

***“We have a generational opportunity to reimagine education. We can take a leap towards forward-looking systems that deliver quality education for all as a springboard for the Sustainable Development Goals.”***

UN Secretary General, Antonio Guterres

The recommendations are based on the Beijing Platform for Action’s (BPfA) recommendations, ECE updates since 2019, UN Agreed Conclusions and UN Secretary General reports regarding education since 1995.

Through very recent discussions with governments of the ECE Region at the NGO Committee on the Status of Women-Geneva Ambassadors Breakfast Briefing series, one recurring theme backed by several good practices was the necessity to promote innovation within educational institutions to identify and invest in future teachers.

To ensure that education investment leaves no one, including all women and girls nor community, behind, this Working Group strongly advocates for these recommendations and actions in collaboration with civil society organizations.

**This research indicates a significant demand for financial incentives across all categories.**

While there is no single education initiative that will achieve optimal results everywhere, an important step is understanding how technology is best used based on specific local contexts and needs.

**1. Immediate action:** Investing and improving in sustainable infrastructures and funding quality education for all. Access to digital quality educational resources by monitoring the use of digital platforms, and understanding the take-up and effectiveness of non-digital channels, including local media, such as radio and TV. These can be used to ensure that quality education reaches more vulnerable children, and provide and fund novel incentives for all women and girls in the STEAM fields.

1.1. Quality & continuing education:

Provide more efficient and equitable investment in quality and lifelong education, through strengthened and funded early childhood education. Give better opportunities to those who have been traditionally excluded, and eradicate illiteracy, instilling the drive for critical thinking and excellence among all women and girls. Poor, rural, distant, and emergency-affected communities must be given access to adequate infrastructure, qualified educators and learning resources.

Advocate for, and issue financial support for role models, mentors, family support, and teachers, encouraging STEAM subjects and careers.

1.2. Quality conditions for educators:

"Teaching is the profession that teaches all the other professions" unknown.

Educators, including early childhood educators, must be supported and empowered by Member States to transform themselves and become agents of change, knowledge producers, facilitators, and wise guides for understanding the complex realities that the world is now facing.

To ensure that teachers and women's and girls' non-derogable right to quality education and training is implemented in accordance with existing human rights instruments, sufficient funding should be allotted in alignment with the "4 As" framework (availability, accessibility, acceptability and adaptability), whether through public, private or informal providers. "Accountability" of the teachers, the fifth "A", is to be ensured in such a way that the bureaucratic burden for teachers is lightened and their creativity and passion is supported. Moreover, the salaries should reflect the importance of the teaching profession to society.

### 1.3 Addressing limits to education:

Urgently addressing the discriminatory practices and gender inequality structures that prevent all girls and women from exercising their right to education, and to work in education systems. Protecting teachers, especially female teachers, and their working conditions must be ensured in all situations.

In the new digital era, even with limited funding, teachers must stay up to date with digital learning technologies to develop innovative teaching strategies.

### 1.4 Digital education:

An indispensable cornerstone for achieving our collective aspirations, including the BPfA for an inclusive and sustainable future is the adaptation of a novel comprehensive and intersectional approach to leave no one behind.

All women and girls must be equipped with the tools and support they need to lead and innovate in the current digital world. This requires investing in comprehensive digital literacy programs, including AI, ensuring quality (online) access to knowledge and resources, and empowering women to actively shape the digital landscape through leadership and decision-making roles.

**2. Intermediate action:** prioritizing training with a focus on the teacher's education so that all women and girls will be safeguarded from stereotyping, intimidation or worse. A reinvigorated counter offensive is necessary in order to augment the role of female leadership in the digital landscape and support of grassroots education & training programs.

### 2.1. Quality end continuing education:

Advocate for funding for gender-responsive, quality, equitable and inclusive education, lifelong learning, reskilling, vocational training and studies, and ensure that all women and girls can overcome occupational segregation and diversify their educational and occupational choices.

Continue to raise awareness nationally and locally of the importance of the role of lifelong quality education and training for all women and girls including digital, STEAM, AI, finance, and climate literacy as well as relevant and current developments technology or its pioneer fields.

#### 2.2. Quality education for educators:

Promote the training and employment of appropriately qualified teachers/facilitators for quality inclusive education and training through a gender-transformative approach, including digital technology at all levels, especially for continuing and non-formal education.

Promoting a paradigm shift towards inclusive STEAM education for all women and girls, implemented through gender-sensitive curricula.

Raise awareness regarding the barriers in employment such as lack of access to progressive training programs and harassment (ILO C190).\*

#### 2.3. Digital education:

Redouble efforts to ensure the safety and well-being of all women and girls online, fostering digital environments free of technology-facilitated GBV.

Invest to equip women and girls with critical thinking skills to combat misinformation and manipulation online and advocate for women's leadership across the education sector, especially in digital and technological research planning, design and development.

**3. Long-term action:** promote female engagement in pedagogy as central to thriving communities. Examine the impact of agile methodologies on education, particularly in the context of emerging technologies and their economic, social, and political implications. This necessitates ongoing monitoring, analysis of disaggregated data, and further research funding to comprehensively understand the effects on gender equality.

#### 3.1. Quality and continuing education:

Enhance educators capacity, agency, and freedom through initial and continuous training with the most relevant and recent training materials and tools.

Adapted and equipped infrastructures, safe and inclusive learning environments and trained educators must be acknowledged as a precondition to safeguarding education for all, and especially for those in the most excluded and deprioritized areas.

#### 3.2. Teachers education:

Address the global shortage of teachers, including for special and early childhood education. Ratify and implement the ILO conventions concerning quality working conditions, manageable workloads, competitive salaries and fair promotion opportunities must be ensured.

Encourage educational institutions at all levels to engage with teachers, and all relevant stakeholders, including students, parents, educational partners, and grassroot organizations in policy formulation, including curricular and teaching reforms.

### 3.3. Digital education:

Monitor and evaluate digital education and training outcomes, including STEAM, for all women and girls. Effective financial management systems as well as regular assessment of the impacts of the expected learning outcomes are necessary.

Strengthen accountability for gender equality and the realization of the human rights of all women and girls in education and technology.

**Footnote 3.2. Transforming the teaching profession: Recommendations and summary of deliberations of the United Nations Secretary- General’s High-Level Panel on the Teaching Profession, Geneva: International Labour Office, 2024. © ILO Para 17 at pp 6.**

Footnote Agile methodologies:

### 1. Design thinking

<https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

<https://online.hbs.edu/blog/post/what-is-design-thinking>

### 2. Agile Manifesto

<https://www.agilealliance.org/agile101/12-principles-behind-the-agile-manifesto/>

A recent ILO report confirmed (2024) these aspirations, that to inspire and attract young people into the profession, countries should promote public recognition of the teaching profession through advocacy and coherent policies, messaging that acknowledges teachers’ social importance and professional expertise, and recognition of outstanding teachers.” This recognition must continue throughout a teacher’s career \*\*

In some countries, especially in impoverished areas, even within developed countries, school systems are still underfinanced and under-resourced and fail to deliver a high-quality education where women and girls in marginalized groups, ethnic or religious minorities, with disabilities, indigenous populations, are still among the most excluded. They have not been able to acquire even the most basic literacy and numeracy skills.