CSW63 Advocacy Summarised Report Template

All delegates should complete this form, please

Name; Maureen Byrne

BACKGROUND ON GWI ADVOCACY:
Our vision is for 100% of girls and women in the world to achieve quality education beyond primary school; ie . empowering girls and women through secondary, tertiary, continuing and non-conventional education, underpinned by human rights. 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 Advocacy Goals
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

GWI advocacy goals
Education for All
•   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.

EMPHASIS ON SDG 4 AND SDG 5 and « LEAVE NO ONE BEHIND » and PARTICULAR EDUCATIONAL CONCERNS OF RURAL WOMEN and GIRLS FOR THEM TO PARTICIPATE FULLY IN THEIR ENVIRONMENT AND BEYOND
WHAT WE WANT FROM UN MEMBER STATES:
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 their life course, within the formal and informal economies.

NB: Promote GWI key messages on areas where especially relevant e.g. women in STEM and the use of technology in education, securing investment in women teachers, addressing barriers to girls' education such as child marriage, cultural and traditional practices which undermine education and fulfilment of full potential.

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Good Practices in Education – CSW63

Report: _From family Literacy to Earth System Science: Denny Taylor's Researh on Making the Planet a Child Safe Zone_

 Family literacy initiatives are ubiquitous in the US, Canada and many developed countries and in such countries, family literacy programs are available for refugees and economic migrants, especially mothers learning new languages and life skills, so they can survive and thrive in the new places that have become their home. Similarly, countries such as Afghanistan, Nepal, and Sub-Saharan Africa offer village based family literacy in the context of community needs such as health, employment, and family planning. In some countries, family literacy is used to reduce gender inequality and family violence, while in others such programs are used to address traumas resulting from armed conflict and war.

12/3/18 GPE Secretariat: Keeping the Promise of Inclusive Education
In Tanzania two blind students use Braille machines during class at the Kisiwandui Primary School in Zanzibar, Tanzania. Their community has embrace inclusive education – that children of all abilities and backgrounds should learn together. This approach contrasts with nations who provide no education to children with disabilities or isolate them, often facing bullying, stigma, and violence.
Children and adults with disabilities must be included in policy discussions about their learning. Further, inclusive education must become part of educational planning and budgeting practices.

12/26/18 GPE _Education in Vietnam is on target to achieve 2030 goals_
Vietnam - The current rate of literacy between the ages of 15 and 60 is 98%, reaching the target set for 2020. In 2018, Vietnam's two major universities made the list of top 1,000 most reputable universities worldwide. A student-centered model of learning and teaching (VNEN), funded by GPE, was deployed in 2,300 primary schools and 1,000 secondary schools between 2013 and 2016. The government supports continuing the model after the project ends.
The country currently invests 20% of annual state budget into the education and training sector.

What Works in Girls Education; Gene B. Sterling & Rebecca Winthrop
1. Cut or eliminate fees:
Tanzania – attendance doubled after the elimination of school fees
Uganda – enrollment jumped 70% after fees were cut and reforms initiated – girls enrollment increased from 63% to 83%
Malawi – boosted enrollment 63%
Kenya – when fees eliminated saw an increase of 1.3 million students
*** Please note that infrastructure issues occur with above – need for more schools, more teachers, more materials.

Public Services, Social Protection & Education
Increase education budgets on national level– South Korea, Sri Lanka – both countries have almost 100% literacy.
Free, compulsory education – Indonesia, Sri Lanka, Turkey, Bosnia, Greece

Scholarships to university – Mexico (277,000 women (2016) and Indigenous Women (75,000)
Cash transfers (Indonesia); Education Social Welfare Cards
Secondary school stipends – Bangladesh's Female Stipend Program – lifted girls' enrollment to almost the double the national average (Sterling & Winthrop)
Healthy sustainable meals during school day (World Food Program – 37 countries)
Life-long learning – Mongolia

Infrastructure & Education

Mobile libraries and e-libraries – Australia (national broadband); Columbia (live digital kiosks)
Long-distance learning and communication – China, Afghanistan, Mongolia
Literacy centers – Togo (7,500 centers and 250 village libraries)

Reducing Time & Distance to School (Sterling & Winthrop)
Indonesia – built 60,000 new schools making schools easy to reach
Egypt – new schools boost rural girls' enrollment 60%
Afghanistan – place school in the villages – increased 52%

Flexible School Schedules (Sterling & Winthrop)
Helps if girls need to do household work
Bangladesh – Satellite Schools – operate 2.5 hours daily – girls accounted for 63% of those enrolled
Pakistan – double school sessions – boys until 2:00pm; girls after

Early Childhood Education (Sterling & Winthrop)
Mozambique, Vietnam, Turkey, Jamaica – positive impact on school readiness and cognitive development

Improving Quality Education (Sterling & Winthrop)
Indonesia – more teachers, not just more schools, key to improving educational access.
South Korea – incentive program offering better pay and better working conditions attracts a larger percentage of qualified teachers to disadvantaged schools in villages and small towns
India – offering teachers incentives helped reduce teacher absenteeism and improve student achievement

UNICEF – Children in a Digital World
Mobile Technology – More households in developing countries own a mobile phone than have access to electricity or clean water and nearly 70% of the bottom fifth of developing countries own a mobile phone. Connectivity is an essential component of equality – it has the potential to break intergenerational cycles of poverty.
Cameroon – 2017 – Connect My School Project – use of internet through satellite internet equipment.
State of the World's Children – 2017 – called for the following actions:
1. Bring down the cost of connectivity
2. Invest in public access hotspots
3. Promote the creation of content that is relevant to children and in their own languages
4. Break cultural, social, and gender barriers to equal online access
5. Provide children on the move with access to digital devices and connectivity
6. Develop safety protections and privacy for children online
7. Teach digital literacy in schools
8. Provide children with access to proven online educational opportunities
9. Develop opportunities to learn ICT skills in non-formal education
10. Support online libraries
11. Strengthen the teaching of online empathy and tolerance

SOURCES FOR ALL OF THE ABOVE:
Partnership for Global Education
What Works in Girls' Education by Gene B. Sterling and Rebecca Winthrop (2016)
UNICEF - Children in a Digital World

Above are some notes compiled for Zero Draft CSW63 ooking at good practices and recommendations.

RELEVANCE FOR GWI/NFAs

DID YOU MAKE ANY INTERVENTION? (questions/comments etc)

PERSONAL OBSERVATIONS

PHOTOGRAPHS TAKEN

MAY GWI USE THIS INFORMATION ON ITS SOCIAL MEDIA?

OWN FACEBOOK POSTING DONE   YES   / NO
OWN TWITTER COMMENTS   YES / NO

Your Facebook page:
Your Twitter handle:

Please send to Hazel : hbowen@telkomsa.net, and Stacy: sdl@graduatewomen.org
and include photos where possible