



Graduate Women International (GWI)

2023

GWI advocacy goals

- 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.
- By 2030 100% of United Nations low-income Member States have increased access to tertiary education for girls and women by 50%.
- 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.
- Influence the implementation of Sustainable Development Goal (SDG) 4.
- 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, UN Reps are also invited to promote GWI key messages on areas where especially relevant e.g., women in STEM, securing investment in women teachers, addressing barriers to girls' education such as child marriage.*

As per request by UNICEF at its 16 May 2023 member meeting below are three recommendations submitted by Maureen Byrne and Maryella Hannum, Graduate Women International, United Nations Representatives, New York:

1. Education

Multiple policy decisions are needed to increase investment in public education in regard to infrastructure, help students make up learning losses post-pandemic, enhance teacher well-being through adequate remuneration and working conditions, provide ongoing teacher professional development, ensure inclusive opportunities from early childhood through tertiary education, and address systemic and structural barriers that exclude those most marginalized and at-risk.

Supported by:

<https://www.unicef.org/media/135736/file/Education%20in%20a%20Post-COVID%20World.pdf>

<https://documents-dds-ny.un.org/doc/UNDOC/LTD/N23/081/71/PDF/N2308171.pdf?OpenElementdocuments-dds-ny.un.org>

2. Climate Change

The climate crisis is a child rights crisis. We must reduce greenhouse gas emissions, build infrastructure to withstand learning disruptions, prepare students for the green economy, train teachers, invest in adaptive social



services, coordinate locally appropriate solutions, integrate a gender perspective into climate change, develop a financing mechanism to aid LDS, and establish an agreed-upon regulatory framework.

Supported by:

<https://www.unicef.org/media/105376/file/UNICEF-climate-crisis-child-rights-crisis.pdf>

<https://www.undocs.org/Home/Mobile?FinalSymbol=E%2FCN.6%2F2022%2FL.7&Language=E&DeviceType=Desktop&LangRequested=False>

3. Technology

Technology, especially A.I., can enhance or disrupt the lives of children globally. Currently students in low-income countries, especially girls, are excluded from STEM. As a result, they lack the skills required by employers, can't take advantage of e-learning or hybrid instruction, and face discrimination and violence online. A standardized, international regulatory framework based on human rights must be adopted.

Supported by:

<https://www.unicef.org/reports/accelerating-results-children-technology-and-digital-innovation-2020>

<https://documents-dds-ny.un.org/doc/UNDOC/LTD/N23/081/71/PDF/N2308171.pdf?OpenElement>

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