

Graduate Women International (GWI)

Presentation to GWI NFA Presidents and CIRs

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

Graduate Women International
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Switzerland

SDG 4: Inclusive, Equal and Quality Education for All

USA, Canada, England and Wales, Ireland, Scotland, The Netherlands, Switzerland, Finland, Turkey, Cyprus, Romania, Russia



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 3 Groups – USA, Canada and Europe.
- 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 12 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 part of global SDG implementation and to make a measurable difference, we needed 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 of these agencies in our NFA countries
 - What are the goals for these priority areas
 - What are the current capacity (additional help) needs of UN agencies and government focal points in completing these goals
 - Based on these identified needs, a preliminary quick assessment of which of these needs Steering Committee Members felt their respective NFA could respond to

Who's working on the SDGs?

- USA
 - U.S. Department of State
- Canada
 - Employment and Social Development Canada (ESDC)
 - Secretary of State for the Department for International Development
 - Minister for Environment and Sustainable Development
- England and Wales
 - Scottish Government, COSLA and the SDG Network Scotland have worked together to contribute to the UK Government's VNR.
- Ireland
 - Office of the Prime Minister
- Switzerland
 - Federal Council of Switzerland
- Finland
 - The Committee for the Future is responsible for the 2030 Agenda in the Finnish parliament.
- The Netherlands
 - Minister for Foreign Trade and Development Cooperation.

Who's working on the SDGs?

- **Cyprus**
 - Intergovernmental Commission under the coordination of the Ministry of Finance. Responsibility for each SDG target is with the competent ministry.
- **Turkey**
- **Russia**
- **Romania**
 - National Sustainable Development Commission and UN agencies
 - The Russian Federation and UN Agencies
 - Ministry of Foreign Affairs and UN agencies

The UN Sustainable Development Solutions Network (UNSDSN) is a valuable source of information in countries without an active UN presence



Localization of the SDGs

- Localization is how the SDGs can provide a framework at a sub-national level for local development policy
- Localization also means local and regional governments can support the achievement of the SDGs through action from the bottom up.

General Comments and Analysis

- None of the researched countries are on track to accomplish the SDGs by 2030.
- Over the next few slides you will see that there are countries that have to a certain degree fulfilled the primary needs of their citizens that is the need for food and water security, social services, housing, personal security, *etc.* and are working on SDG4 – in terms of improving curricula, teacher training, expanding online education. Other countries are still trying to address the basic needs of their citizens and are working on issues that cross- cut education and are important to resolve in order to provide quality, inclusive and equal education for all.
- Interestingly enough, an analysis of all countries (regardless of where they are on the SDG accomplishment spectrum) has yielded the need for additional help (capacity) in these six areas:
 - 1) Awareness- Building about the SDGs
 - 2) Outreach to hard – to – reach populations
 - 3) Community Dialogue to discuss issues and the need for active engagement of citizens with the SDGs
 - 4) Training and Support for teachers and students in online learning, in replicating existing workshops, implementation of existing policies, development or updating curricula, accessing education, mentoring students and parents, oversight of implementation, *etc.*
 - 5) Help in developing multi- sectoral polices so that there is policy coherence
 - 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

Overall Capacity Needs in the 12 Countries

Data

Awareness – building

Multi – Sectoral Policy Coherence



Outreach

Spillovers

Training and support

Community Dialogue



Finland
Outreach to Young people to help with literacy and social skills

Wales
Outreach to civil society to re-engage with SDGs

Ireland

- Increase public awareness of the SDGs, and of their relevance to Irish society,
- Develop materials for civil society

USA

- Reach out to community organizations, and hard to reach populations
- Create public awareness, education about the SDGs and facilitate engagement
- Disseminate best practices at community, city and state level

Scotland

- **Bridge SDG awareness gap**
- **Facilitate collaboration and coordination, within and across civil society, business and local government**
- Create and disseminate information for marginalized communities.re: relationship between SDG s and their daily lives



Canada

Low level of awareness about the SDGs -lack of widespread engagement

- create spaces for open and productive dialogues and partnerships, so Canadians can collaborate and share ideas, stories, best practices and viewpoints;

England

Outreach to marginalized communities to discuss the relevance of educatn families, children and young people



Switzerland

create community forums for the community, government, business and civil society to foster systemic solutions, build commitment and mobilize action.



Training
and
support

Wales

- Provide training in gov't-designed "Future Trends resource" to facilitate discussions on the key trends affecting the priorities for Wales, and offer training and support on building futures work into policy making
- Help draft **report to reflect on the process.**

Finland

Provide training for KG, school and educational institutions achieve sustainable development certificate

Canada

- Help create support for curriculum including Education Leadership and diversity education curricula
- Training for online teaching and learning
- Support learning in **indigenous, migrant workers, refugees, disabled, non-speaking, state wards communities**

Turkey

- Awareness and Training Gender, Cultural Diversity - Integration of Gender-based Risk Management for Climate Change/Disasters and Resilience –
- Improvement of schools' teaching materials
- SDG Training and workshops for school teachers, community centers

England

Priority: Technical and higher technical education to as a prestigious alternative to A levels and a 3-year university degree,

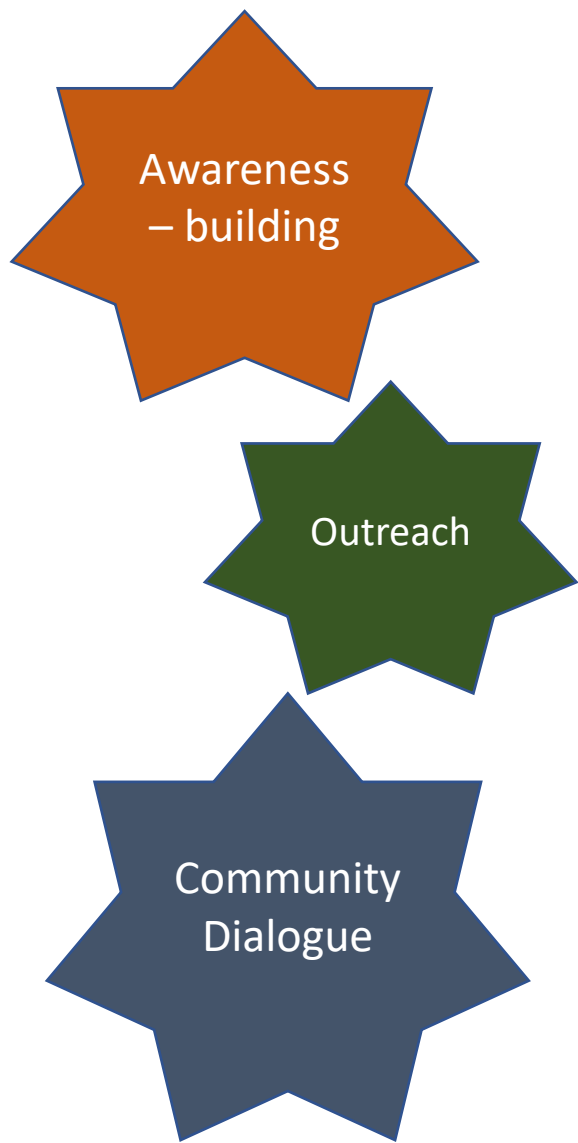
- Training and Community Dialogue on Careers and Upskilling/ Outreach/ promoting the programs in place and new programs to be rolled out/ liaison with schools and vocational training centers
- Train children and parents people to catch up on lost learning.

Ireland

- Contribute to school and college curriculum on Sustainable Future Themes and Principles for Sustainable Development
- Help schools establish student councils for student empowerment

Netherlands

- Create fora for teacher dialogue on what needs to happen in aftermath of COVID
- Train teachers in online teaching and students in online learning
- Train teachers to use adapted curriculum to accelerate learning to gain lost ground.



Romania

- Conduct UN – designed : Develop programmes to promote the consumption of healthy food
- Through awareness and community dialogue reduce the prevalence of maternal and infantile mortality and the incidence of breast and cervical cancer, teenage pregnancies, with the primary focus on vulnerable and disadvantaged groups
- Promote awareness of mental illness, reduce the associated stigma and create an environment in which those suffering from mental illness feel accepted and able to ask for help
- Organise entrepreneurial competitions between different educational institutions; encourage voluntary mentoring activities and partnerships with the local business community
- Through community dialogue emphasize the role played in the educational process by civic education,
- Organise information and awareness raising campaigns on the equitable division of responsibilities in the home and in the family and balance professional obligations with private and family life, with the purpose of increasing the involvement of men in family life



Cyprus

- Create broader awareness around the SDGs within the Cypriot society in order to involve all stakeholders.
- Develop a pioneering educational program for children with activities for each of the 17 SDGs.
- Outreach to families to enroll their younger children at kindergartens.
- Outreach to and Community dialogue on raising awareness of relevance of vocational training especially for women.
- Data collection on NEETS (Not in Education, Employment, Training) to ensure no one is left behind.- particularly young people.
- Improve public schools and training materials.
- Create new approach for Awareness and Understanding Gender, Cultural Diversity.
- Promote policies for early childhood education and care, education and skills, including digital skills, upskilling and reskilling, employment and intergenerational fairness.

Russia

Create Awareness and Understanding: Cultural Diversity, Indigenous

- Campaigns,
- Discussion forums,
- Social dialogues within Schools, Colleges, Corporations

Advocate for the SDG Agenda

Create awareness of needs of people with disabilities and importance of equality

Concepts: Policy Coherence & Spillovers



National Policy coherence for sustainable development is an approach used to integrate the economic, social, environmental and governance dimensions of sustainable development at all stages of domestic and international making. Its purpose is to achieve the following objectives

- foster synergies across economic, social and environmental policy areas;
- identify trade-offs and reconcile domestic policy objectives with a country's pronounced internationally commitments to SDG
- address the spillovers of domestic policies

Spillovers

Countries' ability to achieve the Sustainable Development Goals (SDGs) is affected by positive or negative spillovers from other countries. International SDG spillovers are pervasive.

Examples of international spillovers include: Demand for commodities (such as palm oil) in one country that fuel deforestation in other countries; Tolerance for poor labor standards in international supply chains that harm the poor, particularly women, in many developing countries

Multi –
Sectoral
Policy
Coherence

Spillovers

Data

All countries are expected to revisit policy coherence to ensure that their domestic policies do not have a spillover effect on education in other countries.

USA: cannot achieve the SDGs without addressing structural inequality, and without prioritizing the leadership of historically marginalized communities both in their development efforts and the development process itself

Need to embed the SDG Framework into macroeconomic plans, national programs and policies.

Scotland: Structural disparities have led to difference in achievement of students. Need for policy development based on evidence based assessments

Canada: mapping existing federal policies, programs and initiatives against the SDGs. This entails identifying both the policies that are most relevant to each of the SDGs and associated targets, and the linkages between policies contributing to one or more SDGs.

Engagement with Indigenous partners and National Indigenous Organizations to strengthen cooperation to develop an integrated policy approach to advancing the SDGs.

Cyprus

Develop migration policy

Develop more coherent Educational Policy including relevance of education to the labor market



Multi –
Sectoral
Policy
Coherence

England: Data Collection for Policy Coherence raise the profile of technical and higher technical education; widen access to training for those at risk of unemployment because of the pandemic; Increase the opportunities adults and young people have to access further education and higher education and train and retrain at any stage in their lives



Turkey: Comprehensive Data & Monitoring SDG.
Structural gender inequalities – review policies. Collect & monitor data from gender and intersectional perspective



Data



Romania: Eliminate discrimination by creating policies that promote equal opportunities, reducing disparities within the country regions as well as urban and rural areas.

Policy development for:

Decent work and growth – with a focus on competitive growth

Gender equality to be implemented at political, economic, and social level

Health and safety - health education, prevention, and a healthy lifestyle

Access to inclusive and quality education, including by improving pupil comfort and the skills-based curriculum

Out-of-school and extra-curricular programmes in order to promote education for health, civic, cultural and artistic, scientific and ecological education, and education through sport



Russia: Review of policies and other structures from a gender perspective.

Availability of quality education for children with disabilities.

Data Collection

Next Step in OD Process

For GWI Headquarters:

- Envisioning an organization that produces a different type of work and will work in closer proximity with its NFAs than ever before.
- Understanding how organizational pre-requisites for the work ahead.
- 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 evolved relationships, communications and contact with GWI