

Advocacy report

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.*

Meeting attended: (place, date, time, name of meeting)

Amy Paunila, GWI UN rep attended a panel at:

Palais de Nations Rm XII 12-2pm 12 May 2017

'Human rights: Enhancing equal citizenship rights in education' hosted by [Geneva Centre for Human Rights Advancement and Global Dialogue](#) and IBE- UNESCO.

Subject of meeting:

The goal of the panel debate was to assess the impact of education in rebuilding societies affected by inter-communal violence in the broader context of human rights. It also aimed at exploring the role of education in promoting democratic citizenship. Bahrain, Sri Lanka and Colombia – countries previously affected by inter-communal stress or conflict - were used as case studies. The panel discussion was guided by the achievements of Finland in promoting equal citizenship rights through education.

Refers to SDG no #: (please reference) SDGs 4, especially 4.7 and 16

Relevant treaties/conventions/resolutions:

[International Covenant on Economic Social and Cultural Rights](#) Article 26 states, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote

understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

How this serves GWI members:

- a. Explain trends in development in this particular subject.
- b. Explain why these trends and developments are relevant to GWI and NFAs.
- c. Outline what needs to be done at international and national levels.

There is a growing emphasis on linkages between human rights and global citizenship education as drivers for sustainable development and the achievement of the 2030 Agenda.

This adds impetus to the GWI focus on quality teacher education, and a human-rights based approach to education. In particular, this supports the work of GWI in promoting gender equality and equal opportunity in life choices for boys and girls, men and women. Teachers who are trained in a rights-based pedagogy and curriculum can help promote peaceful interaction and model citizenship in the classroom. This could have a very positive impact among youth for greater understanding of social and cultural differences.

Next steps:(what needs to be done)

The emphasis on a rights-based approach to education is a step in the right direction. However there is much to be done on teacher recruitment training. This move towards a rights-based approach cannot be implemented without extensive investment in training resources, teachers and inclusion of global citizenship and human rights values in school curricula.

Suggested areas to be advocated on:

- social value and influence of teachers, esp. women teachers to be recognised through advocacy for elevating the status of teaching as a profession
- demand for more rigorous standards in accepting undergraduates into teacher training courses
- training for teachers should be longer and more thorough, leading to a higher qualification (Finland's teachers all have masters)
- all schools everywhere should have the same levels of qualification required for all teachers, and gender parity
- integration of human rights values and citizenship into teacher training and school curriculums
- advocacy for better salaries, in line with inflation and a structured career path for teachers, no gender gap!
- quality ongoing professional development in service education for teachers