

B+30 CS Forum Workshop on Education and Training of Women



From the 19th to the 20th of October, the Beijing +30 Review for Civil Society in the UNECE region took place in Geneva, organized by the NGO Committee on the Status of Women-Geneva. The involvement of civil society was vital, as NGO CSW Geneva encouraged all NGOs to engage in the review process of the 12 critical concerns of the Beijing Platform for Action (BPfA).

The BPfA highlights lifelong quality education and training as essential for the development of all women and girls. The Commission on the Status of Women (CSW) emphasized the importance of lifelong learning, updated curricula, and reskilling/upskilling. The theme for the workshop was "Education and Training of Women" and it featured key recommendations for improvement through Immediate, Intermediate, and Long-term Actions.

These three key topics included quality and continuing education, teacher education, and digital education. During the workshop, we stressed the need to ensure inclusive education and raise awareness of the importance of lifelong learning for all women and girls, especially in STEAM and digital literacy. Challenges to achieving quality and continuing education were identified, such as cultural norms, gender bias, and the lack of safe and accessible schools.

The necessity of educators, including teachers, facilitators, and trainers, in ensuring high-quality education was also highlighted. Some of the obstacles to teacher education

include an insufficient number of qualified teachers, difficult working conditions, cyberbullying, undervalued status, pay inequity, and a lack of awareness about the need for improvement.

The importance of advancing digital literacy to enable all women and girls to engage in online knowledge and information sharing, digital entrepreneurship, and remote work was also discussed. Negative social norms, gender discrimination, skill development stereotyping, and concerns about digital technology safety prevent many women and girls from acquiring digital skills.

Several action points were recommended at the workshop, such as increasing financing and resources for educational and training needs, addressing the global shortage of teachers, implementing lifelong learning for all women and girls, including teachers, facilitating the transition of women into new occupations through lifelong educational initiatives, and equipping all women and girls with the tools and support needed to lead and innovate in the digital world.

In the workshop's interactive part, participants could exchange ideas and practices on education and training in different countries and societies. Emerging themes for the workshop included the following :

- Importance of Teacher Self-Awareness: Teachers need to be mindful of their attitudes and adapt their approach to support students effectively.
- Role of Parents and Community: Involving parents and the community is crucial for a supportive learning environment and addressing challenges like mental health.
- Focus on Gender Equality and Bias: Educators should be trained to tackle stereotypes and foster a more inclusive classroom.
- Encouraging Emotional and Critical Thinking Skills: Developing these skills is essential for preparing students for the future.
- Systemic Inequities in Teaching: The teaching profession faces systemic barriers, including racism, underfunding, and poor infrastructure, especially in marginalized and indigenous communities. These issues limit access to resources and impact the quality of education.
- Gender Disparities in the Profession: Teaching is often seen as a feminized field, contributing to pay gaps, limited career advancement opportunities, and a low societal status for educators. This is particularly evident in Early Childhood Education (ECE), where there are very few male teachers, reinforcing traditional gender roles.
- Balancing Work and Personal Life: Many female teachers juggle work and family responsibilities, which restricts their advancement and professional development opportunities. This imbalance often affects their ability to pursue higher pay and leadership roles within the field.
- Varying Teacher Status Across Regions: Teacher status and opportunities differ greatly between regions. In countries like the UK, teachers face structural

challenges that hinder access to proper training, while other European countries may offer more support and flexibility for professional growth.

Finally, one conclusion became clear: there is a significant need for financing, positive involvement, and cooperation from governments, organizations, and individuals to advance quality lifelong education and training for all women and girls.

Statement: https://docs.google.com/document/d/1br-R2C4MaZNIMrOrKaRgh4t_Gjv4zch-/edit?usp=share_link&oid=108461043539484297510&rtpof=true&sd=true



Speakers:

- **Lora Nasika** - SIE
- **Berthe De Vos-Neven** - SI
- **Sandra Aboagye Brenyah** - WFWPI
- **Carolyn Handschin** - WFWPI
- **Dina Pacis** - WILO
- **Teri Marcos** - WILO
- **Nilsa Thorsos** – WILO
- **Connie Newman** - MWIA

