Advocacy report template

GWI advocacy goals

1. 100% of UN Member States commit to policy, legislation, budget and infrastructure to facilitate transition of girls from primary to secondary school and ensure gender parity and gender equality throughout secondary education by 2030.
2. By 2030 100% of UN low income Member States have increased access to tertiary education for girls and women by 50%.
3. 100% of UN Member States commit to and implement policies for continuing education to empower women throughout the life course, within the formal and informal economies.

Please bear in mind these three overarching, long-term goals in any UN intervention that you make on behalf of GWI. Any intervention should push these three goals further.

NB: *Although these goals represent GWI's mission, UN Reps are also invited to promote GWI key messages on areas where especially relevant e.g. women in STEM, securing investment in women teachers, addressing barriers to girls' education such as child marriage.*

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Meeting attended: (place, date, time, name of meeting)
UNICEF Evaluation Learning Day (11/13/18). UNICEF NYC Headquarters. All day conference. Attended as member of the NGO Committee of UNICEF.
Subject of meeting: Evaluation
Refers to SDG no #: (please reference): All

As the GWI rep member on the NGO Committee of UNICEF the following information was obtained from handouts. I believe the information is extremely relevant in terms of how we evaluate the SDGs.

Notes from International Institute for Environment & Development (pubs.iied.org)
1. There is considerable focus on how to measure progress using the indicators but evaluation must go beyond to consider whether progress is equitable, relevant, and sustainable as well as rigorous, high-quality, accessible, timely, and reliable.
2. Measurement must include the following:
   * developing measures of policy implementation and policy outcomes
   * determining whether to use existing indicators or to develop new ones
   * ensuring the availability and integrity of data for indicators
   * providing capacity to collect, analyze, and interpret data
3. National assessment must include both monitoring and evaluation.

4. To develop National Evaluation Capacity (NEC) countries face 4 challenges: developing a NEP; building enough individual evaluation capacity, ensuring institutions and processes are in place, and adequately engaging partners.

5. A review of the SDGs first set of Voluntary National Reviews (VNRs) by 22 countries indicated little awareness of what evaluation is or how it could be used to support the 2030 Agenda. Many countries reported that they lacked data and need to improve their statistical reporting system if they are to adequately monitor the 2030 Agenda. Many reported that progress cannot be measured solely by quantitative data but only 2 countries included qualitative data (Morocco & Finland).

6. A program whose benefits do not persist after it has ended can hardly be considered a success unless such benefits contribute to other positive outcomes. We need to assess the longevity of effects.

7. Monitoring systems must ensure success is appropriately measured. Baselines must be established as credible, indicator quality must be confirmed, and data collection and analysis must be sufficiently nuanced to ensure 'no one is left behind'.

8. Evaluation must guard against 'easy to reach' and 'easy to measure' targets that can lead to distortions. For example, when aiming to provide equitable quality education, the free and equitable access part is much easier to measure than the quality of education or the relevance and effectiveness of learning outcomes.

9. Some nations may be tempted to set their performance bar quite low. Measures that are consistent from national to global level are needed to calculate the minimum level and type of achievement expected per country.

10. The 2030 Agenda has emphasized that countries should establish follow-up and review processes from the very outset as they attempt to achieve the SDGs.

11. Evaluation must look at both the positive and negative outcomes, the intended as well as the unintended results.

12. A monitoring system records and tracks implementation including inputs, outputs, short-term outcomes, and longer-term outcomes.

Submitted by:
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GWI