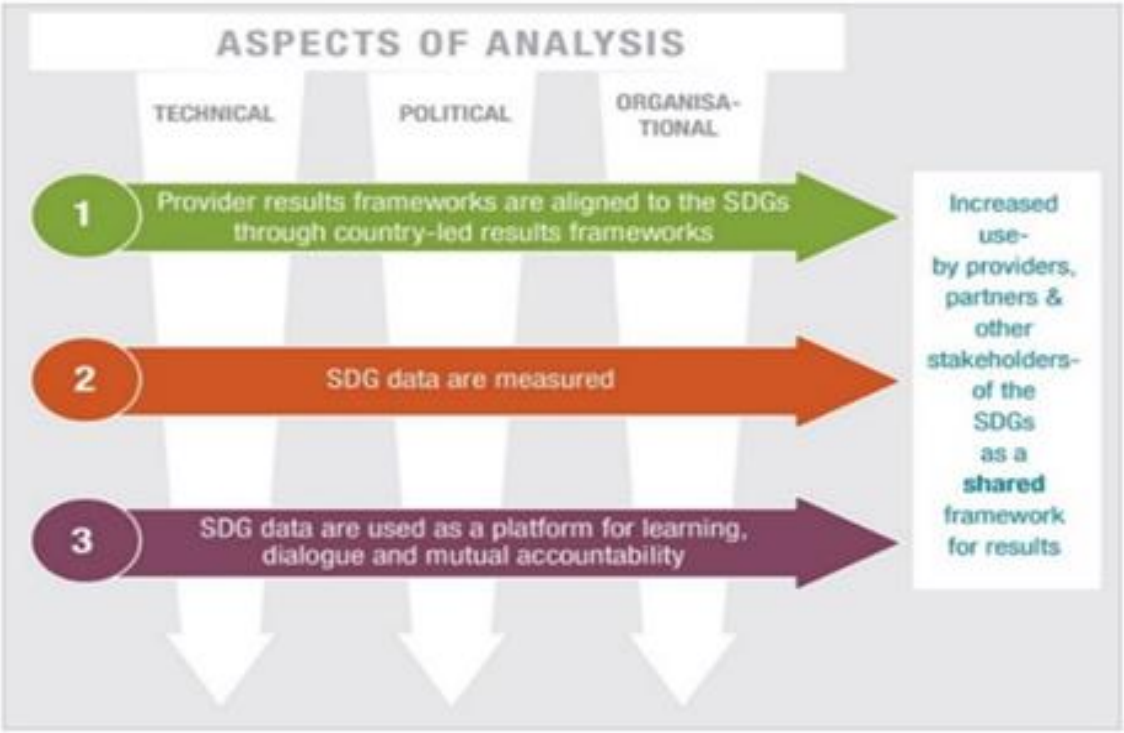
Purpose: to generate evidence, analysis and good practice examples of how development co-operation providers and partners[3] can concretely use the SDG framework as an entry point for co-ordinating around, investing in and using country-led results frameworks and data which are aligned to the SDGs from both a technical/methodological and an organisational/political perspective.

Objectives: Undertake **three case studies**, each based on a selected SDG target/indicator (but taking the broader goal into account) to:

- demonstrate linkages and synergies, but also challenges, around aligning providers' results frameworks (at corporate and country levels) to the SDGs, and to country-led results frameworks that have already domesticated the SDG framework (organisational/ political)
- explore possibilities for enhanced co-ordination and harmonisation4 around collection, analysis and use of results data in partner countries, including for voluntary national reviews (organisational/political)
- identify and document good practice in relation to investing in and using country-led results frameworks and data (especially administrative data), which are aligned to the SDGs, for results-based management by and between partners and providers (technical)
- demonstrate the potential for SDG data to: be collated and used as a platform for dialogue; and monitor country-level progress towards SDG targets and development co-operation contribution towards this progress (technical).

An analytic framework and research questions guide data collection against these objectives. Figure A.1 provides an overview of the analytical framework.

Figure A.1. Analytic framework for SDG case study project



Approach

Many other projects and initiatives contribute to enhanced SDG data collection and use in developing countries. This project looks specifically at how development co-operation providers can contribute to enhanced alignment, measurement and data use in the context of the SDGs. At the same time, acknowledging and benefiting from synergies and links with other projects will be an integral part of the project.

As an OECD-DAC project, the case studies take a provider perspective. However, they are grounded on, and take as their starting point, the underlying commitment made by development partners to honour country ownership of results and *"further develop, support and use country-level results frameworks; progressively adapt results frameworks to reflect the targets and indicators of the SDGs; and make data on results publicly available*" (GPEDC, 2016[5]).

While the project takes a deep dive into alignment, measurement and use challenges surrounding individual SDG targets and indicators, we acknowledge the important notion that the SDG goals, targets and indicators are inter-related and will take into account the implications this may have on results measurement. Moreover, while the project focuses on results frameworks and indicators, the need to align to national frameworks from the planning and programming phase is fully recognised. In particular, the fact that a provider's corporate policies can have a significant influence on the extent to which their results frameworks are able to align with country-led results frameworks will be considered.

Finally, the project takes an "action research" approach. Action research involves actively participating in a change situation, and promoting learning, while simultaneously conducting research.[5] The goal is that the fieldwork (and subsequent reporting) for each of the case studies will be useful to providers and partners and generate dialogue in partner countries. In addition, the case study approach serves as a pilot, and parts of it can potentially be replicated in other contexts.

Case study topics

Each of the three case studies examines one specific SDG target and related indicator(s) (within the broader context of the overall goal) and how it is applied in two partner countries. In addition, one DAC donor focal point has been identified for each partner country. The three SDG targets/indicators are as follows (hereafter referred to as "case study SDGs"):

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

- Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

Target 6.2. 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.

- Indicator 6.2.1: Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water.

Target 7.1: By 2030, ensure universal access to affordable, reliable and modern energy services.

- Indicator 7.1.1: Proportion of population with access to electricity.

Table A.1. Case study topics and structure

	Case study 1	Case study 2	Case study 3	*Donor agency focal point*
	SDG 4.1.1	SDG 6.2.1	SDG 7.1.1	
Partner country fieldwork	Ethiopia		Ethiopia	Finnish Ministry of Foreign Affairs
		Kenya	Kenya	European Commission
	Myanmar	Myanmar		Australian Department of Foreign Affairs and Trade

Project methodology

The methodology consists of four main elements: 1) case study planning and inception; 2) desk-based review; 3) quantitative analysis of donor/partner data for case study SDGs; 4) in-country fieldwork. Each are discussed in more detail below.

1. Case study planning and inception

This element allows time for identification of case study topics, donor focal points and other partners; development of a full work plan, including an analytical framework and research questions to guide data-collection costings and time frames; and consultations with key stakeholders and partners to confirm milestones, roles and responsibilities.

2. Desk-based review

For each case study, the OECD Results Team undertakes background research and analysis, which informs fieldwork and the overall evidence base. An analytical framework based on case study objectives guides the review. Key documents for review (with a focus on the case study SDGs) include:

- GPEDC monitoring data for each partner country – Indicators 1a and 1b6 (2016 data and 2018 data available by end 2018)
- partner country national and sectoral plans and reports
- partner country results frameworks and reporting (national, sectoral, subnational)
- partner country UN voluntary national reviews
- provider policies, plans, data strategies, results frameworks and reporting at project, sectoral, country and corporate levels
- any documentation on data collection for case study SDGs in partner country and globally
- any documentation/information on donor co-ordination, donor/partner dialogue (relating to results data collection, management and use) at country level.

3. Quantitative analysis of donor/partner data for case study SDGs

The quantitative analysis addresses some of the technical aspects of the project, and is undertaken in parallel to the qualitative elements (desk-based and field research). The Results Team completes data analysis based on existing data for each of the three case study SDG indicators, aiming to present indicators and available data for each indicator along the results chain as follows:

- global overview on progress toward indicator
- analysis of progress towards the indicator in case study partner countries (national and subnational if possible) (outcome, impact level)
- if possible, indicators used and available data on combined (and individual) DAC donor efforts in terms of results achieved against the indicator globally and in case study partner countries (output level – from provider standard indicator data that relates directly to the case study SDG)

- data on combined official development assistance effort toward case study SDG globally and in case study partner country (input level – mapped to the OECD Creditor Reporting System purpose codes).

At each level described above, assessment of methodological challenges and data gaps with regards to collating and presenting these data is documented. Overall, the analysis feeds into the wider case studies, informs the fieldwork and serves as a pilot to confirm the methodology (and its limitations), with the possibility to repeat the analyses for other targets/indicators.

4. In-country fieldwork

To explore both technical and organisational/political elements of the research objectives from a qualitative perspective, the Results Team (in partnership with the donor focal point agency) plans and undertakes in-country fieldwork. In each country, the fieldwork is planned on the basis of the analytical framework and consists of meetings with a range of key stakeholders, including partner country government officials (ministry for planning, national statistics offices and relevant line ministries), donor focal point, bilateral and multilateral donors, civil society organisations, regional agencies, think tanks/data initiatives. The fieldwork includes two styles of engagement over the week:

1. Meetings with distinct stakeholders (e.g. donors, sector co-ordination groups, officials from line ministries, UN agencies) as individuals or small groups towards the beginning of the fieldwork enables a frank exchange of views.
2. A multi-stakeholder workshop at the end of the fieldwork enables an open exchange of views on shared challenges and opportunities, and possible actions going forward (one for each case study).

Key facets to explore for the case study SDGs are set out in the analytic framework.

The donor focal point provides important background information for the case study, but also, as much as possible, helps facilitate the in-country field work (i.e. assist with identifying key contacts and providing logistical support where possible, e.g. arranging meeting rooms).

In addition, where possible, a member of the Results Team at headquarters of the donor focal point agency joins the fieldwork, as this strengthens the learning element of the work for the donor focal point agency and assists in drawing out the dynamics and challenges of meeting headquarters' reporting requirements at partner-country level.

A fieldwork guidance note (separate document) for donor focal points provides more detail on the fieldwork methodology, roles and responsibilities.

Outputs, milestones and timeframes

The DCD Results Team will produce interim and final reporting products. An informal project steering group peer reviews all project outputs. It is envisaged that learning from the case studies will be relevant and useful to provider staff both in headquarters and in country offices, as well as to partners and other stakeholders. A detailed dissemination plan will ensure findings from the project are communicated to the relevant audiences.

Key outputs:

- preliminary discussion paper and workshop inputs for October 2018 Results Community workshop (October 2018)
- three technical case study reports (one for each case study SDG) – to be posted on the OECD-DAC Results Community website (January 2019)

- report/spreadsheet resource for each case study SDG based on quantitative analysis (April 2019)
- final policy or working paper (and related communication products) ahead of spring 2019 Results Community workshop/High-Level Political Forum 2019 (April 2019).

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identification of indicators which were considered SDG-aligned or SDG-like. The spreadsheets are considered a working document, but there is potential to make the inventories publicly available. The Secretariat is therefore grateful for validation of and feedback on the data presented here. Links are provided to the source of the indicator in the left-hand column.

At corporate level, all DAC member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[7] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- The United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately – **except** for Myanmar, where there is no current UNDAF. Instead United Nations Children's Fund (UNICEF) indicators and results were included. UNICEF is an active provider in the education sector.
- The World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable).
- The case study donor focal point.
- The top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016.
- The top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).
- Additional DAC bilateral providers are included for analysis even if they are not one of the top three providers of bilateral ODA to the partner country in that sector/sub-sector if the provider has prioritised that sector in their development co-operation strategy for that partner country. For example, although Norway is not one of the top three providers of bilateral education ODA in Ethiopia, it is included for analysis, because Norway has prioritised the education sector in its development co-operation strategy for Ethiopia. This approach allows for inclusion of smaller providers who are relatively active in a particular sector and partner country, despite their lower ODA outflows.

The tables presented in this annex are based on detailed "indicator inventory" spreadsheets which have been compiled for each case study SDG (tracking indicators and any data against them). The spreadsheets are based on extensive web-based research and consultation with development co-operation providers and partners, as well as verification in the field. The objective was to identify SDG-aligned or SDG-like indicators used by partners and/or providers, and any data against these. A detailed set of criteria or rules were used for identification of indicators which were considered SDG-aligned or SDG-like. The spreadsheets are considered a working document, but there is potential to make the inventories publicly available. The Secretariat is therefore grateful for validation of and feedback on the information presented here. Links are provided to the source of the indicator in the left-hand column.

At corporate level, all Development Assistance Committee (DAC) member and multilateral development bank providers which are known to have adopted **standard indicator sets**,[8] and have indicators in the relevant sectors, are included. At country level, the following providers are included:

- the United Nations via United Nations Development Assistance Framework (UNDAF) indicators; UN agencies were included in aggregate rather than each individual UN agency being considered separately
- the World Bank Group and relevant regional multilateral development finance institution (i.e. African Development Bank or Asian Development Bank as applicable)
- the case study donor focal point
- the top three DAC providers of aggregate bilateral official development assistance (ODA) disbursements to the partner country in that sector in 2016
- the top three DAC providers of aggregate bilateral ODA disbursements to the partner country in that sub-sector in 2016, if different from above (e.g. for Indicator 4.1.1, the top three providers of bilateral ODA in the primary and secondary education subsector in Ethiopia in 2016).

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Notes

1 A menu of 42 targets was developed, based on those which were: Tier I; relevant to development co-operation; and based on outcomes. See: https://doi.org/10.1787/24140929.

2 See, for example: www.oecd.org/dac/results-development/docs/results-key-messages-workshop-apr-2018.pdf (session 3), www.oecd.org/dac/results-development/docs/results-data-results-workshop-apr-18.pdf, http://dx.doi.org/10.1787/dcr-2017-6-en and http://dx.doi.org/10.1787/544032a1-en (section 3.4).

3 This project follows OECD-DAC terminology, which can differ from terminology used at country level. “Providers’’ refers to bilateral and multilateral donors. “Partners” refers to partner country governments, and “other stakeholders” includes implementing partners, civil society organisations, think tanks, beneficiaries, regional bodies and others who have a stake in the development co-operation process.

4 It is important to note that this project is concerned with harmonisation of indicators and related measurement, rather than harmonisation of development co-operation more broadly. The project looks specifically at how increased co-ordination among providers and with partners might enhance harmonisation of results indicators.

5 See, for example: https://www.researchgate.net/publication/282199978_Action_research.

6 http://effectivecooperation.org/wp-content/uploads/2015/05/GPEDC-Monitoring-Framework-10-Indicators.pdf

7 Defined as a standardised set of indicators used by development co-operation providers to monitor results. They are typically used for three tiers of results frameworks: 1) development results; 2) development co-operation results; 3) performance information. Standard indicators at Tier II typically aggregate project-level results in a way which enables communication of results achieved across multiple projects, countries and regions (Engberg-Pedersen, 2018[1]).

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Sustainable Results in Development

USING THE SDGs FOR SHARED RESULTS AND IMPACT

Governments and providers of development co-operation increasingly use Sustainable Development Goal indicators to guide their policies and practices. The close examination of three large recipients of development co-operation: Ethiopia, Kenya and Myanmar across the sectors of Education, Sanitation and Energy reveals four inter-related challenges in using SDG indicators at country level. First, the cost of using specific SDG indicators varies in relation to indicator complexity – complementary investments in country statistical systems may be necessary. Second, providers synchronising their country-level results planning with partner countries find it easier to align to and measure SDG indicators together with the partner country and other providers. Third, reliance on joint monitoring approaches is helping providers reduce the cost of SDG monitoring. Finally, while disaggregating SDG data by gender and by urban-rural dimensions is common, other data disaggregation relevant to ensure that no one is left behind are rare.

Consult this publication on line at ***https://doi.org/10.1787/368cf8b4-en***.

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ISBN 978-92-64-67022-8