INDONESIA SDGs 4 MONITORING: CHALLENGES AND NEEDS

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15-16 November 2018
Mexico City, Mexico
SDGs Implementation in Indonesia

**Legal Basis**
- Presidential Decree
- Ministerial Decree

**Dissemination**
- Facilitation Ministerial, Provinces & Municipalities/Cities.
- Information and dissemination at international forum (Side Event UNGA, ADB, IDB, Forum Bisnis Int., Knowledge Sharing Asia Pacific, Persiapan G20 Cina, Sustainability Reporting Award).

**Mapping of targets and indicator**
- Mapping between global and national's targets and indicators
- Alignment between SDGs and RPJMN 2015-2019
- Development Indonesian Metadata of SDGs.

**Capacity Building**
- Participating and providing capacity building to some universities and association
- Providing information as resource person on CSOs activities (td).

**International Forum**
- International Forum on SDGs and related agenda
- The 2017 VNR

**Formulation the Action Plan**
- Development of guideline of action plans.
- Exercise on development of actions plans.

**Coordination and communication**
- Periodic coordination with development partners (UN Agencies, JICA, GIZ, & DFAT).
- Regular coordination with Philanthropy & business
- Development of communication strategies
Indonesia Has Implemented A Process of Identification of Statistical Needs to Respond the Monitoring Challenges, by Establishing Metadata SDGs and Formulating Action Plan (National and Sub-National) as well as Roadmap.
Target, Policy & Programs
- Data, Indicators Development
- Dissemination, Communication & Advocacy
- Regulation and Budget
- Monitoring, Evaluation & Reporting

Capacity Building
- Evaluation
- Policy Paper/Brief, input for Policy Formulation
- Data and Indicators Development

Advocacy within Business Sector
- Program Facilitation (Communications, Capacity Building, Funding collaborations)

Dissemination and Advocacy
- Program Facilitation
- Advocacy, Awareness and Capacity Building
- Monitoring

Trust Building
- Equal Partnership
- Participation
- Accountable
- Mutual Benefit

PARTNERSHIP PRINCIPLE
Summary of SDGs Indicator Mapping in Indonesia

1. 183 out of 319 sources of data of most Indonesia SDGs’ indicators coming from line ministries;
2. BAPPENAS as the coordinator of SDGs implementation in Indonesia also served as the focal point to coordinate with others ministries to support the data collection.
Challenges for SDGs Data and Reporting

**Database Development & Management**
Maintaining data for 319 indicators, in terms of availability, quality, and visualization of data

**Indicator Disaggregation**
Based on income, sex, age group, migration status, disability, geographic location and other characteristics relevant in national contexts

**Matched & Relevant Indicators**
Not all global indicators can be matched and relevant to national indicator (national priority programs in development plan documents are prioritized)

**Data Utilization for Follow up & Reporting**
The process of following up and reporting should include all groups and stakeholders’ contributions to achieve the SDGs, that requires comprehensive and integrated monitoring, evaluation & reporting mechanism from state & non-state to ensure no-one left behind
The Strategies to Overcome The Challenges

1. Integrating and mainstreaming the SDGs indicators within the National and Sub-National Midterm Development Planning (RPJMN, RPJMD)

2. Developing more integrated and comprehensive database system as indicator integration from the Central Bureau of Statistics (surveys) and ministries/institution (periodical reports)

3. Conducting study & cooperating with national & international institution to provide data whose data is available from survey, but the measurement is not available & need to be discussed

4. Establishment SDGs Centres at Universities

5. Conducting Small Area Estimation for data at district level.

6. Developing mechanism for Monitoring, Evaluation, & Reporting for state and non state actors.
The Blueprint of One Data for Sustainable Development has been formulated jointly by the Central Bureau of Statistics, line ministries and government institutions.

One Data is an integrated system within National Statistical System in managing statistical data for the purpose of development planning and monitoring.

The integrated system here refers to the principles: one standardized data, one standardized metadata, and one data portal.

The blueprint also includes a number of aspects such as data coverage, development and management of one data portal, and plan of implementation.

SDG One Data System will be part of One Data for Sustainable Development Framework.
Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Global Targets

- Literacy Rate
- Gross Enrollment Rate (GER) in Early Childhood Care and Education Programs

National Indicators

DISSAGREGATION DATA

LITERACY RATE, 2017

<table>
<thead>
<tr>
<th></th>
<th>15 years old &amp; above</th>
<th>15-24 years old</th>
<th>15-59 years old</th>
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<tbody>
<tr>
<td>Urban</td>
<td>97,57</td>
<td>99,91</td>
<td>99,13</td>
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<tr>
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<td>93,11</td>
<td>99,36</td>
<td>96,51</td>
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<tr>
<td>Male</td>
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<tr>
<td>40% bottom</td>
<td>92,57</td>
<td>99,47</td>
<td>96,64</td>
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<tr>
<td>20% upper</td>
<td>98,66</td>
<td>99,80</td>
<td>99,29</td>
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<tr>
<td>Migrant Recent</td>
<td>99,16</td>
<td>99,95</td>
<td>99,53</td>
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<tr>
<td>Non Migrant</td>
<td>95,32</td>
<td>99,64</td>
<td>97,84</td>
</tr>
<tr>
<td>Total</td>
<td>95,50</td>
<td>99,66</td>
<td>97,93</td>
</tr>
</tbody>
</table>

GER IN EARLY CHILDHOOD CARE AND EDUCATION PROGRAMS (3-6 YEARS OLD), 2017

<table>
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<tr>
<th></th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
<th>40% bottom</th>
<th>20% upper</th>
<th>Total</th>
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<td>36,43</td>
<td>31,08</td>
<td>33,21</td>
<td>34,50</td>
<td>30,17</td>
<td>42,53</td>
<td>33,84</td>
</tr>
</tbody>
</table>

1. 183 out of 319 sources of data of most Indonesia SDGs' indicators coming from line ministries;
2. BAPPENAS as the coordinator of SDGs implementation in Indonesia also served as the focal point to coordinate with others ministries to support the data collection.
EXTERNAL SUPPORT TO STRENGTHEN NATIONAL STATISTICAL CAPACITIES IN THE AREA OF SDG 4

THEMATIC SDGS DASHBOARD BY BAPPENAS WAS SUPPORTED BY UNDP PULSELAB

Target Projection of SDG4 by TASS (DFAT-Australia)
1. Development of a new methodology for conducting data calculation, in accordance with the needs of Indonesia’s SDGs Goal 4 missing indicators/TIER III

2. Developing more integrated and comprehensive database system as indicator integration from the Central Bureau of Statistics (surveys) and ministries/institution (periodical reports)

3. Conducting study & cooperating with national & international institution to provide data whose data is available from survey, but the measurement is not available & need to be discussed

4. Utilization of Big Data to enrich SDGs data

5. Conducting Small Area Estimation for data at district level.

6. Developing mechanism for Monitoring, Evaluation, & Reporting for state and non state actors
Thank you
II. SDGS Monitoring System in Indonesia

LEGAL BASED:
- Perpres 59/2017 concerning Implementation of TPB Achievement;
- PPN Regulation Head of BAPPENAS 1/2017 concerning Guidelines for National Development Evaluation;
**Gross Enrollment Rate Based on Education Level**

- **Early Childhood Education**
  - 2015: 110.5
  - 2016: 109.31
  - 2017: 108.5

- **Elementary School**
  - 2015: 91.17
  - 2016: 90.12
  - 2017: 90.23

- **Junior High School**
  - 2015: 78.02
  - 2016: 80.89
  - 2017: 82.84

- **High School**
  - 2015: 48.52
  - 2016: 47.45
  - 2017: 47.51

- **Higher Education**
  - 2015: 29.92
  - 2016: 31.6
  - 2017: 31.7

**Data Source:** Social Economic National Survey, Central Bureau of Statistics and Ministry of Research, Technology, and Higher Education

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**Net Enrollment Rate Based on Education Level**

- **Elementary School**
  - 2015: 100.33
  - 2016: 103.45

- **Junior High School**
  - 2015: 104.45
  - 2016: 104.89

- **High School**
  - 2015: 103.45
  - 2016: 105.54

- **Higher Education**
  - 2015: 119.36
  - 2016: 115.6
Proportion of Certified Teacher

- 2015: 53.4%
- 2016: 48.12%
- 2017: 46.15%

Number of Certified Teacher Based on Education Level, 2015

- Kindergarten: 95376
- Elementary School: 743163
- Junior High School: 317034
- High School: 148931
- Vocational School: 100787

Proportion of Teacher with Minimum Qualification Based on Education Level

- 2015:
  - Elementary School: 62.8%
  - Junior High School: 81.7%
  - High School: 96.88%
  - Vocational School: 93.96%
- 2016:
  - Elementary School: 89%
  - Junior High School: 84.21%
  - High School: 96.39%
  - Vocational School: 93.16%
- 2017:
  - Elementary School: 96%
  - Junior High School: 92.11%
  - High School: 97.39%
  - Vocational School: 94.55%

Data Source: Ministry of Education
### Strategies for Achieving Education SDGs Indicators(1)

<table>
<thead>
<tr>
<th>National Indicators SDGs</th>
<th>Achieving Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1.1</strong> Proportion of children and adolescents: (a) in grade 4, (b) final grade of elementary / 6th grade, (c) final level of junior high / 9th grade that achieves minimum capability standards in: (i) reading, (ii) mathematics.</td>
<td></td>
</tr>
</tbody>
</table>
| **Achieving Strategies** | • Increasing the competence of teachers in mathematics and language  
| | • Development of Indonesian language and literature  
| | • Development and socialization of Indonesian language and literature Strengthening literacy capacity |

<table>
<thead>
<tr>
<th>National Indicators SDGs</th>
<th>Achieving Strategies</th>
</tr>
</thead>
</table>
| **4.1.1.(a)** The percentage of SD / MI is minimally accredited B.  
| **4.1.1. (b)** The percentage of accredited SMP / MTs is at least B.  
| **4.1.1. (C)** The percentage of a high accredited SMA / MA B. |
| **Achieving Strategies** | • School / madrasah accreditation implementation  
| | • Assistance for strengthening quality assurance  
| | • Application of the applicable curriculum in the education unit |

*Madrasas are public schools characterized by religion*
| National Indicators SDGs | 4.1.1.(d) Primary / MI / equivalent gross enrollment rate (APK).  
4.1.1 (e) Middle School / MTs / equivalent gross enrollment rates (APK).  
4.1.1 (f) The Gross Enrollment Rate (APK) of SMA / SMK / MA / equivalent.  
4.1.1. (G) The average length of school years for residents aged ≥15 years.  
4.2.2 (a) Early Participation Rate (APK) of Early Childhood Education (PAUD).  
4.3.1 (a) High School / Vocational / MA / equivalent / Gross Participation Rate (APK).  
4.3.1 (b) Higher Education Gross Enrollment Rate (PT). 4.5.1 * APK ratio for women / men at PT |
| Achieving Strategies | • Intervention of facilities and infrastructure to improve access and quality, affirmation for 3T areas (outermost, remote, isolated) through the development of boarding schools  
• Providing educational assistance for children from underprivileged families with a comprehensive financing scheme  
• Meeting the operational costs of education for educational units  
• Enhancing equality education |
## Strategies for Achieving Education SDGs Indicators

<table>
<thead>
<tr>
<th>National Indicators SDGs</th>
<th>4.4.1* Proportion of adolescents and adults with information and communication technology (ICT) skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving Strategies</td>
<td>• Increased teacher / teacher competency in information and communication technology</td>
</tr>
<tr>
<td></td>
<td>• Quality learning in improving ICT skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Indicators SDGs</th>
<th>4.6.1.(a) Percentage of literacy rate of population aged ≥15 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.6.1 (b) Percentage of literacy rates of residents aged 15-24 and ages 15-59 years.</td>
</tr>
<tr>
<td>Achieving Strategies</td>
<td>• Improvement of basic and advanced literacy education</td>
</tr>
</tbody>
</table>
### Strategies for Achieving Education SDGs Indicators

#### National Indicators SDGs

| 4.a.1* | Proportion of schools with access to: (a) electricity (b) internet for teaching purposes, (c) computers for teaching purposes, (d) adequate infrastructure and materials for disabled students, (e) decent drinking water, (f) basic sanitation facilities per gender, (g) hand washing facilities (consisting of water, sanitation, and hygiene for all (WASH)). |

#### Achieving Strategies

- Provision of learning media for ICT
- Provision of school sanitation facilities (Special Allocation Funds)
- Improved PHBS (clean and healthy lifestyle) through strengthening UKS (School health efforts)

| 4.b.1* | Amount of official assistance from the Indonesian Government to Foreign Students Recipient of Developing Country Partnership Scholarships. |

#### Achieving Strategies

- Provision of Non-Degree Darmasiswa Scholarships to foreign students to study Indonesian Language and Indonesian Cultural Arts
- Featured scholarships for foreign students in developing country partnerships
## Strategies for Achieving Education SDGs Indicators

| National Indicators SDGs | 4.c.1* Percentage of educated certified teachers.  
4.c.1 * Percentage of teachers with a minimum qualification of S1 / D4 |
|-------------------------|----------------------------------------------------------------------------------------------------------|
| Achieving Strategies    | • Increased S1 / D-IV qualified teachers  
• Increased teacher certified educators |


Example of the Metadata for Goal 1 – No Poverty

Concept and Definition

Proporsi penduduk yang hidup dibawah garis kemiskinan nasional adalah banyaknya penduduk yang berada dibawah garis kemiskinan nasional dibagi dengan jumlah penduduk pada periode waktu yang sama dinyatakan dalam persentase. Garis kemiskinan merupakan representasi dari jumlah rupiah minimum yang dibutuhkan untuk memenuhi kebutuhan pokok minimum makanan yang setara dengan 2100 kkal/kapita/hari dan...

Calculating Methode

Cara Perhitungan:
Jumlah penduduk yang berada di bawah garis kemiskinan dibagi dengan jumlah penduduk seluruhnya dinyatakan dalam persentase. Rumus:

Proporsi penduduk miskin - Jumlah penduduk yang berada di bawah garis kemiskinan X 100% Jumlah penduduk

Benefit

Kemiskinan, dipandang sebagai ketidakmampuan dari sisi ekonomi untuk memenuhi kebutuhan dasar makanan dan bukan makanan (diukur dari sisi pengeluaran). Dengan mengkombinasikan status kemiskinan dengan status pekerja, konsep dan pekerja miskin terwujudkan. Hal ini bertujuan untuk mengukur berapa pekerja dan pengangguran yang hidup dalam kemiskinan.

Data Collecting and Data Resources

Bahan melalui Survei Sosial Ekonomi Nasional (Susenas). Kor.

DISAGRESCASI
1. Administrasi: Nasional, Provinsi, Kabupaten/Kota
2. Kelompok umur
3. Jenis kelamin

FREKUENSI WAKTU PENGUMPULAN DATA
Data Susenas dikumpulkan 1 tahun sekali.
# Action Plan Matrix Form  
for National and Sub-National Level  
*involving Non Government Program & Activities*

<table>
<thead>
<tr>
<th>Target TPB (1)</th>
<th>Indikator TPB (2)</th>
<th>Tahun Dasar (3)</th>
<th>Target Pencapaian (4)</th>
<th>Instansi Pelaksana (5)</th>
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<thead>
<tr>
<th>Nama Program/Kegiatan/Indikator Kegiatan (1)</th>
<th>Subsah (2)</th>
<th>Target Tahunan (3)</th>
<th>Indikatif Alokasi Anggaran S tahun (Rp Juta) (4)</th>
<th>Sumber Pendanaan (5)</th>
<th>Instansi Pelaksana (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM PEMERINTAH</td>
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<tr>
<td>INDIKATOR 1</td>
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<td>PROGRAM 1</td>
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<td>Kegiatan 1:</td>
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<th>Sumber Pendanaan (5)</th>
<th>Lembaga Pelaksana (7)</th>
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<td>INDIKATOR TPB 1:</td>
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VNR Formulation Process

1. Transparent and participatory mechanism was conducted so that all stakeholders are involved in the drafting process by applying the principles of participation and inclusiveness.

2. Discussions on indicators in each goal are based on metadata, data and information availability and trend is analysed. The review contains achievement, challenges, innovation, emerging issues, and lesson learned of the seven goals.

3. Analysis of disaggregated data by socio-economic status, gender, age group, domicile, as well as administrative level was measured to address no one left behind principle. The data sources are from BPS-Statistics Indonesia, technical ministries, research institutions, NGOs and universities.

4. A Technical Team was established for each reported goal consisting of representatives for each platform. The team prepared and formulated the draft report.

5. The VNR preparation started with a meeting to obtain common understanding and followed by several FGDs for each goal. The stages to prepare the report involving the outline, scheduling, analyzing focus of each chapter, consultation the draft, formulating the main message, and completing the full report.

6. Each stage was communicated with all stakeholders by email and published via website (www.sdgsindonesia.or.id) to obtain feedback.