GWI Membership Toolkit
Mission and Advocacy

Graduate Women International (GWI) is a membership-based international non-governmental organization (NGO) based in Geneva, Switzerland, with some 17,000 members in over 70 countries.

Founded in 1919, GWI is the leading girls’ and women’s global organization advocating for women’s rights, equality and empowerment through access to quality education and training up to the highest levels.

Grand-Montfleury 48 , 1290 Versoix, Switzerland
Tel: (+41 22) 731 23 80
Fax: (+41 22) 738 04 40
E-mail: gwi@graduatewomen.org
Website: www.graduatewomen.org
Executive Director: Stacy Dry Lara | Email: sdl@graduatewomen.org
# Table of Contents - Mission & Advocacy

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>3</td>
</tr>
<tr>
<td>Who We Are (Video Presentation)</td>
<td>4</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>5</td>
</tr>
<tr>
<td>Board and Governance</td>
<td>6-8</td>
</tr>
<tr>
<td>Education</td>
<td>9</td>
</tr>
<tr>
<td>Manifestos</td>
<td>10-17</td>
</tr>
<tr>
<td>Projects</td>
<td>18</td>
</tr>
<tr>
<td>Hegg Hoffet</td>
<td>20</td>
</tr>
<tr>
<td>Bina Roy Projects in Development</td>
<td>21</td>
</tr>
<tr>
<td>How to Make a Donation</td>
<td>23</td>
</tr>
<tr>
<td>Become a Patron</td>
<td>24</td>
</tr>
<tr>
<td>Fellowships &amp; Grants</td>
<td>23</td>
</tr>
<tr>
<td>Advocacy and Policy</td>
<td>26</td>
</tr>
<tr>
<td>Policy and Resolutions 2016-2019</td>
<td>25</td>
</tr>
<tr>
<td>United Nations &amp; other Partnerships</td>
<td>27</td>
</tr>
<tr>
<td>United Nations Structure (graphic)</td>
<td>28</td>
</tr>
<tr>
<td>United Nations Abbreviations &amp; Acronyms</td>
<td>29</td>
</tr>
<tr>
<td>Sustainable Development Goals (graphic)</td>
<td>32</td>
</tr>
<tr>
<td>GWI Year-at-a-Glance 2016-2017</td>
<td>33</td>
</tr>
</tbody>
</table>
Mission

Graduate Women International (GWI), founded in 1919 as the International Federation of University (IFUW), is a worldwide, non-governmental organisation of women graduates, whose purpose is to:

- Promote lifelong education for women and girls;
- Promote international cooperation, friendship, peace and respect for human rights for all, irrespective of their age, race, nationality, religion, political opinion, gender and sexual orientation or other status;
- Advocate for the advancement of the status of women and girls; and
- Encourage and enable women and girls to apply their knowledge and skills in leadership and decision-making in all forms of public and private life.

To achieve these aims, GWI shall:

- Represent and advocate the views of graduate women in international fora;
- Enable graduate women to use their expertise to effect change at all levels;
- Provide an interdisciplinary approach to issues; and
- Promote cooperation, networking, support and understanding among graduate women.
Presentation Video: Who We Are

GWI is an international NGO that was founded in 1919 by Dean Virginia Gildersleeve, Professor Caroline Spurgeon and Rose Sidgwick as the International Federation of University Women (IFUW).

RESOURCES

https://youtu.be/LDX76tVdiu4
GWI’s Board of Officers and Committee Convenors are elected every three years by GWI members at the General Assembly. The GWI General Assembly is held every three years. It is the governing body of GWI, and elects GWI Board and Officers. GWI has a small and dedicated team that serves its members whilst managing our advocacy work and GWI programmes.

2016-2019

GWI Board & Committees

The Education Committee

The Education Committee, previously known as the Status of Women Committee, plans and promotes programmes that carry out the purposes, projects and resolutions of GWI and facilitates liaison with international and inter-governmental bodies; is responsible for planning the GWI action theme for the term and for providing a conceptual outline, implementation guidelines for national affiliates’ study and action, resource material and website material, as appropriate. The Committee also coordinates the interdisciplinary seminars and workshops at GWI Conferences and highlights projects and triennial theme activities showing best practice.

Finance Committee

The Finance Committee advises on all GWI financial policy and administration; prepares annual estimates for the approval of the General Assembly; supervises the annual expenditure of GWI and the use and investment of its funds, and is responsible for ensuring that the expenditure of GWI remains within the terms of the budget approved by the General Assembly.

Resolutions Committee

The Resolutions Committee oversees the call for resolutions to the General Assembly; receives proposed resolutions, encourages joint submissions, checks for conformity in structure and wording and prepares final versions of resolutions for circulation to national affiliates. The Committee assists in the preparation of amendments, and works with staff to assemble a consensus document for distribution to delegates prior to the final voting session at the General Assembly. Between Conferences the Committee works closely with the Education Committee, the Special Committee for Project Development and the UN Representatives in relating the resolutions to the implementation of activities by GWI and national affiliates.

Special Committee on Project Development

The Special Committee on Project Development assists GWI affiliates in the development and implementation of viable, sustainable community development, capacity building (e.g. membership or leadership training) and income-generating projects. Committee members are expected to help with the initiation, assessment, monitoring and evaluation of projects and may be called upon to offer assistance in the screening and developing of funding proposals, including those for the Gina Ray Partners in Development Programme.

Committee for the Award of International Fellowships

The Fellowships Committee reviews applications for GWI fellowships and grants and selects the candidates to be recommended to the GWI Board of Officers to receive awards. Members are expected to assess applications submitted to the GWI (previously IFUW) fellowships competition by finalists from the national affiliates and independent members.

Executive Director: Stacy Dry Lara  |  Email: sdl@graduatewomen.org
Graduate Women International (GWI) advocates for women’s rights, equality and empowerment through access to quality secondary and tertiary education, and training up to the highest levels.

Our vision is 100% of girls and women in the world achieving education beyond primary school.
GWIMANIFESTO

Education for all

Graduate Women International (GWI), founded in 1919, is a worldwide, non-governmental organisation of women graduates, advocating for women’s rights, equality, and empowerment through access to quality secondary, tertiary, continuing and non-traditional education.

GWI mission

Our vision is for 100% of girls and women in the world to achieve quality education beyond primary school. GWI provides a global voice for women graduates, working for the adoption and implementation of international agreements that will protect and benefit all girls and women. GWI also develops and implements fellowships and projects, which aim to increase gender empowerment by supporting girls’ and women’s access to quality education. GWI enjoys special consultative status with ECOSOC and is an active advocate with the United Nations, UNESCO and other international agencies. These agencies play an important role in supporting country governments to develop and implement policies to reduce inequality and stimulate development.

GWI priority areas

Recognising that completion of primary school is not of itself sufficient to prepare and equip girls and women with the skills and knowledge they need to realise their full personal, academic and professional potential, GWI advocates for four post-primary steps of education:

- **SECONDARY EDUCATION**

  Basic literacy and numeracy skills developed at primary school are not enough; quality second-level education provides girls and young women with the academic and personal tools that are vital to progressing further in higher education, work and society. Quality curricula should include the seven domains of learning: physical well-being; social and emotional; culture and the arts; literacy and communication; learning approaches and cognition; numeracy and mathematics; science and technology.

- **TERTIARY EDUCATION**

  Access to quality tertiary education (encompassing all domains of higher learning) equips women with high-level academic knowledge and qualifications. This enables them to take up professional positions, substantially increases earning potential and empowers them with the skills necessary to be future leaders. There are still many barriers for women and girls to access all tertiary education fields and modes. This is especially true in developing countries and in rural areas, where increased institutional support and long-term commitment are needed to close the gap in participation and achievement for girls and women.

- **CONTINUING EDUCATION**

  Continuing education is the ongoing, voluntary and self-motivated pursuit of formal and informal knowledge throughout a woman’s lifespan, including new skills within the workplace. It enhances social inclusion, active citizenship, personal development, self-esteem and sustainability. It occurs within the context of everyday social, family, situational and workplace interactions and in wider society. Continuing education is both a means of empowerment and an investment in tomorrow’s future leaders and decision-makers.

- **NON-TRADITIONAL EDUCATION**

  Non-traditional education is the acquiring of knowledge and skills through learning methods that extend beyond formal means, institutions and sectors. Advancements in technology as well as informal education environments facilitate non-traditional education, including by giving due recognition to hands-on work experience in a particular field. Career gender stereotyping and socio-cultural norms that typecast men and women into different professions have resulted in a distinctive gender gap in certain sectors, where women are particularly underrepresented in innovation-related industries. Empowering women through education, including through accessing contemporary forms of learning, enables them to access these non-traditional livelihoods.

**EMPHASISING THAT ACCESS TO EDUCATION IS BOTH AN INTERNATIONALLY RECOGNISED HUMAN RIGHT, AS WELL AS A FUNDAMENTAL ENABLER TO ACHIEVE ECONOMIC GROWTH, HUMAN DEVELOPMENT, PEACE AND STABILITY**

**RECOGNISING THAT GIRLS AND WOMEN ARE PARTICULARLY VULNERABLE AND MANY NEED INCREASED SUPPORT TO ACCESS QUALITY SECONDARY, TERTIARY AND CONTINUING EDUCATION**

**ACKNOWLEDGING THAT INVESTING IN EDUCATION FOR GIRLS AND WOMEN THROUGH THEIR LIFE COURSE IS CRITICAL TO REDUCE INEQUALITY AND TO STIMULATE DEVELOPMENT**
GWI calls on governments, education sectors, civil society and the private sector to take collective responsibility to:

- Create, fund and implement programmes that ensure women and girls can access quality education throughout their life span and from all available educational sources, whether formal or informal.

- Work to limit influence of cultural and traditional practices on girls’ and women’s right to education.

- Promote equal opportunities and the realisation of human rights for all through providing training in basic human rights, including women’s rights, and funding to support the realisation of those rights.

- Assist access to education in those sectors of society where women and girls are most marginalised through natural disaster, war, genocide and post-conflict dislocation.

- Recognise the universal nature of the right to access education, where minority women including those of indigenous and rural backgrounds are provided with access to quality education throughout their life course.

- Ensure that girls and women with disabilities can access appropriate learning facilities and training programmes.

- Improve women’s access to vocational training, science, mathematics, engineering, technology, non-traditional education and livelihoods, and continuing education.

- Encourage and enable women and girls to apply their knowledge and skills in leadership and decision-making in all forms of public and private life.

* The seven domains of learning as identified by the Brookings Institute:
GWI MANIFESTO

Quality secondary education for girls & women

Graduate Women International (GWI), founded in 1919, is a worldwide, non-governmental organisation of women graduates, advocating for women's rights, equality, and empowerment through access to quality secondary, tertiary, continuing and non-traditional education.

GWI sees access to, and completion of, quality secondary education as a critical means to empower girls and women by providing them with skills and knowledge – academic, social and personal - that they will bring from adolescence to adulthood. Basic literacy and numeracy skills are not enough; quality second-level education provides girls and young women with the tools that are vital to progress further in higher education, work and society. The seven domains of learning should be included within secondary school curricula: physical well-being; social and emotional; culture and the arts; literacy and communication; learning approaches and cognition; numeracy and mathematics; science and technology.*

Barriers to accessing secondary education for girls and women

GWI identifies several barriers that hinder girls and women from accessing quality secondary education. These include:

- Early and forced marriage (child marriage).
- Living in conflict zones: where instruction may have been suspended, where it is unsafe to access schools or where students have been displaced.
- Threat of physical or sexual violence, bullying or harassment, while travelling to or from school or while on school premises.
- A lack of suitable and safe sanitation facilities can often result in girls staying at home during menstruation.
- A shortage of female teachers or female-only schools in places where sex segregation is required for girls to attend schools.
- Cultural prejudice regarding the role of women in society that prevents girls from accessing education due to a responsibility to undertake domestic duties and caregiving.
- A need to travel significant distances to reach secondary school, particularly in rural areas.
- Curricula that do not meet the specific linguistic or other needs of girls from certain vulnerable groups, including ethnic and indigenous minorities.
- Disabled girls face multiple barriers to education including inaccessible or difficult to access premises and facilities, as well as ill-adapted teaching methods.
- Teenage pregnancy which can discourage young women from continuing or completing education, where social stigma or school policy can inhibit the possibility to attend or complete secondary school.

* The seven domains of learning as identified by the Brookings Institute:

(UNESCO, 2013)
Increasing access to secondary education for girls and women

GWI, in cooperation with its national federations and associations, advocates for safe access to quality secondary education for all girls and women. To achieve this aim, GWI calls on all governments, education sectors and civil society to take collective responsibility to:

- Ensure that cultural and traditional practices do not detract from girls’ and women’s right to access quality secondary education; this includes combatting child marriage by increasing protection for victims under national legislation and by adopting and adhering to international legal standards.

- Include all stakeholders in curriculum development and delivery of secondary education, including parents, communities, teachers and the private sector.

- Develop modern, gender-neutral curricula, which include human rights education and sexual health education, and which comply with international standards of quality education.

- Ensure that the curricula are of a level and quality where they reflect the academic requirements necessary and prepare students for enrolment into universities and other institutions, with particular emphasis on accessibility for girls and women.

- Commit to teacher recruitment and training to meet a looming global shortfall; appropriately train teachers for indigenous, disabled, language minorities and other vulnerable or marginalised groups.

- End gender-stereotyping and streaming of girls and women into certain fields during secondary school; promote education in science, technology, engineering and mathematics (STEM) for girls and women, as well as non-traditional fields of knowledge.

- Ensure access to secondary education in those sectors of society where women and girls are most marginalised through natural disaster, war, genocide and post-conflict dislocation.

- Include reporting procedures for gender-based violence, including when experienced on school premises or while travelling to or from school.

GWI calls for the realisation of the following stand-alone goals in secondary education for girls and women:

- Implement universal access to free, quality secondary education
- Provide financial incentives and support to keep girls from the poorest families in school
- Pay teachers competitive salaries and provide suitably high levels of training
Tertiary education for girls & women

Graduate Women International (GWI), founded in 1919, is a worldwide, non-governmental organisation of women graduates, advocating for women’s rights, equality, and empowerment through access to quality secondary, tertiary, continuing and non-traditional education.

There are still many barriers for women and girls to access all tertiary education fields and modes. This is especially true in developing countries and in rural areas. In some countries, cultural and traditional attitudes towards higher education for women often deny them access to education. While tertiary education is generally equally available to men and women in most developed countries, there are still many millions of girls and women in developing nations who have little hope of progressing beyond the basic primary education level. Governments and education sectors must promote and facilitate substantive gender equality* in access to quality tertiary education, which directly and substantially impacts on increased economic development and inclusive social cohesion.

Barriers to accessing tertiary education for girls and women

- Gender stereotyping, arising from certain cultural, social and religious traditions, often does not foster an environment of supporting women in higher education. In many of these instances, access to education for girls and women is often capped at secondary level or even lower.
- Unskilled labour, which does not require long-term enrolment in tertiary education, appeals to women in need of more immediate financial return. Tertiary education is thus seen as a loss of potential income, despite the greater earning potential inherent in attaining a qualification.
- Primary responsibility for domestic work and care-giving as well as full-time home-making is still considered the standard life course for girls and women in many countries and regions.
- Costs and fees associated with enrolling in and attending university often discourage female participation, especially affecting women from weaker socio-economic backgrounds.
- Accessing childcare may incur additional expense, further adding to the financial burden of attending tertiary education.
- Enrolment in most universities and other higher education institutions tends to be a competitive process. This can make accessing tertiary education difficult in situations where girls’ and women’s education at primary and secondary level was not of sufficient quality to equip them with the necessary academic knowledge and skills. This is especially true for women from vulnerable groups including those with disabilities and those from indigenous or rural backgrounds.

* Substantive equality is the standard adopted by the UN Committee on the Elimination of All Forms of Discrimination against Women (CEDAW), which includes equality of opportunity, equality of access to opportunity and equality of results. See General Recommendation No. 25, on article 4, paragraph 1, of the Convention on the Elimination of All forms of Discrimination against Women, on temporary special measures, 2004, available at: http://www.refworld.org/docid/453882a7e0.html
Increasing access to tertiary education for girls and women

GWI, in cooperation with its national federations and associations, advocates for safe access to quality, multidisciplinary tertiary education for all girls and women. To achieve this aim, GWI calls on all governments, education sectors, civil society and the private sector to take collective responsibility to:

- Develop secondary school curricula to a level and quality which reflect the academic requirements necessary and prepare students for enrolment into universities and other institutions, with particular emphasis on accessibility for girls and women.

- Introduce national programmes that communicate to society the importance of women to be able to access quality tertiary education, particularly targeted towards less developed and rural communities.

- Promote and ensure equal access for women to all forms of higher education across all disciplines, including within fields such as science, technology, engineering and mathematics (STEM).

- Design tertiary education curricula to incorporate flexible timetables, for example part-time, evening or online classes, so women with families or work commitments can attend.

- Establish mature student programmes for women seeking to return to education, with emphasis on career guidance and counselling as well as other support services to ease the transition.

- Provide state-subsidised child care facilities and créches within easy access to campuses and institutions.

- Support individuals and programmes that aim to increase the number of women in decision-making positions in tertiary education institutions and society.

- Provide economically disadvantaged women with everything they need to enable them to complete and succeed in their chosen tertiary courses including financial, academic, social and personal support.

TO INCENTIVISE WOMEN TO ACCESS TERTIARY EDUCATION, GWI ACKNOWLEDGES THE ROLE OF STATE AND NON-STATE INSTITUTIONS, AND ENCOURAGES PARTNERSHIP FROM THE PRIVATE SECTOR TO:

- Establish special loans, on favourable and equitable terms for poorer women and girls to enable them to enrol in tertiary institutions

- Develop sponsorship schemes and education trusts whereby individuals and businesses can contribute to the funding of tertiary education courses for disadvantaged women and girls

- Showcase best practices and role models to encourage all women to pursue tertiary education, especially in science, technology, engineering and mathematics (STEM).
Non-traditional education for girls and women

One form of non-traditional education is the acquiring of knowledge and skills through learning methods that extend beyond formal means, institutions and sectors. Advancements in technology have yielded several contemporary methods of learning including through distance-learning and online courses, as well as educational radio programmes, podcasts and mobile device applications. In terms of informal education environments, these include non-institution based learning, where hands-on work experience in a particular field should be recognised and counted towards formal qualification requirements. Similarly, there are many women managing home economies and developing competencies that can be used in entrepreneurial settings, though this still remains a largely untapped resource for development. Career gender stereotyping and socio-cultural norms that typecast men and women into different professions have resulted in a distinctive gender gap in certain sectors, where women are particularly underrepresented in innovation-related industries. There is also a gender imbalance in politics and government, even though parliaments with more women consider a broader range of issues and adopt more legislation on health, education, anti-discrimination and child support.* Non-traditional education, therefore, also aims to promote the participation, integration and balancing of the male and female workforces across all sectors. Empowering women through education, including through accessing contemporary forms of learning, enables them to access these non-traditional livelihoods. This is essential for women to attain more choice and independence in their lives, including substantive gender equality** and equal pay for work of equal value.***

Barriers for women in pursuing non-traditional education:

* Domestic responsibilities and lack of social infrastructure to allow women to balance work/family commitments, including expensive childcare, impractical school timetable etc.

* Lack of legislation to provide men with leave from work to take care of the family, while women pursue careers and education.

* Skills and competencies developed through non-institutional learning, including informal or domestic work experience, are often undervalued or disregarded in favour of academic qualifications.

* Vulnerable women - including those from developing countries, from economically weak positions and from rural or indigenous backgrounds - often do not have the requisite resources, pathways and infrastructure to access the technology necessary to receive training and learn new skills.

* Disabled girls and women face additional barriers of access to non-traditional education, given ill-adapted facilities and inaccessible teaching methods.

* Entrepreneurial and advanced business skills training have traditionally been aimed at, and taught by, men.

Where women do pursue non-traditional careers, there are often still inequalities in pay, career promotion and working conditions when compared with male counterparts.

Certain traditions and cultural norms stream girls and boys into different academic fields of learning. Academic subjects within science, technology, engineering and mathematics (STEM) have historically had an overrepresentation of male students, while social sciences including home economics have been predominantly studied by girls and women.

Lack of access to electricity and suitable broadband prevents women and girls from accessing online, mobile and other forms of electronic learning.

CONVINCED THAT
EDUCATION IS NOT ONLY
LIMITED TO FORMAL LEARNING
INSTITUTIONS BUT IS ALSO
DEVELOPED THROUGH
PRACTICAL, LIFE EXPERIENCE
ACCUMULATED FROM A
MULTITUDE OF SETTINGS

CONCERNED THAT STRICT
REQUIREMENTS OF FORMAL,
ACADEMIC QUALIFICATIONS
SIGNIFICANTLY HINDER THE
PROFESSIONAL DEVELOPMENT
AND ADVANCEMENT OF
INFORMALLY EDUCATED
WOMEN

EMPHASISING THE CRITICAL
ROLE OF TECHNOLOGICAL
ADVANCEMENT IN PROVIDING
ALTERNATIVE, CONTEMPORARY
METHODS OF EDUCATION -
ESPECIALLY INSTRUMENTAL
IN PROVIDING LEARNING
RESOURCES TO ISOLATED
COMMUNITIES
GWIMANIFESTO
Non-traditional education for girls and women

Increasing access to non-traditional education for girls and women

GW1, in cooperation with its national federations and associations, calls on governments, education sectors, civil society and the private sector to take collective responsibility to:

- Implement policies, supported by appropriate legislation, monitoring and enforcement to remove barriers to non-traditional careers, including by providing childcare and support, and equal pay for work of equal value.

- Put into place initiatives to both formalise and recognise skill sets acquired through informal education and experience, including recognition of prior learning, qualification transfer systems, vocational training and accelerated certification programmes.

- Expand formal education programmes so that more institutions offer distance-learning, online and mobile learning, part-time and evening courses to facilitate extracurricular responsibilities of girls and women in all disciplines.

- Invest in and provide affordable and accessible internet access and learning technologies (including web-ready devices and radios) for all girls and women, and in particular rural, indigenous and economically vulnerable girls and women.

- Provide tailored means of non-traditional education for women with disabilities, including by investing in appropriate technology and teaching methods so that they are empowered to realise their full educational and professional potential.

- Launch national campaigns that showcase strong female role models, leadership and expertise, especially within non-traditional sectors, including by developing mentoring programmes.

- Introduce community-based business and entrepreneurship workshops specifically targeted towards women, which focus on financial literacy and business acumen.

- Encourage investment from the private sector to sponsor scholarships and training opportunities for women in non-traditional fields.

GW1 emphasises three core, immediate areas for investment and development in the realisation of non-traditional education for girls and women:

- Distance learning: Radio- and web-based qualifications such as Massive Open Online Courses (MOOCs) provide an invaluable opportunity for girls and women to access knowledge where physical, institutional presence is not possible.

- Education technologies: Education-oriented mobile device applications, e-books and interactive learning programmes offer far-reaching and instantly accessible sources of knowledge.

- Non-traditional professions: Encouraging more women into fields such as STEM results in increased innovation, competitiveness, creativity and long-term development. A more diverse workforce is stronger, more flexible and overall better to meet the challenges of the future.


**Substantive Equality is the standard adopted by the UN Committee on the Elimination of All Forms of Discrimination against Women (CEDAW). See General recommendation No. 25, on article 4, paragraph 1, of the Convention on the Elimination of All Forms of Discrimination against Women, on temporary special measures, 2004, available at: [http://www.refworld.org/docid/453882a7e.html](http://www.refworld.org/docid/453882a7e.html)

***The principle of equal pay for men and women for work of equal value is enshrined in the International Labour Organization Convention on Equal Remuneration (No.100) (1951).
Projects & Funds

Graduate Women International (GWI)

GWI advocates for women’s rights, equality and empowerment through:

**CHARGE & Girls’ Education Champions Network (GECN)**
A global network to connect local leaders within and across countries to ensure that those on the frontline of girls’ education strategies are at the center of this new movement and well-resourced with effective strategies, information, and fortified capacity, ultimately helping the global community achieve the United Nations SDGs. GECN is Goal 5 of the CHARGE Program partnering through the Brookings Institute.

**Girls’ Choices & Girls’ Choices Mobile App**
GWI works with Orange Device Group to develop a mobile app that empowers girls to access information inspiring them to complete secondary school and transition to tertiary education or professional work. The app will provide immediate, easy access to material empowering girls to explore possibilities in their lives beyond school.

**Teacher for Rural Futures**
GWI provides scholarships and mentoring support to young women from rural areas of Uganda for them to become qualified teachers and ambassadors for girls’ education. Increasing the number of qualified women teachers in rural Uganda increases the quality of secondary education for all, increases girls’ access to and completion of secondary school and provides role models for girls.

**Education: Fellowships & Grants**
GWI offers international fellowships and grants to women graduates for postgraduate research, study and training. Many of GWI’s national affiliates offer fellowships, grants, scholarships and stipends to women and girls for primary and secondary education, undergraduate studies and postgraduate research, study and training. **The Hegg Hoffet Fund** assists graduate women displaced as a result of war, political upheaval or other serious emergencies.

**BRPID & BRPID Fund**
The Bina Roy Partners in Development Programme supports projects empowering girls and women through education and leadership development. Grants are awarded to GWI national federations and associations from developing countries on a competitive basis. Bina Roy projects are supported by the Virginia Gildersleeve International Fund (VGIF) and different GWI member federations and associations.

For complete information about GWI projects and funds, visit our website at www.graduatewomen.org/what-we-do

**Global Giving**
Public and Member Donations for Teachers for Rural Futures & Hegg Hoffet
www.globalgiving.org

**Member Donations & GWI Fundraising**
Our Other Projects

- **Teachers for Rural Futures**
  This project will support 50 young women from rural Uganda to become qualified secondary school teachers and ambassadors for girls’ education. 50 trained teachers would mean a positive impact on up to 11,500 students per annum. We are currently sponsoring five girls. This is a programme we hope to extend into other countries.

- **GWI’s Girls’ Choices workshops**
  The GWI Girls’ Choices project is a workshop and mentoring programme to support girls to complete secondary school and transition to tertiary education or work, through workshops and mentoring. To date, the workshops have been run in six countries, positively impacting on the lives of over 450 girls.

- **The Girls’ Choices for Careers mobile application**
  GWI has partnered with Orange Device Group to develop the Girls’ Choices for Careers mobile app. This app will provide girls with a fun, interactive online tool to explore careers and identify those that match their skills and interests. As the app will be free for download, it is expected to reach some 300,000 girls.

What do the GWI member organizations do

The member organizations of GWI are active in the following fields: literacy and financial literacy, skills training, mentoring, scholarships and fellowships. Annually over USD 2.5 million is distributed to support scholars across the world. The member organizations also advocate in favour of girls' and women's rights, notably to address barriers to education.

Example of a grassroot project

Every year a cycle of grassroots projects called Bina Roy Partners in Development programme is run, with the support of VGIF and other members, which spans projects such as financial literacy for women entrepreneurs, health education for mothers, and vocational skills for young women.
The work of the Fund can greatly change the lives of those women graduate refugees it helps, as the following examples illustrate:

An Ethiopian refugee now living in Australia was unable to find employment in her field of agricultural science without upgrading her computer skills. The AFUV Queensland branch was able to help her find an appropriate course and offer her moral support, and the Fund covered her tuition fees for business computer courses.

Five refugees from Asia, Africa and Latin America, all now living in Switzerland, were funded for a German language course. Their professions include dentistry, chemistry, management, and accounting. They are all taking part in a program which will teach them how to set up their own businesses in Switzerland.

A Kurdish refugee completing her Master’s degree in Political Science in eastern Canada received a small grant for books. She joined the local branch of the Canadian Federation of University Women, and found them very helpful in her transition to living in a different culture.

An Afghani medical doctor in Canada was not allowed to practise medicine there. Through the fund, she received a tuition grant for courses in ultrasound technology, and she hopes to continue her studies so that she qualifies as a nurse. In the meantime, she works part-time and studies, while looking after her three children. Her husband, also a doctor, is studying to pass Canadian medical examinations, so she has to help support the family.

Another doctor, a Russian Jewish single mother, was granted refugee status in Germany. The fund helped pay for tuition and childcare so that she could take a six-month course and prepare for examinations to qualify to practise medicine in Germany.

A Sudanese refugee in Egypt who has a Bachelor of Science and was earning a very low wage teaching primary students, was given a tuition grant to take some computer courses. With her upgraded skills, she hopes to get a better job and help her younger siblings who are still in southern Sudan.

In the case of serious natural disasters, GWI’s national federations and associations may apply for short-term grants on behalf of university women or women students within their countries who have suffered hardship due to the disaster and who wish to continue their work or studies.

Grant application: [Word, PDF, Brochure]
The BRPID programme supports locally-developed and locally-run projects initiated by Graduate Women International (GWI) national federations and associations (NFAs) to empower women and girls through education and leadership development.

BRPID grants are awarded on a competitive basis to NFAs in countries with a Gross National Income of less than US$12,616 per annum and who are fully paid members of GWI.

The programme began in 1978 and was later renamed in honour of Dr Bina Roy, educator and former President of GWI from India.

To date over half of NFAs have participated in BRPID, either as project sponsors or donor partners.

Bina Roy Partners in Development 2017-2018

Graduate Women International thanks VGIF for the generous support and funding for this important work.
Bina Roy Partners in Development Projects
2017 Funding Cycle

**Funding the Bina Roy Projects (BRPID)**
The Bina Roy projects are supported by donations from [VGIF (www.vgif.org)](http://www.vgif.org) and different member federations and associations around the world.

**Selection Criteria**
Projects are selected according to pre-established criteria. These include: relevance of project to GWI’s overall mission, adequate stakeholder consultation, development of logical aims and SMART (Specific, Measurable, Actionable, Realistic and Time-bound) objectives, how the proposed project activities address needs and integrate monitoring and evaluation of project quality. In addition, applicants need to respect agreed application formulae.

<table>
<thead>
<tr>
<th>Country</th>
<th>Organization</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>Egyptian Association of Graduate Women (EAGW)</td>
<td>Illiteracy Eradication for Women &amp; Girls &amp; Learning Handicrafts for Income Generation</td>
</tr>
<tr>
<td>Kenya</td>
<td>Kenya Association of University Women (KAUW)</td>
<td>Capacity building through livelihoods skills among rural Women in Siaya County (extension of an existing project)</td>
</tr>
<tr>
<td>Mexico</td>
<td>Federación Mexicana de Universitarias, A.C. (FEMU)</td>
<td>Talks, presentations and primary attention on Oral Health and self-care focused to low income</td>
</tr>
<tr>
<td>Rwanda</td>
<td>Rwanda Association of University Women (RAUW)</td>
<td>Girls’ Enhanced Learning Project in Rwanda</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>Sierra Leone Association of University Women (SLAUW)</td>
<td>Enhancing Girls’ Retention for University Entry</td>
</tr>
<tr>
<td>South Africa</td>
<td>South African Association of Women Graduates (SAAWG)</td>
<td>Creative Writing for Gender Equality</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish Association of University Women (TAUW)</td>
<td>Parent Empowerment and Student Coaching for Preventing Early School Leaving of Girls Before Secondary Education</td>
</tr>
</tbody>
</table>
Education for girls and women is the one human right that underpins social change. Secondary, tertiary and continuing education is the door that leads to social and economic empowerment as well as to the enjoyment of other human rights.

Help GWI to continue assisting the leading women of tomorrow. Support women who are striving to build a better future for themselves, their children and their communities.
Please tick the appropriate boxes, then detach this fold and scan, fax or mail it back to Graduate Women International.

I want to become a patron ( ):  
☐ I will donate yearly  ☐ I will donate monthly  

For:  
☐ 1 year  ☐ 2 years  ☐ 3 years  ☐ 5 years  

I choose the following level of support:  
☐ Magna cum laude  ☐ Cum laude  ☐ Honours  ☐ Achiever  ☐ Supporter  

Preferred mode of communication (please provide details over the page):  
☐ letter  ☐ e-mail  ☐ mobile  ☐ skype  ☐ other: __________________________

GRADUATE WOMEN INTERNATIONAL (GWI) is the leading girls' and women's organisation which advocates for women's empowerment up to the highest levels through lifelong access to quality education and training. Founded in 1919, GWI is based in Geneva, Switzerland, and has an international membership. GWI is in special consultative status with ECOSOC and maintains official relations with UNESCO and the International Labour Organization (ILO).

Become a patron of Graduate Women International (GWI)

- Promote access to girls' and women's education and become a regular donor.
- Patronage provides the opportunity to formalise your relationship with GWI and gives official recognition to your continuing support.
- Members and non-members can become patrons and support our cause.

Graduate Women International (GWI)  
10, rue du Lac, CH-1207 Geneva, Switzerland  
Tel: (+41 22) 731 23 80, Fax (+41 22) 738 04 40  
E-mail: gwi@graduatewomen.org  
Website: www.graduatewomen.org
Fellowships & Grants

Education is the key to gender equality, economic promotion, better health and much more besides. Access to secondary, tertiary and continuing education is, however, still a distant dream for millions of girls and women. The fellowships and grants offered by GWI and its national affiliates support the research, study and training needed to open doors to quality higher and continuing education for women and girls throughout the world.

There are currently no grants available. Our next round of applications will be available in 2019 to commemorate our centennial anniversary.

RESOURCES http://www.graduatewomen.org/what-we-do/grants-fellowships/
GWI provides a global voice for women graduates, working for the adoption and implementation of international agreements that will protect and benefit all girls and women.

Education, both formal and informal, underpins effective change. GWI encourages graduate women to use their expertise to bring about change, with particular reference to the education of girls, adult literacy and numeracy, access and advancement of women in higher education and the empowerment of women as leaders and decision-makers.

GWI (previously the International Federation of University Women) has maintained special consultative status with the Economic and Social Council (ECOSOC) since 1947 and is an active advocate with the United Nations and other international agencies. Our advocacy work with these agencies plays an important role in supporting country governments to develop and implement policies.

The UN Commission on the Status of Women (CSW) holds a two-week meeting in New York. GWI members are invited by GWI to apply as a GWI delegate to this meeting. Although members pay their own expenses this offers them a special opportunity to be part of a delegation, network, write reports, share experiences on social media and take back information to their own NFAs.

GWI Advocacy involves crosscutting activities through a number of GWI Committees, for example Education and Resolutions.

**RESOURCES**  

*We invite you to read our reports and join us as aim to remove the barriers to girls gaining at least secondary education.*
GWI External Policy Positions for 2017-2019  
(as proposed and approved by the NFAs at the 2016 General Assembly)

Recognising the many socio-cultural, legal and other challenges faced by girls and women worldwide, GWI develops its position and makes recommendations for policy makers and other stakeholders on issues relating to education, gender and human rights.

<table>
<thead>
<tr>
<th>Policy Position</th>
<th>The Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Position Resolution 1</strong></td>
<td>School bullying can be physical, sexual, verbal or emotional in nature and can occur through physical (e.g. punching, tripping), verbal (e.g. threats, insults), psychological and cyber-bullying actions. (Cyberbullying occurs via electronic means and can include the posting of derogatory photos/video and text). Psychological bullying is subtle and involves relational aggression such as social isolation via intentional exclusion, spreading defamatory rumours, manipulating friendships/‘ganging-up’ on a person. Whilst bullying generally occurs at school, or on the way to or from school, cyberbullying can occur anytime. To be considered as bullying behaviour the act must include hostile intent, imbalance of power, repetition, and the causing of distress. The effect of bullying on a student may include anger, depression, stress and suicide. The bully may also grow up to develop social disorders or have a higher chance of engaging in criminal behaviours. Bullying is reported as a common experience for children and young people around the world.</td>
</tr>
<tr>
<td><strong>BULLYING AND CYBERBULLYING IN SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Policy Position Resolution 2</strong></td>
<td>Recognising the aspirations, concerns and contributions of persons with disabilities so they can participate in society on an equal basis with others. There are about a billion people affected with disabilities or 15% of the world’s population.</td>
</tr>
<tr>
<td><strong>DISABILITY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Policy Position Resolution 3</strong></td>
<td>National Federations and Associations (NFAs) are to urge their respective Governments to raise women’s awareness concerning possible problems of polygamy and for the NFAs to increase their efforts to make the case of polygamy public to educate families, both women and men, about the possible consequences of polygamy in order to protect the human rights of women and girls. GWI to utilise its consultative role with ECOSOC, UNICEF, UNFPA and other international bodies to assist in the implementation of this resolution.</td>
</tr>
<tr>
<td><strong>Policy Position Resolution 4</strong></td>
<td>Sexual harassment and violence in public spaces are an everyday occurrence for women and girls around the world—in urban and rural areas, in developed and developing countries. Women fear various types of sexual violence in public spaces, from sexual harassment to sexual assault including rape and femicide. This ultimately reduces women’s and girls’ freedom of movement, their ability to attend school and consequently their capacity to work. It affects their mental and physical health.</td>
</tr>
<tr>
<td><strong>HARASSMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Policy Position</td>
<td>The Issue</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Policy Position Resolution 5</td>
<td>Tolerance is important for peaceful coexistence and harmonious living; it is important to accommodate and understand each other. Conflicts of religion, caste, gender and ideologies should be discussed, understood and tolerated peacefully. Minority groups should be able to enjoy and exercise their rights - like the majority-without fear.</td>
</tr>
<tr>
<td>TOLERANCE</td>
<td></td>
</tr>
<tr>
<td>Policy Position Resolution 6</td>
<td>Female genital mutilation (FGM) comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. The practice is mostly carried out by traditional circumcisers, who often play other central roles in communities, such as attending childbirths. In many settings, health care providers perform FGM due to the erroneous belief that the procedure is safer when medicalized. WHO strongly urges health professionals not to perform such procedures.</td>
</tr>
<tr>
<td>FGM</td>
<td></td>
</tr>
<tr>
<td>Policy Position Resolution 7</td>
<td>The offences under the banner of trafficking are not only about the movement of humans across country borders but also the exploitation of those who are moved within those boundaries. Despite the increased media reporting and apparent understanding of the effects of human trafficking, there is still a lack of knowledge about what constitutes trafficking. The effects of trafficking are not only on the persons involved but on the families left behind and the economics of both the country of origin and that in which the exploitation occurs.</td>
</tr>
<tr>
<td>HUMAN TRAFFICKING</td>
<td></td>
</tr>
<tr>
<td>Policy Position Resolution 8</td>
<td>Child marriage is illegal and in contravention of the Convention on the Rights of the Child. Yet it occurs due to many factors: cultural traditions that still exist in many communities, marriage debt where parents give their daughters in marriage to settle a debt, arranged marriages, reparation issues where there has been rape, the belief that a father owns his daughters, incestuous child marriages of girls with their own father, the lack of specificity in civil codes of the legal age for marriage, teenage pregnancy, poverty, escaping domestic violence and the lack of opportunities for access to rights such as education, health, and housing.</td>
</tr>
<tr>
<td>CHILD MARRIAGE</td>
<td></td>
</tr>
<tr>
<td>Policy Position Resolution 9</td>
<td>The 32nd GWI General Assembly wishes to reaffirm Resolutions 1989/2, 1992/8, 1995/16 and 2010/7, and further resolves that: 1. National Federations and Associations (NFAs) urge their respective governments to adopt carbon taxes as the centre of a robust climate action plan; 2. NFAs urge their respective governments to implement carbon taxes to reduce greenhouse gas emissions; and 3. NFAs urge their respective governments to support the adoption of carbon taxes and other carbon reduction strategies around the world.</td>
</tr>
<tr>
<td>THE USE OF CARBON TAXES TO REDUCE CLIMATE CHANGE</td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES

www.graduatewomen.org/members-login/constitutional-material/resolutions/
www.graduatewomen.org/what-we-do/policy-advocacy/policy-papers/
GWI and the United Nations
2016-2017

CEDAW is the body of independent experts that monitors States’ implementation of CEDAW. GWI regularly covers the activities of its NFAs.

Oral and written statements
2016: Safe access to education is a precondition to girls’ and women’s empowerment and prevention of violence against indigenous girls and women. 2017: Girls’ Education and the Peace Process. Corruption as a Barrier to Girls’ Education.

The mechanism of the HRC aimed at improving the human rights situation in each of the 193 Member States. The UPR is a state-driven exercise. GWI plays an active role in the UPR recommendation process in collaboration with our NFAs.

Provides the HRC with expertise and advice on the rights of indigenous peoples as set out in the United Nations Declaration on the Rights of Indigenous Peoples. GWI participates in EMRIP

Oral and written statements along with GWI member activity and participation.

GWI has renewed its alliance with the DNP Education Partnership. GWI is one of four featured NGOs in an upcoming peace Committee video. GWI actively participates in the UNODC and DNP peace building activities.

GWI is represented at four key United Nations centres in Geneva, New York, Paris and Vienna. Our UN Representatives champion the GWI mission by participating at UN meetings and reporting back on various on-mission topics being discussed by international policy makers.

GWI is in special consultative status with ECOSOC and is an NGO maintaining official relations with UNESCO.

RESOURCES

UN Representatives
UN Reports
ACRONYMS of United Nations Agencies and other Partners

UN United Nations – the United Nations was established on 24 October 1945, arising out of the League of Nations, by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN. The United Nations is not a world government and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting all of us.

CEDAW The Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

Consultative Status – a phrase used for “Non-governmental organizations (NGOs) in Consultative Status with the United Nations Economic and Social Council. The criteria to be able to apply for consultative status include: the NGO must have a democratic decision making mechanism, must be in existence for at least 2 years in order to apply, the basic resources of the organization must be derived in the main part from contributions of the national affiliates, individual members or other non-governmental components.

CSW The Commission on the Status of Women is a functional commission of the United Nations Economic and Social Council (ECOSOC) dedicated exclusively to gender equality and the advancement and empowerment of women.

DAW UN Division for the Advancement of Women – Grounded in the vision of equality of the United Nations Charter, the Division advocates the improvement of the status of women of the world and the achievement of their equality with men. The Division promotes women as equal participants and beneficiaries of sustainable development, peace and security, governance and human rights. As part of its mandate, it strives to stimulate the mainstreaming of gender perspectives both within and outside the United Nations system.

DESA UN Department of Economic & Social Affairs works closely with governments and stakeholders to help countries around the world meet their economic, social and environmental goals. The work addresses a range of cross-cutting issues that affect peoples’ lives and livelihoods. From poverty reduction to governance to finance to the environment, DESA’s work is about human progress for all, especially the most vulnerable.

DESA’s work is guided by the United Nations development agenda, which is rooted in the values of equality, solidarity, tolerance, respect for nature and mutual responsibility. Furthermore, with a focus on equitable participation by all people, the United Nations development agenda has unique, universal legitimacy.

ECOSOC United Nations Economic and Social Council – one of five principle bodies of the UN, it was established as the principal organ to coordinate economic, social, and related work of the 14 UN specialized agencies, functional commissions and five regional commissions. ECOSOC serves as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. It has 54 members, all of whom are elected by the General Assembly for a three-year term. ECOSOC is made up of Functional Commissions (including CSW and UNPD), Regional Commissions and Specialized Agencies (including ILO, UNICEF and IMF).

GA United Nations General Assembly (see UNGA)

GATT General Agreement on Tariffs and Trade – The General Agreement on Tariffs and Trade (GATT) was first signed in 1947. The agreement was designed to provide an international forum that encouraged free trade between member states by regulating and reducing tariffs on traded goods and by providing a common mechanism for resolving trade disputes. GATT membership now includes more than 110 countries.

ICJ International Court of Justice – the principal judicial organ of the UN; established in June 1945 by the Charter of the United Nations and began work in April 1946. The seat of the Court is at the Peace Palace in The Hague (Netherlands). The Court’s role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

ILO International Labour Organization – the UN specialized agency that seeks the promotion of social justice and internationally recognized human and labor rights. The ILO formulates international labor standards in the form of Conventions and Recommendations setting minimum standards of basic labor rights: freedom of association, the right to organize, collective bargaining, abolition of forced labor, equality of opportunity and treatment, and other standards regulating conditions across the entire spectrum of work related issues.
IMF International Monetary Fund – is an organization of 185 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world. When a country borrows from the IMF, its government makes commitments on economic and financial policies—a requirement known as conditionality which policies were revised in 2002.

INSTRAW UN International Research and Training Institute for the Advancement of Women – works towards gender equality and the empowerment of women through its Gender Awareness Information and Networking System (GAINS), an internet-based research and training environment driven by a worldwide network.

MDGs Millennium Development Goals The MDGs were eight goals to be achieved by 2015 that respond to the world’s main development challenges. They were adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000. The MDGs were evaluated and replaced in 2015 by the Sustainable Development Goals.

SDGs Sustainable Development Goals officially known as Transforming our world: the 2030 Agenda for Sustainable Development is a set of seventeen aspirational “Global Goals” with 169 targets between them.

UHRI Universal Human Rights Index – The UHRI is an online tool designed to facilitate access to conclusions and recommendations made by the United Nations human rights mechanisms. This tool that GWI members can use, enables one to gain an international perspective on national and regional human rights developments, as well as an overview on cooperation between States and international institutions.

UNAIDS United Nations AIDS – Through a series of goals, resolutions and declarations adopted by member nations of the United Nations, the world has a set of commitments, actions and goals to stop and reverse the spread of HIV and scale up towards universal access to HIV prevention, treatment, care and support services.

UNCHS United Nations Center for Human Settlements Programme (also known as UN-Habitat in Action) – the United Nations agency for human settlements, mandated to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all.

UNDP United Nations Development Programme is the UN’s global development network of 166 nations that advocates for change and connects countries to knowledge, experience and resources needed to achieve the Sustainable Development Goals.

UNDPi United Nations Department of Public Information – provides up-to-date public information materials on the aims and activities of the UN in political, economic, social and humanitarian fields to a diverse local audience.

UNEP United Nations Environment Programme – the voice for the environment within the United Nations system. UNEP acts as a catalyst, advocate, educator and facilitator to promote the wise use and sustainable development of the global environment. To accomplish this, UNEP works with a wide range of partners, including NGOs.

UNESCO United Nations Educational, Scientific and Cultural Organization – contributes to peace and security in the world by promoting collaboration among nations through education, science, culture and communication. Conducts studies, facilitates knowledge sharing, and develops standards. Countries also have National Commissions.

UNFPA United Nations Population Fund – an international development agency that promotes the right of every woman, man and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programs to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

UNGEI UN Girls Education Initiative – is a worldwide initiative designed to contribute to the elimination of gender discrimination and gender disparity in education systems through action at global, national, district and community levels. UNGEI is a division of UNESCO.

UNGLS United Nations Non-governmental Liaison Service – promotes partnerships between the United Nations and non-governmental organizations by providing information, advice, expertise and support services.
UNHCR Office of the United Nations High Commissioner for Refugees – established on December 14, 1950 by the United Nations General Assembly, this agency is mandated to lead and co-ordinate international action to protect refugees and resolve refugee problems worldwide. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country.


UNIFEM UN Development Fund for Women – provides financial and technical assistance to innovative programs and strategies that promote women's human rights, political participation and economic security.

UNGA or GA United Nations General Assembly – one of the five principal organs of the UN; only one in which all member nations have equal representation. Its powers are to oversee the budget of the UN, appoint the non-permanent members to the Security Council, receive reports from other parts of the UN and make recommendations in the form of General Assembly Resolutions. It has also established a wide number of subsidiary organs. It meets in regular yearly sessions which last from September to December, although it can reconvene for special and emergency special sessions.

UNITAR United Nations Institute for Training and Research – delivers innovative training and conduct research on knowledge systems to develop the capacity of beneficiaries through partnerships with other UN institutions, academies and the private sector.

UN-NGLS The United Nations Non-Governmental Liaison Service is an inter-agency programme of the United Nations mandated to promote and develop constructive relations between the United Nations and civil society organizations. Provides email alerts.

UNODC United Nations Office on Drugs and Crime is a global leader in the fight against illicit drugs and international crime. Established in 1997 through a merger between the United Nations Drug Control Programme and the Centre for International Crime Prevention, UNODC operates in all regions of the world through an extensive network of field offices. UNODC is mandated to assist Member States in their struggle against illicit drugs, crime and terrorism.

UPEACE University for Peace – Established as a Treaty Organization with its own Charter in an International Agreement adopted by the General Assembly. The UPEACE is to provide humanity with an international institution of higher education for peace with the aim of promoting among all human beings the spirit of understanding, tolerance and peaceful coexistence, to stimulate cooperation among peoples and to help lessen obstacles and threats to world peace and progress.

UNSC United Nations Security Council – has primary responsibility, under the UN Charter, for the maintenance of international peace and security. It is so organized as to be able to function continuously, and a representative of each of its members must be present at all times at United Nations Headquarters.

UNU United Nations University – an international community of scholars, engaged in research, post-graduate training and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the United Nations. It functions under the joint sponsorship of the United Nations and UNESCO.

UN Women - the global champion for gender equality, working to develop and uphold standards and create an environment in which every woman and girl can exercise her human rights and live up to her full potential.

UPR Universal Periodical Review – The Human Rights Council (HRC) was mandated by the United Nations to undertake a universal periodic review of the fulfillment by each State of its human rights obligations and commitments.

WB World Bank – a source of financial and technical assistance to developing countries around the world. It is not a bank in the common sense, more like a cooperative owned by 189 member countries—the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA).
WUNRN Women’s UN Report Network is based on a UN Study, on the Status of Women, Religion or Belief, and Traditions. WUNRN addresses the human rights, oppression, and empowerment of women and girls all over the globe. WUNRN’s programs include the global ListServe and tools for gender advocacy and action and resources of authentic and in-depth information on women and girls. WUNRN regularly organizes High Level United Nations events on women’s and girls’ issues and rights at the UN in Geneva (Human Rights Council), NYC (Commission on the Status of Women and General Assembly), and FAO in Rome.

WHO World Health Organization – the United Nations specialized agency for health, which seeks the attainment by all peoples of the highest possible level of health. Health is defined in WHO’s Constitution as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

Women, Peace & Security 1325 United Nations Resolution 1325 – passed unanimously on 31 October 2000, calls for the full and equal participation of women in conflict resolution and peace building. It is the first resolution ever passed by the Security Council that specifically addresses the impact of war on women, and women’s contributions to conflict resolution and sustainable peace. All nations agreed to implement an Action Plan in their country.

WomenWatch WomenWatch/UN Working for Women – is a gateway to information and resources on the promotion of gender equality throughout the United Nations system. It was created in March 1997 to provide internet space for global gender equality issues and to support implementation of the Beijing Platform for Action.

WTO World Trade Organization – the only global international organization dealing with the rules of trade between nations. At its heart are the WTO agreements, negotiated and signed by the bulk of the world’s trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business; consolidate and extend its capacity to provide a global platform for knowledge transfer.
Graduate Women International
Grand-Montfleury 48, 1290 Versoix, Switzerland
Tel: (+41 22) 731 23 80; Fax: (+41 22) 738 04 40
E-mail: sdl@graduatewomen.org;
Website: www.graduatewomen.org

Empowering women and girls through lifelong, quality education and training up to the highest levels. GWI, formerly International Federation of University Women, is in special consultative status with ECOSOC since 1947 and is an NGO maintaining official relations with UNESCO.