



**Statement by Ms Shanta Laxmi Shrestha, Chairperson, Beyond Beijing Committee
on the March Session of the post-2015 Development Agenda Negotiations**

Trusteeship Council Chamber at UN Headquarters in New York

25 March, 2015

I feel so honored to speak here in this esteem session on the SDGs, targets and indicators especially related with gender and education.

My 35 years experience in this field tells 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 three 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.

3. Percentage of women and girls victimized by harmful practices for 5.3 –here disaggregated by practices at the country level as for example for Nepal Child marriage, Chhaupadi, Badi etc, will be necessary to recognize the challenges that remain and how to tackle them further .

4. Percentage of people access to SDGs related training/courses. To implement the framework successfully, Sustainable Development Education (SDE) as a topic, subject, and theme as appropriate at all levels need to be introduced so as to produce Human Resource equipped with knowledge, skills and practice (KAP).

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