

Statement on the March Session of the post-2015 Development Agenda Negotiations

Trusteeship Council Chamber at UN Headquarters in New York

25 March, 2015

Good morning from Nepal. I feel so honored to speak here *in this session representing Beyond Beijing Committee, AP RCEM and WMG*. We welcome the work done by all stakeholders on the Sustainable Development Goals.

Our years of experience working in the field of Human Rights and Development tell that 'Gender Equality' cannot be achieved in isolation. *It has to be a subject and the center of development*. Thus, I plea for mainstreaming gender equality perspectives across all parts of post -2015 development framework – *that means in the political declaration, in the goals, targets and indicators and in the financial and non financial means of implementation, monitoring and evaluation mechanisms*.

As we all know, the very thrust of the framework is to deliver transformative change. If indicators are not transformative enough, the change we aspire for cannot be achieved. Therefore I would like to make three specific suggestions on principles with regards to indicators as follows:

1. Include qualitative and quantitative indicators to measure *the input, the process, and the progress* towards substantive gender equality and structural changes.
2. Disaggregate data to the length and breadth that is required to make sure that no one leave behind, *and to reach the unreached and to make visible the invisible*.
3. Number and nature of indicators must be determined by the need to achieve the required transformation not by some artificial limit.

I also like to propose today just two specific indicators for transformative change through education:

1. A new indicator for target 4.5 which measures 'The percentage of men, women, girls and boys having access to Gender Equality Education (GEE)' . In order to transform the unequal power relations and to bring fundamental change in our sexist mind set merely achieving t parity in education is not suffice. Transformative education for all is essential.
2. I welcome the indicator to increase the percentage of trained teachers under 4.c but believe adding in one to increase the percentage of teachers trained in Gender Responsive Pedagogy (GRP) is essential for enabling teachers to nurture the culture of equality amongst the students *so as to contribute* eventually in ending all forms of discrimination that are prevailing against women from womb to tomb.

Thank you co-facilitators, Excellencies, colleagues and UN DESA for providing me this opportunity.

Ms Shanta Laxmi Shrestha, Chairperson, Beyond Beijing Committee- Nepal.