



# GWI United Nation Representative

## Advocacy Report

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.

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### Summary of Comments Made at the GWI Breakfast Meeting (CSW67) on UNICEF & the Transforming Education Summit

#### UNICEF

UNICEF has produced two education programs that are related to this year's CSW67 theme: *Learning Passport* and *Skills4Girls*. *Learning Passport* was a collaboration with private companies such as Microsoft and telecom companies to help students access online education during COVID. To date two million students have been helped in 23 countries. UNICEF is also working with private sector partners in *Skills4Girls*, a program now available in 22 countries. *Skills4Girls* develops girls' skills in areas such as STEM, digital technologies, and social entrepreneurship in addition to life skills such as problem-solving, negotiation, self-esteem, and communication.

In 2021 UNICEF published *The Climate Crisis is a Child Rights Crisis*. The report states that climate change is the greatest threat facing the world's children and young people and introduces what they term the *Children's Climate Risk Index (CCRI)*. Each country is given a *CCRI* based on an average of scores for:

- a. Exposure to climate and environmental threats and stresses (water scarcity, flooding, tropical cyclones, heatwaves, drought, air pollution, soil and water pollution)
- b. Child Vulnerability (poverty, education, social protection, community assets, WASH – water, sanitation, and hygiene)

UNICEF hopes that governments and NGOs will use the report to provide their children “*with a livable planet*”. Recommendations include:

- Set the appropriate carbon budgets to meet the Paris Accord targets, ultimately shifting the economy away from fossil fuels.



- Increase investment in climate adaptation and resilience in key services for children.
- Reduce greenhouse gas emissions.
- Provide children with climate education and green skills critical to adaptation.
- Include young people in all national, regional, and international climate negotiations and decisions, including at COP26.

### The Transforming Education Summit

The Transforming Education Summit took place at the United Nations in New York September 16-19, 2022. Prior to the meeting, countries were asked to make the following commitments as well as analyze how their education system fares in relation to the outlined areas below. The question we all have to answer is, “How are we doing?”.

#### **1. Commitment to addressing educational exclusion**

- Who are the people and communities that are excluded from the educational system (e.g., girls and young women; learners with disabilities; indigenous populations, cultural and linguistic minorities; rural learners; stateless people; internally displaced people, refugees)?
- Why? What are the root causes of these educational exclusions?
- What social, economic policies, and/or legal measures are being taken to address these exclusions? The space for addressing educational exclusion from within the education sector alone can be limited. What system-wide transformations are required to ensure the inclusion of all in the education system?

#### **2. Commitment to transforming the teaching profession**

- Is the shortage of teachers already a reality or a risk in your country? What is currently put in place to improve the attractiveness of the teaching profession?
- Are there measures being taken to improve salaries, social status, and working conditions for teachers? What are they?
- Are there measures to support teachers’ pre- and in-service training, as well as their leadership, autonomy, and professional development? What are they?
- Is the deployment and distribution of teachers equitable across your country? What is being done about it?

#### **3. Commitment to renewing curricula and pedagogies**

- Is the acquisition of foundational literacy and numeracy skills an issue in your country? Why? How is it being addressed?
- Is there a need to strengthen socio-emotional, civic, and interpersonal capabilities to prepare learners for life? How?



- How is your country building in the “greening” of education through curricula addressing climate change and sustainable development?
- What transformative pedagogical approaches can best prepare learners to collaborate with others, navigate complexity, and solve future challenges (e.g., project-based learning, problem-posing, inquiry-based learning, student laboratories, technical and vocational workshops, artistic and creative collaborations)?

#### **4. Commitment to steering the digital transformation for just and equitable learning**

- Is there a digital divide in education in your country fueled by inequitable access to devices, connectivity, and/or teacher training? Who is left out? How is this digital divide being addressed?
- Are there initiatives in your country to create, curate, and maintain free, open, curriculum-aligned digital resources and platforms as part of the digital commons? Who is in charge? What entity oversees it, and are they sufficiently resourced?

Submitted by:

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*Empowering women and girls through lifelong, quality education and training. GWI, formerly International Federation of University Women (IFUW), in special consultative status with ECOSOC since 1947 and an NGO maintaining official relations with UNESCO and ILO.*