

GWI United Nation Representative Advocacy Report 2019

GWI advocacy goals

1. 100% of United Nations 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 United Nations low income Member States have increased access to tertiary education for girls and women by 50%.
3. 100% of United Nations Member States commit to and implement policies for continuing education to empower women throughout the life course, within the formal and informal economies.
4. Influence the implementation of Sustainable Development Goal (SDG) 4.
5. All 17 SDGs will include girls' education targets.

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

NB: *Although these goals represent GWI's mission, our United Nations Representatives are should always promote all GWI key messages and represent GWI professionally.*

Name: Maryella Hannum (NY Rep – GWI); Maureen Byrne (NY Rep – GWI); Louise McLeod (Women Graduates – USA Rep)

City of UN Representation: New York

Session/meeting attended: (place, date, time, name of meeting)

New York; UN; 1/24/19; 10:00 a.m. – 1:00 p.m.; *International Day of Education*

Subject of session/meeting: UN Resolution 73/25 declaring 24 January the *International Day of Education* was spearheaded by Nigeria. The inaugural celebration of this day was co-sponsored by Ireland, Qatar, Singapore, Norway, UNESCO, and UNICEF along with Nigeria and consisted of presentations from three sectors:

- (1) UN Representatives
- (2) The Academic Sector
- (3) Government, Corporate Organizations, & Civil Society Organizations.

Sustainable Development Goals addressed:

The primary focus was on SDG4. However, other SDGs were also touched on.

Relevant treaties/conventions/resolutions referenced/addressed:

Convention on the Rights of the Child

Universal Declaration of Human Rights, Article 26

UN Resolution 73/25 proclaims 24 January the *International Day of Education*: *"This day is the occasion to reaffirm fundamental principles. Firstly, education is a human right, a public good and a public responsibility. Secondly, education is the most powerful force in our hands to ensure significant improvements in health, to stimulate economic growth, to unlock the potential and*

innovation we need to build more resilient and sustainable societies. Lastly, we urgently need to call for collective action for education at global level." — Audrey Azoulay, Director General, Message on the occasion of the *International Day of Education*.

Summary of session/meeting:

UN Representatives

H.E. Mrs. Geraldine Byrne Nason, Permanent Representative of Ireland to the UN:

Facilitator:

1. Education is the most powerful weapon we have to change the world; it is peace building in another word.
2. Investment in secondary school for girls adds billions to the economy, reduces early child marriage and motherhood, and leads to healthier and more educated children.
3. Ireland pledges to spend a quarter billion Euros on education during the next 5 years.

H.E. Jens Frolich Holte, Deputy Foreign Minister of Norway

1. There is a need for financial investment and safe learning environments if we are going to meet SDG4 by 2030. Norway has doubled its spending on education since 2013. Part of that spending has been working with UNICEF, UNESCO, and GRE.
2. By 2020 there will be a *Global Digital Library* available in 100 languages. However, basic infrastructure is needed, such as electricity and access to the internet, in order for all people, including those most marginalized, to access this invaluable resource. This may require collaboration between government and the private sector.

H.E. Prof. Tijjani Muhammad-Bande, Permanent Representative of Nigeria to the UN

1. Nigeria has initiated a 9 year universal, basic education for all children.
2. There must be a better alignment between education and work. Education needs to be ready to meet the demands of the future economy to increase mobility and employment.
3. The World Bank reported that if all girls worldwide completed secondary school it would add \$30 trillion to the global economy.

Ms. Jophie Tang, Deputy Permanent Representative of Singapore to the UN

1. The wealth of a nation is its human capital. Singapore has invested heavily in quality education, including preschool education, by making school accessible and affordable to all.
2. To make citizens competitive in the 21st Century, education should include life-long learning, cross-cultural skills, soft skills such as character development and civil literacy, and the ability to adapt to technological disruptions.

H.E. Sheikha Alya Ahmed bin Saif Al Thani, Permanent Representative of Qatar to the UN

1. The priority Qatar gives to education is reflected in their support for the International Development Assistance (IDA).
2. Qatar has supported the UN initiative on Access to Education in emergencies, conflict situations, and disasters, partnering with 82 nations to provide primary education to 10 million children. To date, over 1.8 billion dollars has been raised, one-third provided by Qatar.
3. One national priority is an emphasis on Education for Justice – using knowledge to solve social issues such as crime and inspire youth to uphold the law.

H.E. Archbishop Bernadito C. Auza, Permanent Observer of the Holy See to the UN

1. Pope Francis gave a short, videotaped message applauding Resolution 73/25. He urged member states to provide access, inclusion, freedom of thought, and human dignity to all children and youth and foster peace free of ideological colonialization.
2. The Catholic Church is proud of its 2000 year history that has seen the rise of schools and universities throughout the centuries.
3. Currently there are 220,000 Catholic schools worldwide educating 70 million students, more than half of them girls and only a portion of them Catholic.

Ms. Stefania Giannini, Assistant Director-General for Education, UNESCO

1. We need to put education at the core of the political agenda.
2. UNESCO's Education 2030 Student Commission focused on best practices. Eight areas were identified that need priority: inclusion, support for teachers, a decrease in the gender gap, increased skill development including digital, global citizenship, sustainable development, migration and emergencies, and increased spending on education by all member states.
3. Heads of member states must highlight their commitment to education, along with G7 and G20. There are only 12 years left to attain the 2030 SDGs.

Mr. Omar Abdi, Deputy Executive Director, UNICEF

1. There is a wide gulf between setting goals and achieving them, especially when the barriers are so high and so numerous. 10% of primary age girls are out of school and many more do not attend secondary school. Yet we know that educating girls will help lift their families, their communities, and their nations out of poverty.
2. We need to invest in what we know works, in proven interventions. Training female teachers changes attitudes and provides girls with positive role models.
3. Yesterday's skills don't match today's job market. One billion youth will enter the labor market in the next decade; they need the skills to get work. As a result, UNICEF has initiated *Generation Unlimited* to focus on technology, long distance learning, internships etc.

The Academic Sector

Professor Fernando M. Reimers, Director, Global Education Initiative and the International Education Policy Program, Harvard University.

1. The inclusion of the right to an education in the Universal Declaration of Human Rights in 1945 led to a great silent revolution. Prior to this time only 50% of children attended school. Today, 90% attend.
2. Universities have a key role to play in achieving the 2030 SDGs through developing high quality curriculum and instructional content, providing support for teachers, and educating leaders who can then support teachers.
3. *Empowering Global Citizens*, an integrated, interdisciplinary curriculum aligned with human rights, the 2030 SDGs, and the Global Risk Assessment Framework, has been made available free on Kindle as has *Empowering Students to Improve the World in 60 Lessons* and *Leading the Global Education Movement*.

Professor Dilson Rassier, Dean of Faculty of Education, McGill University

1. One way for academia to engage is to open universities to the world. One program aimed at decreasing the dropout rate sends Professors into schools to work with teachers and administrators. In addition, McGill is working with Indigenous peoples to train teachers from their community in their own languages.

Ms. Evelyn DeJesus, Vice President, American Federation of Teachers

1. Public education is essential to a strong vibrant democracy and the protection of civil rights.
2. As it currently stands, the SDG4 goal will not be met by 2030 unless nations commit at least 5% of their GDP or 20% of their national budget to public education. Increased funding is needed for infrastructure and to train millions of teachers.
3. Right here in the US, thousands of detained children are being denied education and health care. The AFT is lodging an official complain regarding the federal government's policy of zero tolerance with the UN Human Right Council.

Ms. Yasmin Sherif, Director, Education Cannot Wait (ECW)

1. ECW focuses on children in emergencies and crisis situations. Currently one out of four children in such situations is out of school. This is due in part to a lack of funding – only 2-4% of all financial resources directed toward emergencies and crises goes to education.
2. ECW has targeted a goal of \$1.8 billion by 2021 to reach 9 billion boys and girls equally.
3. We need less bureaucracy and more accountability; less process and more people; a focus on results on the ground that are attainable.

Dr. Allan E. Goodman, President, Institute of International Education

1. The 2030 SDGs allowed higher education to stay on the sidelines; nothing was asked of us. Today we are faced with a crisis of displaced and refugee students who are unable to access university without a scholarship. He urged all colleges and universities to offer at least 1 scholarship to a displaced refugee student. Otherwise, he warns, we are facing a 'lost generation'.

Mr. Brandon P. Fleming, Executive Director, Harvard Diversity Project

1. He described himself as a 'lost child' who is where he is today because of a teacher.
2. The lack of an education is a pipeline to poverty. Only 4% of children born into poverty move out of it.
3. He urged attendees to stand up for a group you don't belong to.

Governments, Civil Society & the Private Sector

Ms. Pamela Haas, Corporate Citizenship Manager, IBM

1. IBM has created a P-Tech model which combines college and career readiness for all. Its aim is to create "new collar" workers – not blue collar or white collar but those with 21st Century skills. It is a collaboration between K-12, Higher Education, and Industry. These schools have open enrollment, are free, and include non-traditional aspects such as workplace visits, job shadowing, mentoring, and paid internships. Students graduate from this 6-year program with a High School Diploma and an Industry-recognized 2-year Post Secondary Degree.

Mr. Alex Palacios, Chief of Staff, Global Partnership for Education

1. GPE is a partnership dedicated exclusively to education in 67 of the world's poorest countries. The organization works with governments to develop national strategies, bringing in voices from the private sector, donors, teachers, civil society, and think tanks.
2. Currently, 50% of children in some countries are in school but not learning. We must address this – not just with more money but with implementation of good practices. GPE favors accountability – a results-based model. Countries who receive money from GPE must demonstrate that significant results have been obtained as a result of the additional funding.

Ms. Kate Lapham, Deputy Director, Educational Support Program, Open Society Foundations

1. Education is the cornerstone of an open society.
2. The 50% of children not learning are being failed by the adults who are responsible for the task. Children learn they are not good enough, leading to disenfranchisement and discord.

Mr. Christo Thomas, Founder and Chairman, Collegiate Congress

1. New York State has officially recognized the *International Day of Education*.
2. Called for all member states to provide tuition-free college by an agreed-upon date and the implementation of a civics and social studies curriculum.
3. Described a 'student-centric' plan being developed to create a Student Government comprised of students in grades 8-12 and a team of students to be selected to present at next year's *International Day of Education*.

Ms. Denise Williams, President/Co-Founder, Silicon Valley Nigeria Economic Development Inc.

1. Use technology and education to solve everyday problems such as access to clean water, sanitation, electricity, and free school lunch.
2. Youth make up 17% of the global population but account for 40% of those unemployed.

Intervention by GWI representative:

NA

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

Some Comments:

Issues of finance and infrastructure as well as societal barriers continue to hinder the realization of SDG4.

The role of higher education in terms of achieving the 2030 SDGs should be expanded. Have youth represented at next year's activities.

Next steps: (What needs to be done)

Disseminate to members.

Submitted by: Maryella Hannum, Maureen Byrne, Louise McLeod

1/28/19