

National Workshop on EVALSDG and EvalAgenda: Towards Evaluating SDGs with an Equity-Focused and Gender Equality Approach



Report

Community of Evaluators-Nepal
August 21-23, 2016



Community of Evaluators-Nepal



National Parliamentarian
Forum on Development
Evaluation Policy in Nepal

Action Plan

- Enabling Environment
- Policy
- Equity Focused and Gender Responsive Evaluation
- Institutional Capacity Building
- Individual Capacity Building
- Coordination and Sharing
- Data



Acknowledgement

This report is an output of inputs from several individuals and organisations not only those who participated in the EVALSDG and EvalAgenda Workshop organised jointly by National Parliamentarian Forum on Development Evaluation Policy in Nepal (NPFDEPN) and the Community of Evaluators-Nepal (COE-Nepal) from August 21 to 23, 2016 but also beyond this. We like to acknowledge them collectively as the list to name them individually is too lengthy. Please accept our apology for not being able to individually acknowledge for specific contribution.

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At the individual level, we are grateful to the Right Honourable Speaker Onsari Gharti for inaugurating the workshop and delivering encouraging note of speech. We are also equally thankful to the honourable parliamentarians including Chief Whips of the political parties in the Parliament and president of the GGMC Hon Mohan Singh Rathour for their note of commitment in the inauguration to support evaluation. Our biggest thank goes to Dr. Teertha Dhakal, M&E Chief at the NPCS who has been instrumental throughout the process of this event to provide technical inputs and working as a resource person. Our deep appreciation goes to Dr. Dorothy Lucks, IOCE - Secretary, EvalPartners Executive Committee member and Co-chair EVALSDGs, for providing lead facilitation to the workshop and Asela Kalugampitiya for his strategic suggestions to organise the workshop and facilitating it. We are also thankful to Ashok Vaidya of UNICEF, Bivek Joshi of UN Women, Sujita Bajracharya of UNDP and Bobby Rawal of UNFPA for their active engagement in the entire process of the workshop. We would like to acknowledge the support of the volunteers including Atul KC, Ram Kaji Karki, Priyanka Kapar, Gitanjali Rai and Pratima Shah.

Our big thanks go also to all members of the COE-Nepal, specially to Basan Shrestha and Kanchan Lama, Executive Members of COE-Nepal, for bringing this report to this level.

Hon. Ananda Pokharel
Coordinator, NPFDEPN

Dr. Gana Pati Ojha
Chairperson, COE-Nepal

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1. Introduction

1.1 Background

Through a joint initiative between Community of Evaluators-Nepal and National Parliamentary Forum on Development Evaluation Policy in Nepal (NPFDEPN), a three day workshop was organised on the theme, “National workshop on EVALSDG and EvalAgenda (2016-2020)”. While International Organisation for Cooperation in Evaluation (IOCE) provided the financial support to hold this activity, the National Planning Commission, Government of Nepal (GoN) provided technical backstopping advice.

1.2 Workshop Objectives

The objectives of the workshop to:

- i. Increase understanding on Global Evaluation Agenda 2016-2020 and evaluating the Sustainable Development Goals (SDGs) in equity and gender lens;
- ii. Prepare workable Nepal national evaluation action plan for 2016-2020.

The workshop covered three themes that were covered in some ways or the others in presentations and discussions:

- SDGs
- Evaluation
- Equity and Gender Responsiveness

1.3 Expected Outputs

The national workshop expected to achieve following outputs:

- An integrated learning, sharing and advocacy forum-(EVALSDG Nepal forum) to promote and activate gender and equity focused evaluation in context of SDGs values
- An integrated Plan of Action to strengthen gender and equity responsive evaluation methodologies and processes towards effective achievements of the SDGs values of equity and gender just development results (Annex 1: Workshop Programme Schedule)
- Commitment for implementation of the Five Year Plan

1.4 Participants and Facilitators

About hundred participants representing Parliament of Nepal, National Planning Commission, government ministries, UN agencies, EVALSDGs, EvalPartners, International and national Non-Governmental Organisations, media representatives and the event organisers attended the inaugural programme (Annex 2: List of Participants).

The workshop was facilitated by Dr Teertha Dhakal, Chief of M&E Division, National Planning Commission, Government of Nepal; Dr Dorothy Lucks, Co-Chair of EVALSDGs, IOCE Secretary

and EvalPartners Executive Committee member; Asela Kalugampitiya, Coordinator of EvalPartners (Coordinator), Dr Gana Pati Ojha (COE-N Chairperson) and Kanchan Lama (COE-N Board member).

2. Inauguration of Workshop

Honourable Ananda Pokharel, the Chairperson of National Parliamentarian Forum for Development Evaluation Policy in Nepal (NPFDEPN) chaired the inauguration sessions Chairperson of Good Governance and Monitoring Committee in the parliament Honourable Mohan Singh Rathor extended a warm welcome to all to the event and highlighted the importance of monitoring and evaluation at

all levels including parliament post-earthquake recovery. Following the National Anthem, the Right Honourable Speaker of Legislative Parliament Onsari Gharti and the Chief Guest inaugurated the three-day the three day workshop by lighting the traditional oil lamp (panas). Dr. Gana Pati Ojha, the Chairperson of CoE-Nepal briefed about the objectives of the event and the importance of EVALSDGs and EvalAgenda



post Millennium Development Goals (MDGs). Chief Whips of four political parties including Hon. Aendra Sundar Nembang, Marxist and Leninist (ML) Party; Hon. Yogendra Chaudhary, Madhesi Jana Adhikar Forum Lokatantrik (Democratic) Party; Hon. Bhanu Bhakta Dhakal, United Marxist and Leninist (UML); and Hon. Nilam Rajbansi, Pariwar Dal (Party) and Hon. Parliamentarian Dhyan Govinda Ranjit, Nepali Congress shed light on the importance of the event and committed to support. Dr. Dorothy Lucks, EVALSDGs Co-chair in her remarks appreciated that

Nepal had a good reputation internationally because of bringing all three areas namely evaluation, SDGs and gender in one event. Following her remarks, Dr. Gana Pati Ojha, Chairperson of CoE-Nepal was awarded by EvalPartners in recognition of his contribution to the service of evaluation. Asela Kalugampitiya, EvalPartners, Coordinator appreciated that the global community learned a lot from Nepal. UN Resident Coordinator, Valerie Julliand



shared that SDG would focus on sustainability and equity to ensure that no one was left behind. Dr. Ramesh Tuladhar, Secretary of CoE-Nepal moderated the inaugural session. Dr. Ram Chandra Khanal, Vice Chairperson of CoE-Nepal thanked all participants for their participation, thoughtful remarks and commitment to make the event successful (Annex 3) of the three day workshop. For details please refer to Annex 3 - Inaugural Function.

3. Workshop Proceeding¹

3.1 Introduction to the Workshop Objectives (Dr. Gana Pati Ojha)

Dr Gana Pati Ojha started the workshop working sessions by inviting all for active participation. He shared a comprehensive background to the formation process of the workshop agenda. He referred to the beginning of COE Nepal's involvement as the host for the Global Evaluation Conclave in Kathmandu with most successful experience. The year of 2015 was declared globally as the International Evaluation Year 2015, followed by implementation of the implementation of the Global Evaluation Week November 2015 in Kathmandu with huge success where Parliament of Nepal even hosted one special session under the chairpersonship of the Hon. Speaker of the House. The Conclave launched the global EvalAgenda and EVALSDG. The Parliamentarian Forum for Evaluation and COE-Nepal with strong support of the National Planning Commission formulated an annual plan for the promotion evaluation that included several activities, one of which is this workshop. He thanked IOCE/EvalPartners under EvalGender+ (Switzerland Government) for extending a generous fund to implement the plan. Explaining the objectives of the workshop as increasing understanding on Global Evaluation Agenda 2016-2020 and evaluating SDGs in equity and gender lens, and preparing workable Nepal national evaluation action plan for 2016-2020, he emphasised on three themes throughout the workshop, such as, SDGs, Evaluation and Equity and Gender Responsiveness. He requested all for active participation and commitments to make the workshop successful.

3.2 EVALSDG and Its Localisation (Dr Dorothy Lucks)

Transforming our world: The 2030 Agenda for sustainable development: *No one will be left behind*

Dr. Dorothy used very informative and illustrated power point slides to build clarity on the process what, why and how about EVALSDG initiation and processes.

Dr. Dorothy highlighted on the two year process adopted by the UN to negotiate on the global SDGs agreed by all 193 countries by 25 Sept 2015. They are characterised by deeper dimensions of sustainable human development results under official theme of **Transforming our world: the 2030 Agenda for Sustainable Development, consisting of 17 goals (SDGs or Global Goals)** for every country and every person's future. The SDGs are backed up by a set of 230 indicators and 169 targets based on lessons from the MDGs, which require better tracking of progress.

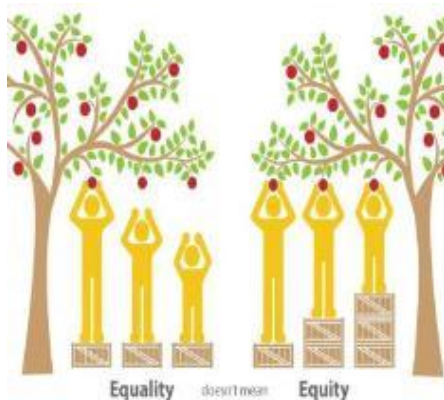
¹ Annex 4 contains the presentation of all presenters.

What is new and different about SDGs?

Dr. Dorothy explained how SDGs carry the values of *universality, integration and transformation*. SDGs apply to every country and every sector and they are for all: government, businesses, civil society organisations, academia, schools, media, religions, gender and communities. SDGs are inter-connected, work within one SDG affects other SDGs. Life is complex but the SDGs are realistic. SDGs aim at transformation by achieving these goals that requires fundamental changes, and every community needs to open new opportunities for change to occur.

Who are left behind? Plans and actions must be:

- Equity focused, and
- Gender responsive



Equality does not mean equity; Need to differentiate between “Everyone gets the same regardless of need” and “Access to opportunities as per special needs”, in order to achieve the better outcomes.

Dr. Dorothy had provided the following SDGs notes to everyone and asked each participant to assess which ones of all the seventeen SDGs are relevant to Nepal’s context and realities. She requested everyone to use a rating of 3 stars (***) for most relevant, 2 stars (**) for relevant and one star (*) for the less relevant ones. The participants did the exercise and reflected that most of the SDGs are highly relevant to Nepal, except the Goal 14, Life Below Water, a bit less relevant. Besides participant found “mountain” to be missing from the SDG focus, even though Nepal is facing critical challenges from climate change processes. Later Dr. Dorothy found “mountain has been covered under Goal 13, Climate Action”.

Dr. Dorothy further stressed that transformative evaluation is important for SDGs. SDGs helps us to think about the best way to improve wellbeing; helps us to think more deeply about positive change to occur- more quickly, and measurement through indicators, targets will tell us where we are in terms of progress; thus evaluation helps to tell us why progress is fast or slow, including statistics and evaluation will show us who is benefiting, helping us to think in a systematic way about

- Who is being left behind,
- Why are they left behind, and
- How they can be included.

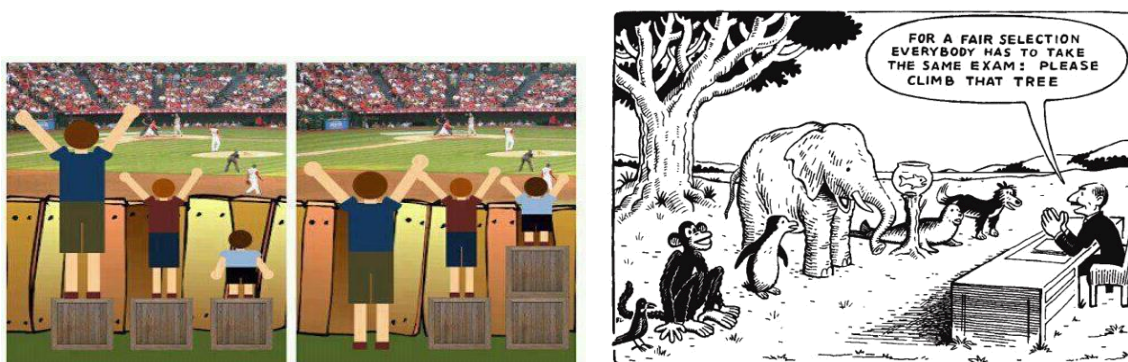
Dr. Dorothy reflected upon some key issues in the context of Nepal to be considered while implementing the SDGs as below:

SDGs	Nepal specific issues
#1: End poverty in all its forms everywhere	Some initiatives to combat poverty often lack proper targeting and monitoring – who does this effect/how can this be improved?
#2: Achieve food security and improved nutrition and promote sustainable agriculture	In Nepal, only about 2/5 of arable land is irrigated and ¼ of farmers do not own their own land – who does this leave behind?
#3: : Ensure healthy lives and promote well-being for all at all ages	Health data disaggregated by income, gender, age, ethnicity and geography lacks reliability and scope – how can this be improved/who does this effect?
#4: Ensure inclusive and quality education for all and promote lifelong learning	Educational changes are required at family, community and school levels to ensure improve outcomes– how can this be achieved?
#5: Achieve gender equality and empower women and girls	How can women’s empowerment strengthen the impact of other SDGs?
#6: Ensure access to water and sanitation for all	Only around half of all water supply schemes are fully functional – who does this leave behind?
#7: Ensure access to affordable, reliable, sustainable and modern energy for all	A 9% increase per year in energy consumption highlights the need for developing this sector –how can this ensure no-one is left behind? Can this be a localised effort?
#8: Promote inclusive and sustainable economic growth, employment and decent work for all	Unemployment and underemployment are big issues – how can we ensure citizens are not left behind due to lack of work?
#9: Build resilient infrastructure, promote sustainable industrialisation and foster innovation	2030 target is to increase industry output to 25 percent – Can this be achieved in Nepal?
#10: Reduce inequality within and among countries	What can Nepal do to identify and eliminate laws and practices that contribute to discrimination?
#11: Make cities inclusive, safe, resilient and sustainable	In what ways can better urban planning improve results for other SDGs?
#12: Ensure sustainable consumption and production patterns	How will this ensure a safe future for younger generations?
#13: Take urgent action to combat climate change and its impacts	Who does climate change affect the most? How can this be monitored effectively?
#14: Conserve and sustainably use the oceans, seas and marine resources	Nepal’s mountains give life to numerous bodies of water – how can conservation of the watersheds impact other SDGs?
#15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss	How can forestry sector be sustainably developed to ensure isolated communities are not left behind?
#16: Promote just, peaceful and inclusive societies	How can Nepal’s society become more inclusive?
#17: Revitalise the global partnership for sustainable development	How can supporting these partnerships lead to localised effects of SDGs within the community?

By taking participants through a beautiful picture of a mountain climbing process, she further explained that SDGs could be effectively attained through transformation of the 2030 Agenda into policies and concrete actions at local level. She cautioned that involving the citizens is important to seek and attract new solutions through public and private sector investments and stronger innovative partnerships. To reach the SDGs, different types of action at different stages in different locations are required where contribution of the evaluators and development actors is vital. As she said, first of all, the goals need to be localised, following raising awareness, gaining commitments for setting national indicators and targets as well as team building to implement and review processes to scale up is vital. She further said that constraints might be faced in political and legal systems, when alternate ways must be explored and proceed. She made an end to the session by saying, “We need to keep trying to reach the goals.”

3.3 Examples of Equity Focused and Gender Responsive Evaluation (Asela Kalugampitiya)

Asela shared on conceptual clarity on “equity” and “gender equality”, why do equity and gender matter, and provided examples of actions from other states under EvalGender implementation process. He used the figure below to highlight on Equity as a strategy to achieve equality that require special attention to people with different capacities and situation.



Further defining Equity, he explained that it is about disparities between population groups, some of these disparities being unavoidable (e.g. driven by biology) and that the disparities between population groups that are avoidable and unfair are termed inequities. Equity is based on notions of fairness and social justice, thus Equity has a significant positive impact in reducing poverty and may have a positive impact on economic growth. He explained all different determinants of equity and said, the final aim to be “All rights for all human beings everywhere by prioritising the most deprived”. Asela then shared about gender as “Gender refers to the socially determined roles, responsibilities, behaviour, characteristics of women and men in a given culture” that is shaped through socialisation at home, school, media, etc. that can change over time and can vary within a given culture. Referring to **Equality between women and men as gender equality**, he further explained the characteristics of gender equality as equality in rights, responsibilities and opportunities of women and men and girls and boys, depending on whether they are born male or female. Gender equality aims at ending discrimination in opportunities and in access, control and use of resources, on the basis of a person’s sex, means that women and girls, and men and boys have equal conditions for realising their full potential

and for contributing to and benefitting from economic, social, cultural and political development. He viewed the importance of gender equality on the ground of human rights, highlighting that poverty is a gender issue, 70% of world's poor are women and girls, and if half the population has restricted or limited access to relevant learning opportunities, a community's social and economic development will be limited; thus it is necessary for sustainable human development through gender equality linked with poverty reduction. He also stressed that women and men are both drivers of social and economic development, however despite Convention on the Elimination of All Forms of Discrimination against Women's (CEDAW's) commitments involving, World Bank's study provides a critical data on gender discrimination, that women usually *reinvest 90% of their income in their families and communities compared to men who reinvest just about 30% to 40% of their income*. He further informed about the challenges on gender equality work, such as, changing socio-cultural values, beliefs and attitudes takes time and often meets with resistance, because there is difficulty seeing that a problem exists, change is required at the individual, community, institutional and societal levels, and that the existing power structures must change to allow change happens in gender relations. This was followed by some concrete examples how other countries have been trying to work towards improving evaluation values in SDGs context.

Examples from countries on preparation for evaluation of SDGs	
<p>Uganda</p> <p>Evaluations take gender into considerations and analyses of programme impacts and use gender-responsive evaluation methods. Evaluation reports discuss how gender equality is addressed in the project or programme, and evaluation data is disaggregated by sex. Evaluation teams have gender analysis expertise. The Uganda Evaluation Association has produced evaluation standards that require evaluators to incorporate gender approaches</p>	<p>Malaysia</p> <p>Efforts to integrate gender issues into the mainstream public management initiatives and there are policies governing these. Gender is part of the outcome-based system requirement as one of the twelve cross-cutting issues that need to be addressed by ministries and government agencies within their strategic plans through specific key indicators.</p>
<p>India</p> <p>Evaluation reports discuss how gender equality is addressed in the project or programme. Evaluation data is disaggregated by sex; <i>ad hoc</i> evaluations use gender-responsive evaluation methods.</p>	<p>Salvador</p> <p>Evaluation data is disaggregated by sex; evaluation reports discuss how gender equality is addressed in projects and programmes.</p>
<p>EvalGender+ support selected countries to strengthen evaluation of SDGs in equity and gender lens</p> <div> <div> Kyrgyzstan Colombia Kenya Tunisia Sri Lanka Zimbabwe </div> <div> Burkina Faso Cambodia Nepal MENA region Asia Pacific region </div> </div>	

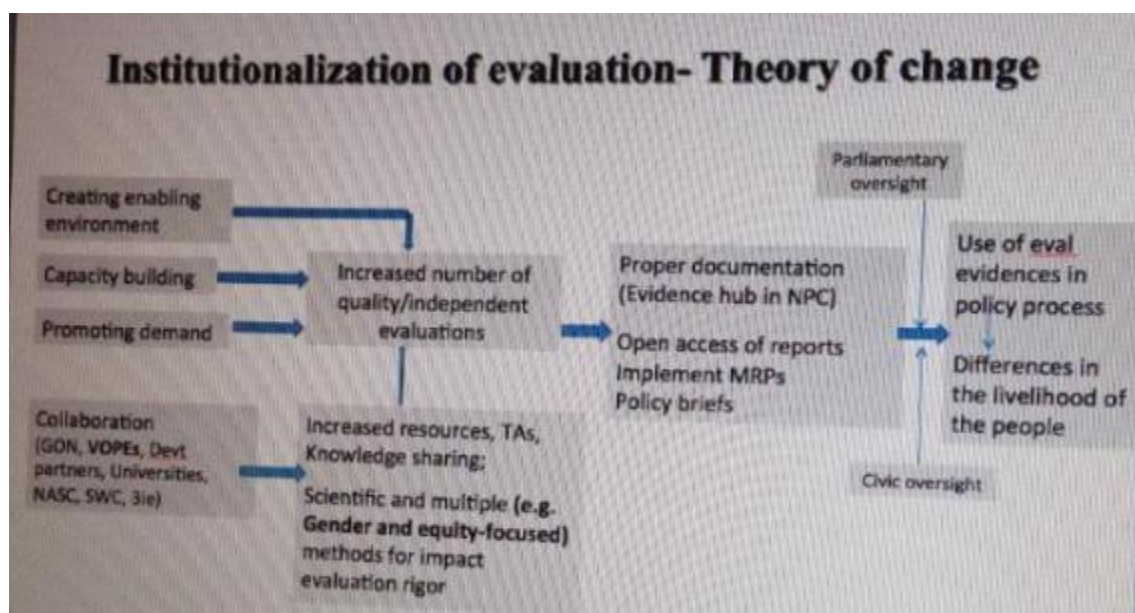
Burkina Faso conducted two national workshops among parliamentarians, government officials, evaluators on evaluation of SDGs in equity and gender lens in June. Cambodia is developing equity focused and gender responsive evaluation guidelines in consultation with the stakeholders. Further the following countries have developed National evaluation policies: Zimbabwe National Evaluation Policy clearly includes gender equality, and Afghanistan draft policy includes gender equality and social equity. Kenya draft policy is being reviewed for Equity-focused and Gender-response Evaluation (EFGRE); for further information: aselakalugampitiya@yahoo.ie

3.4 Institutionalisation of Evaluation in the context of SDGs in Nepal: Government Perspectives (Dr Teertha Dhakal)

Dr Dhakal shared about the institutionalisation process within NPC of the improved and enhanced evaluation system, mechanism and commitments to achieve SDGs. In order to internalise gender and equity focused evaluation, GoN has published the SDGs national (preliminary) report in 2015; the current 14th plan has internalised some aspects of SDGs, including achievement of the annual programme and budget 2016/17, each project and programme has SDG(s) codes. NPC had planned to revise the National M&E guidelines to internalise SDGs once global SDG indicators are finalised. Moreover, an integrated National Action Plan to implement Global Evaluation Agenda and EVALSDGs in context of Nepal will be developed following this workshop. He threw light on the fact that **Nepal SDG preliminary report 2015 sets baselines and targets of most of the SDGs**- used data from censuses, surveys such as Nepal Living Standards Survey (NLSS), Nepal Demographic and Health Survey (NDHS), Nepal Labour Force Survey (NLFS) and Nepal Multiple Indicator Cluster Survey (NMICS) and Management Information Systems (MISs), which need regular tracking from gender and equity lens with focus on intra-household information for nutrition, hunger, education, health, etc. He emphasised on gender/equity-based disaggregation for all goals- to mainstream the agenda, including timely identification of gaps in gender data, such as, time use in different household activities, employment, informal sector wages and earnings, Violence against Women (VAW), combating trafficking, data of multiple exclusion etc. He further emphasised on the need for adopting sensitive strategies, including gender and equity analysis and monitoring outcomes and introducing new surveys or tailor existing surveys for EVALSDGs to make evaluation responsive to gender and equity results. He confirmed that the National Strategy for the Development of Statistics (NSDS) has been oriented to take care of data quality assurance by utilising updated tools and mechanisms, and to generate sub-national and geo-spatial data for tracking progress of SDGs localisation. Referring to the **current situation of evaluation**, Dr Dhakal shared about the recent increasing trend of demands for evaluation along with a growing recognition that evaluation is a prerequisite for; *(i) informing policy processes (ii) promoting accountability, and (iii) better results*. He shared that Monitoring and Evaluation is included in the Constitution of Nepal and M&E guidelines have been included in the periodic plans. Likewise, NPC's M&E guidelines have defined specific processes for evaluation. NPC evaluation reports are now available in npc.gov.np; NPC facilitated only 39 evaluations in the last one and a half decades. He expressed concerns about several aspects of evaluation process, such as, Quality of evaluation referring to - weak methods, lacking baselines, rich information

but poor analysis, specifically the evaluations of NGOs sector conducted by SWC is very low in quality. He commented that there is a serious issue of low capacities-on all sides, e.g., demand level actors, commissioning actors, processes of evaluation and making use of the evaluation outcomes. Several Volunteer Organisations for Professional Evaluation (VOPEs) are gradually evolving, but in their initial phase only. Evaluation methods are weak in making reference to evidences. Dr Dhakal further shared about the changing trend of philosophical approach to evaluation, which *is a shift from conventional and formal positivism to creative pluralism and pragmatism*, from one doctrine or methodology to diversity, inclusion, innovation and change, from theory-driven to grounded realities, cumulative and multiple causations, from project to programme to sectoral theory of change and results chain, appreciating contributions and attributions, and equity-focused and gender-responsive.

Dr Dhakal mentioned about the current initiatives undertaken by NPC to institutionalise evaluation, by presenting a “**Theory of change**”:



He also informed the participants about NPC’s initiatives on creating **enabling environment** for better evaluation, such as, NPC has been redefining a *theory of change* on sectoral results frameworks and developing a Monitoring and Evaluation Act to better maintain evaluation norms and standards; He expected that COE Nepal will provide a draft Code of conduct for evaluators very soon, which will be shared among all for feedbacks and implementation. NPC has been acting towards improving SDGs-friendly M&E guidelines, redefine roles of M&E institutions through collaborative efforts. GoN co-hosted Global Evaluation Week (Nov. 2015) in Kathmandu and was very successful, which was appreciated by the global evaluation community and now has supported this event. Dr Dhakal pointed out to the importance of a multi-pronged collaborative approach in **capacity building** at institutional/organisational and individual (commissioners, evaluators and users) levels. NPC has been holding annual Networking (EvaNet) meeting of commissioners, evaluators and users for effective evaluation by mobilising collaboration with the Universities and training institutions specially Nepal Administrative Staff

College (NASC), specialised foreign agencies e.g. International Initiative for Impact Evaluation (3ie), the VOPEs, and the UN agencies and other development partners. He emphasised on capacity enhancement to manage and conduct **quality evaluation**, building collaboration with specialised agencies including 3ie and others, introducing scientific evaluation methods such as Randomised Control Trials (RCTs), more specifically using methodology to promote inclusion, innovation and change. He welcomed independent evaluators and VOPEs to undertake **meta evaluations** to draw lessons to improve quality. He also shared about the efforts of NPC to encourage use of evaluations through wide dissemination, providing instructions for mandatory uploading of all evaluation reports in the website, managing documentation of evidences including evaluation reports (**evidence-hub in NPC**), consolidating evidences with policy briefs, providing orientation to policy makers for enhancement.

Finally, Dr. Dhakal expressed his commitments to continue efforts to promote enabling environment and adopt a multi-pronged collaborative approach in evaluation capacity building, increase coverage of critical evaluations and meta evaluations, improve data-quality and overall quality of evaluations, promote oversight to institutionalise evidence-based policy processes, etc. He expressed his commitments to support the NPFDEPN and VOPEs to grow, to implement an Integrated Action Plan for 2016-2020 focusing on EVALSDGs on equity-focused and gender responsive evaluation by learning more from this forum.

3.5 Putting Equity and Gender Concerns in SDGs, Indicators and Methods (Kanchan Lama)

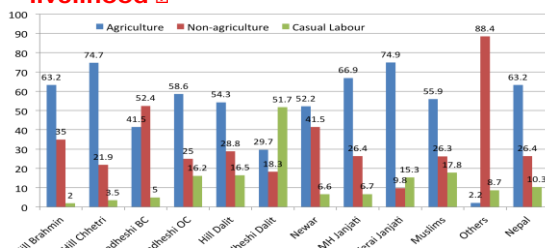
The session objectives were to make the participants aware, alert and encourage to advocate for gender and equity focused development results through evaluation. Kanchan Lama facilitated the session where she projected a picture of a poor woman, who is from the Musahar community of eastern terrain of Nepal, engaged in watering the paddy field of her landlord, and she is holding her two little children during her work. This woman has no role in



decisions related to the use of irrigation systems, although she is using the treadle pump only, her landlord allocates a diesel operated water pump for irrigation to another farmers who work for him on daily wage only. This woman is working on shared cropping pattern whereby she and her husband will get some portion of the production from the same landlord. But the landlord does not want to help them access diesel pump, when they ask for this, he would say, “buy yourself. You also take hold of the production!” But the farmers as tenant farmers are very poor, marginalised from all services, cannot buy a diesel pump set by own, government facilities cannot help them in this land because it is a private property only. The facilitator then paused and asked, “who controls decision making over the use of irrigation as well as land or production pattern?” Participants responded, “The landlord”. In such cases, where even her husband does not have any say and where the landlord controls development process, how can this farmer woman participate in agricultural or irrigation related discussion? How can she be informed?

This is a case of marginalisation from both of equity and gender points of view that need to be assessed and analysed and documented during evaluation related poverty goal, gender empowerment goal, and many other goals within SDGs. The facilitator said, “these are just some challenges, and there will be many more challenges in evaluating human aspects of development impacts under each of the SDG goals, which requires a transformative mind set and methodologies and tools to provide evidence based data for policy makers and planners. Furthermore, “the right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realised.” (*Declaration on the Right to Development Adopted by General Assembly resolution 41/128 of 4 December 1986*); Thus the working towards SDGs calls for mainstreaming the values of equity and gender to achieve human development impacts. The facilitator re-emphasised Asela’s presentation on equity as, “As for example, the two sample pictures demonstrate how does access and control over land is heavily discriminated for a certain section of the population, which is however not covered for women here.

Percent of households by main source of **livelihood** ²

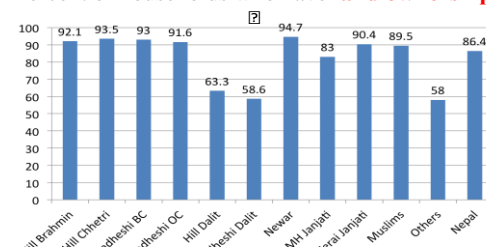


Source: Nepal Social Inclusion Survey(NSIS)-2012²⁸

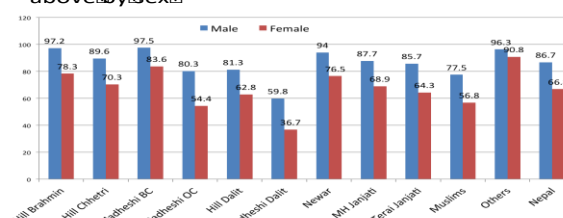
Equity is based on notions of fairness and social justice (Segone, and Lezott, 2011)” and said that equity needs to be addresses directly since social exclusion has been a critical problem in development in Nepal. Social exclusion is a systematic process of disempowering of certain individuals or

groups in the society by depriving them from the development opportunities, preventing them from accessing education and information, participation and decision making, resources and social relations, so that they are under domination forever. This is a complex and multi-dimensional process, involving denial of resources, rights, goods and services, and the restricting participation in normal relationships and activities in economic, social, cultural or political arenas and affects both the quality of life of individuals and the equity and cohesion of society as a whole. Deep rooted feudalism leads to abolishment of land rights, access to resources; inadequate recognition of indigenous/ traditional knowledge endowment leads to exclusion in political participation, migration and indigenous people, linguistic discrimination besides religious domination and cultural discrimination.

Percent of households who have **land ownership** ²



Percent of **literate** population aged 15 years and above by sex ²



Source: Nepal Social Inclusion Survey(NSIS)-2012²⁸

In order to assess impacts of sustainable development requires to focus on equity dimension. An equity-focused evaluation is an assessment made of the relevance, effectiveness, efficiency, impact and sustainability of interventions on **equitable development results**. Equity has a significant positive impact in reducing poverty and may have a positive impact on social and economic growth. She highlighted the basic differences between Equity and Equality, as by equity, we recognise that people placed differently in the social, economic and political strata have to be treated differently to achieve equality. This concept is similar to the concept of 'substantive equality' used by the women's movement and the UN Women (Kapur, 1993). She shared some learning of COE N through an intensive reflection process on overlapping and differences in **Equity, Equality and Empowerment as,**

- *Equity is good for empowerment, but not enough*
- *Empowerment is necessary for equity, but not enough*
- *Women from economically privileged backgrounds are not necessarily socially privileged*
- *Some issues like violence against women do not fall into the ambit of concepts of equity*
- *Empowerment is both a process and outcome, while equity appears to be more of an Outcome*

(COEN workshop-June 2016 with Ranjani K Murthy)

The facilitator further continued to highlight on "Women's empowerment" which is inherent in gender and equity assessment as below:

Women's empowerment at three levels,

Dimensions of empowerment	
Power to	<i>Individual woman's control over her life -mobility, work, resources, decision making, body etc.</i>
Power with	<i>Women's collective power to negotiate with local markets, government, service providers and intervene in instances of violence</i>
Power within	<i>Refers to changes towards progressive attitudes on gender, race, caste et</i>
Rowlands (1997)	

The diagram given presented the elaboration on the need on the importance and structural formation of disaggregated data.



EQUITY and GENDER



Categorization	Equity	Girl/woman	Boy/man
Rich			
Medium			
Poor			
Ultra poor			
Remote (geographical)			
Disability (physical)			

Nepal: % of women earning equal wages for similar work

Categories of similar work	Wage level of women and men hill area	Wage level of differently abled women and men in hill area	Wage level of ultra poor women and poor men	Wage level of dalit women and men hill area	Wage level of ultra poor dalit disabled women in hill area vs similar men in hill area
Harvesting					
Ploughing vs transplanting					
Driver vs domestic worker					

Group work guidelines:

Following the brief pictorial presentation, the facilitator formed the participants into three groups and provided guideline for reflecting on the existing SDG target, indicators of GoN and try to assess adequacy of indicators and availability of data following gender and equity principles. The participants were asked to rate by using star formula, such as,

GROUP WORK GUIDELINE
Assessing adequacy of indicators and availability of data

Indicators	Adequacy		Area for improvement	Data	Availability		Area for improvement
	Equity	Gender			Equity	Gender	

1. For Indicators, please use
 *** for adequate,
 **partially adequate and
 only one * for Inadequate

2. For data, Please mark +++ for available, ++ partially available and only one + for not available

3. About methodology, please discuss if we already have gender and equity based evaluation methodology to effectively evaluate SDG indicators; please mention those in brief with source and if not, please suggest how can we address the gap? Groups were formed as integrated ones out of “CSOs and academicians”, “government agencies and UN”, etc. The detail of the findings of the group work is presented in Annex 4.

A common reflection of the groups was that all the given indicators need to be reviewed from gender and equity lens in detail in order to enrich integration of equity values and CBS needs to revise data gaps under each indicator to achieve base line data availability for evaluation.

3.6 The Global Evaluation Agenda: An equity focused and gender responsive perspective (Dr Dorothy Lucks)



The Global Evaluation Agenda 2016-2020

Dr. Dorothy informed about the EvalAgenda as a product of a global, multi-stakeholder consultative process throughout EvalYear 2015, that articulates how evaluation can contribute to the common good, including SDGs. Nepal government already launched this at the EvalYear event here in Nepal, 2015.

The overarching statement of the Global Evaluation Agenda (GEA) of “promotes evaluation processes and criteria is grounded in *values of equity, gender equality, and social justice and on shared principles of partnership, innovation, inclusivity, and human rights.*” The GEA supports some related actions to strengthen evaluation on SDGs from gender and equity perspectives, such as, “Promoting evaluations which are equity focused and gender responsive”; “supporting methodological development of evaluation approaches to assess social equity and gender equity in programmes and policies” and “fund evaluation research to contribute to social learning”. GEA possesses the following dimensions:

1. Enabling environment for evaluation
2. Institutional capacities for evaluation
3. Individual capacities for evaluation
4. Inter-linkages among these three dimensions

By enabling environment, GEA encourages to

- Promote the **value** of evaluation
- Ensure National government **ownership**
- Encourage national evaluation **policies**
- Advocate for sufficient **resources** for evaluations
- Build credible, accessible **data systems**
- Improve evaluation use
- Facilitate **participation of the civil society and the private sector** in evaluations

By building Institutional capacities, GEA articulates to

- **Increase number of institutions** with evaluation capacity
- Institutions are **capable** of generating quality evaluations
- Institutions improve **collaboration** in evaluation activities
- Institutions **able to resource** quality data generation and evaluations
- Institutions are more **transparent** on evaluation findings and follow-up recommendations
- Institutions **continually evolve and develop** with enabling environment
- Academic institutions have **capacity** to carry out evaluation research and run professional courses in evaluation

Individual capacities

- Evaluators have **better knowledge** of generally accepted evaluation principles, theories, methods and approaches
- Strengthen competency of evaluators to generate **quality evaluations** through training and mentoring
- Commissioners of evaluations assisted to develop **appropriate evaluation briefs** and allocate **appropriate resources**
- Users of evaluations better able to take findings and recommendations into account in better **decision-making**
- Evaluators are equity focused, gender responsive and culturally sensitive
- Individuals **continually learn and improve their capabilities** in evaluation

Inter-linkages

- **Common set of terms and basic standards** in all languages to disseminate and share evaluation knowledge
- Multiple partners in evaluation attend **learning opportunities to build knowledge**
- Resources dedicated to **joint ventures** in the conduct of evaluations, in innovation in the field of evaluation and evaluation capacity building
- Meta-evaluations and synthesis to **broaden knowledge**
- The **“No one left behind”** principle stated in the SDGs and equity focused and gender responsive evaluation is embedded as a key value that goes across three building blocks of evaluation system

EvalAgenda2020 Implementation Structure



Developing Nepal EvalAgenda

Dr. Dorothy raised the question, “Are the four dimensions/groups applicable to Nepal?”

What else should be considered as key themes?

- | | |
|-------------------------------|-------------------------------|
| (i) Enabling environment | (A) Parliamentary |
| (ii) Institutional capacities | (B) SDGs collaboration |
| (iii) Individual capacities | (C) Youth/emerging evaluators |
| (iv) Inter-linkages | (D) Indigenous |
| | (E) Gender and equity |

What structure is required for Nepal EvalAgenda to include all relevant stakeholders? Further Dr. Dorothy paused with a question to the participants: Will Nepal bring in one particular area for completing the structure in the diagram? No one suggested any such component, however all appreciated her informative and encouraging session.

3.7 Key issues and Categorisation

Dr Gana Pati Ojha facilitated a session to engage participants to reflect upon the issues regarding evaluation from equity and gender lens. The same groups acted together to discuss over the issues:

Issues identified under several categories	
Policy	Capacity (gender and equity focused evaluation)
<ul style="list-style-type: none"> -Donor's favorable policy impose, and influence design of evaluation criteria, etc. -Lack of National Evaluation Policy -No mandatory provision to mainstream gender and equity in evaluation -Decision making and access to resources -Lack of multiple disadvantaged marginalised groups' in policy making 	<ul style="list-style-type: none"> Capacity gaps on Gender based and Equity based evaluation at individual level: <ul style="list-style-type: none"> -Limited capacity of individual capacity of govt. personnel -Institutional capacity in govt. lack gender and equity expertise -Lack evaluators (gender-equity expert evaluators) in the market -Demotivation in govt. M&E Department due to being given less importance
Enabling Environment	Capacity Gaps at institutional level
<ul style="list-style-type: none"> -Lack of ownership of sectorial ministries in evaluation and its use. -Resource allocation for evaluation is lacking -Common understanding of SDGs from gender and equity lens not yet achieved -Internalisation of SDGs in sector and sub National level has been a gap -Low importance given to M & E within different stakeholders (For Example: Low budget for ME) Demand Side <ul style="list-style-type: none"> - Less resources -Adhocism -Use of recommendation -Low awareness of how evaluation can contribute positively -In adequate common understanding between demand – supply side. -Political commitment done, but not implemented -Good Governance is required to set the climate for work on gender and equity focused evaluation 	<ul style="list-style-type: none"> -Capacity Development of policy Level Personnel -Lack of institutional and Individual capacity -Lack of gender /equity focused research knowledge and awareness building processes -Limited skill on gender and equity focused evaluation -Limited ability to design and implement gender and equity focused evaluation
Equity Focused Gender Responsive Evaluation (EFGRE)	Data
<ul style="list-style-type: none"> -Lack of evaluation accountability, learning and use of evaluation results is seldom a culture -No Gender and equity focused tools of evaluation -Lack of clarity on gender and equity issues at various levels -Harmonisation and triangulation of different types of national data sources census, DHS, administrative etc. -Lack of inadequate understanding and skills on gender and equity 	<ul style="list-style-type: none"> -Absence of disaggregated baseline data Data Inconsistency <ul style="list-style-type: none"> -Within govt. agencies -Between government and other agencies -Between admin and survey data Data Gap Inter household some sectors. -Inadequate Disaggregated data / Baseline -Less documentation and absence of use -Documentation of existing reports -Use of evaluation findings in policy formulation and resources allocation

Issues identified under several categories	
<ul style="list-style-type: none"> -To ensure the equitable participation of marginalised oppressed Gaps -Meaning for participation of beneficiaries 	
Coordination & Sharing <ul style="list-style-type: none"> -Inadequate common understanding on concept and theories (at individual level) Word views-global connections not thought of -Methodology Design not clear for gender –equity based evaluation -Absence of learning Sharing culture -Inadequate documentation and findings sharing mechanisms and practices -Networking -Developing Evaluators networking among government agencies -Building Evaluators network between government agencies and extra government agencies. -Lack of co-ordination among stakeholders -Inadequate partnership (National/International) among stakeholders -Sustainability of VOPES , due to having mandate not to work as consultant firm; not having a status for operating budget -Identity (NGO vs Other) -Inadequate core funding for developing into a full-fledged institution -Lack of a Code of conduct/ Suggestive guidelines (Institutional) -Engaging youth in fresh professionals in evaluation, but youths are not directly contacted for contribution 	

3.8 Action Planning Exercise

Dr Ojha led the session on action planning by providing a framework for the group exercise.

Dr Ojha oriented the session to do group work to identify the key issues to address, find out solutions, and develop strategy and actions and stakeholders by using the given format. (Refer to Annex. 4)

Issues	Solution	Strategy	Actions	Stakeholders

Seven groups were formed - 1) Enabling Environment, 2) Policy, 3) Individual Capacity Building, 4) Institutional Capacity Building, 5) Coordination and Sharing, 6) Equity Focused and Gender Responsive Evaluation, and 7) Data. The groups followed the above framework for discussion and presentation of findings as elaborated under respective group themes below:

Enabling Environment

The group identified five key issues – 1) least priority to evaluation, 2) lack of gender and equity evaluation experts, 3) inadequate resources, 4) evaluation recommendations are not used, and 5) lack of awareness about evaluation in terms of SDG goals.

Making evaluation mandatory will have results in new policy and programme. The programme and projects need to have the gender and equity focused evaluation plan from the beginning of programme formulation.

The evaluation training/ workshop programmes need to be organised to develop and make available evaluation experts. Besides, the economic planning group enacted by the Civil Service Act needs to be activated to fulfill the gap of experts.

Certain percentage of budget needs to be allocated for the evaluation plan at the time of approval of the programmes and projects to ensure adequacy of resources to undertake evaluation.

The policies, programmes and projects at the time of approval need to ensure that the recommendations from the past evaluations are incorporated. The lessons learned from the evaluation need to be compiled for dissemination as well as incorporation of new programmes.

Advocacy and awareness campaigns on evaluation and SDGs need to be organised to enhance the awareness of general public.

Policy

The group identified three underlying issues – 1) lack of national evaluation policy, 2) no mandatory provision to mainstream gender and equity in evaluation, and 3) participation of disadvantaged/ marginalised communities in decision making ensuring access to resources.

The M&E bill has been drafted, which needs revision from gender and equity perspectives and passed from the parliament. The technical committee representing different stakeholders needs to be formed to formulate the policy.

The national M&E guideline needs to be reviewed to mainstream gender and equity in evaluation. The technical committee will review the guidelines.

The gender and equity based M&E system needs to be devised by forming the M&E team representing marginalised communities to ensure their representation in decision making process and to ensure access to resources.

Equity Focused and Gender Responsive Evaluation

The group identified issues three issues to detail out the actions - 1) Lack of evaluation accountability learning and use culture, 2) No gender and equity focused tool for evaluation and 3) Lack of adequate understanding and skills on gender and equity focused evaluation.

The group thought that the evaluation accountability could be enhanced through –development of evaluation accountability framework, Evaluation norms, Evaluation response review report,

Intellectual forums for advocacy, Stakeholders workshop, helping better understand that the evaluation is part of project cycle, wider dissemination, development of key management responses from evaluation and establishing central database for tracking evaluation.

The gender and equity focused tool for evaluation needs to be developed through review existing tools on equity focused evaluation and gender responsive evaluation; and developing combined tool on equity focused and gender responsive evaluation and tailor it to national context to understand the underlying cause of gender disparity and ensure equity.

The understanding and skills on gender and equity focused evaluation needs to be enriched through National acts, policy to prioritise the EFGRE, National M&E system to focus on EFGRE, Conducting need assessment and develop appropriate capacity enhancement plan to strengthen the institutional and individual capacities, Establishing learning platform and shared networks, Encouraging universities and training centers to incorporate EFGRE in the evaluation process; and Sharing workshops among the related stakeholders.

Institutional Capacity

The group identified two issues –sustainability of VOPEs, identity of NGOs versus others.

The sustainability could be enhanced through - Organise training, workshop and seminars, -Sell training modules, -Professional consulting, -Compete on evaluation bidding, -independent evaluation.

Specialised products and services need to be focused to identify the status of organisations. Evaluation on process, outputs, outcome, impact and sustainability; and marketing of products & services (gender, equity, evaluation) will help establish their identities.

Individual Capacity

The group identified two issues - lack of capacity of clients and lack of capacity of evaluators.

Clients' capacity could be improved through - Identifying capacity gaps, job analysis, individual capacity analysis, Designing tailor made courses, Data evaluation & evaluation techniques, Quantitative & Qualitative, -Mixed method, Evaluation of proposal, Implementation of proposal; and M&E, Feedback of the results .

The capacity of evaluators can be developed through design short and long term courses (specific on gender and equity) in evaluation.

Coordination and Sharing

The group identified four issues - inadequate common understanding and theories (individual), 2) learning and sharing culture, 3) inadequate documentation and finding sharing mechanism and practices, and 4) inadequate networking and partnership.

A concept note on EVALSDG from gender and equity perspectives has to be developed that incorporates the minimum requirement and criteria to be followed by the stakeholders. The consultation needs to address the local needs and knowledge.

SDG networking groups from community to national levels need to be formed for wider learning and sharing. Organisations at different levels need to identify the SDG focal persons for organising regular meetings and sharing knowledge.

The processes and methods for documentation and action learning and knowledge generation will help fulfill the gap in documentation and learning sharing mechanism.

The networking and learning mechanism among the governmental and development partners at various levels need to be established. Development partners need to join hands with the government for supporting the mechanism. Periodic meeting of network members need to be held for awareness of stakeholders from policy makers to the development agents.

Data

The group identified four key issues that underpinned the availability of adequate and quality data and their use for policy formulation and resource allocation. There are some baseline data, but they are not enough and disaggregated. Some data are available, but quality is a question, most are not useful due to inconsistency within government agencies, between government and other agencies and between administrative and survey data. Inter household data gap exists in some sectors limiting disaggregation. Although some quality data are available, there is limited documentation of existing reports and use of available data. There is limited use of evaluation findings in policy formulation and resources allocation although some evaluations use quality data.

Proper targeting of beneficiaries through programme planning, intervention and evaluation will help demand to collect the disaggregated data. Data need and gap assessment need to be undertaken to feed into National Strategies for the Development of Statistics (NSDS) to identify the gaps in SDG data. Annual country roadmaps need to be prepared for implementation of SDG monitoring that capture disaggregated data in line with NSDS. Standardise guidance on level and type of disaggregation need to be developed for reporting against the SDG. Equity and gender responsive Essential Data Set (EDS) need to be developed by prioritising key national and subnational indicators.

National Statistical data system need to be strengthened to make data consistency collected and shared across government agencies and other development partners. Government agencies and development partners need to join hand to generate and mobilise financial resources to strengthen the national data system. They need to strengthen the coordination mechanism as well to share the SDG related datasets openly. The SDG targets and indicators need to be incorporated into the existing national surveys and Management Information System.

The National Household Survey (HHS) Network has to be created and strengthened for the purposes of sharing information and mobilising international support for more efficient

approaches to conducting household surveys in line with SDG requirements. The cutting-edge approaches and emerging trends need to be explored in statistical data collection, analysis, interpretation and use for development, data innovations and inclusive data ecosystem.

A forum need to be devised where planners, implementers and data generators meet to make use of evaluation findings in policy formulation and resource allocation.

3.9 Reflection

Overall Reflections of the participants

First Day Reflection

- Responsible persons committed on the evaluation (which is good)
- The session was little longer, not well planned, planning and implantation gap (as we do in development)
- Mountain left out?? But there are some wording related to mountain
- Good exercise to have 'stars' on all goals – help to understand the priorities from individuals / Nepal
- Helps to understand how the goals can be localised
- Help to understand equity and equality concept
- Let's say 'aviyan' – hopefully MPs will consider all these important issues
- Better to use Nepali languages
- Many MPs participated – helped to improve general awareness among the MPs communities/ policy level
- "We should not be prisoners by donor's interest – have to work on national issues"
- Focused should be in evidence based results (MP Ananda Pokharel)
- A good overview of how government / NPC is working in this field
- SDGs require disaggregated – can we get these data from CBS?
- NPC invited VOPEs to have meta evaluation!!
- Issues are evaluators' low capacity, less no. of evaluators to carry out impact assessment
 - the NPC M & E needs to be more focused on learning
- It is also important that all stakeholders share their information
- The new action plan should consider how can we make effective programme/ resources
- We all need to support the national development priorities
- Government should ask the donors to send evaluation reports
- Government should also demand the results from donors
- Yesterday we talked about 'what' but we expected 'how' also (little disappointed)
- Helps to understand how the goals can be localised
- Help to understand equity and equality concept
- How – part was started only needs to continue
- Helped to understand / sensitise
- Indicators need definition
- Group work was crux – helped to understand the major issues

Final Reflection

- Participation of parliamentarians and collecting their commitments is really an appreciable part.
- The challenge lies on how the message will comprehensively be implemented and in robust way
- Some methodological rigor needs to be improved
- Three days sitting remained fruitful. -However the group division should be done based on thematic issues and should be mixed
- Workshop could be more fruitful if it is residential
- I feel this workshop certainly will boost up evaluation capacity of participants regarding EFGRE
- Such type of training is useful for me and enhanced my capacity, It also encouraged me to strengthen my capacity on evaluation
- Timely acquaintance with new concept, timely introduction to new terminologies, concept on EVALSDG and EvalAgenda
- Good floor for making commitments to work for EVALSDG and EvalAgenda
- Learnt on “Issues, Solution and Action for SDGs evaluation”
- Very important and fruitful; but must be used in field in practice by NGOs, INGOs, ; line agencies, and ministries
- Very informative sessions for aspiring students like us. Intensive experience in the room
- An inspiration for youths
- The workshop is very useful for me; We know the importance of evaluation in SDGs, how to make evaluation gender friendly and equity based
- Also we now know about personal accountability in evaluation of SDGs
- Better understanding of EVALSDG and EvalAgenda;
- Networking among different stakeholders
- Imparted knowledge in evaluation through gender and equity lens
- Three days discussion helped me to know more about SDGs and importance for development
- It is a good national workshop and fruitful too but need to emphasise implementation part
- I feel I have been made aware on the need to work with this approach more to resolve issues faced by my nation in sustainable development
- My evaluation network has been strengthened
- Useful exercises to create awareness on SDG planning processes in relation to Gender equity.
- Better understanding now about EVALSDG and EvalAgenda.
- Group work and discussions and team work provided opportunity to work and learn together-educational and meaningful
- Thank you very much for such meaningful programme
- Well done and keep it up, I got much learning about M&E from GESI lens
- Useful, continue frequently
- Good job!

- Very good initiative, well done. However objective of the programme was to develop national evaluation agenda 2016-2020; which seems to be under achieved.
- How to evaluate SDGs with equity focused and gender lens is not adequately covered; at least sharing of tips, tools and resource could have been helpful
- Very good start on localising SDGs especially in relation to EVALSDG and EvalAgenda. And EFGRE evaluation
- Very good programme; wish the outcome may be beneficial for provincial management in Nepal
- This is very timely initiative in Nepal in all sets for implementation of SDGs.
- It is important to apply Human Rights Based approach to evaluation which will make evaluation naturally gender ad equity focused
- Gave an opportunity to revisit the indicators from equity and gender perspective in the right time
- Updated about where we are at glocalisation (global localisation).
- Need to know many more things to linkage between SDG-GESI-GBV
- Evaluation of SDGs in next five years period is critical and how will COE and VOPes can be positioned in SDGs evaluation? Raised awareness
- The Multi stakeholders' representation in National Planning for SDG agenda is very fruitful and important; it is a very good forum for future programme with coordination and collaboration
- Good Platform for knowledge sharing and collaborative plans
- Learned about sustainable goals and national SDG indicators from gender and equity perspective
- Interaction opportunities to discuss about lapses in evaluation
- Sensitise about EVALSDGs- and SDG Indicators
- Very fruitful about knowledge sharing related to "sustainable development goals" (SDGs) with respect to focusing on gender and equity concept aligning to the SDG indicators
- Timely organised
- Good coverage on evaluation
- Exercises were good
- Increased our understanding about process of evaluation of SDGs
- Helped a team to promote SDG (EFGRE)
- Encourage participants to learn about different ideas related with development
- Good initiation , let us keep it up and go into Actions
- Successful in highlighting the agenda of gender and social inclusion in evaluation
- Bringing all stakeholders into one forum
- Group work was useful
- Learned about SDG and evaluation issues

Suggestions:

- Duration of such training should be more than three days
- If possible field visits will be more helpful
- Found theoretical part was less, if we arrange group work, and theoretical learning together it will increase more knowledge
- Ensure similar seminar/workshops in future for all major stakeholders
- Need to form EVALSDG groups among the participants of this workshop and share from time to time through managing group email and active communication
- I hope that the queries raised by me (Charimaya Tamang) for effective evaluation by including the concerns about the marginalised may be addressed by SDG evaluation processes more effectively
- Continuity is important for joint planning and implementation.
- Such types of programme must be conducted at local level
- Sharing of tips, tools and resource on equity based and gender focus could have been helpful
- Data will be key to ensure EFGRE
- While implementing the National Evaluation Plan and evaluating the impacts of the implementation, include all these participants of this workshop in order to assess if things have been done differently to meet SDG goals and values
- It is important to apply Human Rights Based approach to evaluation which will make evaluation naturally gender and equity focused
- This type of workshop should be continued in future also because it gives more priority to the evaluation agenda
- Provide materials to focal points in advance
- Manage programme more effectively
- Improve time management
- Give more time for group work
- Workshop may not have connected completely to gender issues
- Retaining participants was a challenge
- Facilitation and time keeping needs to improve

4. Annex 1: Workshop Programme Schedule

National workshop on EVALSDG and EvalAgenda 2016-2020

August 21-23, 2016

Venue: SAP-Falcha House, Babarmahal, Kathmandu

Ph. No. 4243882, 4219192

Programme

Day 1 (August 21, 2016)

Time	Topic	Methodology	Resource person
8.30-9.00	Breakfast and registration		
9.00 to 10.30	Inauguration Programme	Inauguration programme prepared separately	Rt.Hon. Speaker of the Parliament, Hon. President-GGMC
10.30 to 11.45	Sustainable Development Goals and ensuring “no one is left behind”	Brainstorming /presentation	Dr. Dorothy Lucks
11.45-12.00	Break		
12.00 – 1.00	Role of parliamentarians in advocating for evaluation of SDGs	Presentation and discussion	Hon. Ananda Pokharel
1.00 to 2.00: Lunch			
2.00 to 2.30	Experience sharing in equity focused and gender responsive evaluation in the perspective of SDGs	Presentations and discussion	Asela Kalugampitiya
2.30 to 3.00	Efforts to institutionalise Evaluation and Internalise SDGs: GoN Perspective	Presentation and discussion	Dr. Teertha Dhakal
3.15 to 3.30	National SDG indicators from the gender and equity perspective	Presentation	Kanchan Lama
3.30-3.45	Tea break		
3.45.00-4.30	Methodology, Data and Indicator	Group work - 3 groups	Kanchan Lama, Dr. Gana Pati Ojha Teertha Dhakal
4.30-5.00	Questions time		Facilitators
5.00--	Facilitators meeting		

Day 2 (August 22, 2016)

Time	Topic	Methodology	Resource person
8.30-9.00	Break fast		
9.00-9.15	Reflection on the Day –I activities		Dr. Gana Pati Ojha
9.15 – 10.15	Role of stakeholders in EFGR evaluation	Discussion	Dr. Dorothy Lucks
10.15-10.30	Tea break		
10.30 to 1.00	Global Evaluation Agenda from the equity focused and gender responsive perspective	Presentation, discussion group work	Dr. Dorothy Lucks
1.00 to 2.00	Lunch		
2.00-2.30	Guidelines for group work	Presentation and discussion	Dr. Gana Pati
2.00 to 5.00	Preparation of the national evaluation action plan 2016-2020		
2.30-3.30	Issues and gaps in evaluating SDGs in gender and equity lens Feedback session	Group work There will be four groups: Government UN/Development partners VOPEs Academia/Private Firms/INGO Brainstorm issues in groups, put cards on brown papers which are on walls, categorisation and prioritisation	Ashok/UNICEF Dr. Gana Pati/ COE TBD/....
3.30-3.45	Tea break		
3.45-4.15	Categorisation of Issues and gaps under major themes		Ashok/UNICEF Dr. Gana Pati/ COE TBD/....
4.15-4.45	Solution to issues and ideas for innovation		Dr. Dorothy
5.00	Facilitators meeting		

Day 3 (August 23, 2016)

8.30-9.00	Break fast		
9.00-9.15	Reflections from Day-I and Day –II		Dr. Dorothy
9.15- 11.00	Objectives and strategies	Group work	Dr. Dorothy
11.00-11.15	Tea break		
11:15 to 12.30	Group work presentation and discussion to make agreements on final objectives Reflections on stakeholders contribution to the Nepal National Evaluation Agenda	Discussion	Dr. Gana Pati / Dr. Dorothy
12.30 to 1.00	Closing remarks		Dr. Dorothy Hon. Sherdhan Rai NPC Dr. Gana Pati Ojha
1.00 to 2.00 Lunch			
2.00 to 4.30	Preparation of draft Integrated National Evaluation plan 2016-2020	Only 10-15 participants from various clusters will be selected for this session (Working tea will be served)	
4.30	Facilitators meeting		

5. Annex 2- List of Participants

List of participants			
SN	Name	Office	Email
1	Krishna Prasad Jaishi	Association of District Development Committees of Nepal (ADDCN)	kjaishi@yahoo.com
2	Shanta Laxmi Shrestha	Beyond Beijing Committee	sha1954012@gmail.com
3	Suresh Basnyat	Central Bureau of Statistics (CBS)	s_basnyat@hotmail.com
4	Tirtha Raj Chaulagain	CBS	trchaulagain@gmail.com
5	Bharat Bilas Pant, PhD	Research Centre for Educational Innovation and Development_ (CERID), Tribhuvan University (TU)	drbbpant@hotmail.com
6	Deepak Acharya	Community Information Network, Association of Community Radio Broadcasters Nepal (CIN ACORARB)	cindeepak@gmail.com
7	Basan Shrestha	Community of Evaluators-Nepal (COE Nepal)	basan_shrestha@yahoo.com
8	Dr Gana Pati Ojha	COE Nepal/ South Asia (SA)	gpojha@gmail.com
9	Kamalesh Yadav	COE Nepal	yadav.forester@gmail.com
10	Kanchan Lama	COE Nepal	kanchan.lama@gmail.com
11	Kedar Nath Bhatta	COE Nepal	kedarnbhatta@hotmail.com
12	Prabin Raj Gautam	COE Nepal	prabin.gautam@kusoed.edu.np
13	Dr Ram Chandra Khanal	COE Nepal	khanalrc@gmail.com
14	Dr Ramesh Tuladhar	COE Nepal	r.tula1950@gmail.com
15	Dr Sushila Chatterjee Nepali	COE Nepal	sushinep@gmail.com
16	Thakur Prasad Bhatta	COE Nepal	thakurpbhatta@gmail.com
17	Dr Jagdish C Pokhrel	COE Nepal/SA	jagdish@pokharel.net /9851036088
18	Dipak Kumar KC	District Development Committee (DDC), Kathmandu	
19	Asela Kalugampitiya	EvalPartners	aselakalugampitiya@yahoo.ie
20	Ghanshyam Pandey	Green Foundation Nepal (GFN)	Pandeygs2002@gmail.com
21	Sita Aryal, PhD	GFN	siaryal@gmail.com

List of participants			
SN	Name	Office	Email
22	Radha chalise	Gorkhapatra Sansthan	radha.chalise79@gmail.com
23	Saloman Rajbanshi	ILO	saloman@ilo.org
24	Nabin Sharma	Image Channel (TV)	
25	Uttam Manandhar	Image TV	
26	Dr Dorothy Lucks	IOCE Eval Partner	sdfglobal@sustain.net
27	DP Upadhaya	Kantipur Television	dppress24@gmail.com
28	Krishna Ram Khadka	Kathmandu University, School of Arts (KUSOA)	khadkakrishnaram@gmail.com
29	Kaushal Dhamala	Media	
30	Hon. Yogendra Chaudhary	Member of Parliament (MP), Madhesi Jana Adhikar Forum Lokatantrik (Democratic) (MJF (D))	
31	Mina Kandel	Ministry of Agricultural Development (MOAD)	9841378195
32	Shekhar Karki	Ministry of Culture, Tourism and Civil Aviation (MOCTCA)	karkisb@hotmail.com
33	Rameshwor Sapkota	Mountain Television	
34	Bharat Sharma	Ministry of Women, Children and Social Welfare (MOWCSW)	brssharna@yahoo.com
35	Krishna Bdr Kunwar	MOWCSW	krishnakunwar906@gmail.com
36	Kamal K poudel	Ministry of Water Supply and Sanitation (MOWSS)	youandme50.kp@gmail.com
37	Hon. Ananda K Pokharel	MP	
38	Hon. Aendra Sundar Nembang	MP	
39	Hon. Aman Lal Modi	MP	amanlalmodi@gmail.com
40	Hon. Ambika Khawas Rajbansi	MP	
41	Hon. Bhanubhakta Dhakal	MP	
42	Hon. Bhishma Adhikari	MP	bn.adhikari@gmail.com
43	Hon. Dilip Thapa	MP	
44	Hon. Ghanindra Raj	MP	ghanindraraj@yahoo.com
45	Hon. Harkabir Rai	MP	harkabnrai123@gmail.com
46	Hon. Rashmi	MP	

List of participants			
SN	Name	Office	Email
47	Hon Sabitri Devi Chaudhary	MP	
48	Hon. Kripasur Sherpa	MP	—
49	Hon. Mohan S Rathour	MP	rathourmohansingh007@gmail.com
50	Hon. NP Saud	MP	npsaud@gmail.com
51	Hon. P.N Choudhary	MP	
52	Hon. Prem Rana	MP	
53	Hon. Sherdhan Rai	MP	
54	Hon. Dr Baburam Pokharel	MP	baburampokharel@gmail.com
55	Nirmal K thapa	Mid-Western (MW) University	nirmalthapa1@yahoo.com
56	Bimal Pokharel	NAVIN	bimalpkrl@yahoo.com
57	Hon. DhyanG. Ranjit	MP	
58	Dilip Danuwar	NEFIN	dilipdanuwar2045@gmail.com
59	Govinda Tamang	Nepal Evaluation Society	Govindagparang79@gmail.com
60	Niranjana Dhungel	New Era	niranjana@newera.com.np
61	Hari	News 24 Television	
62	Binod Gautam	NGO Federation Nepal (NFN)	gtmbinod@gmail.com
63	Hon. Milan Rajbanshi	MP	
64	Daya Sagar shrestha	NGO Federation	dayasagar@ngofederation.org
65	Gokul Khadka	National Planning Commission (NPC)	gokulkhadka@hotmail.com
66	Khadak Devkota	NPC	kpdevkota52@gmail.com
67	Krishna Murari Neupane	NPC	neupanekumu@gmail.com
68	Ram Prasad Acharya	NPC	rpacharya@npc.gov.np
69	Dr Giridhari Sharma Poudel	NPC/UNDP	giridharisp@gmail.com
70	Dr. Teertha Raj Dhakal	NPCS	trdhakal@npc.gov.np
71	Kalika Pathak	NPCS	pathakkalika@gmail.com
72	Sushila Kumari Panth	NPCS	panth_sushila@yahoo.com
73	Ishwor Malursan	Nepal Television (NTV)	
74	Tribikram parajuli	Parliament, Good Governance and Monitoring Committee (GGMC)	bikramrodanl@gmail.com
75	Naajendra Khanal	Parliament, GGMC	
76	Samir Shah	Radio Nepal	
77	Bhishma Ojha	Rastriya Samachar Samittee Nepal (RSS Nepal)	bhismarss@gmail.com

List of participants			
SN	Name	Office	Email
78	Charimaya Tamang	Shakti Samuha	charimayatamang@shaktisamuha.org.np
79	Kamal Devkota	Southasia Institute of Advanced Studies (SIAS)	kamal@sias-southasia.org
80	Priyanka Kapar	student/ Volunteer	pkapar07@gmail.com
81	Tirtha Man Tamang	UNFPA	tamang@unfpa.org
82	Dharma Swarnakar	UNDP	dharma.swarnakar@undp.org
83	Sujeeta Bajracharya	UNDP	sujeeta.bajracharya@undp.org
84	Valerie Julliand	UNDP	valerie.julliand@one.un.org
85	Bobby Rawal	UNFPA	basnet@unfpa.org
86	Ashok (Amatya) Vaidya	UNICEF	asvaidya@unicef.org
87	Awa Samla	UNICEF	asamba@unicef.org
88	Sheeva Harna	UNICEF ROSA	shharma@unicef.org
89	Bivek Joshi	UNWOMEN	bivek.joshi@unwomen.org
90	Atul K C	Volunteer	atulkc101@gmail.com
91	Pratima Shah	Volunteer	pptsah@gmail.com
92	Ram Kaji Karki	Volunteer	karkiramkaji@gmail.com
93	Kanta Khanal	WFP	kanta.khanal@wfp.org
94	Sikha Thapa	WFP	sikha.thapa@wfp.org
95	Kopila Rijal	WPNCC	kopilarijal@gmail.com
96	Bhola Tamang		
97	Jitu Gautam		

6. Annex 3- Inaugural Function

**National workshop
EVALSDGs and EvalAgenda**

August 21-23 2016

Kathmandu, Nepal

Organised by:

Community of Evaluators-Nepal (CoE-Nepal)

and

National Parliamentary Forum for Development Evaluation Policy in Nepal (NPFDEPN)

21August 2016

Inaugural Programme

Right Honourable Speaker of Legislative Parliament Onsari Gharti inaugurated the three-day National workshop on EVALSDGs and EvalAgenda that is being organised by (National Parliamentary Forum for Development Evaluation Policy in Nepal NPFDEPN) and Community of Evaluators-Nepal (CoE-Nepal) from August 21-23 2016 in Kathmandu, Nepal.

About hundred participants representing Parliament of Nepal, National Planning Commission, government ministries, UN agencies, EVALSDGs, EvalPartners, International and national Non-Governmental Organisations, media representatives and the event organisers attended the inaugural programme.

The objectives of the event were to: 1) increase understanding on Global Evaluation Agenda 2016-2020 and evaluating the Sustainable Development Goals (SDGs) in equity and gender lens; and 2) prepare workable Nepal national evaluation action plan for 2016-2020.

Honourable Ananda Pokharel, the Chairperson of National Parliamentary Forum for Development Evaluation Policy in Nepal (NPFDEPN) chaired the inauguration sessions of the three day workshop. Chairperson of Good Governance and Monitoring Committee in the parliament Honourable Mohan Singh Rathor extended a warm welcome to all to the event and highlighted the importance of monitoring and evaluation at all levels including parliament post-earthquake recovery.

Following the National Anthem, the Right Honourable Speaker of Parliament Onsari Gharti, the Chief Guest inaugurated the three-day the three day workshop by lighting the traditional oil lamp (panas). She wished the successful undertaking of the event. Honourable Speaker recalled this event as the outcome of the Global Evaluation Week that culminated in Nepal in 2015 that marked the International Year of Evaluation and emphasised on formulating and mainstreaming the Sustainable Development Goal and Gender and Social Equity issues for development. She appreciated both the organisers for bringing together the policy makers and development

partners for policy provisions and programmes for effective monitoring and evaluation to hold accountable for positive results in the lives of the target communities and audience. She recalled that the concerted efforts of NPFDEPN, parliamentarians and development partners played active roles to integrate governance, monitoring and evaluation provisions in the Constitution of Nepal 2015. Parliament of Nepal is committed to enforce those policy provisions. She anticipated that the event would help formulate the five year National Monitoring and Evaluation Plan that would be imperative in making effective mobilisation of the available resources.

Parliamentarian and Chairperson of NPFDEPN, Honourable Ananda Pokharel appreciated all Chief Whips of political parties and parliamentarians for their participation, views and commitments. He regretted that for lack of evaluation policy and provisions the planned development efforts since past 60 years could not bring adequately the fruits of development although those periodic plans had nicely set the goals set, allocated budget and programmes implemented. Agriculture had always been the government priority, but Nepal turned from food exporting to food deficit and importing country where 43 districts were food deficit. Nepal could not compete with India and China who provided heavy subsidy to the agricultural sector. Tourism could be one potential sector for our economic development. He also mentioned that infrastructure development was the priority of Nepal considering the environmental aspect. Thus, we all needed to self-evaluate whether we worked properly or not. We should integrate undertake monitoring and evaluation as an integral part in the development process. He cautioned that the policy and development programmes needed to tailor to our own biophysical, social, political and economic contexts. He expressed gratitude to all those who attended to discuss on SDG and help formulate the national plan for monitoring and evaluation.

Dr. Gana Pati Ojha, the Chairperson of CoE-Nepal briefed about the objectives of the event and the importance of EVALSDGs and EvalAgenda post Millennium Development Goals (MDGs). The event is a common platform where the policy makers, planners and development partners can join hands to meet the objectives of the event. Dr. Ojha reminded the participants that the UN declared 2015 as the Year of Evaluation and marked several events. CoE-Nepal co-organised the global culminating event in Nepal in 2015, where 60 countries 450 representatives around the world attended the culminating event. EVALSDGs and EvalAgenda were declared on the same event. EvalGender+ was one of the Interest Groups formed to develop policies and programme integrating gender and equity sensitiveness.

Chairperson of Good Governance and Monitoring Committee in the parliament Honourable Mohan Singh Rathor highlighted the importance of monitoring and evaluation at all levels including parliament post-earthquake recovery. Monitoring and evaluation had in the past been less prioritised at the policy formulation, government and development agency level, which had to be changed.

Chief Whip of Marxist and Leninist (ML) Party Honourable Aendra Sundar Nembang; Chief Whip, Madhesi Jana Adhikar Forum Lokatantrik (Democratic) Party, Honourable Yogendra Chaudhary; Chief Whip, United Marxist and Leninist (UML) Honourable Bhanu Bhakta Dhakal; Chief Whip,

Pariwar Dal (Party) Honourable Nilam Rajbansi and Honourable Parliamentarian Dhyan Govinda Ranjit (Nepali Congress) shed light on the importance of the event and committed to support. Local governance bodies in Nepal have been defunct for past 15 years, which affected the bureaucratic, and development processes including national high-prioritised programme as well, affecting reward and punishment mechanism. In that context, they emphasised that the monitoring and evaluation needed due consideration at the state, international and national development levels and culture for better accountability and development results. We, the planners and policy makers and development partners should not be confined only to indoor meetings and workshops. We need to go beyond to understand the local context to understand who are left behind and why. Political parties can make large changes by formulating policies even in short time. As with 'Charity begins at home', change has to take from the people's representatives, the parliament.

Dr. Dorothy Lucks, EVALSDGs Co-chair appreciated that Nepal had a good reputation internationally because of bringing all three areas namely evaluation, SDGs and gender in one event. How each sector can work together in next 15 years is important for SDG, for strong monitoring and evaluation and better outcomes so that there is gender equity and no one is left behind. Nepal had a good reputation also because Chairperson of (NPFDEPN) Honourable Ananda Pokharel was awarded in New York for successfully organising the grand global event 2015. Also, Dr. Gana Pati Ojha, Chairperson of CoE-Nepal was awarded by EvalPartners in recognition of his contribution to the service of evaluation.

Asela Kalugampitiya, EvalPartners, Coordinator appreciated that the global community learned a lot from Nepal. He recalled that the first parliamentary panel meeting was held in Nepal in 2013. First parliament forum was formed in Nepal. Nepal organised the Global event in the national parliament. It was praise worthy that dozens of parliamentarians attended this national workshop. It was harder to represent even a single parliamentarian in such evaluation events in Europe and North Americas. Learning from Nepal forums and events, the second panel meeting was held in Tunisia and the third in Kirgizstan in June 2016. Recently, Sri Lanka parliamentarians passed the motion on evaluation policy.

UN Resident Coordinator, Ms Valerie Julliard shared that Nepal achieved good results in MDGs particularly on preventive child and maternity health. Now, SDG is focused on sustainability and equity so that 'No one is to be left behind' in upcoming development interventions. She cautioned that no country could make progress if gender issues were unaddressed. Thus, indicators need to be cautiously selected to capture data relating to gender and equity issues to assess the effectiveness of development process .

Dr. Ramesh Tuladhar, Secretary of CoE-Nepal moderated the inaugural session. Dr. Ram Chandra Khanal, Vice Chairperson of CoE-Nepal thanked all participants for their participation, thoughtful remarks and commitment to make the event successful.

7. Annex 4- All Presentations and Policy Briefs

“Introduction to the National Workshop”, Dr Gana Pati Ojha



“Global Evaluation Agenda 2016-2020”, Dr Dorothy Lucks

In 2013, EvalPartners, the global movement to strengthen national evaluation capacities, declared 2015 as the International Year of Evaluation (EvalYear). This was reinforced when the UN General Assembly passed Declaration A/RES/69/237, *“Evaluation Capacity Building for the Achievement of Development Results at Country Level.”*² Many additional stakeholders, including the United Nations Evaluation Group (UNEG) and the OECD/DAC EvalNet, joined the movement.

In 2014, in partnership with the International Development Evaluation Association (IDEAS), the International Organisation for Cooperation in Evaluation (IOCE), the United Nations Evaluation Group (UNEG), the Independent Evaluation Office of UN Women, and the Global Evaluation Facility (GEF), EvalPartners started a global, multi-stakeholder consultative process to brainstorm about the priorities and key areas of a Global Evaluation Agenda for 2016-2020, which we call “EvalAgenda2020.” This addresses priorities for evaluation during the first five years of the 15-year period addressed by the new Sustainable Development Goals (SDGs).

In 2015, this agenda-setting consultation continued face-to-face in over 92 global, regional and national EvalYear events,³ with each event invited to contribute additional ideas to EvalAgenda2020. The Bangkok Declaration, 2015, from the joint IDEAS and UNDP-supported National Evaluation Capacities (NEC) conference added the voices of national governments and evaluation practitioners worldwide.⁴ Each event passed to the next event an Olympic-style “Evaluation Torch” to symbolise that the consultation was enriched by each additional event, culminating at the Global Evaluation Forum held in Kathmandu, Nepal the last week of November 2015. The Forum aimed to bring together key stakeholders to finalise EvalAgenda2020 and begin to develop actions plans to implement it. The purpose of full version of the EvalAgenda2020⁵ is to capture the results of these many consultations over the past 15 months.

Evaluation Has Enormous Potential to Help Improve Society

Many persons, organisations, and countries increasingly understand the role that evaluation can play in contributing to effective governance at the local, national, and global levels. By influencing policy makers, other key stakeholders, and public opinion, evaluation can help to ensure that public policies, programmes, and processes are informed by sound evidence and lead to effective and equitable results, thus improving people’s lives.

² See UN resolution at <http://www.unevaluation.org/mediacenter/newscenter/newsdetail/105>.

³ EvalYear events are listed at <http://mymande.org/evalyear/evaluationtorch2015>.

⁴ The Bangkok Declaration is included in Chapter B.1. of the full version of EvalAgenda2020.

⁵ The full version of the Global Evaluation Agenda 2016-2020 is available at <http://www.evalpartners.org/>

It is clear, then, that evaluation as a tool for effective governance is increasingly becoming respected and implemented. The importance of evaluation was highlighted in the context of the SDGs, also called the Global Goals, crafted through the largest consultation process ever documented by the United Nations. “Transforming Our World: The 2030 Agenda for Sustainable Development” states that review of the SDGs will be “rigorous and based on evidence, informed by country-led evaluations”; and it also calls for the “strengthening of national data systems and evaluation programmes”.⁶

Evaluation is not simply a value-neutral management tool. EvalPartners’ members are united by a shared commitment to promoting and supporting equitable and sustainable human development. Our alliance promotes evaluation processes and criteria grounded in *values of equity, gender equality, and social justice and on shared principles of partnership, innovation, inclusivity, and human rights*.

The consultation for EvalAgenda2020 has shown that evaluation, in order to reach its fullest potential, must combine effective methods and techniques and the values that drive policies geared to the public interest. That is, we collectively support evaluation as a value-driven tool for improved policy-making, governance, programme design, programme implementation and ultimately, to achieve outcomes that are more equitable, inclusive and sustainable for all people. And we are aware that in order to achieve such expectations we need to focus on both the demand and supply dimensions of the evaluation process.

However, Evaluation Has Not Yet Reached Its Full Potential

Despite its success and growing acceptance in many parts of the world, evaluation has not yet been embraced as widely as it should be. In many organisations and countries, there is inadequate appreciation of what evaluation is, how it differs from policy research, performance measurement or performance auditing, and how it can help improve on a practical level policy-making and programme implementation efforts.

The fact that evaluation—a relatively new discipline—is not yet fully embraced on a global scale encourages us to increase our efforts and strengthen our commitment to realise its potential. It is the gap between potential value and current acceptance that motivates us to work harder towards improving evaluation quality and usefulness and spread its benefits worldwide and across all segments of society, including the private and voluntary sectors.

Our Vision for Evaluation in the Year 2020

With hope and persistence, we visualise a much better world. We dream of a changed society. And we work towards a transformed global community characterised by transparency, accountability, and progress towards the common good. We recognise the need to draw the

⁶ For the SDGs see <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

lessons gained in pursuit of the 8 Millennium Development Goals (MDGs) as we turn our sights to addressing the even more demanding challenges of the 17 SDGs that imply universal respect for human rights, equality and non-discrimination: The overriding message of the SDGs is “to leave no one behind”, to ensure “targets are met for all nations and peoples and for all segments of society”.

How can evaluation help to achieve this dream? Our vision for 2020 is that evaluation is an integral part of all efforts by governments, civil society, and the private sector to improve the lives and conditions of all citizens. Our vision is that high-quality and value-driven evaluation can improve the design and implementation of these efforts, track their progress, make mid-course corrections and assess final outcomes and impacts with a view to social learning across policies, programmes and initiatives.

Our vision is that evaluation has become so embedded in good governance that no policy maker or manager will imagine excluding evaluation from the decision making toolbox, dare hold an important meeting or reach an important decision without having reviewed relevant evaluation information. Equally evaluators, whether internal or external, will use whatever methods and approaches are most appropriate to the situation to generate high quality, ethical information pertinent to the issues at hand.

At the same time, we envisage that evaluation will help to amplify the voice of all stakeholders, particularly the marginalised and disadvantaged. We know from experience the difference that evaluation can make in illuminating the realities of specific contexts by unpacking the complexity that peoples, organisations and communities face in struggling to address economic, social and environmental issues. We have seen the beneficial impact that principled evaluation can have in democratic settings when evaluators work in a neutral way with all stakeholders to contribute data, analysis and insights to assess results, identify innovations and synthesise learning towards improved outcomes.

In our vision, four essential dimensions of the evaluation system make up the core of EvalAgenda2020. These are: (1) the enabling environment for evaluation, (2) institutional capacities, (3) individual capacities for evaluation, and (4) inter-linkages among these first three dimensions.

Our vision of a strong **enabling environment** is that:

- All sectors of society understand and appreciate the value of evaluation
- Evaluation is explicitly required or encouraged in national evaluation policies and other governance and regulatory instruments
- Sufficient resources are allocated for evaluation, at all levels
- Credible, accessible data systems and repositories for evaluation findings are readily available
- Stakeholders are eager to receive and utilise evaluation information
- Evaluation receives due recognition as a profession

- The ownership of public sector evaluations rests with national governments based on their distinctive needs and priorities and with full participation of the civil society and the private sector

Our vision of strong **institutional capacities** is that:

- A sufficient number of relevant institutions, including but not limited to Voluntary Organisations for Professional Evaluation (VOPEs); government agencies, Civil Society organisations (CSOs), academia and institutions that generate and share relevant data exist to develop and support evaluators and evaluation
 - These institutions are capable of appreciating and facilitating quality evaluations
 - These institutions are skilled at collaborating with other relevant and involved institutions
 - These institutions are able to resource quality data generation and evaluations as required, make information readily accessible and are ready to follow-up on evaluation findings and recommendations
 - These institutions are able to continually evolve and develop as the evaluation field advances
 - Academic institutions have the capacity to carry out evaluation research and run professional courses in evaluation
- Our vision of strong individual capabilities for evaluation is that:
- Developing individual capacity for evaluation will be relevant not only to evaluators, but also to commissioners and users of evaluation
 - Commissioners and users of evaluation will have a sound understanding of the value of evaluation, processes for conducting high quality, impartial evaluations; and more commitment to using evaluation findings and recommendations
 - Sufficient numbers of qualified evaluators, drawn from a diversity of relevant disciplines, are available to conduct high quality evaluations in all countries and all subject areas
 - These evaluators have the knowledge, skills and dispositions to make appropriate use of generally accepted evaluation principles, theories, methods and approaches
 - Evaluators have integrated the values discussed above and are culturally sensitive
 - Evaluators continually learn and improve their capabilities

Our vision of strong **inter-linkages** among these first three dimensions is that:

- Governments, parliamentarians, VOPEs, the United Nations, foundations, civil society, private sector and other interested groups dedicate resources to joint ventures in the conduct of evaluations, in innovation in the field of evaluation and evaluation capacity building
- A common set of terms exists in all languages to disseminate and share evaluation knowledge
- Multiple partners in evaluation regularly attend national and international learning opportunities

- The “No one left behind” principle stated in the SDGs is embedded as a key value that goes across three building blocks of evaluation system –enabling environment, institutional capacities and individual capacities for evaluation.

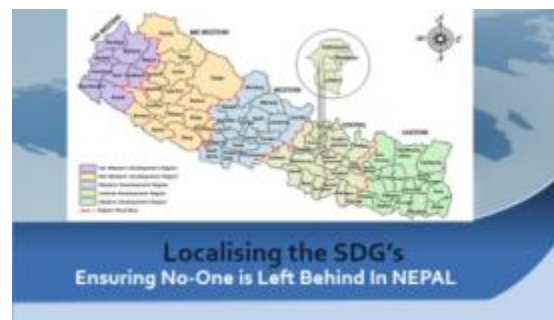
The four dimensions do not operate in isolation but are connected in diverse ways in different countries, sectors and situations. In the full version of the Global Evaluation Agenda 2016-2020 there is a chapter devoted to each dimension that explains the respective conceptual framework and theory of change. The following diagram illustrates the relationships between the dimensions. The relationships are dynamic, with overlapping influences, partners and drivers; yet at the same time, all dimensions are working like a vortex pulling the various dimensions ever closer towards better outcomes. Each partner (institutions, individuals and evaluation users) contributes a distinct part to the whole through the mutually supportive and interconnected dimensions of the Agenda.

What Is Needed to Reach This Vision

This then is the vision for evaluation in the year 2020, but for none of these four dimensions is this vision the current reality. Much work and a great deal of experimentation lies ahead for each dimension, and the EvalPartners consultations over the past 15 months have surfaced many challenges. The chapters of the full version of the Global Evaluation Agenda 2016-2020 document provide a glimpse of the great diversity of initiatives initiated or planned for each dimension of EvalAgenda2020. Each chapter provides definitions, draws together key threads from the respective consultation, highlights strategies and priority (not comprehensive) areas for action and outlines the higher level and interim outcomes that are expected to be accomplished towards the EvalAgenda 2020 vision.

It is our collective hope and intention that by advocating for the many initiatives and activities outlined in this Global Evaluation Agenda the global evaluation community will be able to make significant contributions to attaining EvalVision2020, and the attainment of all the SDGs, for the benefit of humankind. Each partner in this global community, including but not limited to IOCE and EvalPartners, including donors, governments, VOPEs, CSOs, media, private sector, will each have their roles to play.

“Together we can!”



The SDG's are:

सँग सम्बन्धित सौचहरू (SDGs)

- Negotiated over a two-year period through the United Nations;
- Agreed to by 193 nations, on 25 Sept 2015
- Officially known as **Transforming our world: the 2030 Agenda for Sustainable Development**.
- A set of **17 goals (SDGs or Global Goals)** for **every country and every person's** future
- Backed up by a set of 230 indicators and 169 targets based on lessons from the MDGs that better tracking of progress is required

SDGs - No-one left behind.....

**TRANSFORMING OUR WORLD:
THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT**

- This Agenda is a **plan of action** for people, planet and prosperity.
- **All countries and all stakeholders**, acting in collaborative partnership, will implement this plan.
- We are **resolved** to free the human race from the tyranny of poverty and want and to **heal and secure** our planet.
- We are determined to take the **bold and transformative** steps which are urgently needed to shift the world onto a **sustainable and resilient path**.
- As we embark on this collective journey, we pledge that **no one will be left behind**.

What is new and different about the SDGs?

- Universality**
SDGs apply to every country and every sector
They are for all: government, businesses, civil society organizations, academia, schools, media, religions, gender, communities.
- Integration**
Goals are inter-connected, work within one SDG affects others SDGs.
Life is complex - the SDGs are realistic.
- Transformation**
Achieving these goals requires fundamental changes
Every community needs to open new opportunities for change to occur

Who is/are left behind?

What does it mean? - everyone benefits

Who gets left behind?
Those who cannot access the benefits

Do good and better have to be
Equally focused
Gender responsive

Are we talking equality?
- everyone gets the same regardless of need.

Or Equity?
- Access to opportunity
- Achievement of better outcomes



EVALUATION is important for the SDGs

- SDGs helps us to think about the best way to improve wellbeing
- Evaluation helps us to think more deeply
 - SDGs require positive change to occur - more quickly
 - Measurement through indicators, targets will tell us **where** we are in terms of progress
 - Evaluation helps to tell us **why** progress is fast or slow
 - Statistics and evaluation will show us **who is benefiting**

Evaluation helps us to think in a systematic way about

1. **who is being left behind,**
2. **why are they left behind, and**
3. **how they can be included.**

#1: End poverty in all its forms everywhere

Increased economic growth/output and more equal distribution of income is needed

Calls for substantially scaling up related investments and raising productivity through higher levels of cooperation

Policy and legal interventions regarding labour and financial markets along with expanding social protection measures

Some initiatives to combat poverty often lack proper targeting and monitoring – who does this effect/how can this be improved?



#2: Achieve food security and improved nutrition and promote sustainable agriculture

Promote and support agriculture eg. improving irrigation, power, rural roads, and ICT infrastructure

Increased competitiveness, availability of modern technology and a development of tariff barriers to cross-border trade

In Nepal, only about 1/5 of arable land is irrigated and 14 of farmers do not own their own land – who does this leave behind?




#3: Ensure healthy lives and promote well-being for all at all ages

In Nepal infant mortality has declined, improved access and availability to neonatal care is needed to continue this trend

Indigenous products and health service system, including herbal products and natural healing practices, can be preserved via Trade-Related Aspects of Intellectual Property Rights (TRIPS). Innovations in the health sector could capitalize on the TRIPS.

Health data disaggregated by income, gender, age, ethnicity and geography lacks reliability and scope – how can this be improved/who does this effect?




#4: Ensure inclusive and quality education for all and promote lifelong learning

Educational outcomes at national and sub-national levels need investigation to ensure equity of access to knowledge

Increasing the number of youths and adults with relevant skills, including technical and vocational skills for employment, decent jobs and entrepreneurship

Educational changes are required at family, community and school levels to ensure improve outcomes – how can this be achieved?




#5: Achieve gender equality and empower women and girls

Gender inequality is one of the major impediments for economic prosperity, peace, harmony, social integration and sustainable development

Information on gender-based violence, sexual abuse, discrimination at home, institution based crimes, and women's representation in various fields needs to be included within national government-led initiatives

All targets and indicators will be gender disaggregated

How can women's empowerment strengthen the impact of other SDGs?




#6: Ensure access to water and sanitation for all

Support the increase of availability and access to potable water through institutional mechanisms and policy

Ensuring that institutional setup/framework regarding water resource management is clearly defined and geographically inclusive

Only around half of all water supply schemes are fully functional – who does this leave behind?



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

Producing renewable energy and then exporting this commodity to other countries within the South Asian region would generate income and growth and positively impact numerous other SDGs

Nepal has huge potential for renewable energy – particularly hydropower

A 1% increase per year in energy consumption highlights the need for developing this sector – how can this ensure no-one is left behind? Can this be a localized effort?



#8: Promote inclusive and sustainable economic growth, employment and decent work for all

Economic growth will be inclusive when most citizens can participate in the production process, share the benefits, and are covered by social protection in case they are not able to participate

Initiatives to encourage labour market reforms for decent work, social security for workers, and an end to gender discrimination in work and pay

Encouraging countries employing migrant workers to monitor their labour market practices and ensure that migrant workers are not exploited and exposed to hazards

Unemployment/underemployment are big issues – how can we ensure citizens are not left behind due to lack of work?



#9: Build resilient infrastructure, promote sustainable industrialization and foster innovation

Substantial national, regional and global efforts are needed to develop inclusive resilient infrastructure

Enhanced access to global tech/telecommunication structures will assist in creating sustainable industrialization

Improved cross-boundary market access and trade regulations will support and foster innovation

SDG target is to increase industry output by 25 percent – Can this be achieved in Nepal?



#10: Reduce inequality within and among countries

By working together on key decisions, private corporations, civil society and public organisations can tackle inequality at both a localized and national level

Supporting income growth for the lowest-earning 40% of the population will require investment in goal #9 – but ensuring that this group does not get left behind

What can Nepal do to identify and eliminate laws and practices that contribute to discrimination?



#11: Make cities inclusive, safe, resilient and sustainable

Enhanced monitoring and accountability by local and national governments and private actors, in land administration is imperative for safe and resilient communities

Urban planning initiatives can ensure more inclusive and dynamic urban centres

In what ways can better urban planning improve results for other SDGs?



#12: Ensure sustainable consumption and production patterns

Sustainable development implies that non-renewable resources are not consumed or exhausted by the current generation and are protected for coming generations to use

Public procurement policies and practices that consider sustainability will strengthen national consumption patterns

Tools to monitor and promote sustainable tourism will reduce impact on fragile resources

How will this ensure a safe future for younger generations?



#13: Take urgent action to combat climate change and its impacts

Improved education and awareness-raising initiatives about climate change and how individuals can respond should be supported at a national and sub-national level

Transfer of technology is necessary to implement climate smart practices countrywide

Who does climate change affect the most? How can this be monitored effectively?



#14: Conserve and sustainably use the oceans, seas and marine resources

Not directly applicable to Nepal
Mountainous areas create lakes and rivers ensuring clean/potable water supply both locally and internationally

Conserving, sustainably using and promoting mountain resources including glaciers, water, habitats and wildlife contributes to global sustainability

Nepal's mountains give life to numerous bodies of water – how can conservation of the watershed's impact other SDGs?



#15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Forest conservation and management is an area where Nepal can share best practices with the global community

Sustainable and productive management of forests provide employment and incomes through forest based enterprises

How can forestry sector be sustainably developed to ensure isolated communities are not left behind?



#16: Promote just, peaceful and inclusive societies

Promoting peaceful and inclusive societies for sustainable development is integral for all SDGs to be met

Capacity building on peace related areas and facilitating inclusive participation in the political process can all help

Give more attention to violence against women, children and those related to social institutions, values and harmful practices

How can Nepal's society become more inclusive?



#17: Revitalize the global partnership for sustainable development

Improve equitable partnership processes (locally and internationally) to ensure no-one is left behind

Support the building of new and existing partnerships to strengthen results for SDGs

How can supporting these partnerships lead to localised effects of SDGs within the community?



From goals to actions; "glocalising" the agenda

- Transform the 2030 Agenda into policies and concrete actions at local level.
- Ensure that citizens are involved in the decisions that affect their future.
- Seek and attract new solutions
- Public and private sector investments and stronger innovative partnerships

Reaching the Goals

Needs action

- different types of action
- at different stages
- in different locations
- your contribution is vital



Localising the SDGs

- 1. Build awareness, gain commitment
- 2. Set national indicators and targets
- 3. Prepare the team, equipment, knowledge, resources
- 4. Make it work, full implementation, manage processes
- 5. Scale up, overcome challenges
- 6. Reach the goals steadily, reap results before the future




Overcoming Obstacles

- 1. Not working, no visible progress being made
- 2. Insufficient training, feel alienated, alone
- 3. Low visibility, certain groups may get lost
- 4. Lack of resources, no funding, no equipment, no knowledge
- 5. Warning, don't stop until the goal is reached



The Summit

Reaching the summit relies on team work!



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Brainstorm/Questions

- How can localisation of the SDGs occur in Nepal?
- Who is most at risk of being left behind?
- How will implementation/evaluation priorities be decided?
- How can evaluation help to improve outcomes in equity and gender responsiveness?
- How can partnerships be strengthened for SDGs implementation and evaluation?

Examples of Equity Focused and Gender Responsive Evaluation- Asela Kalugumpitiya

Examples of Equity Focused and Gender Responsive Evaluation

Technical Assistance on Evaluating SDGs: Leave No One Behind
to Ensure Equitable Development
EvalGender+ Network together with UN Women, UNEG and
EvalPartners

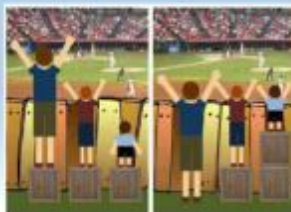


Outline

1. What does equity mean?
2. Why does equity matter?
3. Examples
4. What does gender equality mean?
5. Examples
6. EvalGender examples



Equity: a strategy to achieve equality



Different treatment
for different
situation ...

... to ensure
everybody can
enjoy the same
rights



Defining Equity

- Disparities between population groups
- Some of these disparities may be unavoidable (e.g. driven by biology)
- The disparities between population groups that are avoidable and unfair are termed inequities
- Equity is therefore based on notions of fairness and social justice



Why equity

- Equity has a significant positive impact in reducing poverty
- Equity may have a positive impact on economic growth



Why equity

Equity has a positive impact in the construction of a socially fair and democratic society

Unequal opportunities of social groups in society is often a significant factor behind social unrest, which may lead to crime or even violent conflict, with negative effects for the social cohesion of a society.

Prolonged inequity may lead to the "banalization" of inequity

Inequity constitutes a violation of human rights and hampers the equitable achievements on Human Development and SDGs

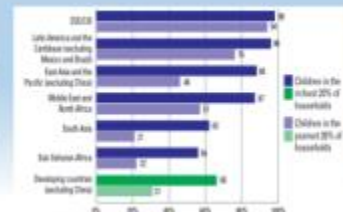


Some examples

Determinants: Income

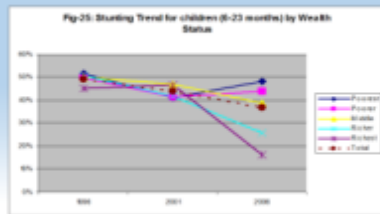
In some regions, children from the richest households are 2-3 times as likely to be registered as those from the poorest

Percentage of children under 5 years old who are registered, by household wealth quintile



Determinants: Income

Nepal stunting trends and equity



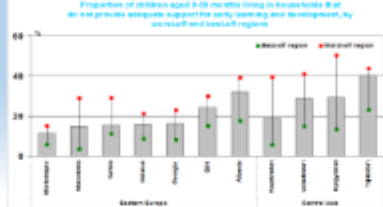
Determinants: locations

- Significant increases in PMTCT coverage: 24% to 73% between 2004-2009
- Largely on track to reach Universal Access goal of 80%
- However, reaching the last 20% will need refocusing strategies and other context specific analyses by province



Determinants: locations

Proportion of children aged 0-23 months living in households that do not provide adequate support for early learning and development, by wealth and location region



Determinants: locations and Ethnicity

In Cambodia, % of 17 years olds who NEVER attended school



Determinants: Gender

The majority of out-of-school children continue to be girls (53%); achieving gender parity would mean 3.6 million more girls in primary school

Socio-economic: Disabilities

90% of children with disabilities in developing countries do not attend school

Multiple Dimensions: Who is not learning? Disparity in learning



Source: UN Women (2010)

UN Women, UN Women, UN Women, UN Women

Socio-economic: Disabilities

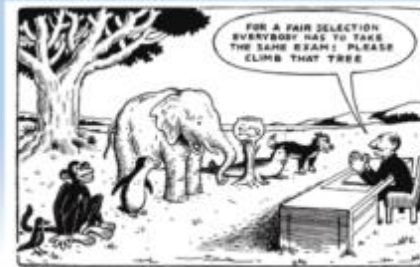
90% of children with disabilities in developing countries do not attend school

UN Women, UN Women, UN Women, UN Women

Final aim

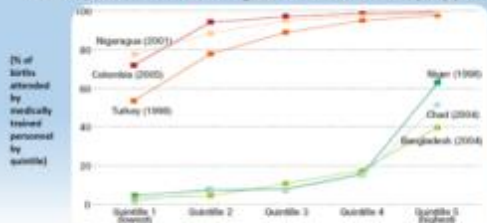
All rights for
all human beings
everywhere
at any time,
by prioritizing the most deprived

UN Women, UN Women, UN Women, UN Women



UN Women, UN Women, UN Women, UN Women

Public policies must be designed based on the inequity profiles



UN Women, UN Women, UN Women, UN Women

What is gender?

Gender refers to the socially determined roles, responsibilities, behaviour, characteristics of women and men in a given culture

Socialization at home, school, media, etc.
Assimilated and learned, can change over time and can vary within a given culture

UN Women, UN Women, UN Women, UN Women

Defining Gender Equality

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

UN Women

<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

UN Women, UN Women, UN Women, UN Women

Gender equality ensures

- no discrimination in opportunities and in access, control and use of resources, on the basis of a person's sex
- is not equal to women and girls
- about social relations between W/M
- means that W/G and M/B have equal conditions for realizing their full potential and for contributing to and benefiting from economic, social, cultural and political development

UN Women, UN Women, UN Women, UN Women

Importance of gender equality

- Everyone has human rights
- Poverty is a gender issue, 70% of world's poor are women and girls
- If half the population has restricted or limited access to relevant learning opportunities, a community's social and economic development will be limited
- Necessary for sustainable human development (gender equality linked with poverty reduction)
- W/M are both drivers of social and economic development
- Commitments involves obligations (i.e. CEDAW)



Importance of gender equality

According to statistics from the World Bank, women usually reinvest 90% of their income in their families and communities compared to men who reinvest just about 30% to 40% of their income.



Challenges in promoting gender equality

- Changing socio-cultural values, beliefs and attitudes takes time and often meets with resistance
- Resistance because there is difficulty seeing that a problem exists
- Change is required at the individual, community, institutional and societal levels
- Existing power structures must change



Examples from other countries

- Uganda
Evaluations take gender into their considerations and analyses of programme impacts and use gender-responsive evaluation methods. Evaluation reports discuss how gender equality is addressed in the project or programme, and evaluation data is disaggregated by sex. Evaluation teams have gender analysis expertise. The Uganda Evaluation Association has produced evaluation standards that require evaluators to incorporate gender approaches



Examples from other countries

- Malaysia
There are efforts to integrate gender issues into the mainstream public management initiatives and there are policies governing these. Gender is part of the outcome-based system requirement as one of the twelve cross-cutting issues that need to be addressed by ministries and government agencies within their strategic plans through specific key indicators.



Examples from other countries

- India
Evaluation reports discuss how gender equality is addressed in the project or programme. Evaluation data is disaggregated by sex; *ad hoc* evaluations use gender-responsive evaluation methods.
- El Salvador
Evaluation data is disaggregated by sex; evaluation reports discuss how gender equality is addressed in projects and programmes.



Examples from EvalGender+ supported countries

EvalGender+ support selected countries to strengthen evaluation of SDGs in equity and gender lens

- | | |
|--------------|---------------------|
| • Kyrgyzstan | Burkina Faso |
| • Colombia | Cambodia |
| • Kenya | Nepal |
| • Tunisia | MENA region |
| • Sri Lanka | Asia Pacific region |
| • Zimbabwe | |



Burkina Faso programme

- Burkina Faso conducted two national workshops on evaluation of SDGs in equity and gender lens in June. The workshops were attended by parliamentarians, government officials, evaluators.



Cambodia programme

- Cambodia is developing equity focused and gender responsive evaluation guidelines for the country. The guidelines are developed in a stakeholders workshop held in Siem Reap from 22-26 Aug



National Evaluation Policies

- Zimbabwe National Evaluation Policy clearly includes gender equality
- Afghanistan draft policy includes gender equality and social equity. The policy awaits Cabinet approval
- Kenya draft policy is being reviewed for EFGRE



The Global Evaluation Agenda 2016-2020 - -Dr. Dorothy Lucks



Strong enabling environment

- Promote the value of evaluation
- National government ownership
- Encourage national evaluation policies
- Advocate for sufficient resources for evaluations
- Build credible, accessible data systems
- Improve evaluation use
- Facilitate participation of the civil society and the private sector in evaluations



Institutional capacities

- Increase number of institutions with evaluation capacity
- Institutions are capable of generating quality evaluations
- Institutions improve collaboration in evaluation activities
- Institutions able to resource quality data generation and evaluations
- Institutions are more transparent on evaluation findings and follow-up recommendations
- Institutions continually evolve and develop with enabling environment
- Academic institutions have capacity to carry out evaluation research and run professional courses in evaluation

Individual capacities

- Evaluators have better knowledge of generally accepted evaluation principles, theories, methods and approaches
- Strengthen competency of evaluators to generate quality evaluations through training and mentoring
- Commissioners of evaluations assisted to develop appropriate evaluation briefs and allocate appropriate resources
- Users of evaluations better able to take findings and recommendations into account in better decision-making
- Evaluators are equity focused, gender responsive and culturally sensitive
- Individuals continually learn and improve their capabilities in evaluation

Inter-linkages

- Common set of terms and basic standards in all languages to disseminate and share evaluation knowledge
- Multiple partners in evaluation attend learning opportunities to build knowledge
- Resources dedicated to joint ventures in the conduct of evaluations, in innovation in the field of evaluation and evaluation capacity building
- Meta-evaluations and synthesis to broaden knowledge
- The "No one left behind" principle stated in the SDGs and equity focused and gender responsive evaluation is embedded as a key value that goes across three building blocks of evaluation system

EvalAgenda2020 Implementation Structure



EVALSDGs

Evaluation – Value-Adding and Learning for the SDGs

- Started July 2015
- Two volunteer Chairs and co-chairs
- Started with no structure, no budget, no members
- Now around 120 members across 46 countries
- Formal side event at SDGs High Level Political Forum in partnership with UNDP
- Current resources very small mostly in-kind
- Massive voluntary support (working group activities, translation, events, sharing of information, etc)

Evaluation: Value-Added ad



Developing the Nepal EvalAgenda2020

Are the four dimensions/groups applicable to Nepal?

What else should be considered as key themes

- | | |
|-------------------------------|-------------------------------|
| (i) Enabling environment | (A) Parliamentary |
| (ii) institutional capacities | (B) SDGs collaboration |
| (iii) individual capacities | (C) Youth/emerging evaluators |
| (iv) Interlinkages | (D) Indigenous |
| | (E) Gender and equity |

What structure is required for Nepal EvalAgenda to include all relevant stakeholders?

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Rosenstein, B. 2015. Status of National Evaluation Policies. Global Mapping Report. 2nd Edition, Implemented by Parliamentarians Forum on Development Evaluation in South Asia jointly with EvalPartners.

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Institutionalisation of Evaluation in the context of SDGs in Nepal: Government perspective - Teertha Dhakal, PhD, Chief, M&E Division, NPC

Institutionalization of Evaluation in the context of SDGs in Nepal: Government perspectives

23 August 2016

Teertha Dhakal, PhD
Chief, M&E Division, NPC

Discussion outline

- Overview
 - Initiatives to internalize SDGs
 - Current situation of evaluation in the public sector
- Recent initiatives
 - Creating enabling environment
 - Building capacities
 - Enhancing quality and promoting use of evaluation evidences
- Ways forward- collaborative efforts for EvalSDGs

Overview

Internalization of SDGs in national planning

- SDGs national (preliminary) report published in 2015
- Current 14th plan has internalized some aspects of SDGs
- Annual program and budget 2016/17 has internalized SDGs- Each project and program has SDG(s) codes
- Plan to revise National M&E guidelines to internationalize SDGs once global SDG indicators are finalized
- Prepare integrated national action plan to implement Global Evaluation Agenda and EvalSDGs

Data for EvalSDGs

- Nepal SDG preliminary report 2015 sets baselines and targets of most of the goals- used data from censuses, surveys (NLSS, NDHS, NLES, NMICS) and MICS
- **Data issues**- set baselines and targets and regularly track SDGs
 - Intra-household information for nutrition, hunger, education, health etc.
 - Gender/equity-based disaggregation for all goals- mainstream the agenda
 - Gap in gender data- Time use in different household activities, employment, informal sector wages and earnings, VAW, trafficking, data of multiple exclusion etc.
- **Strategies** (also for gender and equity analysis and monitoring outcomes)
 - Introduce new surveys or tailor existing surveys for EvalSDGs
 - Exploit all data sources- the National Strategy for the Dev of Statistics (NSDS) takes care
 - Use data quality assessment tools and mechanisms
 - Generate sub-national and geo-spatial data for tracking progress of SDGs localization

Overview – Current situation of evaluation

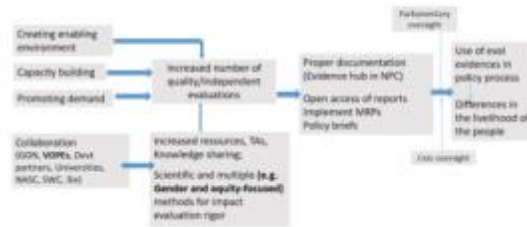
- **Demand of evaluation**- Growing recognition that evaluation is a prerequisite for: (i) informing policy processes (ii) promoting accountability, and (iii) better results
- **Evaluation policy and guidelines**- Constitutional provisions; periodic plans include policy statements; and M&E guidelines define processes
- **Documentation**- NPC eval. reports are now available in npc.gov.np
- **Coverage**- NPC facilitated only 39 evaluations in the last one and a half decades
- **Quality**- Weak methods; lack baselines; rich information poor analysis
- **Evaluations of NGOs sector**- SWC evaluations are very low in quality
- **Capacities**- Low to demand, commission, conduct and use evaluations
- **VOPES**- Gradually evolving, but still weak and narrow in terms of coverage
- **Use of evidences**- Low (capacity/poor oversight and accountability/ transition)

Overview- Methodological discourse

- Approach of current M&E system- Mgmt by exception and MIDR
- **Philosophical ground**
 - Depart from formal positivism to creative pluralism and pragmatism (from one doctrine or methodology to diversity, inclusion, innovation and change)
 - From theory-driven to grounded realities
- **Cumulative and multiple causations**
 - From project to program to sectoral theory of change and results chain
 - Contributions and attributions
- Equity-focused and gender-responsive- systematic observation and experimentation, rigor to evaluate the causes of behaviour

Current initiatives

Institutionalization of evaluation- Theory of change



Creating enabling environment

- Redefine theory of change by means of sectoral results frameworks
- Monitoring and Evaluation Act
- Evaluation norms and standards
- Code of conduct for evaluators
- SDGs-friendly M&E guidelines
- Redefine roles of M&E institutions- NPC more focus on evaluation
- Collaborative efforts- GON co-hosted Global Evaluation Week (Nov. 2015) in Kathmandu and was very successful; Appreciated/supported this event

Capacity building

- Multi-pronged collaborative approach in capacity building
 - Institutional/organizational
 - Individual (commissioners, evaluators and users)
- Networking (EvaNet) meeting of commissioners, evaluators and users
- Regular trainings collaborating with
 - Universities and training institutions (esp. NASC)
 - Specialized foreign agencies e.g. JICA
 - VOPEs, and
 - UN agencies and other devt. partners
- Orientation to policy makers- parliamentarians forum

Capacity building at various levels

- **Institutional (Enabling environment)**
 - Constitutional provision on M&E; Governance Act, M&E Act and guidelines
 - Sectoral result framework and project level logframes
 - National Parliamentarian Forum on Devt Policy Evaluation
- **Organizational**
 - M&E units of the LMs supported for logistics for greater efficiency
 - Three-year rolling M&E plan in place to implement M&E guidelines
 - Population Dept (TU) started Evaluation at Masters level (3 credit hrs)
- **Individual**
 - About 300 trained/oriented in the last 3 yrs; 50 parliamentarians oriented by COE
 - NASC started 2 sessions on M&E in each professional training

Evaluation Networking (EvaNet) Meeting

- Annual EvaNet meetings since 2013
- Dialogue and cooperation between GON, VOPEs, NGOs, academic/training institutions enhanced (NPC, UNICEF, UNDP, COE)
- Foreign experts' inputs in the EvaNet meetings
 - 2013- Representatives from Japan/Malaysia/Sri Lankan Evaluation societies
 - 2014- Representatives from Jameel Poverty Action Lab
 - 2015- Representatives from International Initiatives for Impact Evaluation (3ie)
- Proceedings of the EvaNet meetings prepared and published- available in ape.gov.np
- Recommendations of EvaNet disseminated and incorporated in the NPC M&E plan

Enhance quality of evaluations

- Focus on building capacities to manage and conduct evaluations
- Collaborate with specialized agencies including 3ie and others
- Define evaluation norms, standards and code of conduct
- Introduce scientific evaluation methods (e.g. RCTs)
- Use methodology to promote inclusion, innovation and change
- Promote independence in evaluations
- Expand the coverage of face-to-face events, share experiences and collectively build capacities
- Encourage for meta evaluations and feedback to improve quality

Efforts to promote use of evaluations

- Wide dissemination- mandatory uploading of all eval reports in the website
- Documentation of evidences including eval reports (evidence-hub in NPC)
- Consolidated evidences with policy briefs
- Orientation to policy makers
- Prepare/implement/monitor Management Response Plan (MRPs) to implement evaluation recommendations
- Role of oversight agencies- Parliamentarians and Auditor General's Office
- Civic oversight- media, civil society

Ways forward

- Continue efforts to promote enabling environment and adopt multi-pronged collaborative approach in eval capacity building
- Increase coverage of evaluations of critically important policies/programmes- internal, external and meta evaluations
- Improve data-quality and overall quality of evaluations
- Promote oversight to institutionalize evidence-based policy processes
- Support the NPFDEPN and VOPEs to grow from their infancy
- Implement an Integrated Action Plan for 2016-2020 focusing on EvalSDGs
- On equity-focused and gender responsive eval- learn from this forum

Thank you

“Looking at Gender and Equity concerns in SDGs targets and indicators for Nepal”, Kanchan Lama



LEAVE NO ONE BEHIND

Putting gender and equity concerns in SDG goals, targets and indicators for Nepal, 2016-2030



Objectives



While SDGs contain 17 Goals covering all aspects of sustainable development - from poverty to equality, environment and human rights,

This session will particularly focus on viewing Gender and Equity aspects in SDG

- Targets,
- Indicators and
- Methodology



Session will help to enhance

Awareness
Alert, and
Advocacy
on

Equity & Gender

To connect to effective SDG- evaluation



Defining Equity



Equity is based on notions of fairness and social justice (Segone, and Lezott, 2011)

Right to development is a Human Right

Equality



Equity



The right to development is an inalienable human right by virtue of which every human person and all peoples are entitled to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized.

(Declaration on the Right to Development Adopted by General Assembly resolution 41/128 of 4 December 1986)

Social Exclusion



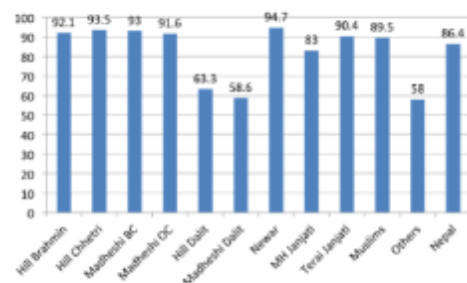
A systematic process of **disempowering** to the certain individuals or groups in the society by **depriving** them from the development opportunities;

Preventing them from accessing education and information, participation and decision making, resources and social relations, so that they are under the **domination** forever

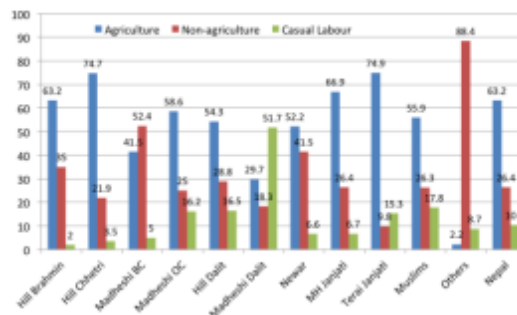
Social exclusion

- A complex and multi-dimensional process, involving **denial** of resources, rights, goods and services, and the **restricting participation** in normal relationships and activities in economic, social, cultural or political arenas
- It affects both the **quality of life** of individuals and the **equity and cohesion** of society as a whole.

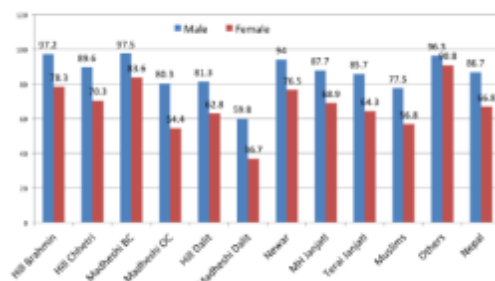


Percent of households who have **land ownership**

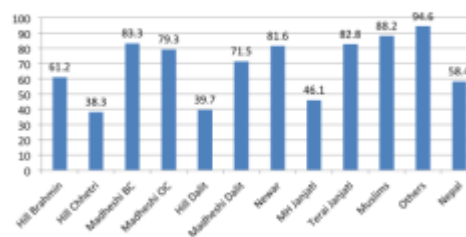
Source: Nepal Social Inclusion Survey(NSIS)-2012

Percent of households by main source of **livelihood**

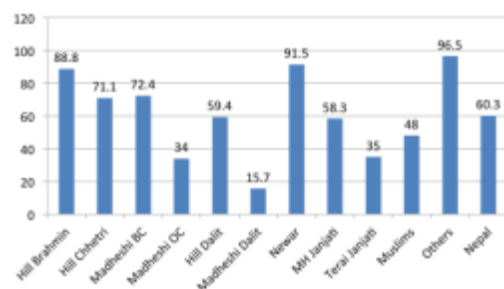
Source: Nepal Social Inclusion Survey(NSIS)-2012

Percent of **literate** population aged 6 years and above by sex

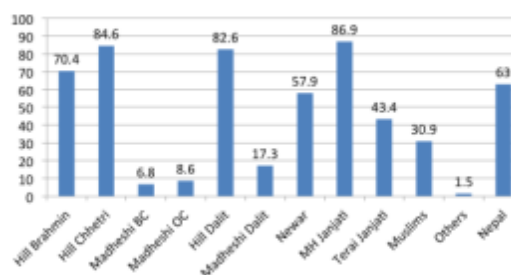
Source: Nepal Social Inclusion Survey(NSIS)-2012

Percent of households who can reach to the nearest government **healthcare facilities** within 30 minutes

Source: Nepal Social Inclusion Survey(NSIS)-2012

Percent of households who have improved **toilet facilities**

Source: Nepal Social Inclusion Survey(NSIS)-2012

Percent of households who have **access and/or ownership** on community and traditional forest, and pasture lands

Source: Nepal Social Inclusion Survey(NSIS)-2012

Dimensions in Exclusion

Why are we excluded?

Voices from the deprived

imperialism * Abolishment of land rights
 * Access to resources and inadequate recognition of indigenous/traditional knowledge
 endowment * Exclusion in political participation
 Migration and indigenous people
 Linguistic discrimination Religious domination and cultural



What is an equity-focused evaluation?

An assessment made of the relevance, effectiveness, efficiency, impact and sustainability of interventions on equitable development results



Why equity?



- Equity has a significant positive impact in reducing poverty
- Equity may have a positive impact on social and economic growth



Equity & Equality



- Advocates of equity believe that people placed differently in the social, economic and political strata have to be treated differently to achieve equity.
- This concept is similar to the concept of 'substantive equality' used by the women's movement and the UN Women (Kapur, 1993).



Overlap and differences in Equity, Equality and Empowerment



- Equity is good for empowerment, but not enough
- Empowerment is necessary for equity, but not enough
- Women from economically privileged backgrounds are not necessarily socially privileged
- Some issues like violence against women do not fall into the ambit of concepts of equity
- Empowerment is both a process and outcome, while equity appears to be more of an outcome.

[COEN workshop-June 2016 with Ranjani K Murthy]



Women's empowerment



Rowlands (1997) concept of women's empowerment at three levels,

- **'Power to'** or individual woman's control over her life -mobility, work, resources, decision making, body etc.;
- **'Power with'** women's collective power to negotiate with local markets, government, service providers and intervene in instances of violence;
- **'Power within'** refers to changes towards progressive attitudes on gender, race, caste etc.

Nepal: % of women earning equal wages for similar work

Categories of similar work	Wage level of women and men in hill area	Wage level of differently abled women and men in hill area	Wage level of ultra poor women and poor men	Wage level of daily poor women and men in hill area	Wage level of ultra poor daily disabled women in hill area vs similar men in hill area
Harvesting					
Ploughing vs transplanting					
Driver vs domestic worker					

Hill area



EQUITY and GENDER



GROUP WORK GUIDELINE:
Assessing adequacy of indicators and availability of data

Categorization	Equity	Girl/woman	Boy/man
Rich			
Medium			
Poor			
Ultra poor			
Remote (geographical)			
Disability (physical)			

1. For **Indicators**, please use *** for adequate, ** partially adequate and only one * for inadequate

2. For data,

Please mark +++ for available, ++ partially available and only one + for not available

3. About methodology, please discuss if we already have gender and equity based evaluation methodology to effectively evaluate SDG indicators; please mention those in brief with source and if not, please suggest how can we address the gap?

SDG 1: No poverty

GROUP WORK GUIDELINE:
Assessing adequacy of indicators and availability of data

Indicators	Adequacy	Area for improvement	Data	Availability	Area for improvement
	Equity	Gender		Equity	Gender

Selected Targets and Indicators	2014	2020	2025	2030
Population below national poverty line (%)	23.8	17.1	11.5	6.0
Per capita Gross National Income (GNI) (US\$)	772	1363	2029	2500
Prop of SP expenditure in total budget (%)	11.3	12.7	13.8	15.0
Employment to population ratio (%)	78.3	77.1	76.0	75.0
Prop of employed people living < US\$ 1.25/day	22.0	13.8	6.9	0.0
Prop of own a/c & family workers (%)	81.9	79.3	77.2	75.0
Share of bottom 20% in consumption (%)	8.0	8.6	9.8	12.0
HHs covered by formal financial services (%)	40.0	55.0	67.5	80.0
Economic Vulnerability Index (EVI)	24.6	22.5	20.7	18.9

Source: Sustainable Development Goals, 2016-2030
National Development Report, 2016

SDG 2: Zero Hunger

Selected Targets and Indicators	2014	2020	2025	2030
Prevalence of undernourishment (0-59 m) (%)	41	26.0	13.5	1
HH with inadequate food consumption (%)	36.1	22.9	12.0	1
Pop. spending > 2/3 of consumption on food (%)	20	12.9	6.9	1
Per capita food grain production (Kg)	341	404	457	510
Prevalence of underweight children <5 yrs	30.1	19.2	10.1	1
Prevalence of stunting children <5 yrs	37.4	23.7	12.4	1
Prevalence of wasting children <5 yrs	11.3	7.4	4.2	1
Prop of pop < min dietary energy consum.(%)	22.8	14.6	7.8	1

Source: Sustainable Development Goals, 2016-2030
National Parliamentary Report, 2015

SDG 3: Good health & well being

Targets and Indicators	2014	2020	2025	2030
MMR (per 100,000 live births), number	281	127	99	70
Neonatal MR (per 1,000 live births), number	23	14	8	1
Under-five MR (per 1,000 live births), number	38	23	14	1
HIV prev. for population aged 15-49 y (%)	0.23	0.14	0.1	0
Prop of Pop with adv. HIV infection in ARV (%)	30.8	61.7	80.9	100
Avg prev of STH among school children (%)	15	9.4	4.7	0
Children < 5 with Diarrhoea in last 2 weeks (%)	12	8	4	0
Deaths from NCDs out of all Deaths (%)	43.7	32.8	23.6	14.5
Deaths from CVDs out of all Deaths (%)	22.3	16.7	12.1	7.4
People who smoke currently tobacco daily (%)	15.8	11.8	8.5	5.2
CPR (modern methods) (%)	49.6	59.1	67.1	75
Proportion of births attended by SBA (%)	55.6	68.5	79.3	90
ANC coverage (at least four visits) (%)	59.5	70.9	80.5	90
Government health expenditure as % of GDP	5.3	6.3	7.2	8

SDG 4: Quality Education

Selected Targets and Indicators	2014	2020	2025	2030
Net enrolment rate in primary education, %	95.3	100	100	100
Children reaching last grade of pri. level, %	98.9	99.3	99.7	100
Pupils enrolled in grade 1 reach. grade 8 %	74.6	82.2	88.6	95
Attendance to early childhood education (%)	50.7	65.4	77.7	90
Scholarship coverage of total students (%)	21.5	25.9	29.6	33.3
Gender Parity Index (GPI)	0.62	0.76	0.91	1.0
Literacy rate of 15-24 years old	88.6	92.5	95.8	99
Literacy rate of 15-24 years old (women)	84	89.6	94.3	99
Numeracy all (R & W >15 yrs (%)	62.2	75.6	86.8	98
Numeracy female (read & write) rate >15 yrs	51.9	68.1	81.5	95
Human assets index	67	70	72.8	76
Gender development index	0.53	0.60	0.65	0.7

Source: Sustainable Development Goals, 2016-2030
National (Parliamentary) Report, 2015

SDG 5: Gender Equality

Selected Targets and Indicators	2014	2020	2025	2030
Gender parity index (GPI), primary education	1.02	1	1	1
GPI in secondary level education	1.02	1	1	1
Women to men in tertiary level education (%)	0.71	0.82	0.91	1
Ratio of literate women to literate men 15-24 y	0.85	0.91	0.95	1
Women in wage employ in non-agri sec (%)	44.8	46.8	48.4	50
Women - men wage equality, similar work (%)	0.62	0.76	0.88	1
Sex ratio at birth, %	0.96	0.98	0.99	1
Women (15-49 yrs) experi phy. violence (%)	22	13.8	6.9	0
Women (15-49 yrs) exper sexual violence (%)	26	16	8	0
Girls & young women married < 18 yrs (%)	29	18	9	0
Corporal punishment to girls (%)	21.0	13.1	6.6	0
Seats held by women in the Parliament (%)	32.0	35.5	37.8	40
Women in public service higher position (%)	14	23.0	31.9	40
Women to men in pro. & tech. workers (%)	0.24	0.26	0.28	0.3

SDG 6: Clean water & sanitation

Selected Targets and Indicators	2014	2020	2025	2030
HHs with access to piped water supply (%)	49.5	66.6	80.8	95
Water supply coverage (%)	88.0	92.5	96.3	100
HHs with E. coli risk level in HH Water (%)	82.2	51.4	25.7	0
HH with E. coli risk level in source water (%)	71.1	44.4	22.2	0
HHs using improved sanitation facilities, %	60.0	75.0	87.5	100
Proportion of population using latrine (%)	67.6	79.8	89.9	100
Local authority areas having declared ODF (%)	41.0	63.1	81.6	100
Sanitation coverage (%)	62.0	76.3	88.1	100
Urban HHs with toilet con to Sewer System (%)	30.0	56.3	78.1	100
Urban HHs with toilet conn to Septic tank (%)	47.5	67.2	83.6	100

Source: Sustainable Development Goals, 2016-2030
National Parliamentary Report, 2015

SDG 7: Affordable & clean energy

Selected Targets and Indicators	2014	2020	2025	2030
Per capita energy (final) consumption (in Gt)	16	19	21.5	24
HHs using solid fuels as pri source of energy (%)	74.7	50.4	30.2	10
Prop of HH using LPG for cooking/heating (%)	10	26.2	33.1	40
Proportion of pop with access to electricity (%)	74	83.4	91.2	99
Electricity consumption (k Wh per capita)	100	286.3	458	630
Share of renew. energy in energy consum. (%)	11.9	26.19	38.1	50
Decrease of energy intensity (%) per annum	0.0	1.1	1.35	1.6
Proportion of efficient lighting systems CFL (%)	20.0	58	50	0
Proportion of efficient lighting systems LED (%)	0.1	15	50	100
Proportion of higher efficiency appliances (%)	10	40	68.8	100
Higher efficiency power tech in industry (%)	2	15.5	23.8	30
Prop of electric vehicle in pub. transport (%)	1	37.8	68.8	100

Source: Sustainable Development Goals, 2016-2030
National Parliamentary Report, 2015

SDG 8: Decent work and economic growth

Selected Targets and Indicators	2014	2020	2025	2030
Per capita GDP growth (%)	4	5.1	6.1	7
Growth of agricultural sector (%)	2.9	3.7	4.3	5
Growth of construction sector (%)	7.1	8.2	9.1	10
Access to Coops (% of HHs < 30 min walk)	54	63.8	71.9	80
Underemployment rate (%)	28	23.3	15.6	10
Youth underemployment rate (%)	50	35	22.5	10
Child labour (%)	7	4.4	2.2	0
Illegal migrant workers (%)	20	12.5	6.3	0
Tourist arrival (million)	0.8	1.6	2.3	3
Life insurance coverage (%)	5	12.5	18.8	25

Source: Sustainable Development Goals, 2016-2030
National Parliamentary Report, 2015

Thank you very much for
your kind attention



दिगोविकास लक्ष्यहरूको मूल्याङ्कन सञ्जाल (EVALSDGs)

(मूल्याङ्कन - दिगोविकास लक्ष्यहरूमा मूल्य एवम् सिकाइको प्रवर्द्धन)

अवधारणा पत्र

दिगोविकास लक्ष्यहरूको मूल्याङ्कन सञ्जाल (EVALSDGs) इच्छुक एवम् दक्ष नीति निर्माता, संस्था र पेशाकर्मिहरूको सञ्जाल हो। जसले नयाँ दिगोविकासका लक्ष्यहरूको कार्यसम्पादन सूचकहरूको मूल्याङ्कनयोग्यताको लागि पैरवी (advocate) गर्नुका साथै राष्ट्रिय तथा विश्वव्यापी समीक्षा प्रणालीमा मूल्याङ्कनलाई एकीकृत गर्ने प्रक्रियामा सहयोग गर्छन्। यस सञ्जालमा आवद्ध सदस्यहरूले दिगोविकास लक्ष्यका प्रभावकारी उपलब्धिका लागि गरिने पहलहरूको मूल्याङ्कनका लागि तयार रहन र अन्ततः हामीले चाहेको विश्व प्राप्तिको मार्गमा अघि बढ्न मूल्याङ्कन समुदायलाई सहयोग गर्न कार्य गर्दछन्।

थप जानकारीका लागि सम्पर्क:

दिगोविकास लक्ष्यहरूको मूल्याङ्कन समूहका अध्यक्षद्वय (co-chairs): डोरोथी लुक्स (sdglobal@sustain.net.au) र कोलिन किर्क (ckirk@unicef.org)

उपाध्यक्षद्वय (vice chairs): एदा ओकाम्पो (aocampo@unicef.org) र कासेम अलसादिक (kelsaddik@gmail.com)

परिचय

सहस्राब्दी विकास लक्ष्य (२००० - २०१५) विश्वभर मानव विकास लक्ष्य प्राप्तमा प्रयासहरू केन्द्रित गर्दै सोको प्राप्तमा अघि बढेको थियो। यस प्रयासबाट धेरै लक्ष्यहरू प्राप्त पनि भएका छन्। तर यस विकास लक्ष्यमा देखिएको एक प्रमुख आलोचना भनेको प्राप्त उपलब्धिहरूको ठोस प्रमाणहरू सिर्जना गर्न र चुनौतीबाट पाठ सिक्ने कुरामा पर्याप्त ध्यान नपुर्याउनु रहेको छ।

सन् २०१५ सेप्टेम्बर महिनामा विश्वले दिगोविकासका लक्ष्यहरू स्वीकार गरेको छन्। दिगो विकास लक्ष्यहरू महत्वकांक्षी छन्। यसको प्रमुख शीर्षकगत नारा हामीले चाहेको विश्व प्राप्तितर्फको प्रगति भन्ने रहेको छ जुन दिगोविकास लक्ष्यहरूको वृहत्तर परामर्शबाट तय गरिएको हो। यस आकांक्षालाई यथार्थमा बदल्न तबमात्र सम्भव हुन्छ जब प्रत्येक तहबाट प्रयास थालिन्छ। यसको प्राप्तिका लागि सिकाइ चाहिन्छ, नवीनता चाहिन्छ र वृहत्तरमा गतिशील ढंगबाट प्रभावकारी हस्तक्षेप अभ्यासमा ल्याउन जरूरी छ। यसका अतिरिक्त प्रभावकारी एवम् जवाफदेही नेतृत्व र उपलब्धि तथा सफलताको मापन र प्रदर्शन गर्ने क्षमता पनि चाहिन्छ।

सन् २०१५ मूल्याङ्कन वर्ष र सन् २०१६ विश्व मूल्याङ्कन एजेण्डा कार्यान्वयन प्रारम्भ वर्ष रहेको छ। मूल्याङ्कनले सिकाइ, पारदर्शिता, जवाफदेहिता र सुधार लगायतका कार्यमा सहयोग गर्छ। मूल्याङ्कनका प्रमाणहरूले दिगो विकास लक्ष्यअन्तर्गतका प्रयास तथा कार्यहरूबारे जानकारी गराउने, अभिमुखीकरण र सशक्तिकरण गर्ने काम गर्छ। के गरिँदैछ, के ले काम गर्दैछ र कुन अवस्थामा कार्य गरिरहेको छ भन्ने कुराको मूल्याङ्कनले हामीले चाहेको विश्वतर्फको प्रगतिलाई गति प्रदान गर्दछ।

मूल्याङ्कन प्रक्रियाले आगामी चुनौतीपूर्ण वर्षहरूमा देखापर्ने जटिल समस्याहरू हल गर्न र प्रभावकारी कदम चाल्न नागरिकहरू, संस्थाहरू र राष्ट्रलाई सहयोग गर्न र सशक्त बनाउन सक्छ। यस कुरालाई मनन गर्दै यस अनुपम क्षणमा राष्ट्रसंघीय मूल्याङ्कन समूह (UNEG) तथा विश्वका अन्य वृहत् साभेदारहरूसँग मिलेर मूल्याङ्कन साभेदार सञ्जालले (EvalPartners) सशक्त मूल्याङ्कन साभेदारीको स्थापना गर्न कार्य गरिरहेको छ। यस साभेदारीको उद्देश्य भनेको दिगो विकास लक्ष्यअन्तर्गत रहेर गरिएका विकास प्रयासहरूबारे सूचित गर्नु, ती प्रयासमा सहयोग गर्नु



र ती प्रयासको मापन तथा लेखाजोखा गर्नु हो । त्यसैले यसलाई दिगोविकास लक्ष्यहरूको मूल्याङ्कन सञ्जाल (EVALSDGs Network) भनिएको हो ।

दिगो विकास लक्ष्य मूल्याङ्कन सञ्जालको परिचय (Introducing EVALSDGs)

यस अवधारणा पत्रले दिगोविकास लक्ष्य मूल्याङ्कन सञ्जाल स्थापनाको औचित्यबारे बताउँदै प्रस्तावित प्रारम्भिक चरणहरूबारे जानकारी दिन्छ । हामीले चाहेको विश्व निर्माणमा योगदान गर्न भइरहेका सबै संवाद, छलफल र कार्यहरूमा संलग्न हुन मूल्याङ्कन नेतृत्वहरूलाई सञ्जालले प्रोत्साहित गर्छ । यो अवधारणा पत्र एक जीवित दस्तावेज भएकोले प्रक्रियागत रूपमा अधि बढ्दै जाँदा थप परिस्कृत, स्तरीकृत र विकसित गरिदै लगिनेछ ।

दिगो विकास लक्ष्य मूल्याङ्कन सञ्जाल किन ?

मूल्याङ्कन सहकार्यका लागि अन्तर्राष्ट्रिय संस्था (IOCE), मूल्याङ्कन साभेदार सञ्जाल (EvalPartners) र राष्ट्रसंघीय मूल्याङ्कन समूह (UNEG)

मूल्याङ्कन सहकार्यका लागि अन्तर्राष्ट्रिय संस्था (IOCE) ले राष्ट्रसंघीय मूल्याङ्कन समूहसँगको साभेदारीमा सन् २०१२ को मार्च महिनामा मूल्याङ्कन साभेदारहरूको सञ्जाल (EvalPartners) स्थापना गर्‍यो । सञ्जालले नागरिक समाजमा रहेका संस्थाहरू, खासगरी पेशागत मूल्याङ्कन गर्ने संस्थाहरूको नीति निर्माता, सार्वजनिक अभिमत र अन्य प्रमुख सरोकारवालाहरूमा प्रभाव पार्नसक्ने लगायतका क्षमता अभिवृद्धि गर्ने लक्ष्य राख्छ ताकि सार्वजनिक नीतिहरू प्रमाणमा आधारित रहन् र समन्याय तथा प्रभावकारिताको चासोलाई समावेश गर्न सक्नु । राष्ट्रिय मूल्याङ्कन प्रक्रियामा नागरिक समाजका संस्थाहरूको रणनीतिक तथा अर्थपूर्ण संलग्नता बढाउन, राज्य नेतृत्वमा रही गुणस्तरीय मूल्याङ्कन प्रणाली तथा नीतिहरूमा उनीहरूको योगदान पुर्‍याउन र समन्याय केन्द्रित तथा लैंगिक उत्तरदायी मूल्याङ्कनका लागि सबल वातावरण निर्माण गर्न सञ्जालले कार्य गर्दै आएको छ । यसले दिगोविकास लक्ष्यसँग सादृश्य हुनेगरी विश्वव्यापी मूल्याङ्कन एजेण्डा (२०१६ - २०२०) निर्माणमा नेतृत्व गरेको थियो भने सो एजेण्डा कार्यान्वयनका लागि प्रमुख समन्वयकारी भूमिका निर्वाह गर्ने अभिभारा लिएको छ । त्यसैगरी राष्ट्रसंघीय मूल्याङ्कन समूहले दिगोविकास लक्ष्यहरूको मूल्याङ्कनयोग्यता लेखाजोखा विधिहरूको विकास गर्न सक्रिय भूमिका खेल्नेछ ।

विश्वव्यापी मूल्याङ्कन एजेण्डा (२०१६ - २०२०)

यस दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालका पहलहरूलाई विश्वव्यापी मूल्याङ्कन एजेण्डा (२०१६ - २०२०) सँग सादृश्य गरिएको छ । एजेण्डाले राष्ट्रिय विकास लक्ष्यका साथै दिगोविकास लक्ष्यका प्रगतिहरूको मूल्याङ्कन तथा मापन गर्ने क्षमताको विकास एवम् सशक्तिकरण गर्ने परिलक्ष्य लिएको छ । एजेण्डाले मूल्याङ्कन परिदृश्य कोर्नुका साथै निम्न उद्देश्यहरूमा केन्द्रित रहन्छ :

१. मूल्याङ्कनका सबल वातावरणको सुदृढीकरण गर्ने ।
२. पेशागत मूल्याङ्कन गर्ने संस्थाहरूको संस्थागत क्षमता अभिवृद्धि गर्ने ।
३. मूल्याङ्कनका लागि व्यक्तिगत क्षमता बढाउने ।
४. सबल वातावरण, संस्थागत क्षमता तथा व्यक्तिगत क्षमताबीच अन्तरसम्बन्ध स्थापित गर्ने ।

दिगोविकास लक्ष्यहरूको कार्यान्वयन तथा समीक्षा : मूल्याङ्कनमार्फत मूल्य प्रवर्द्धन

विभिन्न लक्ष्य एवम् सूचकहरूको निर्माण गरी दिगोविकास लक्ष्यहरूको अनुगमनमा ध्यान पुर्‍याइनेछ । यसबाट सम्बन्धित राष्ट्रहरूलाई कार्यान्वयन रणनीति विकास गर्न र उक्त लक्ष्यहरू प्राप्तिका लागि स्रोतको वितरण गर्न



सहयोग गर्नेछ। तथापि दिगोविकास लक्ष्यका प्रक्रियाहरूले रिपोर्ट कार्ड विधिअनुरूप समीक्षा र प्रतिवेदन तयार गर्न वही जोड दिन्छ। पालना गर्ने मात्र नभएर कार्यसम्पादन लेखाजोखा, सिकाइ, जवाफदेहिता संयन्त्रहरूको सुदृढीकरणका साथै नीति निर्माण तथा निर्णय प्रक्रियाहरूमा रायसुझाव दिने लगायतका कार्यमा संलग्न रहने क्षमता मूल्याङ्कनले राख्छ। विश्वव्यापी तथा राष्ट्रिय मूल्याङ्कन क्षमता सुदृढीकरणले दिगो विकासका लक्ष्य कार्यान्वयन प्रक्रियामा पर्याप्त मूल्य गर्दै दीर्घकालीन उपलब्धि एवम् नतिजाहरूको प्राप्तिमा सहयोग पुऱ्याउँछ।

उच्चतम सहभागिता र राष्ट्र प्रणालीमा प्रभाव पार्ने खालको दिगोविकास लक्ष्यहरूको प्रभावकारी अनुगमन तथा मूल्याङ्कन आवश्यकतालाई पूरा गर्नका साथै दिगोविकासका विश्वव्यापी एजेण्डामा दरिलो योगदान गर्नसक्ने मूल्याङ्कन क्षमताको अनुभूतिका लागि मूल्याङ्कन साभेदार सञ्जालले राष्ट्रसंघीय मूल्याङ्कन समूहसहित अन्य साभेदारहरूसँग मिलेर दिगोविकास मूल्याङ्कन सञ्जाल स्थापना गरेको हो।

दिगोविकास लक्ष्यहरूको मूल्याङ्कन (EVALSDGs) इच्छुक एवम् दक्ष नीति निर्माता, संस्था र पेशाकर्मीहरूको एक सञ्जाल हो। जसले नयाँ दिगोविकासका लक्ष्यहरूको कार्यसम्पादन सूचकहरूको मूल्याङ्कनयोग्यताको लागि पैरवी (advocate) गर्नुका साथै राष्ट्रिय तथा विश्वव्यापी समीक्षा प्रणालीमा मूल्याङ्कनलाई एकीकृत गर्ने प्रक्रियाहरूमा सहयोग गर्दछ। यस सञ्जालमा आवद्ध सदस्यहरूले दिगोविकास लक्ष्यका राम्रो उपलब्धितर्फका पहलहरूको मूल्याङ्कनका लागि तयार रहन र अन्ततः हामीले चाहेको विश्व प्राप्तिको मार्गमा अघि बढ्न मूल्याङ्कन समुदायलाई सहयोग गर्ने दिशामा कार्य गर्दछन्। यसरी सञ्जालले मूल्याङ्कन क्षेत्र र दिगोविकास लक्ष्यको कार्यान्वयन तथा समीक्षा प्रक्रिया दुवैमा मूल्य सिर्जना गर्न सक्छ।

अहिले नै किन?

दिगोविकास लक्ष्यहरूको ग्रहण (Adoption of SDGs)

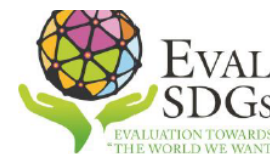
सन् २०१५ को सेप्टेम्बर २५ देखि २७ सम्म न्यूयोर्कका भएको राष्ट्रसंघीय शिखरसम्मेलनमा २०१५ पश्चातको विकास एजेण्डा तथा दिगोविकास लक्ष्यहरू ग्रहण गरियो। अहिले विश्वव्यापीरूपमा स्वीकार गरिएको १७ वटा लक्ष्यहरू प्रत्येकमा लागूहुने कार्यसम्पादन सूचकहरूको विकास कार्यलाई अघि बढाइएको छ। त्यसकारण दिगोविकास लक्ष्यको प्रगति मूल्याङ्कन कसरी गरिन्छ भन्ने कुरामा ध्यान पुर्याउन अहिले उचित समय देखिन्छ। यसका लागि दिगोविकास लक्ष्य समीक्षा संयन्त्रमा मूल्याङ्कन समावेशको लागि पैरवी गर्न दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालले एक मञ्च प्रदान गर्नसक्छ।

सहस्राब्दी विकास लक्ष्यबाट पाठसिक्ने समय शुरु भएको छ.....

दिगोविकास लक्ष्यहरूको प्रभावकारी र कुशल प्राप्तिमा मूल्याङ्कनको महत्वबारे राष्ट्रसंघीय मूल्याङ्कन समूहले हालै एक प्रतिवेदन प्रकाशित गरेको छ। यस प्रतिवेदनले जवाफदेहिता, पारदर्शिता र प्रमाणमा आधारित निर्णय प्रक्रियामा मूल्याङ्कनको योगदानबारे प्रकाश पार्छ। मूल्याङ्कनले सरोकारवालाहरूमा थालिएका पहलहरूको अपनत्व भावना विकास गर्नसक्ने कुरामा पनि यसले जोड दिएको छ। यसको लागि मूल्याङ्कन नतिजाहरू सरोकारवालाहरूमाभक्त सहजै उपलब्धताको अवस्था सिर्जना गर्नुपर्नेमा यसले पक्षपोषण गर्दछ। दिगोविकास लक्ष्य प्राप्तिमा मूल्याङ्कनको भूमिका विचार गर्दा यसभन्दा अघि सहस्राब्दी विकास लक्ष्यहरूको (MDG's) कार्यान्वयन समयका अनुभवहरूको सिकाइमा दृष्टिगत गर्नु जरुरी छ।

सूचकहरू परिभाषित गर्दा (defining Indicators)

दिगोविकास लक्ष्यका सूचकहरू धेरै विवादित विषयको रूपमा रहेको छ। सहस्राब्दी विकास लक्ष्यसँग सम्बन्धित सूचकहरू लक्ष्यहरूको प्रगति पहिल्याउन नसकेको भनी आलोचित भएका छन् जसले स्थानीयस्तरका उपलब्धिहरूमा देखिएको असमानता र दूरीहरू ढाकछोप गर्न समग्र राष्ट्रिय औसत अघि सारेको छ। सही र प्रभावकारी अनुगमनका



लागि स्पष्ट परिभाषित लक्ष्यको महत्वको स्वीकारोक्ति क्रम बढ्दो छ। मूल्याङ्कनले विभिन्न विधाहरूको सम्मिश्रणलाई अगाडि ल्याउँछ जसले जटिलभन्दा जटिल प्रक्रिया तथा परिस्थितिको लेखाजोखा गर्न सहयोग गर्ने क्षमता राख्छ।

सरोकारवालाहरूको संलग्नता बढाउने (Increasing Stakeholder's engagement)

अनुगमन तथा मूल्याङ्कनमा अधिक भन्दा अधिक सरोकारवालाहरूको संलग्नता हुनु जरुरी हुन्छ। वृहत सरोकारवालाहरूको संलग्नताबाट नै असल र प्रभावकारी मूल्याङ्कन अभ्यास गर्न सकिन्छ। जति बढी सरोकारवालाहरूको संलग्नता हुन्छ त्यति नै सरकारी तथा अन्तर्राष्ट्रिय निकायहरूका लागि उपयोगी कार्यहरूका एवम् अभ्यासहरू उपलब्ध हुँदै जान्छ र कार्यसम्पादन अनुगमन तथा सिकाइका प्रमाणिक तथ्यांक संकलनमा सरोकारवालाहरूको प्रभावकारी संलग्नता गराउन सकिन्छ।

प्रमाण संकलनका नयाँ अवसरहरू (New Opportunities for Evidence Gathering)

सही र यथार्थ तथ्यांकको अभाव एक चुनौती रहँदै आएको छ। प्रविधिहरूको विकासले तथ्यांक संकलनका नयाँ अवसरहरू पनि सिर्जना हुँदै आएका छन् जसले दिगो विकास लक्ष्यका सूचकहरू पहिल्याउन सहज बनाउन सक्छ। उदाहरणको रूपमा दूर संवेदना (remote sensing) र भू-उपग्रहबाट प्राप्त हुने तथ्यांकलाई लिन सकिन्छ। निजी क्षेत्रका फर्महरूले संकलन गरेका तथ्यांकहरूको प्रयोग गर्न सकिने अर्को अवसर पनि देखिन्छ। दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालले यी अवसरहरूको सदुपयोग गर्दै मूल्याङ्कन समुदायलाई दिगोविकास लक्ष्य सम्बद्ध मूल्याङ्कनहरूमा तथ्यांकका नयाँ प्रविधि, अभ्यास र स्रोतको प्रयोगको लागि तयार रहन प्रोत्साहित गर्छ।

हामी के हासिल गर्न चाहन्छौ ?

दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालले दिगोविकास लक्ष्यको सेरोफेरोमा रहेर मूल्याङ्कनका गतिविधिहरूको प्रवर्द्धन गर्दछ। यसले मूल्याङ्कन समुदायलाई तलका रणनीतिअनुरूप दिगोविकास लक्ष्यका एजेण्डामा कार्य गर्न अभिमुख गराउँदै उनीहरूको प्रयासमा सहयोग गर्छ :

१. दिगोविकास लक्ष्यहरूसँग सान्दर्भिक मूल्याङ्कनका सबल वातावरण निर्माणमा संलग्न हुने।
२. दिगोविकास लक्ष्य तथा मूल्याङ्कनसँग सम्बन्धित संवाद, पैरवी तथा ज्ञान उत्पादनका लागि मञ्च प्रदान गर्ने।
३. राष्ट्रियस्तरका दिगोविकास लक्ष्यहरूको कार्यान्वयन तथा समीक्षा प्रक्रियाहरूमा सहयोग हुनेगरी मूल्याङ्कन कार्यहरू सञ्चालन गर्न पेशागत मूल्याङ्कनमा लागेका संस्थाहरू (VOPE) र मूल्याङ्कनकर्ताहरूको संस्थागत क्षमता सुदृढीकरणमा सहयोग गर्ने।
४. दिगोविकास लक्ष्यहरूका मूल्याङ्कन, कार्यान्वयन र समीक्षालाई सुदृढ बनाउन विभिन्न पहलहरूबीचको अन्तरसम्बन्ध तथा अन्तर्क्रियालाई बढाउने।

माथिका रणनीतिहरू कसरी हासिल गर्छौ ?

माथिका रणनीतिअनुरूप र विश्वव्यापी मूल्याङ्कन एजेण्डामा योगदानका रूपमा दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालका कार्यक्रम अन्तर्गतका प्रस्तावित कार्यहरू निम्न रहेका छन् :

१. दिगोविकास लक्ष्यअनुरूप मूल्याङ्कन प्रवर्द्धन गर्ने प्रस्तावित कार्यहरू :



- साभेदारहरूसँग कार्य गर्ने । दिगोविकासका लक्ष्यहरु प्राप्तिका लागि प्रमाणमा आधारित र सहभागितामूलक प्रक्रियाहरुमा सुधार गर्ने यो एक महत्वपूर्ण तरिका हो जसले दिगोविकास लक्ष्यका कार्यान्वयन एवम् प्रगति मापनमा प्रभावकारी मूल्याङ्कन अभ्यासका को प्रवर्द्धन गर्छ ।
- दिगोविकास लक्ष्यहरुका लागि सबल बातावरण निर्माणमा सहभागी हुने (खासगरी दिगोविकास लक्ष्यहरुको व्यवहारिक समीक्षा प्रक्रियासँग सम्बन्धित) ।
- दिगोविकास लक्ष्यहरुको कार्यान्वयन र समीक्षामा सघाउ पुऱ्याउने राष्ट्रिय मूल्याङ्कन प्रणाली तथा नीतिहरुको विकासमा राष्ट्रिय सरकारको संलग्नता अभिप्रेरित गर्ने ।

२. दिगोविकास लक्ष्यहरुमा मूल्याङ्कनको भूमिका तथा अभ्यासबारे संवाद तथा छलफल मञ्चको रूपमा कार्य गर्ने ।

प्रस्तावित कार्यहरु :

- दिगोविकास लक्ष्यसम्बद्ध मूल्याङ्कन अभ्यासमा सम्वद र छलफलका अवसर जुटाउने ।
- दिगोविकासका लक्ष्यहरुको डिजाइन-कार्यान्वयन-समीक्षा चक्रलाई अभिवृद्धि गर्न सूचकहरुको मूल्याङ्कनयोग्यता, अनुगमन र तथ्यांक संकलनको व्यवहारिकतालगायत अन्य मूल्याङ्कन अभ्यासमा केन्द्रित हुन पेरवी गर्ने ।
- दिगोविकास लक्ष्यहरूसँग सान्दर्भिक तथ्यांक संकलन तथा मूल्याङ्कनका विधिहरु विकास गर्न साभेदारहरूसँग कार्य गर्ने ।
- सफल कार्यविधिका ज्ञानहरुको व्यवस्थापन गर्दै मूल्याङ्कनका असल अभ्यास र सिकाइहरुको प्रवाहमा सहयोग गर्ने ।
- मूल्याङ्कन प्रवर्द्धनका सामग्रीहरु तयार गर्ने र सार्वजनिक मञ्च, मिडिया आदिमा प्रयोग गरिने दिगोविकास लक्ष्यसम्बद्ध नाराहरुको विकास गर्ने ।

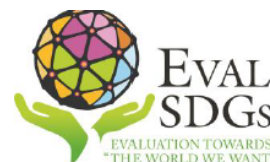
३. दिगोविकासका लक्ष्यहरुको मूल्याङ्कन गर्न पेशागत मूल्याङ्कन गर्ने संस्थाहरु तथा मूल्याङ्कनकर्ताहरुको क्षमता सुदृढीकरणमा सहयोग गर्ने ।

दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालले मूल्याङ्कन क्षेत्रका सदस्यहरु, नीति निर्माता, सरकारी अधिकारीहरु, मूल्याङ्कनकर्ता, नागरिक समाजका प्रतिनिधिहरु, पेरवीकर्ताहरुलगायत अन्य सरोकारवालाहरुको क्षमता सुदृढीकरणका पहलहरुमा सहयोग गर्नेछ । यसले दिगोविकास लक्ष्यहरुको समीक्षा एवम् पुनरावलोकन प्रक्रियामा असल मूल्याङ्कन अभ्यास सामेल गर्ने प्रयासको प्रवर्द्धन गर्छ ।

प्रस्तावित कार्यहरु :

- दिगोविकास लक्ष्यहरुको मूल्याङ्कनका लागि पेशागत मूल्यांकन गर्ने संस्थाहरु र नागरिक समाजका संस्थाहरुलगायत मूल्याङ्कन क्षेत्रको क्षमता सुदृढीकरण गर्न तालिम, परामर्श र सहयोगलगायतका अवसरहरुको पहिचान गर्ने ।
- दिगोविकास लक्ष्य सम्बद्ध राष्ट्रिय एजेण्डाहरुको प्रगति मूल्यांकन गर्न राष्ट्रिय सरकार र पेशागत मूल्यांकन गर्ने संस्थाहरु मिलेर कार्य गर्नुपर्ने कुराको पेरवी गर्ने ।
- दिगोविकास एजेण्डा (२०३०) र विश्वव्यापी मूल्याङ्कन एजेण्डा (२०१६ - २०२०) सम्बोधनका प्रमुख कार्यक्रमहरुमा दिगोविकास लक्ष्यहरुको मूल्यांकन र मूल्यांकनयोग्यतासम्बन्धी छलफलहरु समावेश गर्ने ।
- दिगोविकास लक्ष्यका प्रगति मूल्याङ्कन गर्न तथ्यांकका नयाँ विधि तथा स्रोतहरु अँगाल्न मूल्याङ्कन क्षेत्रलाई सहयोग गर्दै नवीन कार्यमा अभिप्रेरित गर्ने ।
- पेशागत मूल्यांकन संस्थाहरुको सञ्जाल तथा पेशागत विकासका अवसरहरुमार्फत दिगोविकास लक्ष्य मूल्यांकन सम्बद्ध असल अभ्यासका सूचनाहरुको अभिलेखीकरण र आदानप्रदान गर्ने ।

४. मूल्याङ्कन क्षेत्र तथा दिगोविकास लक्ष्यहरुको प्रगतिसम्बद्ध अन्तरसम्बन्धहरुको विकास गर्ने



दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालले दिगोविकास लक्ष्यहरूको मूल्यांकनसँग सम्बन्धित सरोकारवालाहरूबीच समन्वय तथा एकीकरण गर्न सहयोग गर्नेछ ।

प्रस्तावित कार्यहरू :

- दिगोविकास लक्ष्यहरू र सोको मूल्याङ्कनमा चासो राख्ने सरोकारवालाहरूको पहिचान तथा मापन गर्ने ।
- सञ्जालीकरण अवसरहरू प्रदान गरेर सरोकारवालाहरूको बहुदो समन्वयमा सहयोग गर्ने (जस्तै : अनलाइन फोरम, दिगोविकास लक्ष्य सम्बद्ध कार्यक्रमहरू, सूचना तथा तथ्याङ्क व्यवस्थापन पोर्टलहरू आदि) ।
- दिगोविकास लक्ष्य मूल्याङ्कनका असल अभ्यास एवम् सिकाइहरू र सम्बन्धित मूल्याङ्कनहरूका व्यवस्थित समीक्षाका नतिजाहरू पहिचान गरी प्रवाह तथा सञ्चार गर्ने ।
- अन्य मूल्याङ्कन सञ्जालहरूसँग सम्बन्ध अभिवृद्धि गर्ने (खास गरेर युवा मूल्याङ्कन सञ्जाल - EvalYouth, स्थानीय मूल्याङ्कन सञ्जाल - EvalIndigenous, लैंगिक मूल्याङ्कन सञ्जाल - EvalGender+; र संसदीय मूल्याङ्कन समितिको विश्व मञ्च आदि) ।

आगामी चरणहरू (Next Steps)

दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालको स्वरूप तथा गठनको प्रकृति सहभागितामूलक रहनेछ । विभिन्न सरोकारवालाहरूले विश्वव्यापी, क्षेत्रीय र राष्ट्रियरूपमा आयोजना गरेको कार्यक्रमहरूबाट लाभ लिँदै विद्यमान प्रक्रियाहरूमा यसले बल पुऱ्याउनेछ ।

दिगोविकास लक्ष्यहरूको मूल्यांकन प्रक्रियाहरूमा योगदान गर्न इच्छुक अन्य सञ्जाल, संस्था र व्यक्तिहरूलाई सञ्जालले एकसूत्रमा जोड्नेछ । यस सञ्जालको व्यवस्थापन मूल्याङ्कन साभेदार सञ्जाल (EvalPartners) र राष्ट्रसंघीय मूल्यांकन समूहको नेतृत्वमा गठित संस्थाहरूको प्रमुख समूहबाट हुनेछ । सञ्जालको उद्देश्यसँग समान रुचि भएका र यसको मूल्यांकन प्रक्रियामा संलग्न हुन इच्छुक सबै संस्था एवम् व्यक्तिहरूको लागि एक वृहत साभार समूह (a wider reference group) खुला रहनेछ ।

दिगोविकास लक्ष्य मूल्याङ्कन सञ्जालको औपचारिक स्थापना सन् २०१५ को नोभेम्बरमा विश्व मूल्याङ्कन सप्ताहको समयमा भएको हो ।

www.ioce.net/forum, ट्वीटर अकाउन्ट @evalsdgs र linkedin group EVALSDGs मा खुला छलफल मञ्च (Open discussion group) स्थापना गरिएको छ । प्रस्तुत अवधारणा पत्रमा तपाइहरूको पृष्ठपोषण र सञ्जालका गतिविधिहरूमा संलग्न हुने तपाइको चाहनाको हामी स्वागत गर्छौ ।

थप जानकारीका लागि सम्पर्क:

दिगोविकास लक्ष्यहरूको मूल्याङ्कन समूहका अध्यक्षद्वय (co-chairs): डोरोथी लुक्स (sdfglobal@sustain.net.au) र कोलिन किर्क (ckirk@unicef.org)

अनुवादन: जि. एम. शाह¹; अनी, डा. गण पती ओझा²

1. प्रभाव, अनुगमन र मूल्याङ्कन विशेषज्ञ - अन्तरराष्ट्रिय एकीकृत पार्वतीय विकास केन्द्र, काठमाडौं, नेपाल ।

2. अध्यक्ष - मूल्याङ्कन गर्नेको समुदाय, नेपाल; उप राष्ट्रपति, मूल्याङ्कन गर्नेको समुदाय, दक्षिण एशिया ।

8. Annex 5- Group Presentations

Group work: Assessment of SDG indicators (just a sample exercise) from Gender and Equity angle

Give rating of indicators by following guidelines:

Three ***for adequate, ** for just adequate and * for not adequate

Same +++, ++ and + for availability of data (Equity and gender focused data)

E for equity and G for gender

Group #1: SDG # 1: No poverty

Indicator	Adequacy		Are for improvement	Availability		Area for improvement
Prop of employed people living <us\$1.25/day	E *	G *	Disaggregated by gender, geography, Ethnicity, Differently able	E +	G +	NLSS(2017); Population census (2021) should cover gender and equity disaggregated data

Group #2: SDG # 2: Zero hunger

Indicator	Adequacy		Areas for improvement	Availability		Area for improvement
HH with inadequate food consumption	E *	G *	Disaggregated by gender, geography, caste, Ethnicity, Differently able	E +	G +	Disaggregated data; Beyond HH; Qualitative data

Group #3: SDG # 3: Health

Indicator	Adequacy		Are for improvement	Availability		Area for improvement
3.3 Under-five MR (per 1,000 live births) number	E **	G ***	Need to take into consideration of ethnicity, geographical region, caste/dalits, -Sample redesign of every sector	E ++	G +++	Strengthening vital registration systems, + civil registration and vital statistics, National Health Information

			should be included , e.g., wealth, and include enough sample size			System (MALI)
--	--	--	--	--	--	---------------

Group #4: SDG # 4:

Indicator	Adequacy		Are for improvement	Availability		Area for improvement
4.4. Attendance to early child hood education	E *	G *	Make indicators gender and equity specific; Percentage of attendance to early childhood education y sex, ethnicity, disability, economic status, geography	E ++	G ++	CBS data generally okay on gender disaggregation; Access to data is an issue (raw data); Lack of analysis and final reports; Data on equity, variables, characteristics less captured ; EMIS data not routinely disaggregated
Methodology: CBS ensure minimum level of disaggregation; Emphasis on analysis of raw data and Consider mobile based data collection						

Group #2: Three ***for adequate, ** for just adequate and * for not adequate

Same for availability of data (Equity and gender focused data)

Indicator	Adequacy		Are for improvement	Availability		Area for improvement
Prop of employed people living <us\$1.25/day	*	*	Disaggregated by gender, geography, Ethnicity, Differently able	*	*	NLSS(2017); Population census (2021) should cover gender and equity disaggregated data

Key Issues on Gender and Equity focused evaluations of SDGs (categorised)

Enabling Environment

- Lack of ownership of sectorial ministries in evaluation and its use.
- Resource allocation for evaluation is lacking
- Common understanding of SDGs from gender and equity lens not yet achieved
- Internalisation of SDGs in sector and sub National level has been a gap
- Low importance given to M & E within different stakeholders (For Example: Low budget for ME)
- Demand Side
- Less resources /
- Adhocism
- Use of recommendation
- Low awareness of how evaluation can contribute positively
- Inadequate common understanding between demand – supply side.
- Political commitment done , but not implemented
- Good Governance is required to set the climate for work on gender and equity focused evaluation

Policy

- Donor's favorable Policy impose /influence design of evaluation criteria, etc.
- Lack of National Evaluation Policy
- No mandatory provision to mainstream gender and equity in evaluation
- Decision making and access to resources
- Lack of multiple disadvantaged marginalised groups' in policy making

Equity Focused Gender Responsive Evaluation (EFGRE)

- Lack of evaluation accountability, learning and use of evaluation results is seldom a culture
- No Gender and equity focused tools of evaluation
- Lack of clarity on gender and equity issues at various levels
- Harmonisation and triangulation of different types of national data sources census, DHS, administrative etc.
- Lack of inadequate understanding and skills on gender and equity
- To ensure the equitable participation of marginalised oppressed Gaps
- Meaning for participation of beneficiaries

Capacity (gender and equity focused evaluation)

- Capacity development on Gender based and Equity based Evaluation for both individual and institution level
- Political instability

- Capacity Gap (Individual level) and capacity gap in institutional level
- Lack of gender /equity focused research knowledge and awareness building processes
- Limited skill on gender and equity focused evaluation
- Limited ability to design and implement gender and equity focused evaluation
- Capacity
 - a. Limited capacity of individual capacity of govt. personnel
 - b. Institutional capacity in govt. lack gender and equity expertise
 - c. Lack evaluators(gender-equity expert evaluators) in the market
 - d. Demotivation in govt. M&E Department due to being given less importance
 - e. Capacity Development of policy Level Personnel
 - f. Lack of institutional and individual capacity

Coordination & Sharing

- Inadequate common understanding on concept and theories (at individual level)
 - Word views-global connections not thought of
 - Methodology Design not clear for gender –equity based evaluation
 - Absence of learning Sharing culture
- Inadequate documentation and findings sharing mechanisms and practices
 - Networking
 - Developing Evaluators networking among government agencies
 - Building Evaluators network between government agencies and extra government agencies.
 - Lack of co-ordination among stakeholders
 - Inadequate partnership (National/International) among stakeholders
 - Sustainability of VOPES , due to having mandate not to work as consultant firm; not having a status for operating budget
 - Identity (NGO vs Other)
 - Inadequate core funding for developing into a full fledged institution
 - Lack of a Code of conduct/ Suggestive guidelines (Institutional)
 - Engaging youth in fresh professionals in evaluation, but youths are not directly contacted for contribution

Data

- Absence of disaggregated baseline data
- Data Inconsistency
 - Within govt. agencies
 - Between government and other agencies
 - Between admin and survey data
- Data Gap Inter household some sectors.
 - Inadequate Disaggregated data / Baseline
 - Less documentation and absence of use
 - Documentation of existing reports
- Lack of use of evaluation findings in policy formulation and resources allocation

9. Annex 6- Action Plan Presentations

Guidelines for group work

7 themes

- Choose the themes according to your interest
- Time: 2 hrs (group discussion and making note)
 - Choose your team leader (to present)
 - One note keeper
 - If necessary – there will be one facilitator
- Presentation – 10 mins

Group

Enabling Environment

Policy

Data

EFGRE

Coordination and Sharing

Institutional Capacity

Individual Capacity

Example

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders	Lead	Support
Example						
Low capacity	Trainings	1. Develop module 2. XX 3. XXX	Develop module on gender and Equity Translate the module			

Outputs of Group work on Action Planning

Enabling Environment for Evaluation

Mr. Kedar Nath Bhatta
 Mr. Shekhar Babu Karki
 Mr. Ramesh Tuladhar
 Mr. Ram Prasad Acharya
 Mr. Krishna Bdr Kunwar
 Mr. Krishna Murari Neupane

Issues	Solutions	Strategy	Action	Stakeholders	Lead	Support
1. Least Priority to Evaluation	Make Evaluation Mandatory to have results in new policy and program	Evaluation plan at a time of plan/program formulation	Gender and Equity focused evaluation plan prepared	Parliam. Forum NPC Line Ministries SWC Dev. Partners	NPC	Parliam. Forum Line ministries SWC Dev. Partners VOPEs
2. Lack of gender and equity evaluation experts	Make available of adequate evaluation experts	Develop evaluation experts	Evaluation training/ workshop program	NPC Line Ministries CSOs Dev. Partners	NPC Line Ministries	Parliam. Forum Line ministries Dev. Partners VOPEs
		Economic Planning Group functional as provision in civil service act	Active provision of economic planning group	Parliam. Forum MoGA Line ministries Public Service Commission	MoGA NPC	Parliam. Forum Line Ministries PSC

Issues	Solutions	Strategy	Action	Stakeholders	Lead	Support
3. Inadequate Resources	Availability of adequate allocation of budget and other resources	Certain % of budget allocate for evaluation	Evaluation plan is in place at a time of annual program approval	Parliam. Forum NPC Line Ministries	NPC	Parliam. Forum Line ministries Dev. Partners VOPEs
4. Evaluation recommendations are not used	Use of evaluation recommendations at the time of approval of new policy/program/project	Mandatory use of recommendations of evaluation	Compilation of evaluation recommendations for use lessons learnt.	Parliam. Forum NPC Line Ministries Dev. Partners	NPC Line Ministries	Parliam. Forum Line ministries Dev. Partners VOPEs

Issues	Solutions	Strategy	Action	Stakeholders	Lead	Support
5. Lack of awareness about evaluation in terms of , SDGs goals evaluation	Make awareness up to general public as well	Campaigning awareness program about Evaluation and SDGs Eval	Advocacy about evaluation and SDGs Eval	Parliam. forum NPC Line Ministries Dev. Partners	NPC Universities CSOs	Parliam. Forum, Line ministries Dev. Partners VOPEs
			Provision of evaluation long term course in UNIV, Training Institutes, College, Participation in workshops at national and international level	NPC Line Ministries Dev. Partners	NPC Line Ministries	

Policy Team

1. Gokul Khadka (NPC)
2. Bharat Prasad Pant (CERID)
3. Kamal Devkota (SIAS)
4. Kamal K. Paudel (MoWSS)
5. Saloman Rajbansi (ILO)
6. Shanta Laxmi Shrestha (Beyond Beijing Committee)
7. Sushila Panth (NPC)

Issue	Solution	Strategy	Action	Stakeholder	Lead	Support
Constitutional Provision of Evaluation Policy. Humble appreciation and congratulations to all the parliamentarians!!!!						
1. Lack of national evaluation policy	Gender and Equity friendly National M & E Policy	Formation of technical committee including different stakeholders	Review and revisit M&E draft bill from gender and equity perspective Expedite the process to pass bill from the parliament	Related ministries, NPF & CBOs	NPC, National Parliamentarian Forum on Development Evaluation Policy in Nepal	CoE, Nepal Evaluation Society, Related UN agencies
2. No mandatory provision to mainstream gender and equity in evaluation	<ul style="list-style-type: none"> Mandatory provisions on national M & E guidelines M & E five year action plan with G 	Formation of technical committee including different stakeholders	Review of national M & E guideline	NPC	M & E Division of PMO	Line ministries and other stakeholders

Issue	Solution	Strategy	Action	Stakeholder	Lead	Support
3. Participation of Disadvantaged marginalized communities in decision making ensuring access to resources	Different budget code for M & E under NPC, Line ministries and departments	Formation of Monitoring and Evaluation team including marginalized communities	Gender and equity based monitoring and Evaluation (GEME)	NPC, Line ministries, Donor communities, Disadvantaged marginalized communities, Direct beneficiaries, other stakeholders	NPC	OPMCM & MoF
4. Lack of timely update policy	Regularly updating as a system	Formation of review committee permanently	Review and research policy and provide recommendations	"	NPC	OPMCM, UN Agencies, CSOs, Research Organizations

Group: समतामूलक एवं तथा लैङ्गिक मैत्री मूल्याङ्कन [EFGRE]

Charimaya Tamang Pratima Shah Kalika Pathak

Priyanka Kapar Bivek Joshi Thakur Bhatta

Facilitator: Kopila Rijal

Issue	Solution (+ idea)	Strategy (how)	Action	Stakeholders	Lead	Support
Lack of evaluation accountability learning and use culture	Establish evaluation accountability learning and use culture	<ul style="list-style-type: none"> • Advocacy for evaluation accountability • Planning for evaluation • Use evaluation recommendation for planning purpose (learning) 	<ul style="list-style-type: none"> • Develop evaluation accountability framework • Evaluation norms • Evaluation response review report • Intellectual forums for advocacy • Stakeholders workshop • To help better understand that the evaluation is part of project cycle • Wider dissemination • Development of key management responses from evaluation • Establishing central database for tracking evaluation 	<ul style="list-style-type: none"> • Three pillars for evaluation accountability: Commissioner, Evaluators and Right holders (Meaningful engagement) • Parliamentary forum • NPC • SWC • DDC • Other National bodies • Community • CSO • UN system • Funding agencies 		

Issue	Solution (+ idea)	Strategy (how)	Action	Stakeholders	Lead	Support
No gender and equity focused tool for evaluation	Robust gender and equity focused tool for evaluation available and are used	<ul style="list-style-type: none"> • Develop equity focused and gender responsive tools for evaluation • Use the tool to evaluate programme projects 	<ul style="list-style-type: none"> • Review existing tools on 1) equity focused evaluation and 2) gender responsive evaluation • Develop combined tool on equity focused and gender responsive evaluation and tailor it to national context to understand the underlying cause of gender disparity and ensure equity 			
Lack of adequate understanding and skills on gender and equity focused evaluation	Adequate understanding and enhanced skill on gender and equity focused evaluation	<ul style="list-style-type: none"> • Incorporation of gender sensitivity in the planning process • Enhance institutional capacities to generate the demand for EFGRE evaluation • Capacitate the supply side (independent evaluators) 	<ul style="list-style-type: none"> • National acts, policy to prioritise the EFGRE • National M&E system to focus on EFGRE • Conduct need assessment and develop appropriate capacity enhancement plan to strengthen the 			

Issue	Solution (+ idea)	Strategy (how)	Action	Stakeholders	Lead	Support
		<ul style="list-style-type: none"> Establish clear linkage between demand and supply side strengthen enabling environment 	<ul style="list-style-type: none"> institutional and individual capacities Establish learning platform and shared networks Encourage universities and training centers to incorporate EFGRE in the evaluation process Sharing workshops among the related stakeholders 			
Harmonisations and triangulations of different types of national data sources census, DHS, administrative etc.						
To ensure the equitable participation of marginali						

Issue	Solution (+ idea)	Strategy (how)	Action	Stakeholders	Lead	Support
sed oppressed ... gaps						
Meaning for participation of beneficiaries	Need assessment and baseline survey					

Action plan for INSTITUTIONAL CAPACITY BUILDING

Team members: Dr Giridhari Sharma Paudyal, Prabin Raj Gautam and Binod Gautam

Issues	Solution	Strategy	Actions	Stakeholders	Lead	Support
Sustainability of VOPES	<ul style="list-style-type: none"> - Attraction of professionals -Use of local resources 	<ul style="list-style-type: none"> -Develop training materials -Develop evaluation experts within VOPES - Networking & partnership 	<ul style="list-style-type: none"> -Organise training, workshop and seminars -Sell training modules - Professional consulting -Compete on evaluation bidding - independent evaluation 	<ul style="list-style-type: none"> -VOPES -SWC Academia 	COE	Evaluation Society Nepal Government Academic institutions
Identity (NGO vs others?)	Identify specialised area of evaluation	Focus on specialised products and services	Evaluation on process, outputs, outcome,, impact and sustainability; Marketing of products & services(gender, equity, evaluation)	SWC INGOs Government Academia	Concerned NGOs	Line ministries/INGOs

Action plan proposed for INDIVIDUAL CAPACITY building on equity and gender focused SDG evaluation

Team members: Tribikram Parajuli, Krishna Khadka, Ghanindra Raj Chinuniya and Kedar Devkota

Issues		Solution	Strategy	Actions	Stakeholders	
					Lead	Others
Lack of capacity	Client	Capacity building	<ul style="list-style-type: none"> -Training courses (long & short term) -On the job training -Mentoring, -Coaching -Seminars -Conference, - Observations 	<ul style="list-style-type: none"> -Identify capacity gaps -job analysis -individual capacity analysis -Design tailor made courses -Data evaluation & evaluation techniques -Quantitative & Qualitative -Mixed method -Evaluation of proposal -Implementation of proposal -M&E, Feedback of the results 	<ul style="list-style-type: none"> -Training Centers -M&E Officers - Supervisors, -Civil society - Universities 	COEs, VOPES
	Evaluators	Capacity building	<ul style="list-style-type: none"> -Long Courses -Training -Seminars -Research Associations 	Design short and long term courses (specific on gender and equity) in evaluation	Evaluation organisations, M&E Officers, .etc	

Coordination and sharing group



Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholder s	Lead	Support
Example						
1. Inadequate common understanding and theories (individual)	Design and develop concept note on evalSDG from gender and equity perspective which incorporate minimum requirement and criteria	Follow the consultative process with due respect from local level need and knowledge	<ul style="list-style-type: none"> Form group with multidisciplinary nature develop the concept note Consultation meeting with relevant stakeholders for their feedback Explore potential commitment 	KU, CNAS(TU), CERED TU UN, World Bank and other potential research institutes	NPC(SDG Unit)	COE, WFP,

Issuesa	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders	Lead	Support
Example						
Learning and Sharing Culture	Ensure documentation and knowledge is shared	Constitute SDG networking group at different levels	<ul style="list-style-type: none"> Identify SDG focal persons with direct commitment on SDG for all stakeholders along with details (organisation, focal person, contact details) Organize regular meeting of the group Share relevant documents and practices with all stakeholders Share all the information through SDG knowledge portal 	NPC, line ministries, Social Welfare council, local government institutions, UN, WB, ADB, INGO	UNRC, NPC	All SDG lead both from Government and non government sector

Issuesa	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders	Lead	Support
Example						
Inadequate documentation and finding sharing mechanism and practices	Documentation on Action learning and knowledge generation	Action learning	Investigate processes and methods focusing on the local context	All 17 SDGs lead agencies	DFID	NPC, New Era, COE,

Issuesa	Solutions (+ve Idea)	Strategy (How)	Action	Stakehold ers	Lead	Support
Example						
Inadequa te networki ng and partnersh ip	<ul style="list-style-type: none"> Enhance strong partnersh ip between state and non state actors Enhance partnersh ip with national and internatio nal agencies. 	Inclusive engagemen t of stakeholde rs	<ul style="list-style-type: none"> Establish networking and learning mechanism among the central government , local government and non-government agencies Develop networking and support mechanism with international and national agencies 	All SDGs lead agencies and CSO, parliamentary forum on developm ent evaluation	<ul style="list-style-type: none"> NPC UNR C 	UNRC, NPC and others

Issuesa	Solutions (+ve Idea)	Strategy (How)	Action	Stakehold ers	Lead	Support
	Continue networking like this	Interactive participatory	Periodic meeting Share learning from organizations Make aware the decision makers (at organization level and policy making)	Parlimatn ary forum, NPc Governm ent agencies and non-state actions	CoE	NPC

Data group findings**DATA ISSUES****1. Absence of disaggregated baseline data****2. Data Inconsistency**

- Within govt. agencies
- Between govt and other agencies
- Between admin and survey data

3. Data Gap Inter household some sectors.

- Inadequate Disaggregated data / Baseline
- Less documentation and absence of use
- Documentation of existing reports

4. Use of evaluation findings in policy formulation and resources allocation**ISSUES in DATA: “MEASUREMENT IS NOT JUST ENOUGH”**

There is no data;

There are some data but most of them aren't useful;

Data are useful but they are not enough;

Data are enough but they are not of quality;

Data are of quality but they are not of use;

Data are of use but no body care's about it;

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
1. Absence of disaggregated baseline data	Intervention in programme planning by right targeting. Apply SDG lens to the strategies, programmes and policies	Proper targeting of the beneficiaries e.g. vulnerability mapping, DAG mapping etc while planning programmes. Promote equity focused and	Promote technical organisation in developing and sharing guidance notes and tools for planners regarding programme targeting in Line with SDGs. Set proper	Development partners (NGO, INGO, Bilateral and multilaterals)	NPC/CBS Sectoral ministries

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
	programme evaluation – GESI focused evaluation	gender responsive evaluations.	targeting as criteria for budget release and approval of the project and programmes. Reports including Result framework without progress of disaggregate data needs to be questioned and revised before taking it to final NDAC and MDAC. Develop step by step guidance on ensuring equity focused and gender responsive evaluations.	NPC NPC and Sectoral ministries Development partners (NGO, INGO, Bilateral and multilaterals)	Sectoral ministries NPC/CBS Sectoral ministries
	Data need and gap assessment to feed into National Strategies for the Development of Statistics (NSDS) : Develop and apply guidance for assessing SDG data availability and gaps	Undertake assessments of existing data ecosystem at national and subnational level to identify the specific needs of policy-makers and development stakeholders to fulfill SDG monitoring expectations	Need Analysis: A Needs Assessment for SDG Monitoring and Statistical Capacity Development integrate needs into NSDS to match data supply with demand and maximise limited resources. Data Mapping: Mapping of all main data producers and users.	NPC/CBS Sectoral ministries	Development partners (NGO, INGO, Bilateral and multilaterals) Development partners (NGO, INGO, Bilateral and multilaterals)
	Prepare robust Annual country roadmaps for	Well-articulated roadmaps, accompanied by realistic	Prepare robust SDG-aligned NSDS or national roadmaps to	Parliamentary forum (SDG) and NPC/CBS	Development partners (NGO, INGO, Bilateral and

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
	implementation of SDG monitoring that capture disaggregated data in line with NSDS.	budgets, are needed to seek domestic support and to coordinate with donors.	strengthen country-specific capacity to monitor the SDGs. Develop sectoral roadmaps for SDG monitoring.	Sectoral ministries	multilaterals)
	Standardise guidance on level and type of disaggregation in result reporting from the government	Bring consensus among key stakeholders on level and type of disaggregation to avoid confusion and promote standardised comparable data.	Develop and update policy guidance document through consultative process. Circulate this memo on level and type of data disaggregation to all concerned ministries and stakeholders.	Parliamentarian forum (SDG) NPC	Sectoral ministries Development partners (NGO, INGO, Bilateral and multilaterals)
	Develop equity and gender responsive Essential Data Set (EDS) by prioritising key national and subnational indicators (only 3-4 per each result areas)	Choose strategic indicators (outcome and output) instead of input and process indicators based on needs, availability of information and measuring the changes in beneficiary life for SDG monitoring, Support methodological development and norm setting for selected SDG indicators,	Indicator mapping: Conduct Indicator mapping Indicator Prioritisation: Indicator prioritisation with stakeholders consultation Defining , updating and sharing of INDICATOR PROTOCOL SHEET – with detail definition, methodology, disaggregation and method of analysis	Sectoral ministries NPC/CBS Sectoral ministries	Development partners (NGO, INGO, Bilateral and multilaterals)

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
		under the guidance of relevant thematic clusters and in line with existing working mechanisms.			
2. Data Inconsistency - Within govt. agencies - Between govt and other agencies - Between admin and survey data	Building Strong National Statistical Systems	Revisit/update and reinforce National statistics act with NPC M&E act Mainstream Strategic Planning of Statistical Systems by revitalising planning with statistics	Data Governance: Develop roadmap to develop centralised databank and common repository. Role mapping of other stakeholders in data governance. Support CBS to establish roadmaps for strengthening specific data collection tools to enable the monitoring of SDG indicators Incorporate national statistical development strategies in result-based strategic planning processes such as the PRSP. Activation of economic planning group to ensure continuity of result oriented work in sectoral ministries	NPC/CBS	Sectoral ministries Development partners (NGO, INGO, Bilateral and multilaterals)

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
			Advocacy and consensus on NSDS by key stakeholders		
	Financial support to develop national statistical systems	Mainstream strategic planning of statistical systems and prepare national statistical development strategies for SDG monitoring Ensure that all donor-specific statistical programmes support and complement national statistical plans	Increase national budget allocations for the development of national statistical systems Donors must maintain current contributions to national statistical and data system. Thus integrate financing needs from different agencies and different initiatives using the model like TRUST fund or joint funds. Bring donors together in an annual joint event to support in strengthen national statistical system.	NPC/CBS Sectoral ministries Donors and development partners	Development partners (NGO, INGO, Bilateral and multilaterals) NPC/CBS Sectoral ministries
	Improve coordination across government and open datasets related to the SDGs.	Strong national statistical offices and cross-governmental statistical systems are needed for monitoring the goals Stronger open data systems	Advocate for one national statistical authority with easy access to key development indicators Develop functional networks of stakeholders to improve	NPC/CBS Sectoral ministries	Development partners (NGO, INGO, Bilateral and multilaterals), Civil societies, VOPES, Academia's, research organisations

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
		will also improve decision-making, programme design, and service delivery, as well as transparency and accountability to citizens.	coordination related to SDG data management		
	Incorporate the SDGs into existing SURVEYS and MIS	Support the alignment of SDG indicator framework with M&E framework of sectoral development plans and survey methodologies.	<p>Revisit methodology of existing surveys and MIS in terms of possibility to get further disaggregation and advocate to use.</p> <p>Enhanced sectoral MIS and administrative data in context of planning, monitoring and implementation of Indicator protocol sheets.</p> <p>Feasibility study to see the possibility to use vital registration in sectoral services</p> <p>Capacity enhancement on GESI integration on survey design/MIS and implementation</p>	<p>Research organisations /Sectoral ministries, Academias</p> <p>Sectoral ministries</p> <p>Development partners (NGO, INGO, Bilateral and multilaterals), Research organisations, Academics (VOPE)</p>	NPC/CBS
3.Data Gap Inter	Creation of a National	Bring together major sponsors	Prepare specifications for	NPC/CBS	Sectoral ministries

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Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
			ensure that each country's unique perspectives and needs are well addressed through global cooperative action		
	Explore cutting-edge approaches and emerging trends in the field of statistics for development, data innovations and inclusive data ecosystem	Look for strategic opportunity to build on the momentum of the data revolution including big data, meta data and public-private partnerships in the data ecosystem through the development of inventories, tools, guidelines, standards and protocols and demonstrate the centrality of data for development.	<p>Promote and incorporate new data collection tools and technologies into SDG monitoring frameworks, such as use of MIX METHODS, qualitative data, geospatial mapping, cell phone based data; Citizens use to monitor response to track social and environmental dimensions of the goals.</p> <p>Support on the research of innovative SDG monitoring tools and initiatives</p> <p>Convene a National Forum on Sustainable Development Data to create mechanisms for ongoing collaboration and innovation</p> <p>Support capacity building for</p>	<p>NPC/CBS and Research organisations, Academia's, VOPE</p> <p>Academia's and research organisations</p> <p>Development partners</p>	<p>Sectoral ministries Development partners (NGO, INGO, Bilateral and multilaterals)</p> <p>Sectoral ministries Development partners (NGO, INGO, Bilateral and multilaterals)</p> <p>NPC/CBS</p>

Issues	Solutions (+ve Idea)	Strategy (How)	Action	Stakeholders Lead	Support
			policy-makers and other development stakeholders to use analytical tools and methodologies that leverage data and statistics for sustainable development	(NGO, INGO, Bilateral and multilaterals)	Sectoral ministries
4. Use of evaluation findings in policy formulation and resources allocation	Develop a forum where PLANNERS, IMPLEMENTORS and DATA GENERATORS meet.	Improve functionality of National Development Action Group (NDAC) and Ministerial Level Development Action Group (MDAC)	<p>Promote performance based budgeting. Enhancing the practical use of results information for its different purposes by N/MDAC members, observers and partners</p> <p>Developing a policy narrative and practical methodologies for results-based decision making across government departments and levels of governance.</p>	NPC and Sectoral ministries	Development partners (NGO, INGO, Bilateral and multilaterals), Civil societies, VOPES, Academia's, research organisations

10. Annex 7- Glimpses of the workshop









