Economic Justice and Rights

ACTION: *Ensure 12 years of girls education, 21st century skills and lifelong learning opportunities to create an enabling environment for all girls to realise their economic rights, and participate in and co-create just economic systems.*

Tactics

1. Adequate funding for girls' education

Girls' education, including in emergencies, should be adequately funded to ensure education access and quality are linked with learning outcomes, qualifications and skills that will empower and position all girls and women for a prosperous working future should they choose:

- Sustainable domestic financing by governments for quality, free public education, and education in emergency/ crisis situations through gender-responsive education systems that address the needs of all children, to ensure all children are empowered equally in and through education. This means increasing the volume of domestic financing where needed, and enhancing the efficiency and equity of domestic finance spending in education.
- Targeted funding to empower the education workforce, especially initial teacher training and continuous professional development, with a focus on recruiting, retaining and supporting female teachers where they are underrepresented at secondary and higher education levels.
- Incentive programs for girls to attend and transition through primary and secondary school, undertake higher education and vocational training or job placements should be encouraged and funded to ensure girls have opportunities and adequate (formal and non-formal) pathways to improve their economic prospects and earning capacity.
- Child-sensitive social protection like social protection packages with a cash plus approach, including working in tandem with other interventions such as feeding programmes, to minimise the structural and financial barriers to accessing education, disproportionately experienced by girls. Coverage of these programmes must be gender-responsive and include the most marginalised and deprived, progressively working towards universal child benefits over time to protect from future shocks to children's education including climate change.
- International financing by donors to multilateral organizations and civil society for girls' education delivery and gender-responsive education systems transformation.

2. Addressing intersectional barriers to girls' education, especially for girls in conflict and crisis settings

Disability, ethnicity, race, poverty, conflicts and crises are some of the major intersectional barriers to women's economic empowerment and economic justice. In the first instance, these barriers prevent girls from accessing quality education. In crisis settings, being out of school severely impacts a girl's ability to achieve qualifications, to transition to work opportunities, and prospective earning potential and financial security. Girls also face higher risks around protection issues, child marriage, trafficking, exploitation and transience:

- Build gender-responsive and inclusive education systems to provide 12 years of free public compulsory quality education (including through non-formal education and accelerated education) that is free from violence for all girls The covid-19 pandemic, which is predicted to lead to increased drop-out rates among girls has highlighted the need for agile systems, which can respond to the needs of girls in their complex contexts - ensure education continuity and learning outcomes - critical for girls' empowerment and agency.
- Collect, analyze and use sex-segregated data in policy-making, which can identify key barriers and scale of disadvantage for marginalized girls.
- Target financing towards education in emergencies, for girls with disabilities and those left furthest behind.
- Address harmful social norms and support efforts around social mobilization and behavioural change for girls, parents and communities to create an enabling environment for all girls to access quality education.

3. Future-proofed quality education to ensure girls are equally participating in the workforce including in STEM fields".

Holistic teaching and learning of 21st century skills will help ensure girls are competitive in local and global labour markets, significantly increase their earning potential and participate in building sustainable futures.

- Schools, including in the poorest and most vulnerable areas should ensure education includes a focus on 21st century skills - with a particular focus on STEM (Science, Technology, Engineering and Maths) and STEAM (Science, Technology, Engineering, Arts and Maths) education for girls - climate and environmental skills, critical thinking skills, sport, play-based learning and alternative education or otherwise teach skills that will allow girls to participate and thrive in the workforce. Education that not only provides skills for a changing world, but for transforming a girl's world—can be the key to ensuring that girls and women fully participate in sustainable development and have equal opportunity to drive and benefit from greener innovations in the 21st century. (Kwuak, Braga, 2017)
- Addressing privatization and commercialisation in and of education, which was proven during the Covid-19 period to severely reinforce inequalities, with the resulting loss of income/jobs, especially for women.

Rationale:

Economic justice to ensure that economies are equal to all, including women and girls and other marginalized groups, constitutes guaranteeing and protecting economic rights for all women and girls, and building fairer and more just futures of work. Nearly all countries in the world grant economic rights to women, in principle. But conflicts and crises, gendered stereotypes and structural and institutional barriers keep women and girls behind and disadvantaged.

Women are substantially less likely than men to participate in the labour market - the labour force participation rate for women was 27% less than that for men in 2017 (ILO 2017). Women are often employed in vulnerable and dangerous work, paid far less than men and, globally, do between 2 to 10 times more unpaid care work than men. Before the pandemic, it was estimated that it would take 257

years to close the gender gap in economic opportunity ([UNDP 2020](#)). The covid-19 pandemic, lockdown and consequent economic crisis has worsened inequalities, as girls and women around the world, especially the most vulnerable, have lost their jobs, income, and are burdened with increased unpaid care and domestic work. ([UNSG's Policy Brief 2020](#))

Girls' education is not only critical to tackling the root causes of occupational and sectoral segregation in women's work and economic empowerment, it is a human right that is a necessary precondition for women's employment and crucial to ensure equal opportunities, access, equal pay for work of equal value and competitive advantage for women in the global economy. Women with primary education earn only marginally more than those with no education, while women with secondary education could expect to make almost twice as much as those with no education, and women with tertiary education almost four times as much. ([World Bank 2018](#)) Girls' education is also linked with increased agency for women and girls, deeper understanding of their rights, and activism inherent to mobilizing social change and progress.

The disruption caused by the pandemic may render 20 million more girls of secondary school age out of school after the crisis is over. ([Malala Fund 2020](#)) This is over and above the nearly 130 million girls who were already out of school and many of them not learning before the pandemic.

Feminist movements & leadership

ACTION: *Empower girls and young women to realize their potential as as feminist leaders and movement builders through formal and non formal gender transformative education*

Rationale:
- Girls and young women are held back by gender inequalities that can prevent them from exercising their rights as full citizens and leaders. The patriarchal norms and structural barriers at the root of this must be dismantled so that all girls and young women can fulfil their rights and make their voices heard and counted as change-makers and leaders.
- While education alone cannot change the social structures that constrain the opportunities available to women (and men), it can play a critical role in empowering girls to challenge gender norms by fostering competencies and building critical consciousness that lay the foundations for social action, participation in movements and leadership.
- An inclusive gender transformative approach to education is one of the most powerful and important tools for for achieving gender equality. Gender transformative education plays a critical role in equipping girls with the necessary knowledge, skills and competencies to challenge the status quo, develop their agency and leadership style and build and participate in movements that drive progress for gender equality.
- The heritage of Beijing Platform for Action calls us to continue with our efforts to ensure that the voices of all girls and women are heard, including those with disabilities and in marginalized communities.
- With so much currently at stake for people and the planet, the transformative power of education must be harnessed now more than ever to build a more tolerant, peaceful, sustainable and just world. From "Me Too" to "Black Lives Matter" to "Fridays for Future", education must play a central role in powering movements by providing girls and young women with the skills they need to bring about deep systemic change. Governments must step up efforts to deliver on SDG target 4.7, and commit to ensuring that education promotes social justice, gender justice and climate action.

To empower girls and young women to realize their potential as feminist leaders and movement builders we need a gender transformative approach to education.

Tactics:

We need multi-stakeholders' action to unlock the gender transformative potential of education by:

1. Investing in financially and building **gender-responsive education systems** that enable all girls to complete 12 years of free quality education that is free from gender bias and discrimination and actively seeks to promote gender equality.

    This means:
    - Institutionalising **gender-responsive education sector planning (GRESP)** - ensuring gender equality is in the DNA of education plans, policies and budgets, with special attention to breaking the multiple intersecting barriers for marginalised girls;
    - Promoting **safe and gender-transformative learning environments** which provide girls with access to safe and appropriate sanitation and menstrual hygiene facilities and which seeks to eliminate school related gender based violence;

- Training, recruiting and properly compensating more **female teachers** and education administers and ensuring they are in the right places and across all levels of the education workforce;
- Implementing **gender-transformative curricula and pedagogy** which are free of gender bias, and designed to shift gender norms and eliminate all forms of discrimination based on gender; and
- Ensuring well-resourced free quality education that is inclusive of all children, no matter their specific situations, throughout the education system from early childhood to higher, technical, and vocational education.

2. Promoting **gender transformative pedagogical approaches and national education curricula which include civic education** and equiping girls with the **knowledge, skills and competencies** they need to step up as feminist global citizens and leaders of change, in alignment with articles 29 and 42 of the UNCRC as well as SDG 4.7

   Core competencies to be developed are:
   - **Critical thinking and feminist consciousness**: enabling girls to analyze and critique gender norms in their lives and society at large that lead to exclusion;
   - **Personal competencies:** instilling in girls an awareness of their inherent equal rights, value, dignity, status and potential by fostering self-esteem and a sense of self-efficacy;
   - **Social competencies:** social values that help girls develop friendships, networks and a sense of social connectedness, as well as collaborative negotiation and leadership skills, a knowledge of social systems and local and global issues;
   - **Productive competencies:** skills which provide a strong foundation for young women to become financially independent and active citizens

   To achieve this, education systems must promote:
   - Safe spaces for young people to explore and challenge concepts and manifestations of gender inequality;
   - Mentorship opportunities (intergenerational as well as peer to peer) and access to role models who motivate girls' belief in their own potential to lead;

3. **Providing in school and out of school civic engagement opportunities/leadership experience, therefore experiential learning,** to girls and young women, at local, national and international levels, so that they can grow their agency as leaders of change and movement builders for gender equality (i.e. through participation in school governance, community groups and decision-making processes and spaces)
   This includes :
   - Strengthening the capacity of movements, networks and associations led by girls and young women, working to promote gender equality, both formal and nonformal, through increased and accessible flexible multi-year funding and technical support, to address their own priorities, including responding to unexpected needs.
   - Implementing institutionalized mechanisms to ensure the safe and meaningful engagement of adolescent girls and girl‑led civil society organizations in decision-making at all levels of governance, from school boards to local councils and global forum delegations, including in the governance of the Generation Equality Forum Action Coalitions.
   - Fostering intergenerational dialogue, co-leadership and knowledge sharing to support girls and young women to become leaders in their movements, through formal and non- formal spaces;

Guidance :
- AAEEH Juin2020 , Covid19 et continuité pédagogique pour les élèves en situation de handicap

https://aaeeh.fr/wp-content/uploads/2020/08/COVID19-et-continuit%C3%A9-p%C3%A9dag ogique-pour-les-%C3%A9l%C3%A8ves-handicap%C3%A9s-Rapport-VF-13-07-20.pdf recommends to take into account specific needs of girls with disabilities

- Plan International France, UNESCO, MoFA France, , Octobre 2020 : "Beijing+25 : generation equality begins with adolescent girls education" : https://www.plan-international.fr/rapport-pekin25-la-generation-egalite-commence-par-led ucation-des-adolescentes -> includes various case studies on the promotion of adolescent girls leadership through formal and non formal education initiatives.
- Mama Cash and FRIDA, The Young Feminist Fund. 2018. **Girls to the front - A snapshot of girl-led organizing.**
- Plan International, Terre des Hommes, Defence for Children et ECPAT. 2020.**Setting the agenda: Incubating a girls platform for action.**
- Plan International. 2020. **Girls' and young women's activism and organising in West Africa.** Woking, Plan International.
- UNGEI. 2019.**Gender-responsive education sector planning: A pathway to gender equality in education.** New York, UNGEI.

Technology & Innovation for Gender Equality

ACTION: *Expand quality education opportunities for girls to develop skills that enable them to become innovators, users and creators of digital technologies.*

Tactics

- *Eliminate the gender digital divide for girls,* including differences in access to digital learning and connectivity. This requires establishing public-private partnerships to enhance digital learning platforms to provide gender-responsive STEM education and digital skills, ensure that educational technology reaches the most marginalised schools and communities, and provide girls with opportunities to practice these skills. This requires applying Universal Design Principles, providing accessible features for a wide range of impairments.

- *Scale up gender-responsive STEM education* and promote safe learning environments that support girls, in particular the most marginalised, to pursue science, technology and innovation by addressing harmful gender norms, stereotypes and discrimination among all learners, building teachers' capacities, ensuring that STEM education is included in national curricula, domestic budgeting, and improving career guidance and orientation. This includes formal, school-based interventions along with access to clubs, camps and other informal opportunities to complement and build on school-based approaches. Access to online platforms must go hand in hand with information on online rights, online safety and how to mitigate risks online.

- *Work with parents and communities to advance STEM education and digital skills for girls and to ensure they are included in conversations on educational technology,* including transforming attitudes that result in reduced autonomy of girls; designing and implementing outreach programmes to dismantle harmful gendered stereotypes about intelligence, aptitude and 'appropriate' fields of study for girls and young women; raise awareness of the importance of digital skills for girls, including online rights and safety, and available safeguards and controls; and ensure that educational technology that addresses the gender digital divide is demand-driven and responds to users' needs and challenges.

- *Create an ecosystem of public and private partners to develop innovative financing and procurement mechanisms* focused on expanding and scaling up successful quality learning opportunities for girls, particularly the most marginalised, in the digital technologies space, both in the formal and non-formal education systems. An ecosystem of partners in education, technology and innovation allows mobilising, expanding and leveraging resources and expertise, creating new opportunities for girls to develop skills, and for governments to sustainably finance innovative digital education interventions at scale.

- *Strengthen the knowledge and evidence base* by monitoring and evaluating girls' participation in STEM-based learning and their transition and participation in the STEM workforce; and identifying and scaling up successful education technology interventions that build on the pedagogical evidence of what works in closing the gender digital divide.

Rationale

The world has changed rapidly since the Beijing Declaration and Platform for Action was adopted, a change driven mainly by science, technology and innovation. We see today technological advances that we could only dream about 25 years ago, accompanied by new jobs, new opportunities for economic empowerment and demand for better-educated individuals, especially in science, technology, engineering and mathematics (STEM) areas.

Despite progress, gender equality continues to be elusive. Many girls and women do not have the **skills** they need to close the **gender digital divide**, and they are often less likely to have access to technology or know how to use it, or more likely to be subject to cyberbullying and harassment. Nearly 90 per cent of students in sub-Saharan Africa do not have household computers, while 82 per cent are unable to get online.[1] In many countries, women are 25% less likely than men to know how to leverage Information and Communications for Technology (ICT) for basic purposes, such as using simple arithmetic formulas in a spreadsheet. Further along the skills spectrum, the divides grow wider with men being four times more likely than women to have advanced ICT skills, such as the ability to programme computers.[2]

Digital skills gaps appear to be growing despite at least two decades of interventions to move closer to gender equality. Girls are significantly less likely to pursue technology-related studies than their male peers -- representing less than one-third of enrollees in higher education ICT studies globally. They are also under-represented in other aspects of science, technology, engineering and mathematics (STEM) education, and consequently in STEM careers, often referred to as jobs of the future, driving innovation, social wellbeing, inclusive growth and sustainable development.

This is even more important now with the unprecedented educational challenges created by school closures due to the COVID-19 pandemic. More than 90 per cent of countries have implemented some form of remote learning policy. This pandemic has shone a spotlight on the importance of digital education technology — including all forms of remote learning — which has the potential to reach the poorest children.

Women and girls are the great untapped population to advance technology and social innovation - we must invest in their talent. **Yet, girls will not be able to develop digital skills, unless they can stay in school, learn and apply those skills.** With technological change accelerating and economies rapidly changing to face the effects of the recent COVID-19 global pandemic, failure to invest in girls' STEM education and empower girls and women to participate in the digital revolution will not only forfeit the economic potential of half the population but exclude girls and women from world-class digital learning solutions and a whole range of new occupations that require STEM-related skills. As such, curricula must incorporate digital literacy and gender-responsive STEM education, and education technology must respond to the gender digital divide. There is evidence that even when girls are in school, they have fewer opportunities than boys to develop ICT skills.

Digital literacy for girls and boys includes the ability to use and understand technology, to search for and manage information, communicate, collaborate, create and share content, build knowledge and solve problems. **This alone, however, is not enough** to become shapers and creators of new technologies and scientific knowledge – for the latter, **STEM knowledge and skills are essential**.[3]

STEM education provides a foundation for children to apply digital skills to their learning – from solving real-world problems that affect them to designing technological solutions and innovations. A gender-responsive approach to STEM education ensures that girls have opportunities to think through technology as a vehicle for change, with both positive and negative impacts on culture, society, politics, economy, the environment and gender equality.

Today, we have the once in a generation opportunity to *reimagine education for girls and leapfrog into the future*. The intersection of digital literacy and technology is an emergent and growing field

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[1] UN News, Startling disparities in digital learning emerge as COVID-19 spreads: UN education agency (April 2020)
[2] UNESCO. (2017). Global Education Monitoring Report 2017/8. Accountability in education: meeting our commitments Paris
[3] UNICEF "Digital Literacy for Children: Exploring definitions and frameworks" (Scoping Paper No. 01), 2019; see also UNICEF and ITU, "Reimagining girls' education through STEM", October 2020.

with the potential for creation of innovative and efficient solutions for human problems, and an area at the core of the fourth industrial revolution.

Gender-Based Violence

ACTION: *End gender-based violence in and around schools by harnessing the transformative potential of education to shift harmful gender and social norms and by investing in safe and secure learning environments.*

Tactics

- **Advocate with national governments to institute *legislative and institutional reforms to address gender-based violence in schools:*** Include schools as sites where gender based violence can occur, in laws and policies related to the prevention, care and rehabilitation of victims of violence (students and teachers/executives and officers). Establish professional codes of conduct for all education personnel with clear mechanisms for redressals. Adapt multi-sectoral and multidisciplinary, accessible, free and effective care with quality support for victims of violence, including judicial care to counter impunity. This requires multi and inter-sectoral collaboration and coordination between ministries of education and other related ministries (such as justice, health, social welfare)[1].

- ***Ensure that school-related gender-based violence is addressed across all parts of the education system and included within national and state budgets.*** Education systems adopt a whole-school approach to prevent and respond to all forms of violence in schools, including online. This includes: curricula based approaches on gender and power dynamics, human rights, comprehensive sexuality education; training and support to teachers, school counsellors and school administrators including codes of conduct; safe, confidential reporting and referral mechanisms and access to psychosocial and counselling services; safe spaces for student councils to promote gender equality and address SRGBV; mechanisms to engage parents through school management committees.

- ***Invest in teacher professional development including pre and in-service training to include gender responsive and participatory teaching and learning, Comprehensive Sexuality Education, use of positive discipline and response and reporting on SRGBV.*** Adopt a systems wide approach so that teachers have a supportive enabling environment to challenge norms around SRGBV as well as have a safe working environment. Training should equip teachers and school staff with: strategies to reduce students' risk of exposure to GBV; the mandate, authority and skills to report and refer incidents of SRGBV; and knowledge about the consequences of perpetrating or failing to report cases of SRGBV. Strengthen professionalism and accountability in the teaching profession and in legislation and policy so that acts of SRGBV are reported and due action is taken to prevent further violation. Create spaces for dialogue between education unions and Ministries of Education to shape policies and plans to address SRGBV and strengthen teachers' mandate to better promote and create safe learning environments.

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[1] UNESCO and UNGEI. (2015). School-related gender-based violence is preventing the achievement of quality education for all (https://unesdoc.unesco.org/ark:/48223/pf0000232107) . Paris, UNESCO.

● ***Invest in more rigorous, comprehensive, and relevant data to measure and monitor the prevalence of SRGBV at the national and sub-national level and build evidence of what works***. Create mechanisms globally, regionally and at national level to develop, test and share evidence based approaches and promote the use of data. Advocate with data collection bodies to add questions on gender norms and different forms of SRGBV in school-based and household surveys, providing gender- and age-disaggregated data. Include schools as sites in multi-country qualitative studies on gender norms and violence in childhood and adolescence. Document the voices of children, adolescents and young people. Support national education systems to improve monitoring of SRGBV over time, including targeted attacks on female educators and students in conflict settings, and to use the data to implement relevant policy and programme responses to address SRGBV.

● ***Promote quality Comprehensive Sexuality Education programmes*** **in formal and non-formal settings**, to strengthen girls' agency, resilience and life skills, and shift harmful social norms and practices such as early and forced marriage and female genital mutilation. This entails developing high quality, age and developmentally appropriate, inclusive and accessible, non-judgemental, non-discriminatory, rights-based and evidence-informed CSE curriculum, and investing in community based approaches to complement CSE.

● ***Support Governments to endorse and Implement the Safe to Learn*** [*Call to Action*](#) ***and the Safe Schools Declaration*** [2]**.** This includes special attention for those who have suffered from recruitment to armed groups, abduction, trafficking, sexual violence, and other abuses. Support, and where possible, expand the provision of medical and psychosocial assistance to survivors of attacks on education, taking into account the specific needs and experiences of women and girls. In the context of the COVID-19 crisis, *s*chool reopening presents an opportunity to prioritize and emphasize a zero-tolerance approach to all forms of violence. Understanding gender differences and specific needs of different groups of children, who have been affected by the pandemic differently, should be part of 'back to school' planning, particularly for marginalized children.

Rationale:

Globally, 35% of women have experienced physical and/or sexual violence from their intimate partner or sexual violence by others other than their partner[3], in addition to sexual harassment, thus impacting the psychological and physical health of women and their children. From the age of 15 years, one in 10 women has suffered some form of sexual violence and just over one in 10 women (12%) report having suffered, before the age of 15, some form of sexual violence perpetrated by an adult[4] according to a survey of 42,000 women from the 28 EU Member States.

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[2] Safe Schools Declaration is an inter-governmental political commitment to protect students, teachers, schools, and universities from attack during times of armed conflict. Currently, 106 states support the Declaration since it was opened for endorsement in 2015 at the Oslo conference on safe schools ; : http://protectingeducation.org/wp-content/uploads/documents/documents_safe_schools_declaration-final.pdf

[3] Global and regional estimates of violence against women published by WHO, the London School of Hygiene and Tropical Medicine and the South African Medical Research Council (https://apps.who.int/iris/bitstream/handle/10665/85242/WHO_RHR_HRP_13.06_fre.pdf?sequence=1)

[4] Violence against women: an EU-wide survey by the EU Agency for Fundamental Rights - 2014 https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14_fr.pdf

Millions of children and adolescents experience sexual, physical or psychological violence in and around schools, perpetrated as a result of harmful gender norms, discrimination and stereotypes, and enforced by unequal power dynamics and relationships of dominance. Recent estimates suggest that at least one in five adolescents (aged 11-17) have experienced school-related gender-based violence (SRGBV), rising to one in three in some regions[5]. Girls and LGBTQI youth are more likely to experience psychological bullying, cyber-bullying, gender-based violence, and sexual harassment, while boys often face higher rates of physical violence, including corporal punishment[6].

As with all forms of violence, the most marginalized are the most likely to be affected. Socio-economically disadvantaged girls, girls with disabilities, and those attending schools in in poorly resourced areas, conflict and civil war zones, refugee camps, and juvenile rehabilitation and reintegration centers are considered the most vulnerable to SRGBV[7]. In conflict settings around the world, female students and educators are specifically targeted by violence, including rape, forced marriage and sexual slavery, and exploited as weapons of war., Girls and women were targeted by armed groups and state armed forces, including through bombings of girls' schools**,** rape and haraessment, in at least 21 countries between 2015 and 2019 with irreversible health, education, and social outcomes[8].

The situation is aggravated in the context of the crisis caused by COVID-19 lockdowns. The Secretary General of the United Nations states that "women and girls suffer the worst consequences of the massive social and economic impact of the pandemic"[9]. Violence in all its forms has increased, domestic violence, online harm, forced child marriages, early marriages, sexual exploitation and trafficking of girls especially in conflict areas and sexual harassment. Projections estimate that there will be an additional 15 million cases of GBV for an average lockdown of 3 months, 31 million cases if lockdowns continue for 6 months, 45 million over 9 months, and 61 million additional cases of GBV over one-year.[10]"

[5] UNGEI, UNESCO, Plan International (2020). Learning with Violence and Inequality: Prevalence, Experience and Impact
of gender-based violence in schools. Global Task Force to End Sexual and Gender-Based Violence (unpublished).
[6] UNESCO and UN Women. (2016). Global guidelines on combating gender-based violence in schools
(file:///C:/Users/Semia%20Frawes/Desktop/Genre/Forum%20Genre%20Equality%C3%A9/version%20final%20des%20doc%20reco/FGE_%20Recommendations%20on%20the %C3%A9education%20_June20%20EN.pdf). Paris, UNESCO and New York, UN Women.
[7] Leach, F. and Mitchell, C. (Eds., 2006). Combating gender-based violence in and around schools. Stoke on Trent, Trentham
Books; Parkes (Ed.). (2015) Gender Violence in Contexts of Poverty: The Educational Challenge. London, United Kingdom: Routledge.
[8] Global Coalition to Protect Education from Attacks (GCPEA). 2020. Education under Attack 2020 report.
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19. "It's very painful to talk about it": The impact of attacks on education on women and girls
(https://protectingeducation.org/wp-content/uploads/documents/documents_impact_of_attacks_on_education_nov_2019_lowres_webspreads.pdf).
EAPCG.
[9] https://www.un.org/press/fr/2020/dbf201001.doc.htm
[10] https://resourcecentre.savethechildren.net/node/17911/pdf/sc_covid19_gbv_brief_english.pdf

Feminist Action for Climate Justice

ACTION: *Prioritise, protect, and invest in girls' education and skills to mitigate and adapt to the short- and long-term impacts of climate change.*

Tactics

Outlined below are some proposed actions we recommend to Action Coalition leaders with tactics on how to achieve them to ensure all girls receive a gender-transformative, green education that can support a 'just transition':

1. **Ensure every girl receives gender-transformative, green learning as a key climate change strategy in NDCs.**
   Global economies are increasingly impacted by climate change, exacerbating economic inequality. Nearly three-quarters of the world's poorest citizens – those living on less than US $2 per day – are dependent on the environment for a significant part of their livelihood. Economic progress will only be possible for those who can meet the new and unknown set of demands for 21st century skills while adapting to the short- and long-term impacts of climate change. Girls and women are proven, effective agents of conservation change[1] with untapped potential to contribute to global economies.[2] Specifically, we recommend that:
   a) NDCs and national policies on climate change must recognize the importance of girls' education in climate resilience and strengthen and monitor education systems with gender-transformative curricula to equip girls with green skills.
   a) Governments must create an enabling classroom environment for climate justice and address harmful gender norms by empowering teachers, especially female teachers, to address climate change through a gender-transformative lens.
   b) Invest further resources to ensure girls gain greater access to digital and green skills and jobs as a result, including in terms of digital connectivity. This could also involve collaboration with girls' education actors like the United Nations Girls' Education Initiative (UNGEI) to connect girls to green-sector training opportunities and green skills development through tailored girls' education and girls in STEM programming.

2. **Support education system strengthening to prevent lost learning during migration and displacement.**
   Covid-19 has demonstrated starkly the inequitable impacts of educational disruption and the need to improve resilience of education systems. With changing displacement patterns likely due to climate, education systems must be made more resilient, and prepared to support children before, during, and after climate displacement. Specifically, we recommend that:

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[1] Kwauk, C, Braga A, as above.
[2] https://openknowledge.worldbank.org/handle/10986/29956

a) National climate change budgets, donor, and multilateral funding should support education systems in addressing the needs of girls displaced or migrating as a result of climate change, including the provision of safe and continued education.

b) Governments must identify and support girls at risk or already displaced by the impacts of climate change, addressing all challenges that could limit their education, including early and forced child marriage or child labour.

c) International stakeholders should work together to finance, collect, and share age- and gender-disaggregated data and mapping on climate displacement.

3. **Invest in girls' education and skills through climate financing.**
   Articles 4 and 6 of the United Nations Framework Convention on Climate Change (UNFCCC), and Article 12 of the Paris Agreement, include indicators on education, as does SDG 13.[3] Yet of the billions of dollars invested in the climate sector and secured in climate tariffs annually, there has been meagre investment in global education, or education in emergencies. Noting the positive projections and correlation between girls' education and climate mitigation and adaptation, there is a need for gender, education, and climate change sectors to come together through multi-sectoral partnerships. To enable this work, UN Member states, climate financing multilateral groups and other funders should invest in education sectors, including through multilaterals, to:

   a) Prioritize locations with poor gender ratios in education access and learning outcomes and where there is high incidence of climate vulnerability

   b) Invest in educational programmes that strengthen girls' resilience capabilities and social and economic assets to survive and mitigate sudden displacements, including skills training, social protection and life skills focused on competencies like public speaking, critical thinking, and self-confidence.

   c) Invest in sexual health education to empower girls to contribute to more resilient and adaptable societies and greener economies and support family planning.

   d) Invest in girls' leadership education in order to foster climate participation and leadership, acknowledging the role that women in leadership and decision making have in shaping climate change problem identification and policy solutions.[4]

Rationale

Women and girls disproportionately bear the devastating impacts of climate change, including heightened social, economic, and health pitfalls of the short- and long-term effects of climate-related disasters.[5] In fact, women experience higher mortality rates than men due to rising gender-based violence and lack of access to education. Girls' education is also threatened by climate induced

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[3] Sustainable Development Goals Indicator 13.3.1: "*The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.*

[4] For instance, Brookings' analysis suggests that every additional year of schooling for girls is positively correlated with higher numbers and higher percentages of women participants in official government delegations to UNFCCC meetings and bodies (Kwauk, Braga as above)

[5] UNFCCC Differentiated impacts of climate change on women and men, Synthesis report by the Secretariat, June 2019

displacement.[6] These barriers are likely to increase if systems are not strengthened - the World Bank suggests that over 143 million people could be internally displaced by 2050 in just three regions due to the slow-onset impacts of climate change.[7]

Conversely, education, especially for girls, has a strong role to play in both climate adaptation and mitigation. Yet, no countries' Nationally Determined Contributions recognise girls' education as a leading climate solution.[8] Girls are at additional risk of being pulled out of school to help alleviate climate issues or take on extra domestic burdens, like fetching water in households under climate-related stress.[9] Findings from research by the Brookings Institution shows that for every additional year of schooling provided to girls, countries' resilience to climate-related disasters improves by 3.2 points on the ND-GAIN Index, notwithstanding other variables such as quality of education.[10]

Building Gender Transformative Green Skills

Inclusive and gender transformative green learning is critical to achieving climate justice as we mitigate and adapt to climate change within the wider global context of COVID-19. Girls' education is key to a fundamental, and progressive shift in the social fabric and global political economy currently fueling the climate crisis.[11] Empowering girls with green life skills can support them in taking a leading role in the transition to a green economy and enable a transition that is progressive, fairer and leaves no one behind. Girls' education also helps to deconstruct harmful gender and social norms and enables girls and women to take action and become leaders and advocates for climate justice. Research shows that countries with higher rates of women in climate leadership and increased schooling for girls fare better in terms of their country's overall vulnerability to climate-related disasters.[12] Enhancing girls' "green skills" through education strengthens resilience and adaptive capacities and enables them to engage with sustainable livelihoods, manage natural resources and reduce exposure to risks. In addition, educating and including girls and women in recovery efforts, helps strengthen community resilience to future climate and weather events, particularly in disaster prone areas. This is also a critical component of SDG target 4.7, which commits governments to ensure all learners acquire knowledge and skills to promote sustainable development.

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[6] For instance, UNESCO and UNHCR report that refugee children are five times more likely to be out of school (https://en.unesco.org/news/refugee-children-are-five-times-more-likely-be-out-school-others), and only 3% of refugees globally have access to higher education (https://www.unhcr.org/uk/tertiary-education.html).

[7] Kanta Kumari Rigaud et al, *Groundswell: Preparing for Internal Climate Migration*, World Bank Group, 2018. Available at: tinyurl.com/y9dfsvsn.

[8] Brookings Institute Report, Girls Education and Climate Strategies: https://www.brookings.edu/research/girls-education-in-climate-strategies/

[9] Cannon 2002; Easton 2018; Gerrard 2018; Neumayer and Plumper 2007, as quoted in Kwauk, Cooke, Hara and Pegram, Girls Education in Climate Strategies, Global Economy and Development Working Paper 133, Brookings, Plan Int and UNICEF, December 2019

[10] Brookings Institution (2017). *3 ways to link girls' education actors to climate action.* https://www.brookings.edu/blog/education-plus-development/2017/09/27/3-ways-to-link-girls-education-actors-to-climate-action/

[11] Kwauk et al, Girls Education in Climate Strategies

[12] Kwauk, C, Braga A, *Building a pipeline of women in climate leadership: Short-term solution for long-term gains in climate action*, Brookings Institution, July 2017

Bodily Autonomy & Sexual and Reproductive Health and Rights

ACTION: *Ensure comprehensive sexuality education (CSE) for all children, adolescents and young people both within and outside of school settings, including in emergencies and protracted crises.*

Tactics:

1) *Accelerate the development and delivery of age and gender-responsive CSE in formal and non-formal settings. For member states, this means:*
   ○ Developing national CSE curriculum/standards in line with best practice guidelines on provision of CSE in various settings, providing adequate and appropriate resources to enable implementation and scale up.[1] (*See list of guidance below*)
   ○ Involving young people in curriculum development to ensure content is relevant and tailored to their needs, and investing in the delivery of peer-based non-formal CSE.
   ○ Training and supporting teachers and school staff with the skills, confidence and materials to deliver quality, learner-centred CSE that is non-discriminatory, inclusive and accessible, non-judgemental, scientifically accurate, rights-based, gender-transformative and effective.

2) *Increase investment in community-based approaches to complement CSE. For member states and donors, this means:*
   ○ Increasing funding for civil society (especially youth- and girls and women-led initiatives) to deliver effective community-based programming,[2] particularly to address community and parental resistance to CSE and help parents, religious leaders and communities to tackle these topics with ease and confidence.
   ○ Actively engaging with civil society, including by recognising and supporting civil society leadership, especially the leadership of adolescent girls and young women.
   ○ Reaching out-of-school children and youth with non-formal CSE through interventions including community-based, online, mobile apps and media programmes/social media platforms.
   ○ Providing specific technical and financial support to youth-led organizations carrying out non-formal CSE work with peers and adolescent boys and girls.

3) *Actively and effectively link CSE with broader SRHR services. For member states, donors, CSOs and private healthcare companies. This means:*
   ○ Working in partnership to develop and implement multi-sectoral policies and programmes that link CSE with youth and gender-responsive SRHR, HIV and GBV services. This includes menstrual health and hygiene management, contraception, safe abortion and psycho-social support in terms of both access and capacity building (training for health providers) to deliver youth-friendly services.
   ○ Increased sensitisation and comprehensive response to gaps in access to services, including in humanitarian settings. The most vulnerable groups should be prioritised, including persons with disabilities, displaced persons, groups from discriminated religious or ethnic backgrounds, and LGBTI persons.

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[1] I.e. appropriate CSE curricula and teaching and learning materials; effective monitoring and evaluation; supporting the creation of favourable and safe physical environments. In the event of school closures, ensuring that CSE is included in online bond distance learning packages.
[2] Key components for interventions include: providing accurate information; building the capacity of community leaders and facilitating dialogues.

Rationale:

Adolescent girls have identified SRHR as a clear priority,[3] stating that improved knowledge on this topic through comprehensive sexualtiy education (CSE) is crucial to help avoid unwanted pregnancy and ensure that girls stay in school. This is in addition to a comprehensive package of sexual and reproductive health services and commodities, notably sanitary products, contraceptives and safe, legal abortions. CSE enables children, adolescents and young people to develop the confidence, knowledge, skills and autonomy they need to make free and informed decisions about their sexual and reproductive health and rights (SRHR). This supports them to enjoy fulfilling and healthy relationships and protect themselves and their partners against ill health, violence and unwanted pregnancy, and establish positive values such as respect for human rights and gender equality.

CSE should be accessible for all children, adolescents and young people, in both formal and non-formal educational settings. This should include co-curricular activities which complement the formal curriculum and links to gender-responsive, child-adolescent-and youth-responsive healthcare and other services, to enhance understanding of topics covered in CSE and increase support. Parental and community involvement should be supported to embrace children's and adolescents' learning about their bodies, relationships and sexuality from early childhood to allow children to explore, clarify and form life-long healthy attitudes and practices, free from coercion, violence and discrimination. CSE should start in preschool years, with the content tailored to age and adapted to reflect lived needs of children and young people.

As in all emergencies and protracted crises, CSE must be prioritised and effectively resourced as a critical component of the COVID-19 response. The pandemic and associated restrictions have left girls with limited or no access to CSE or essential SRHR services. At the same time, response to the pandemic has exacerbated girls' vulnerability to child marriage, sexual exploitation, sexually transmitted infections and early and unwanted pregnancy.

Guidance for scaling up CSE

- UNESCO's International technical guidance:
  https://unesdoc.unesco.org/ark:/48223/pf0000260770
- UNFPA's operational guidance:
  https://www.unfpa.org/publications/unfpa-operational-guidance-comprehensive-sexuality-education
- International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education (UNFPA):
  https://www.unfpa.org/publications/international-technical-and-programmatic-guidance-out-school-comprehensive-sexuality
- Plan International, Putting the C in CSE: Standards for Content, Delivery and Environment of Comprehensive Sexuality Education" https://plan-international.org/publications
- Population Council and IPPF's 'It's All One Curriculum'
  https://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-

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[3] Plan International, Terre des Hommes, Defence for Children and ECPAT: "Setting the agenda: incubating a girls platform for action," 2020: https://plan-international.org/publications/setting-agenda-girls-platform-action

- WHO Standards for sexuality education in Europe: https://www.bzga-whocc.de/en/publications/standards-in-sexuality-education/
- GEM Report and UNESCO Policy Paper 39: Facing the facts: the case for comprehensive sexuality education: https://unesdoc.unesco.org/ark:/48223/pf0000368231/PDF/368231eng.pdf.multi
- Plan International France, UNESCO, french Mofa : "Beijing+25 : generation equality begins with adolescent girls education" : (French) https://www.plan-international.fr/rapport-pekin25-la-generation-egalite-commence-par-leducation-des-adolescentes; (English) https://unesdoc.unesco.org/ark:/48223/pf0000374579
- A new Ipas toolkit—The Full Story: Advocating for comprehensive sexuality education that includes abortion: https://www.ipas.org/news/new-advocacy-toolkit-for-sexuality-education-that-includes-abortion/