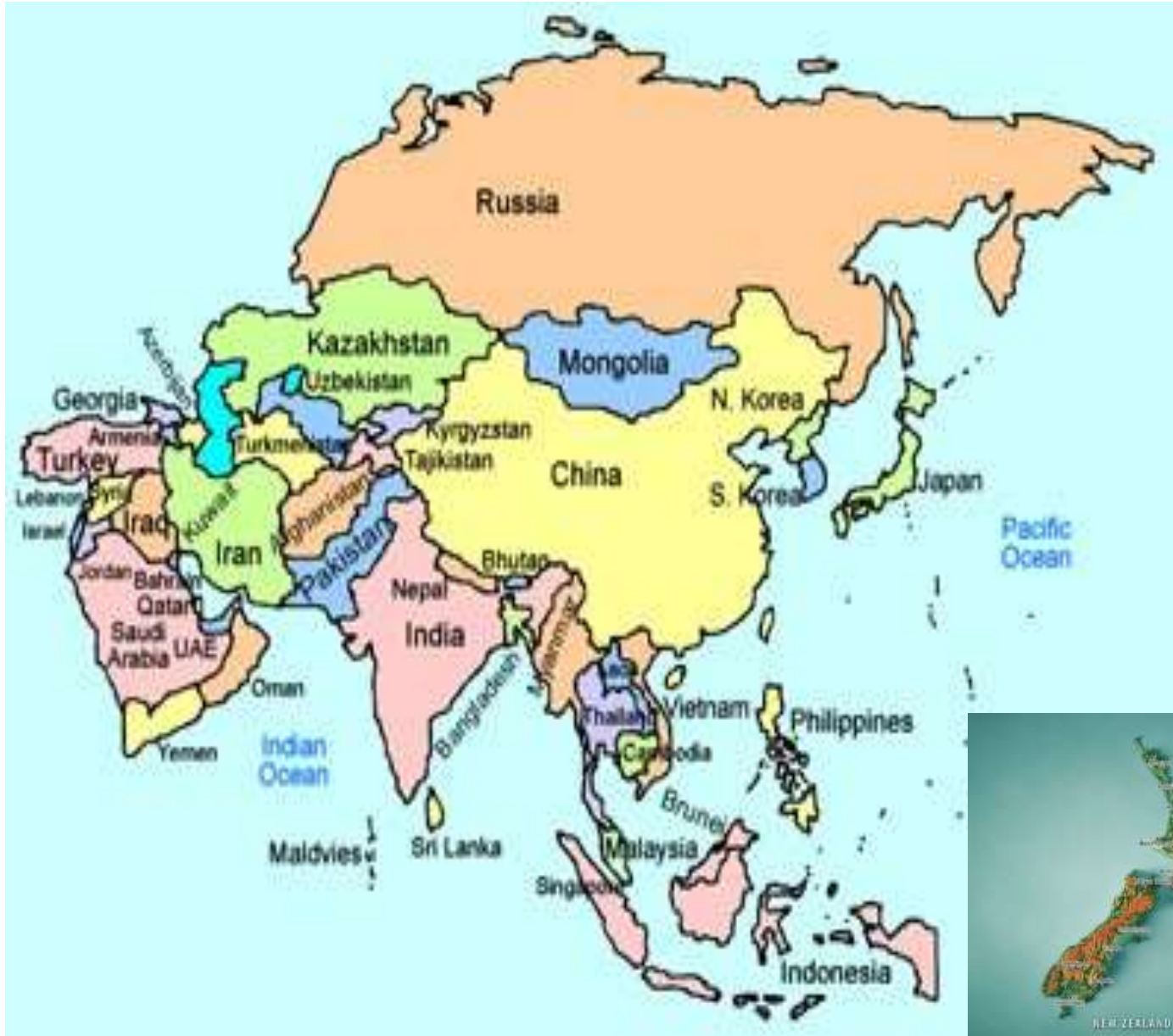


Presentation to GWI NFA Presidents and CIRs

**Phase I: Research on the Implementation of SDG 4 in
Participating Countries**

SDG 4: Inclusive, Equal and Quality Education for All



- Bangladesh
- Hong Kong
- India
- Japan
- Nepal
- New Zealand
- Pakistan
- Singapore

Brief Background

- Pandemic has set women's and girls' rights to education back by 20 years
- UN call to action to accelerate the accomplishment of the SDGs
- GWI's understanding that graduate women have many resources to offer towards this end – academic background, range of skills and competencies, analytical thinking, critical decision –making abilities, strong work ethic, relevant work experiences and personal commitment to SDG 4.

Brief Background

- GWI's decision- announced at Town Hall in July 2021 – to undertake an Organizational Development process to determine if and how headquarters and its NFAs could become a valued and integral part of this acceleration of work in that would be carried out by UN agencies and Government designated agencies.
- And, whether we could receive funding for our NFAs and GWI headquarters to work in partnership with UN agencies and government focal points
- We believed that both possibilities were a high probability
- After the Town Hall meeting we asked you our NFAs to select a representative for your NFA to serve on the Steering Committee

Brief Background

- You sent us the names of your representatives and We have had 47 people serving on the Steering Committee
- Steering Committee members along with the GWI Board members have been working diligently since October 2021
- We have six groups of Steering Committee members representing GWI regions.
- Today's meeting is for GWI's Africa Group.
- The Steering Committee has now completed Phase I of its work. There are four Phases to this Organizational Development process.

Purpose of Today's Meeting

- To remind you that GWI has undertaken this process on your behalf
- To report back to NFA leadership on activities undertaken during this Phase of work – reporting back being a central part of all Organizational Development processes.
- To present the research on the implementation of SDG 4 in each of the ten African Countries that Steering Committee members have worked hard to complete, on time.
- Based on this research to begin a discussion with you how your NFA can contribute the skills, competencies and experiences towards the worldwide acceleration of SDG4.
- And, based on our collective progress so far, whether your NFA commits to moving ahead in this process.

Phase I Work

- In order to reach our goal for GWI Headquarters and NFAs to become a valuable and integral part of global SDG implementation, we need to understand the current state of implementation in our NFA countries.
- Steering Committee members researched the following:
 - Which UN agencies were working on SDG implementation in each of our NFA countries OR where there were no UN agencies which Government designated agency was responsible for SDG implementation
 - What are the current areas of focus or priority
 - What the goals for these priority areas
 - In completing these goals what are the current capacity (additional help) needs of UN agencies and government focal points
 - Based on these identified needs, a preliminary quick assessment of which of these needs their respective NFA could respond to

Implementation of SDG 4

UN Agencies enabling Country Government's Implementation

- Bangladesh
- India
- Pakistan
- Nepal

Country Governments and designated Federal /Central Government Focal Points/Department/ Ministries

- Japan
- Hong Kong
- Singapore – but does not generate a UNDAF Report / Referral to VNR
- New Zealand

General Comment and Analysis

- While Asia and New Zealand were grouped together to help us schedule meetings, it was always clear that there exists a great disparity among the countries in this group.
- The research has further delineated the differences among the countries in Asia.
- Therefore, for clarity's sake, we have created two groups: Bangladesh, India, Nepal and Pakistan in one group and in the other Japan, Hong Kong, Singapore, New Zealand.
- You will see, there are fault lines within each group that makes every country unique but this is the easiest way to review the research in these countries.
- Interestingly enough, a cross-cutting analysis of all ten countries has yielded the need for additional help (capacity) in these six common areas:
 - 1) Awareness- Building about the SDGs
 - 2) Outreach to hard – to – reach populations
 - 3) Community Dialogue to empower citizens with information, etc.
 - 4) Training and Support to conduct UN – designed workshops, upgrading curricula, mentoring parents and students, eliminating GBV, disaster preparedness, support for women and youth, etc.
 - 5) Help in developing multi- sectoral policies so that there is policy coherence so that indigenous populations' voices are embedded in policies
 - 6) Collection of good data

Together these activities comprise the localization of SDGs which has repeatedly been identified as a vitally important factor in the accomplishment of SDGs.

We believe that GWI's graduate women (given their skills and competencies) are more than capable of responding to these capacity needs with support and training from GWI headquarters

Recurring Themes in Bangladesh, India, Pakistan and Nepal

- Economic Growth
- Health, Water, Sanitation
- Nutrition
- Education
- Women and Youth
- Community Resilience – Climate Change, Natural Disasters. Displaced Persons
- Data towards Policy Development

Cross- cutting SDGs have to be accomplished alongside SDG 4

Bangladesh

Training
and
support

Contribution to curriculum development of the prospective unified national curriculum framework

Outreach

Identify and Outreach to the most vulnerable populations, provide recommendations to UN to address food and nutrition security.

Engage women migrant workers -dignity packages that included basic food items, masks, health and hygiene products

Community
Dialogue

Community dialogue on:

- WASH and other hygiene protocols
- Trafficking, Migrant workers and building back better.
- Conflict prevention to inform key stakeholders about the growing risks of radicalization and violent extremism.
- Youth – community leadership, careers, skills development and global citizenship

Provide information on GBV contingency and preparedness plan and availability of services in response to monsoon and cyclone-related disasters

Bangladesh (cont'd)



Community
Dialogue

Build Awareness of Government Initiative – UN initiative on Climate to deliver climate finance to female-led, hard-to-reach households

Provide problem – solving support to Village Common Forests and Reserved Forest Management Committees comprised of women



Data

Collect data on women' s unpaid care work fo evidence –based decision-making

India



Provide information on Basic services, employment, and sustainable livelihoods to: vulnerable and marginalised communities to information, knowledge, legal entitlements, and opportunities

Promote greater private sector partnership in skilling and enterprise promotion programmes, as well as partnerships with national and state-level chambers of commerce, and industries , Promote partnerships with associations supporting entrepreneurship of marginalised groups (e.g. Dalit Indian Chamber of Commerce and Industry)

India (Cont'd)



Training
and
support

- Strengthen community capacities to plan, implement and monitor health sanitation and water safety interventions
- Work with community serving organisations and local self-governance institutions to improve knowledge and increase demand for essential nutrition services and care to prevent under nutrition and over nutrition
- Deploy UN – designed tools and knowledge products to strengthen local level implementation, of inclusive social policies and programs
- Strengthen the knowledge and capacities of systems and institutions, to ensure access to quality services that advances women’s rights and respond effectively to gender-based violence (GBV) and other harmful practices
- Teach UN- designed communication about women in non-traditional roles, and encourage women’s self-reliance, political participation and leadership
- Use UN – designed programs to strengthen capacities to plan and implement local strategies and action plans to enhance urban and rural resilience:
- Teacher Training Curriculum updation to reflect current needs. (From Anganwadi to Secondary Teachers).

India (Cont'd)



Community
Dialogue



Awareness
– building

- Engage with the private sector in meaningful dialogue to enhance awareness of issues and engage them as a stakeholder in the response
- Promote youth volunteering to increase youth participation for leadership development and community development
- Teach Adult Literacy
- Promote flexible learning for vulnerable groups who have been denied access to schooling and learning
-
- Promote increased access to quality TVET and lifeskills opportunities for children, young and adult women and men in under-served areas

Increase the awareness of Government and other stakeholders at central and state levels about climate and disaster and poor air quality

India (Cont'd)



Data

- Collect data to promote better reporting, monitoring and assessment of social welfare policies and schemes from an equity and gender perspective
- Collect data to reverse harmful practices such as son preference, child, and forced marriages, and FGM, and dowry

Pakistan



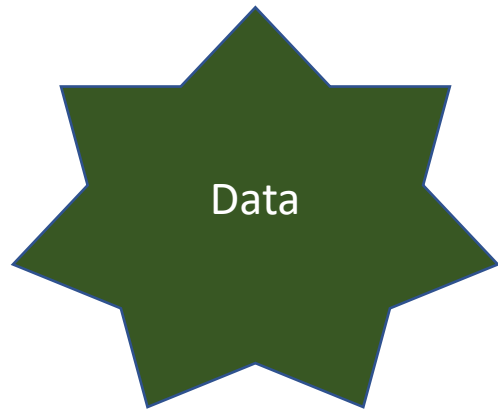
- Dialogue with the private sector and awareness – building through community dialogue and other activities increasing women’s participation in industry
- Outreach to school and college girls about careers and future education
- Instruct duty bearers in improving livelihoods and income-generation opportunities especially for women and youth, through advice and technical support for the development of policies and frameworks to create new and better quality jobs
- Build Awareness of CSR to benefit women and young workers.
- Promote social awareness and behavioral change, towards improved hygiene and sanitation practices
- Promote good nutrition for all especially key populations
- Build Awareness of environmentally sustainable practices – including by engaging the private sector, the public sector, civil society, academia, the media and communities

Pakistan (Cont'd)



- In schools and colleges promote alternative learning programmes, as well as genderresponsive community- and school-based life skills education. Priority will be given to boosting stakeholder capacity to improve the quality of public education at all levels.
- integration of key elements of sustainable development into school curricula; promote life skills education; to empower youth; to raise awareness of the importance of education
- Teach UN – designed workshops on leadership and management skills will be essential for promoting equitable, dignified access to education
- Facilitating efforts to mainstream women’s participation in decision-making at all levels, alongside civic engagement and socio-cultural expression
- promote positive public narratives around gender equality in order to elicit and sustain positive behavioural change.
- Foster second-tier leadership to aid the organization of workers in the informal economy.
- strengthen the capacities of NGO partners to undertake community-based interventions,
- Build awareness of exploitative labour practices.

Pakistan (Cont'd)



- Collect data to enhance preparedness, early warning and timely response to food security issues.
- Create and enact a National Food Security Policy
- data, particularly on expanded access to education and the quality of learning.

Nepal




Awareness
– building

Outreach

Culturally
Sensitive
Community
Dialogue

- Create Awareness and Understanding of gender-based violence and harmful practices against women and girls and create women's and girls' empowerment through:
 - Campaigns,
 - Discussion forums,
 - Presentations to community networks
 - Social dialogues within Schools, Colleges, Corporations,
 - Review of policies and other structures from gender perspective
- Outreach and dialogue for the economic empowerment of youth, women, and other vulnerable people, including increasing the number of those who have relevant skills, including technical non-traditional and vocational skills, for employment, decent jobs, and entrepreneurship
- Dialogue on promoting people's right to information and free expression, press freedoms, and the safety of journalists

Nepal (Cont'd)



Training and support

- Conduct UN – designed workshops on adolescent and youth leadership and institutional capacity building to prevent and respond to gender-based violence
- Conduct un –designed programs for women and adolescent girls, in prevention and response to gender-based violence during emergencies
- Provide support to local level disaster preparedness planning and capacity building, including participation of women and vulnerable groups, community awareness raising as well as volunteer engagement, and prepositioning of relief materials

Japan

Awareness
– building

- Awareness of the roles/responsibilities of each stake holder: Business, Finance, Civil Societies, Consumers, New public, Labor unions, Youths, Educational institutions, Research institutions, Local governments, & Parliaments

Outreach

Training
and
support

- Digitalization of the society, including the educational environment; narrowing the digital divide throughout the country

- Inclusion of all foreign children into school education

Policy
Revision/
Development

Hong Kong

- ***Lacking awareness on SDGs:***
- ***Limited knowledge on SDGs:***
- ***Income disparity & educational inequalities:***
- ***UN agencies and INGOS as fund-raising bodies:***
- ***Limited bottom-up engagement in SDG implementation***
- ***Inadequate attention on SDGs relevant to human development***

Hong Kong (Cont'd)

Awareness – building

- Awareness – Building on SDG Agenda
- Impact of income disparity on sustainable development on SDG Agenda

Data

- Data collection on difficulties in incorporating SDGs in community and education work.

Training and support

- Organize tailor-made seminars/workshops targeting students who are more comfortable with teaching conducted in Chinese.
- Engage underprivileged and grassroots students in youth empowerment initiatives.
- Social dialogue with NGOs and social enterprises about incorporation of SDGs into their design of organizational goals and strategic planning.

Community Dialogue

support UN agencies in taking up the leadership role in developing SDG benchmark and indicators in assessing the performance in implementing initiatives about sustainable development.

Singapore

Awareness
– building

Outreach

Build up Women's Representation through the Diversity Action Committee
Promote Work-Life Measures, Shared Parenting, and Equal Partnership in the Family
Promote Support in Old Age

Training and
support

- Equipping Students with 21st Century Competencies and Cultivating a Culture of Lifelong Learning
- Education as a Social Leveller
- Broadening Our Definition of Success

Policy
Revision/
Development

Investing and encouraging participation in

- Lifelong Learning and Risk-pooling
- KidSTART programme encompassing the:
 - Kidstart Home Visitation Programme
 - KidSTART Groups
- KidSTART Enhanced Support to Preschools

Training and
support

New Zealand

- **The New Zealand government to fully engage in its commitment and obligations to the global 2030 Agenda and the SDGs**


- **Young people are supported to progress the SDGs by participating in decision making mechanisms, such as local government, and peace and citizenship education;**
- **Maximising the civil society engagement through full implementation of the Open Government Partnership National Action Plan**
- **Recognise the vital role of Māori designed frameworks that address the multiple inequalities and provide solutions that are Māori led**

New Zealand (Cont'd)

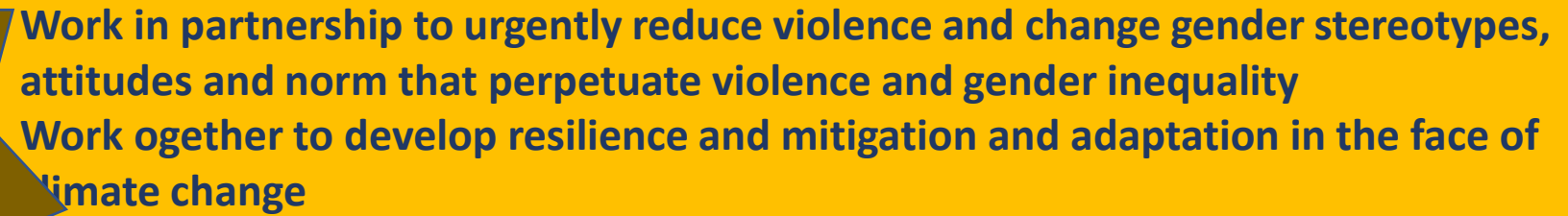


- align housing, health, education and employment policies to support people experiencing inequalities to live a better life
- poor mental health, and provide better access to services and pathways for continuum of care from primary to secondary services.
- universal quality health care, through a more cohesive approach especially for the Maori population
- the development of national strategies for sexual and reproductive health and HIV and AIDS and abortion
- high level of contamination of water and deterioration of ecosystems must be urgently addressed
- support marginalised communities impacted by climate change without causing further disadvantage; • use a gender analysis framework when planning climate, development or community activity

New Zealand (Cont'd)



Training and
support



Work in partnership to urgently reduce violence and change gender stereotypes, attitudes and norm that perpetuate violence and gender inequality
Work together to develop resilience and mitigation and adaptation in the face of climate change

Next Step in OD Process

For GWI Headquarters:

- Envisioning an organization that produce a different type of work and will work in closer proximity with its NFAs than ever before
- Understanding how organizational philosophy and processes may change
- Understanding the responsibility of closely partnering with UN and global decision-makers and global funders – change in stakeholders

For NFAs:

- Discussing internally how NFA can make a sustained commitment to working with UN agencies and global decision-makers
- Understanding responsibility for deliverables that are funded by global funders
- Understanding responsibility for communications and contact with GWI