



MEMORANDUM

FOR : **The Directors**
Biodiversity Management Bureau
Ecosystems Research and Development Bureau
Environmental Management Bureau
Forest Management Bureau

Climate Change Service

FROM : **The OIC Director**
Policy and Planning Service

SUBJECT : **REQUEST FOR COMMENTS/INPUTS ON THE ZERO DRAFT HUMAN RIGHTS COUNCIL (HRC) RESOLUTION ON THE REALIZATION OF THE EQUAL ENJOYMENT OF THE RIGHT TO EDUCATION BY EVERY GIRL**

DATE : 03 OCT 2023

This pertains to the letter from Ms. Nadine Rosario M. Morales, Acting Head of the Office of United Nations and International Organizations, Department of Foreign Affairs, requesting for inputs to the enclosed Zero Draft Human Rights Council (HRC) Resolution on the Realization of the Equal Enjoyment of the Right to Education by Every Girl being deliberated at the 54th Session of the Human Rights Council.

The draft resolution is being spearheaded by the United Kingdom and United Arab Emirates and also emphasizes that the full realization of the right to education is an essential condition for achieving sustainable development goals and addressing climate and environmental change.

In relation to this, please be informed that this Office prepared the following initial inputs to the zero draft for your concurrence and/or additional comments/inputs, if any:

- 1) On PP14, include the *“policy making process, women’s suffrage on electing climate and environmental leaders and advocates”* in the provision to state as *“Recognizing that the right to education is a multiplier right that supports the empowerment of all women and girls to claim their human rights, including the right to participate in the conduct of public affairs such as dealing with climate and environmental action and disaster risk reduction as well as in economic, social and cultural life, and to fully, equally and meaningfully participate in the decision making **and policy making process, women’s suffrage on electing climate and***

- environmental leaders and advocates*, and the transformative potential of education for every girl.”
- 2) On item e under OP5. Urges all states, include “***building climate-smart facilities.***”
 - 3) Include additional provision on OP6. Calls upon States to state as “***Ensure that educational institutions teach mental health literacy and awareness among girls, and coping mechanisms to mental health stresses brought by climate and environmental changes/shocks, severe weather or climate conditions that cause devastating impacts on communities and ecosystems.***”
 - 4) Include the significant role of young women in sustaining, managing, and protecting the communities and natural resources.

We appreciate receiving your inputs/concurrence on or before **October 03, 2023**. You may send the advance copy of your inputs to psddivision@gmail.com.

For information and consideration.


CHERYL LOISE T. LEAL



DEPARTMENT OF FOREIGN AFFAIRS
KAGAWARAN NG UGNAYANG PANLABAS

OFFICE OF UNITED NATIONS AND INTERNATIONAL ORGANIZATIONS

20 September 2023

Sir/Madam:

The Department of Foreign Affairs respectfully refers to the enclosed zero draft Human Rights Council (HRC) Resolution on the Realization of the Equal Enjoyment of the Right to Education by Every Girl being deliberated at the 54th Session of the Human Rights Council. The draft resolution is being spearheaded by the United Kingdom and United Arab Emirates.

The draft resolution emphasizes that the full realization of the right to education is an essential condition for achieving sustainable development goals and addressing climate and environmental change.

The Department would highly appreciate receiving inputs on the draft resolution **by 25 September 2023** through email address unio.div6@dfa.gov.ph for onward submission to the Philippine Permanent Mission to the United Nations in Geneva.

With our highest esteem and best wishes.

Very truly yours,
For the Secretary of Foreign Affairs:

A handwritten signature in black ink, appearing to read "Nadine Rosario M. Morales".

NADINE ROSARIO M. MORALES
Acting Head of Office

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Department of Environment and Natural Resources

- 5) **HON. RACHEL ANNE S. HERRERA**
Commissioner
Climate Change Commission

CC: DFA-OUMAIER

Philippine Permanent Mission to the UN in Geneva

UNIO-6-4383-2023 (jsr/jj)

Human Rights Council

Fifty-fourth session

11 September – 13 October 2023

Agenda item 3

**Promotion and protection of all human rights, civil,
political, economic, social and cultural rights,
including the right to development**

Pre-zero draft resolution

Realization of the equal enjoyment of the right to education by every girl

The Human Rights Council,

Guided by the principles and purposes of the Charter of the United Nations,

PP1 Reaffirming the human right of everyone to education, which is enshrined in, inter alia, the Universal Declaration of Human Rights and other relevant international human rights instruments, including the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the International Convention on the Elimination of All Forms of Racial Discrimination, [PP1 HRC 47/5]

PP2 Recalling all relevant Human Rights Council resolutions, in particular resolutions ~~32/20 of 1 July 2016, 35/22 of 22 June 2017, 47/5 of 26 July 2021~~ [Updated PP2 HRC 47/5]

PP3 Recalling also that gender equality and the right to education have been recognized in the Vienna Declaration and Programme of Action, the Programme of Action of the International Conference on Population and Development, the Beijing Declaration and Platform for Action and the outcome documents of their review conferences, [PP3 HRC 47/5]

~~Reaffirming General Assembly resolution 70/1 of 25 September 2015, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, in which the Assembly addressed the need to achieve gender equality and the empowerment of all women and girls in order to ensure that no one is left behind, and stated that the systematic mainstreaming of a gender perspective in the implementation of the 2030 Agenda for Sustainable Development is crucial,~~

PP4 Recognizing that the full realization of the right to education for all is an essential condition for achieving sustainable development and addressing climate and environmental change, and in this regard encouraging States to effectively implement the 2030 Agenda, including Sustainable Development Goal 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, underlining the commitment therein to eliminate gender disparities in education, and Goal 5 on achieving gender equality and empowering all women and girls, [Updated PP5 47/5]

PP5 Recalling the need to ensure that all children enjoy the right to education and are ensured equal access to quality early childhood development, care and pre-primary education so that they are ready for primary education, the need to eliminate gender disparities in education by 2030, and the need to build and upgrade education facilities that are child-focused, disability- and gender-sensitive and provide safe, non-violent, inclusive, accessible and effective learning environments for all, [PP6 47/5]

Recalling also the Incheon Declaration: Education 2030 — towards inclusive and equitable-quality education and lifelong learning for all, adopted at the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015,

PP6 Noting with appreciation the work carried out by all relevant organs, bodies and mechanisms of the United Nations system within their respective mandates, in particular the United Nations Children's Fund and the United Nations Educational, Scientific and Cultural Organization, the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women), the United Nations Population Fund, the United Nations Environment Programme, and the Office of the United Nations High Commissioner for Human Rights, as well as the efforts of organizations and civil society to promote all girls' full and equal enjoyment of the right to education, [Updated PP8 HRC 47/5]

PP7 Deeply concerned that approximately 1 billion children are at risk from climate change impacts, which can disproportionately affect the enjoyment of human rights including the right to education by all women and girls particularly the most marginalised, those internally displaced, those living with disabilities, or living in rural areas [NEW]

PP7bis Deeply concerned also that climate change can impose demands and pressures on households where girls are disproportionately impacted, including through ingrained gender inequalities, stereotypes and structural discrimination that may prevent many girls from accessing and completing at least 12 years of quality education [Based on PP7 HRC 47/5]

PP8 Deeply concerned further that climate and environmental disasters are increasing in severity and occurring almost five times as frequently as fifty years ago, disrupting the education of 40 million children a every year through impacts such as school closures, reduced funding -and resources, and provision of education by state actors. [NEW]

PP9 Deeply concern also that according to the United Nations Educational, Scientific and Cultural Organisations 118.5 million girls are out of school, 11 million are at risk of dropping out of school, 15 million girls will never enter a classroom, 18,7 million school aged children will be affected by natural disasters and the effect of climate change and if current trends continue, by 2025 climate change could be a contributing factor in preventing approximately 12.5 million girls from completing their education each year [NEW]

PP10 Noting with deep concern also that girls living in situations of fragility, climate and environmental change face higher barriers to -enjoying their right to education such as forced displacement, child, early and forced marriage, sexual and gender-based violence including within school and during girls' journeys to and from school, threats of attacks and violence related to attending school, lack of security and essential facilities that meet the needs of female students and teachers and 'girl-friendly' infrastructure and lack of empowerment including on economic grounds. [Based on PP21 HRC 47/5]

PP11 Deeply concerned that those facing the greatest threats from environmental and pandemic risks are often the most vulnerable and marginalised communities, including girls, and are the least resilient and least well equipped in terms of education, capacity, and resources,-[NEW based on HRC 52/44]

PP12 Reiterating that access to quality education is essential for girls including the most marginalised, those living with disabilities and those living in rural areas, to protect and defend their human rights from potentially harmful climate and environmental impacts [NEW based on HRC 52/33]

PP13 Deeply concerned that the lack of access to safe and adequate water and sanitation services, including for menstrual health and hygiene management, especially in schools, and in situations of fragility and displacement due to climate shocks, negatively affects gender equality and women's and girls' enjoyment of human rights, including the rights to education and the highest attainable standard of physical and mental health, and that widespread silence and stigma surrounding menstruation and menstrual hygiene mean that women and girls often lack basic information and

education thereon and are excluded and stigmatized, and are thus prevented from realizing their full potential, including in accessing at least 12 years of quality education [Updated PP19 HRC 47/5]

PP13 bis: Recognizes that education can play a key role in preventing, mitigating and life-saving actions during climate shocks and environmental damage and natural disasters by educating girls, adolescent girls and young women on how to prepare, respond, utilize technology and take action during climate crisis and disasters, and stresses that equal access to inclusive, equitable and quality education provides them with opportunities, capacities and understanding that enable women's full, equal, effective and meaningful participation and strengthen the voice, agency and leadership of women and girls in climate, environmental and disaster risk action [NEW]

PP14 *Recognizing* that the right to education is a multiplier right that supports the empowerment of all women and girls to claim their human rights, including the right to participate in the conduct of public affairs such as dealing with climate and environmental action and disaster risk reduction as well as in economic, social and cultural life, and to fully, equally and meaningfully participate in the decision-making processes that shape society, and the transformative potential of education for every girl, [Updated PP10 HRC 47/5]

PP15 Also recognising the transformative potential of access to free, safe, inclusive and quality education and lifelong learning in developing girls as powerful leaders and agents in tackling and responding to climate change, as girls' education has been identified as one of the most important socioeconomic determinants in reducing vulnerability to climate change, with every additional year of schooling for girls leading to significant improvements in a country's overall resilience to climate-related disasters, [NEW]

~~Reaffirming the equal right of every child to education without discrimination of any kind, and concerned by the continuation of the multiple and intersecting forms of discrimination faced by girls,~~

~~Recognizing that gender stereotypes about the role of women and girls underpin many of the barriers to girls' equal enjoyment of access to at least 12 years of quality education, and that stereotypes are also perpetuated in school curricula and materials,~~

~~Deeply concerned by the wide ranging, negative impact of the coronavirus disease (COVID-19) pandemic on the equal right of every child to education and on the realization of the equal enjoyment of the right to education by every girl, as an estimated 11 million girls are at risk of not returning to school,~~

~~Deeply concerned also by the mass school closures and the estimated 58 million children who were not enrolled in primary school prior to the COVID-19 pandemic, of which approximately 54 per cent were girls,~~

~~Deeply concerned further that the disproportionate impact of the COVID-19 pandemic on the social and economic situation of all women and girls and their access to education, and the reported surge of sexual and gender based violence, including domestic violence, and violence and sexual harassment in digital contexts, during lockdowns, are deepening already existing inequalities and risks, reversing the progress made in achieving gender equality and the empowerment of all women and girls in recent decades,~~

~~Recognizing that, despite gains in providing access to quality education, rural girls are still more likely than rural boys to remain excluded from education and that among the gender-specific barriers to girls' equal enjoyment of their right to education are the feminization of poverty, child labour undertaken by girls, child, early and forced marriage, female genital mutilation, early and repeat pregnancies, all forms of violence, including gender based violence, abuse and harassment on the way to, from and at school and in the technology mediated environment, the disproportionate share of unpaid care and domestic work performed by girls, and gender stereotypes and negative social norms~~

~~that lead families and communities to place less value on the education of girls than that of boys and may influence the decision of parents to allow girls to attend school,~~

~~Noting with concern that millions of girls are engaged in child labour and its worst forms, including those who have been victims of trafficking in persons and affected by armed conflict and humanitarian emergencies, that children without nationality or birth registration are vulnerable to trafficking in persons and child labour, and that many children face the A/HRC/RES/47/5 3 double burden of having to combine economic activities with unpaid care and domestic work, which deprive them of their childhood and hamper the full enjoyment of their right to education and opportunities for decent employment in the future, and noting in this regard the need to recognize, reduce and redistribute girls' disproportionate share of unpaid care and domestic work,~~

~~Noting with concern also that, despite gains in providing access to education, girls are still more likely than boys to remain excluded from primary and secondary education, and recognizing that the attendance of girls at school can be affected by negative perceptions of menstruation and by lack of means to maintain safe personal hygiene, such as water, sanitation and hygiene facilities in schools that meets the needs of girls,~~

~~Deeply concerned also that humanitarian crises and armed conflicts are depriving children, especially girls and girls with disabilities, of access to education, and that this has been further exacerbated by the COVID-19 pandemic, resulting in girls being two and a half times more likely than boys to be out of school in these settings,~~

~~Deploring attacks on and the abduction of girls because they attend or wish to attend school, as well as all attacks, including terrorist attacks, on educational institutions as such, their students and staff, and during girls' journeys to school, and strongly recognizing the negative impact that such attacks have on the progressive realization of the right to education, in particular of girls, and the obligations of States to provide an enabling and secure environment to ensure the safety of schools,~~

~~Noting that the impact of the COVID-19 pandemic has disproportionately affected persons in vulnerable situations and that marginalized girls are at a high risk of not returning to school,~~

~~Stressing the crucial importance of the contribution of parliamentarians, national human rights institutions and civil society, including non-governmental organizations, women's rights organizations, faith actors and institutions and youth organizations, to ensuring the equal enjoyment of the right to education by every girl~~

PP16 Determined to give full effect to the right to education and to guarantee that this right is recognized and exercised without discrimination of any kind, [\[PP23 HRC 47/5\]](#)

~~OP1. Recognizes that the COVID-19 pandemic has generated a global learning crisis that risks reversing decades of progress and exacerbating the barriers that all girls face in the realization of their equal enjoyment of the right to education, and notes in this regard the statements made by the Secretary General, the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund and other United Nations agencies and bodies indicating that evidence from past epidemics shows that adolescent girls are at particular risk of dropping out of school or not returning to school, even after the crisis is over;~~

OP 1. *Reaffirms* that the right to education, enshrined in international human rights law, can help enable the realization of many other human rights, particularly for girls; [\[OP2 HRC 47/5\]](#)

OP2. *Recognizes* that the realization of the equal enjoyment of the right to education by every girl is crucial to achieving the Sustainable Development Goals, particularly Goals 4 and 5, by promoting tolerance, increasing all girls' agency, autonomy and empowering towards the their full,

~~equal and meaningful participation of all girls in society and to leave no one behind and that education promotes tolerance and can build greater peace, security and stability; [Updated OP3 HRC 47/5]~~

OP3. Further recognises the critical role of access to at least 12 years of safe, free inclusive and quality education for all girls in tackling climate and environmental change, including increasing communities' resilience and adaptive capacity to climate and environmental shocks and the transition to net-zero and greening economies [NEW]

OP4. Welcomes the education and gender equality focus in the 28th Conference of the Parties to the UN Framework Convention on Climate Change (COP28 UAE), particularly with the inclusion of thematic days on gender equality and youth, children, education, and skills [NEW]

~~OP4. Calls upon States to place greater emphasis on ensuring at least 12 years of quality education for all girls in the COVID-19 recovery effort, as applicable, including catch up, non formal and literacy education for those who have not received formal A/HRC/RES/47/5 4 education, and special, well-financed initiatives for keeping girls in school and ensuring their return to school throughout post primary education, and to promote access to skills and entrepreneurship training for girls;~~

OP5. Urges all States:

a. To strengthen and intensify their efforts to take deliberate, concrete and targeted steps for every girl to fully realize the equal enjoyment of the right to education, to eliminate legal, administrative, financial, structural, physical, communication, social and cultural barriers that hinder girls' equal enjoyment of the right to education, and to appropriately ensure non-discrimination in the admission of ~~girls and boys~~ any child at all levels of education, particularly when designing policy measures, programmes and resource allocations; [Updated OP5a HRC 47/5]

b. To review, repeal and eliminate, as appropriate, laws, policies and practices that negatively affect the right to education of every girl, in accordance with international human rights obligations, including discriminatory laws, policies, practices, customs, traditions or religious considerations, financial barriers, all forms of violence, including sexual and gender-based violence and harassment on the way to and from school and in the school environment, the worst forms of child labour, early pregnancy, harmful practices such as female genital mutilation, gender stereotypes ~~and~~ child, early and forced marriage and barriers to menstrual hygiene management [Updated OP5b HRC 47/5]

c. To recognise that discriminatory gender norms which deny girls' their right to education, prevent them from fulfilling their leadership potential as agents for change and undermine opportunities to tackle the triple planetary crises of climate change, environmental degradation, and loss of biodiversity [NEW]

~~To eliminate gender stereotypes from all educational processes, practices and teaching materials, including through periodic review and revision of school curricula, textbooks, programmes and teaching methods, and the inclusion of human rights education, including on gender equality and non-discrimination, as part of the mandatory school curriculum, and to ensure that all girls are encouraged to freely choose non-traditional fields of study;~~

d. To ensure that all girls, including married and/or pregnant adolescents and young mothers, as well as single mothers, can continue and complete their education before, during and after climate shocks, and in this regard, design, implement and where applicable, revise educational policies to allow them to remain in and return to school, providing them with access to sexual and reproductive health-care services and information, as well as social services and financial and psychological support including in situations of and unusually severe weather or climate conditions that cause devastating impacts on communities and ecosystems; [Updated OP 6c HRC/47/5]

~~To provide all girls with adequate access to water and safe, separate and quality sanitation facilities in schools and to promote appropriate hygiene behaviour and educational and health practices, in collaboration with civil society and other relevant actors, in order to foster a culture in which~~

~~menstruation is recognized as healthy and natural and girls are not stigmatized on this basis, addressing the negative social norms around the issue and recognizing that girls' attendance at school can be affected by negative perceptions of menstruation and by lack of means to maintain safe personal hygiene, such as water, sanitation and hygiene facilities in schools that meet the needs of girls;~~

c. To strengthen efforts to address climate and environmental change in and through education by building resilient, climate-smart school systems that equip all learners with the knowledge, skills, and agency to adapt to the challenges of a changing climate and act as agents of change for their future, including by promoting science, technology, engineering, and mathematics subjects for all girls [NEW]

f. To ensure that educational institutions teach all children the basic foundational skills of literacy, numeracy, and socio-emotional learning to allow them to progress and equip them with the skills, qualifications, and support to transition from education into work, particularly supporting girls and adolescents to equally access good quality employment, including within the fields of environment and science [NEW]

OP6. Calls upon States:

a. To promote the progressive realization of girls' right to education by providing them with access to at least 12 years of safe, quality and inclusive education by implementing appropriate measures, as applicable, including in situations of crisis, and unusually severe weather or climate conditions that cause devastating impacts on communities and ecosystems, eliminating barriers to enable their return to school in the immediate aftermath of the COVID-19 pandemic and promoting continuous education throughout the pandemic [updated OP6a HRC 47/5]

b. To strengthen and intensify their efforts to prevent and eliminate all forms of school-related gender-based violence and harassment against girls, including in crisis situations and extreme weather or climate conditions, to hold accountable those responsible for those acts; [Updated OP6b HRC 47/5]

c. To ensure promote and protect the rights of women and girls including married and/or pregnant adolescents and young mothers, as well as single mothers, to equal access to education through enhanced emphasis on free and quality primary and secondary education and by providing additional targeted support for girls as they reach adolescence when gender-specific barriers start to multiply and increase the risk of girls dropping out of school; can continue and complete their education, and in this regard design, implement and, where applicable, revise educational policies to allow them to remain in and return to school, providing them with access to sexual and reproductive health care services, as well as social services and financial and psychosocial support [Updated OP6c HRC 47/5]

~~;~~OP7. Calls upon States, as part of efforts to support the realisation of the equal enjoyment of the right to education by all, to integrate education sector resilience objectives into national climate plans and policies and develop an inclusive action plan for more sustainable, resilient, and climate-smart education systems; [NEW]~~-~~

~~-Also calls upon States to promote and protect the right of women and girls to equal access to education through enhanced emphasis on free and quality primary and secondary education, including catch-up and literacy education for those who have not received formal education, have left school early or were forced to leave school because of, inter alia, marriage, pregnancy and/or childbirth, on re-entry policies and on vocational training and skills development, which empower young women and girls subjected to child, early and forced marriage to make informed decisions about their lives, employment, economic opportunities and health, including through scientifically accurate, age-appropriate comprehensive education, relevant to cultural contexts, that provides adolescent girls and A/HRC/RES/47/5 5 boys and young women and men, in and out of school, consistent with their evolving capacities, with information on sexual and reproductive health, gender equality and the empowerment of women, human rights, physical, psychological and pubertal development and power~~

~~in relationships between women and men, to enable them to build self esteem and informed decision-making, communication and risk reduction skills, and to develop respectful relationships, in full partnership with young persons, parents, legal guardians, caregivers, educators and health care providers, in order to contribute to ending child, early and forced marriage;~~

~~Urges States to promote long term awareness raising initiatives in education, in communities, in the media and online, engaging men and boys, through the incorporation of curricula on all women's and girls' rights into teacher training courses, on topics including the root causes of gender based discrimination;~~

~~Requests States to ensure equal access to inclusive, equitable and quality education, which may require transformations in education systems, mainstreaming a gender perspective into education programmes, infrastructure development and teacher training, and in this regard calls upon States to invest in quality education, including through adequate financing, to ensure that all girls, including those who are marginalized or in vulnerable situations, enjoy their right to education on the basis of equal opportunity and non-discrimination;~~

~~10. Also requests States, in the COVID-19 recovery effort, to promote gender sensitivity and disability inclusion within education systems in planning, budgeting, implementing, monitoring and reporting, to gather data disaggregated by sex and disability and to share knowledge and experience on educational programmes and policies that support the empowerment of all girls and women;~~

~~Encourages States to support girls' access to skills development and technical and vocational education and training, such as by expanding the scope of education and training opportunities ranging from basic digital fluency to advanced technical skills in science, technology, engineering and mathematics, and in information and communications technology, and to close the digital gender divide, addressing the barriers to girls' equal and safe access to online spaces, so as not to leave girls further behind, particularly during the mass closure of schools during the COVID-19 pandemic;~~

OP8. Encourages States to strengthen the collection and use of more and better data on the impacts of climate change, to support girls' access to skills development and technical and vocational education and training as part of wider climate education curricula to enable them to become future leaders and decision makers, including in country transitions to green and blue economies and to tackle gender-based discrimination which can prevent this; [NEW]

OP9. Also Encourages States to support the global initiative of the Greening Education Partnership in its aims to harness the role of quality education in tackling climate change and build inclusive resilient education systems, -which is an important contribution in the realisation of the equal enjoyment of the right to education by all [NEW]

OP10. Also encourages States to increase financing, investments and international cooperation to provide equal opportunities for all girls to complete free, equitable, inclusive access at least 12 years of free, equitable, inclusive safe, quality education early childhood, primary and secondary education and be equipped with the knowledge, skills, and agency for climate action, including by scaling up and strengthening national, regional and international initiatives, as appropriate, such as the Greening Education Partnership, United Nations Girls' Education Initiative, the Out-of-School Children Initiative, the Global Partnership for Education and the United Nations Population Fund-United Nations Children's Fund Global Programme to Accelerate Action to End Child Marriage, and to explore additional innovative mechanisms based on models combining public and private resources, while taking appropriate action to ensure that all education providers are qualified and adequately trained and to give due respect to human rights, including the right to education; [Based on OP12 HRC 47/5]

OP11. Also calls upon States and the international community to scale up the emergency education response to ensure that children and youth are safe and learning if they are displaced from school and can then return to school when conditions allow, including ensuring that the Education

Cannot Wait and Global Partnership for Education are obtaining the necessary funding to respond to climate emergencies; [NEW]

~~Further encourages States to allocate appropriate financial and technical resources in support of country-led national education plans, and an increase in voluntary contributions to the Global Partnership for Education at the Global Education Summit in July 2021, which has a critical role to play in the global education recovery from COVID-19;~~

OP11bis Urges states to support the efforts of developing countries, particularly least developed countries, to progressively realize the right to education, in particular efforts to ensure the right to education of every girl through allocating appropriate resources, including financial and technical resources, in support of country-led national education plans; (NEW based on HRC 35/22 and OP13 HRC 47/5)

OP12. Requests States engage relevant civil society, women rights organisations, disabled peoples organisations, local communities, the private sector and other stakeholders in developing strategies to harness the power of education to tackle climate change, environmental degradation and loss of biodiversity, by empowering women, youth, families, and religious, cultural and education leaders, as well as community leaders, including members of racial and ethnic minorities communities, persons with influence and authority within communities and all other concerned groups of civil society; [NEW based on UNSC 2686 OP7]

~~15. Reaffirms the importance of continuing to develop and enhance standards and methodologies at the national, regional and international levels to improve the collection, analysis and dissemination of gender statistics and data on access to education, in particular access to universal primary education, the gender gap in youth literacy, the number of out of school children, and others;~~

~~Also reaffirms the importance of enhancing the dialogue among the United Nations Children's Fund, the United Nations Educational, Scientific and Cultural Organization, UN Women, the Special Rapporteur on the right to education and other partners who pursue the goals of girls' education with a view to promoting further the right to education and ensuring that all girls have access to at least 12 years of quality education, as applicable, in the operational activities of the United Nations system~~

~~14. Encourages international cooperation to complement the efforts of States in matters relating to girls' education, in particular with a view to effectively eliminating all forms of discrimination and stereotypes in education, and supports the efforts of the United Nations system in this regard;~~

OP13. Encourages the Office of the United Nations High Commissioner for Human Rights and relevant special procedure mandate holders to give the required attention to realizing the equal enjoyment of the right to education by every girl in carrying out their mandates and in their reporting, and to work collectively towards its realization through practical and efficient steps; [OP17 HRC 47/5]

OP14. Requests the United Nations High Commissioner for Human Rights, in consultation with States, United Nations agencies, in particular the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund, United Nations Environment Programme, UN-Women, Education Cannot Wait, the special procedures of the Human Rights Council, the treaty bodies, civil society organizations and other stakeholders, to prepare a report on how climate change can impact the realization of the equal enjoyment of the right to education by every girl, as well as highlighting how the realization of the equal enjoyment of the right to education by every girl can contribute to the climate agenda, of the COVID-19 pandemic on the realization of the equal enjoyment of the right to education by every girl, highlighting the most important challenges and barriers that girls face and making recommendations, and making recommendations, for submission to the Human Rights Council at its fifty-seventh forty-ninth session

OP15. *Decides to remain seized of the matter*



Republic of the Philippines
 Department of Environment and Natural Resources
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Document No: DENRCO - OSEC-2023-006116 **Print Date:** Monday, September 25, 2023
Sender: NADINE ROSARIO M. MORALES
Address: OFFICE OF UNITED NATIONS AND INTERNATIONAL ORGANIZATIONS
Subject: LETTER DTD 09/20/2023 REQUEST FOR THE INPUTS REGARDING THE ZERO DRAFT HUMAN RIGHTS COUNCIL (HRC) RESOLUTION ON THE REALIZATION OF THE EQUAL EJOYMENT OF THE RIGHT TO EDUCATION BY EVERY GIRL BEING DELIBERATED AT THE 54TH SESSION OF THE HUMAN RIGHTS COUNCIL
Addressee(s): Office of the Secretary (DENRCO - OSEC)
CC Addressee(s):
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For: Dir. PPS pls

Stratification:

Department of Environment and Natural Resources

Office of the Secretary

Room 501

Manila

Signature

Name

9/25/2023

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Undersecretary for Policy, Planning and International Affairs <ouppia@denr.gov.ph>

OSEC-2023-006116: LETTER-[UNIO-6- 4383]-Request for Inputs on HRC54 resolution on the Realization of Equal Enjoyment of the Right to Education by Every Girl

DENR OSEC Referral <osec.referral@denr.gov.ph>

Sat, Sep 23, 2023 at 5:28 PM

To: "Undersecretary for Policy, Planning and International Affairs" <ouppia@denr.gov.ph>

Sir/ Madam:

Respectfully referred to your good office for information and appropriate action, with EDATS No. OSEC-2023-006116.

Thank you!

NOTE: DO NOT REPLY TO THIS EMAIL. For updates, inquiries and other communications, please send to osec@denr.gov.ph.



OFFICE OF THE SECRETARY
4/F DENR Main Building
Visayas Avenue, Diliman
Quezon City

From: **Div6 UNIO** <unio.div6@dfa.gov.ph>

Date: Wed, Sep 20, 2023 at 3:59 PM

Subject: LETTER-[UNIO-6- 4383]-Request for Inputs on HRC54 resolution on the Realization of Equal Enjoyment of the Right to Education by Every Girl

To: <osec@deped.gov.ph>, PHRCS - Office of the President <officialphrcs@gmail.com>, NEDA Office of the Secretary <osec@neda.gov.ph>, Office of the Secretary <osec@denr.gov.ph>, Office of the Secretary <osec@climate.gov.ph>, <ocrh@climate.gov.ph>

Cc: Office UNIO <unio@dfa.gov.ph>, Div6 UNIO <unio.div6@dfa.gov.ph>

Dear Sir/Madam,

Please find enclosed the DFA's letter on the above subject.

Kindly acknowledge receipt of this email.

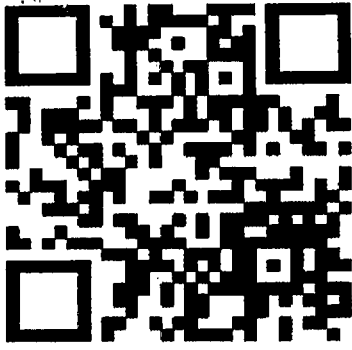
Thank you very much and kind regards.

Sincerely,

Human Rights and Humanitarian Affairs Division
Office of the United Nations & International Organizations
Department of Foreign Affairs
2330 Roxas Boulevard, Pasay City
Republic of the Philippines

Tel: (632) 834-4913, 834-3507

Fax: (632) 832 3245




UNIO

OFFICE OF UNITED NATIONS AND
INTERNATIONAL ORGANIZATIONS
unio@dfa.gov.ph

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**DEPARTMENT OF FOREIGN AFFAIRS
KAGAWARAN NG UGNAYANG PANLABAS**

OFFICE OF UNITED NATIONS AND INTERNATIONAL ORGANIZATIONS

20 September 2023

Sir/Madam:

The Department of Foreign Affairs respectfully refers to the enclosed zero draft Human Rights Council (HRC) Resolution on the Realization of the Equal Enjoyment of the Right to Education by Every Girl being deliberated at the 54th Session of the Human Rights Council. The draft resolution is being spearheaded by the United Kingdom and United Arab Emirates.

The draft resolution emphasizes that the full realization of the right to education is an essential condition for achieving sustainable development goals and addressing climate and environmental change.

The Department would highly appreciate receiving inputs on the draft resolution **by 25 September 2023** through email address unio.div6@dfa.gov.ph for onward submission to the Philippine Permanent Mission to the United Nations in Geneva.

With our highest esteem and best wishes.

Very truly yours,
For the Secretary of Foreign Affairs:

A handwritten signature in black ink, appearing to read 'Nadine Rosario M. Morales'.

NADINE ROSARIO M. MORALES
Acting Head of Office

PLEASE SEE ATTACHED DISTRIBUTION LIST:

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Secretary
Department of Environment and Natural Resources
- 5) **HON. RACHEL ANNE S. HERRERA**
Commissioner
Climate Change Commission

CC: DFA-OUMAIER

Philippine Permanent Mission to the UN in Geneva

UNIO-6-4383-2023 (jsr/jj)

Human Rights Council

Fifty-fourth session

11 September – 13 October 2023

Agenda item 3

**Promotion and protection of all human rights, civil,
political, economic, social and cultural rights,
including the right to development**

Pre-zero draft resolution

Realization of the equal enjoyment of the right to education by every girl

The Human Rights Council,

Guided by the principles and purposes of the Charter of the United Nations,

PP1 Reaffirming the human right of everyone to education, which is enshrined in, inter alia, the Universal Declaration of Human Rights and other relevant international human rights instruments, including the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the International Convention on the Elimination of All Forms of Racial Discrimination, [PP1 HRC 47/5]

PP2 Recalling all relevant Human Rights Council resolutions, in particular resolutions ~~32/20~~ of 1 July 2016, ~~35/22~~ of 22 June 2017, 47/5 of 26 July 2021 [Updated PP2 HRC 47/5]

PP3 Recalling also that gender equality and the right to education have been recognized in the Vienna Declaration and Programme of Action, the Programme of Action of the International Conference on Population and Development, the Beijing Declaration and Platform for Action and the outcome documents of their review conferences, [PP3 HRC 47/5]

~~Reaffirming General Assembly resolution 70/1 of 25 September 2015, entitled "Transforming our world: the 2030 Agenda for Sustainable Development", in which the Assembly addressed the need to achieve gender equality and the empowerment of all women and girls in order to ensure that no one is left behind, and stated that the systematic mainstreaming of a gender perspective in the implementation of the 2030 Agenda for Sustainable Development is crucial,~~

PP4 Recognizing that the full realization of the right to education for all is an essential condition for achieving sustainable development and addressing climate and environmental change, and in this regard encouraging States to effectively implement the 2030 Agenda, including Sustainable Development Goal 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, underlining the commitment therein to eliminate gender disparities in education, and Goal 5 on achieving gender equality and empowering all women and girls, [Updated PP5 47/5]

PP5 Recalling the need to ensure that all children enjoy the right to education and are ensured equal access to quality early childhood development, care and pre-primary education so that they are ready for primary education, the need to eliminate gender disparities in education by 2030, and the need to build and upgrade education facilities that are child-focused, disability- and gender-sensitive and provide safe, non-violent, inclusive, accessible and effective learning environments for all, [PP6 47/5]

~~Recalling also the Incheon Declaration: Education 2030 towards inclusive and equitable quality education and lifelong learning for all, adopted at the World Education Forum 2015, held in Incheon, Republic of Korea, from 19 to 22 May 2015,~~

PP6 Noting with appreciation the work carried out by all relevant organs, bodies and mechanisms of the United Nations system within their respective mandates, in particular the United Nations Children's Fund and the United Nations Educational, Scientific and Cultural Organization, the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women), the United Nations Population Fund, the United Nations Environment Programme, and the Office of the United Nations High Commissioner for Human Rights, as well as the efforts of organizations and civil society to promote all girls' full and equal enjoyment of the right to education, [Updated PP8 HRC 47/5]

PP7 Deeply concerned that approximately 1 billion children are at risk from climate change impacts, which can disproportionately affect the enjoyment of human rights including the right to education by all women and girls particularly the most marginalised, those internally displaced, those living with disabilities, or living in rural areas [NEW]

PP7bis Deeply concerned also that climate change can impose demands and pressures on households where girls are disproportionately impacted, including through ingrained gender inequalities, stereotypes and structural discrimination that may prevent many girls from accessing and completing at least 12 years of quality education [Based on PP7 HRC 47/5]

PP8 Deeply concerned further that climate and environmental disasters are increasing in severity and occurring almost five times as frequently as fifty years ago, disrupting the education of 40 million children a every year through impacts such as school closures, reduced funding and resources, and provision of education by state actors. [NEW]

V
class suspensions

PP9 Deeply concern also that according to the United Nations Educational, Scientific and Cultural Organisations 118.5 million girls are out of school, 11 million are at risk of dropping out of school, 15 million girls will never enter a classroom, 18.7 million school aged children will be affected by natural disasters and the effect of climate change and if current trends continue, by 2025 climate change could be a contributing factor in preventing approximately 12.5 million girls from completing their education each year [NEW]

PP10 Noting with deep concern also that girls living in situations of fragility, climate and environmental change face higher barriers to enjoying their right to education such as forced displacement, child, early and forced marriage, sexual and gender-based violence including within school and during girls' journeys to and from school, threats of attacks and violence related to attending school, lack of security and essential facilities that meet the needs of female students and teachers and 'girl-friendly' infrastructure and lack of empowerment including on economic grounds, [Based on PP21 HRC 47/5]

PP11 Deeply concerned that those facing the greatest threats from environmental and pandemic risks are often the most vulnerable and marginalised communities, including girls, and are the least resilient and least well equipped in terms of education, capacity, and resources. [NEW based on HRC 52/44]

PP12 Reiterating that access to quality education is essential for girls including the most marginalised, those living with disabilities and those living in rural areas, to protect and defend their human rights from potentially harmful climate and environmental impacts [NEW based on HRC 52/33]

PP13 Deeply concerned that the lack of access to safe and adequate water and sanitation services, including for menstrual health and hygiene management, especially in schools, and in situations of fragility and displacement due to climate shocks, negatively affects gender equality and women's and girls' enjoyment of human rights, including the rights to education and the highest attainable standard of physical and mental health, and that widespread silence and stigma surrounding menstruation and menstrual hygiene mean that women and girls often lack basic information and

education thereon and are excluded and stigmatized, and are thus prevented from realizing their full potential, including in accessing at least 12 years of quality education. [Updated PP19 HRC 47/5]

PP13 bis: Recognizes that education can play a key role in preventing, mitigating and life-saving actions during climate shocks and environmental damage and natural disasters by educating girls, adolescent girls and young women on how to prepare, respond, utilize technology and take action during climate crisis and disasters, and stresses that equal access to inclusive, equitable and quality education provides them with opportunities, capacities and understanding that enable women's full, equal, effective and meaningful participation and strengthen the voice, agency and leadership of women and girls in climate, environmental and disaster risk action [NEW]

PP14 *Recognizing* that the right to education is a multiplier right that supports the empowerment of all women and girls to claim their human rights, including the right to participate in the conduct of public affairs such as dealing with climate and environmental action and disaster risk reduction as well as in economic, social and cultural life, and to fully, equally and meaningfully participate in the decision-making processes that shape society, and the transformative potential of education for every girl, [Updated PP10 HRC 47/5]

PP15 *Also recognising* the transformative potential of access to free, safe, inclusive and quality education and lifelong learning in developing girls as powerful leaders and agents in tackling and responding to climate change, as girls' education has been identified as one of the most important socioeconomic determinants in reducing vulnerability to climate change, with every additional year of schooling for girls leading to significant improvements in a country's overall resilience to climate-related disasters, [NEW]

~~Reaffirming the equal right of every child to education without discrimination of any kind, and concerned by the continuation of the multiple and intersecting forms of discrimination faced by girls,~~

~~Recognizing that gender stereotypes about the role of women and girls underpin many of the barriers to girls' equal enjoyment of access to at least 12 years of quality education, and that stereotypes are also perpetuated in school curricula and materials,~~

~~Deeply concerned by the wide ranging, negative impact of the coronavirus disease (COVID-19) pandemic on the equal right of every child to education and on the realization of the equal enjoyment of the right to education by every girl, as an estimated 11 million girls are at risk of not returning to school,~~

~~Deeply concerned also by the mass school closures and the estimated 58 million children who were not enrolled in primary school prior to the COVID-19 pandemic, of which approximately 54 per cent were girls,~~

~~Deeply concerned further that the disproportionate impact of the COVID-19 pandemic on the social and economic situation of all women and girls and their access to education, and the reported surge of sexual and gender based violence, including domestic violence, and violence and sexual harassment in digital contexts, during lockdowns, are deepening already existing inequalities and risks, reversing the progress made in achieving gender equality and the empowerment of all women and girls in recent decades,~~

~~Recognizing that, despite gains in providing access to quality education, rural girls are still more likely than rural boys to remain excluded from education and that among the gender-specific barriers to girls' equal enjoyment of their right to education are the feminization of poverty, child labour undertaken by girls, child, early and forced marriage, female genital mutilation, early and repeat pregnancies, all forms of violence, including gender-based violence, abuse and harassment on the way to, from and at school and in the technology-mediated environment, the disproportionate share of unpaid care and domestic work performed by girls, and gender stereotypes and negative social norms~~

~~that lead families and communities to place less value on the education of girls than that of boys and may influence the decision of parents to allow girls to attend school,~~

~~Noting with concern that millions of girls are engaged in child labour and its worst forms, including those who have been victims of trafficking in persons and affected by armed conflict and humanitarian emergencies, that children without nationality or birth registration are vulnerable to trafficking in persons and child labour, and that many children face the A/HRC/RES/47/5 3 double burden of having to combine economic activities with unpaid care and domestic work, which deprive them of their childhood and hamper the full enjoyment of their right to education and opportunities for decent employment in the future, and noting in this regard the need to recognize, reduce and redistribute girls' disproportionate share of unpaid care and domestic work,~~

~~Noting with concern also that, despite gains in providing access to education, girls are still more likely than boys to remain excluded from primary and secondary education, and recognizing that the attendance of girls at school can be affected by negative perceptions of menstruation and by lack of means to maintain safe personal hygiene, such as water, sanitation and hygiene facilities in schools that meets the needs of girls,~~

~~Deeply concerned also that humanitarian crises and armed conflicts are depriving children, especially girls and girls with disabilities, of access to education, and that this has been further exacerbated by the COVID-19 pandemic, resulting in girls being two and a half times more likely than boys to be out of school in these settings,~~

~~Deploping attacks on and the abduction of girls because they attend or wish to attend school, as well as all attacks, including terrorist attacks, on educational institutions as such, their students and staff, and during girls' journeys to school, and strongly recognizing the negative impact that such attacks have on the progressive realization of the right to education, in particular of girls, and the obligations of States to provide an enabling and secure environment to ensure the safety of schools,~~

~~Noting that the impact of the COVID-19 pandemic has disproportionately affected persons in vulnerable situations and that marginalized girls are at a high risk of not returning to school,~~

~~Stressing the crucial importance of the contribution of parliamentarians, national human rights institutions and civil society, including non-governmental organizations, women's rights organizations, faith actors and institutions and youth organizations, to ensuring the equal enjoyment of the right to education by every girl~~

~~PP16 Determined to give full effect to the right to education and to guarantee that this right is recognized and exercised without discrimination of any kind, [PP23 HRC 47/5]~~

~~OP1. Recognizes that the COVID-19 pandemic has generated a global learning crisis that risks reversing decades of progress and exacerbating the barriers that all girls face in the realization of their equal enjoyment of the right to education, and notes in this regard the statements made by the Secretary General, the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund and other United Nations agencies and bodies indicating that evidence from past epidemics shows that adolescent girls are at particular risk of dropping out of school or not returning to school, even after the crisis is over;~~

~~OP 1. Reaffirms that the right to education, enshrined in international human rights law, can help enable the realization of many other human rights, particularly for girls; [OP2 HRC 47/5]~~

~~OP2. Recognizes that the realization of the equal enjoyment of the right to education by every girl is crucial to achieving the Sustainable Development Goals, particularly Goals 4 and 5, by promoting tolerance, increasing all girls' agency, autonomy and empowering towards the their full,~~

equal and meaningful participation of all girls in society and to leave no one behind and that education promotes tolerance and can build greater peace, security and stability; [Updated OP3 HRC 47/5]

OP3. Further recognises the critical role of access to at least 12 years of safe, free inclusive and -quality education for all girls in tackling climate and environmental change, including increasing communities' resilience and adaptive capacity to climate and environmental shocks and the transition to net-zero and greening economies [NEW]

OP4. Welcomes the education and gender equality focus in the 28th Conference of the Parties to the UN Framework Convention on Climate Change (COP28 UAE), particularly with the inclusion of thematic days on gender equality and youth, children, education, and skills [NEW]

~~OP4. Calls upon States to place greater emphasis on ensuring at least 12 years of quality education for all girls in the COVID 19 recovery effort, as applicable, including catch up, non formal and literacy education for those who have not received formal A/HRC/RES/47/5 4 education, and special, well financed initiatives for keeping girls in school and ensuring their return to school throughout post primary education, and to promote access to skills and entrepreneurship training for girls;~~

OP5. Urges all States:

a. To strengthen and intensify their efforts to take deliberate, concrete and targeted steps for every girl to fully realize the equal enjoyment of the right to education, to eliminate legal, administrative, financial, structural, physical, communication, social and cultural barriers that hinder girls' equal enjoyment of the right to education, and to appropriately ensure non-discrimination in the admission of ~~girls and boys~~ any child at all levels of education, particularly when designing policy measures, programmes and resource allocations; [Updated OP5a HRC 47/5]

b. To review, repeal and eliminate, as appropriate, laws, policies and practices that negatively affect the right to education of every girl, in accordance with international human rights obligations, including discriminatory laws, policies, practices, customs, traditions or religious considerations, financial barriers, all forms of violence, including sexual and gender-based violence and harassment on the way to and from school and in the school environment, the worst forms of child labour, early pregnancy, harmful practices such as female genital mutilation, gender stereotypes and child, early and forced marriage and barriers to menstrual hygiene management [Updated OP5b HRC 47/5]

c. To recognise that discriminatory gender norms which deny girls' their right to education, prevent them from fulfilling their leadership potential as agents for change and undermine opportunities to tackle the triple planetary crises of climate change, environmental degradation, and loss of biodiversity [NEW]

~~To eliminate gender stereotypes from all educational processes, practices and teaching materials, including through periodic review and revision of school curricula, textbooks, programmes and teaching methods, and the inclusion of human rights education, including on gender equality and non-discrimination, as part of the mandatory school curriculum, and to ensure that all girls are encouraged to freely choose non-traditional fields of study;~~

d. To ensure that all girls, including married and/or pregnant adolescents and young mothers, as well as single mothers, can continue and complete their education before, during and after climate shocks, and in this regard, design, implement and where applicable, revise educational policies to allow them to remain in and return to school, providing them with access to sexual and reproductive health-care services and information, as well as social services and financial and psychological support including in situations of and unusually severe weather or climate conditions that cause devastating impacts on communities and ecosystems; [Updated OP 6c HRC/47/5]

~~To provide all girls with adequate access to water and safe, separate and quality sanitation facilities in schools and to promote appropriate hygiene behaviour and educational and health practices, in collaboration with civil society and other relevant actors, in order to foster a culture in which~~

~~menstruation is recognized as healthy and natural and girls are not stigmatized on this basis, addressing the negative social norms around the issue and recognizing that girls' attendance at school can be affected by negative perceptions of menstruation and by lack of means to maintain safe personal hygiene, such as water, sanitation and hygiene facilities in schools that meet the needs of girls;~~

e. To strengthen efforts to address climate and environmental change in and through education by building resilient, climate-smart school systems that equip all learners with the knowledge, skills, and agency to adapt to the challenges of a changing climate and act as agents of change for their future, including by promoting science, technology, engineering, and mathematics subjects for all girls [NEW]

f. To ensure that educational institutions teach all children the basic foundational skills of literacy, numeracy, and socio-emotional learning to allow them to progress and equip them with the skills, qualifications, and support to transition from education into work, particularly supporting girls and adolescents to equally access good quality employment, including within the fields of environment and science [NEW]

OP6. Calls upon States:

a. To promote the progressive realization of girls' right to education by providing them with access to at least 12 years of safe, quality and inclusive education by implementing appropriate measures, as applicable, including in situations of crisis, and unusually severe weather or climate conditions that cause devastating impacts on communities and ecosystems, eliminating barriers to enable their return to school in the immediate aftermath of the COVID-19 pandemic and promoting continuous education throughout the pandemic [updated OP6a HRC 47/5]

b. To strengthen and intensify their efforts to prevent and eliminate all forms of school-related gender-based violence and harassment against girls, including in crisis situations and extreme weather or climate conditions, to hold accountable those responsible for those acts; [Updated OP6b HRC 47/5]

c. To ensure promote and protect the rights of women and girls including married and/or pregnant adolescents and young mothers, as well as single mothers, to equal access to education through enhanced emphasis on free and quality primary and secondary education and by providing additional targeted support for girls as they reach adolescence when gender-specific barriers start to multiply and increase the risk of girls dropping out of school; can continue and complete their education, and in this regard design, implement and, where applicable, revise educational policies to allow them to remain in and return to school, providing them with access to sexual and reproductive health care services, as well as social services and financial and psychosocial support [Updated OP6c HRC 47/5]

;-OP7. Calls upon States, as part of efforts to support the realisation of the equal enjoyment of the right to education by all, to integrate education sector resilience objectives into national climate plans and policies and develop an inclusive action plan for more sustainable, resilient, and climate-smart education systems; [NEW]-

~~-Also calls upon States to promote and protect the right of women and girls to equal access to education through enhanced emphasis on free and quality primary and secondary education, including catch-up and literacy education for those who have not received formal education, have left school early or were forced to leave school because of, inter alia, marriage, pregnancy and/or childbirth, on re-entry policies and on vocational training and skills development, which empower young women and girls subjected to child, early and forced marriage to make informed decisions about their lives, employment, economic opportunities and health, including through scientifically accurate, age-appropriate comprehensive education, relevant to cultural contexts, that provides adolescent girls and A/HRC/RES/47/5 5 boys and young women and men, in and out of school, consistent with their evolving capacities, with information on sexual and reproductive health, gender equality and the empowerment of women, human rights, physical, psychological and pubertal development and power~~

~~in relationships between women and men, to enable them to build self-esteem and informed decision-making, communication and risk reduction skills, and to develop respectful relationships, in full partnership with young persons, parents, legal guardians, caregivers, educators and health-care providers, in order to contribute to ending child, early and forced marriage;~~

~~Urges States to promote long-term awareness-raising initiatives in education, in communities, in the media and online, engaging men and boys, through the incorporation of curricula on all women's and girls' rights into teacher training courses, on topics including the root causes of gender-based discrimination;~~

~~Requests States to ensure equal access to inclusive, equitable and quality education, which may require transformations in education systems, mainstreaming a gender perspective into education programmes, infrastructure development and teacher training, and in this regard calls upon States to invest in quality education, including through adequate financing, to ensure that all girls, including those who are marginalized or in vulnerable situations, enjoy their right to education on the basis of equal opportunity and non-discrimination;~~

~~10. Also requests States, in the COVID-19 recovery effort, to promote gender sensitivity and disability inclusion within education systems in planning, budgeting, implementing, monitoring and reporting, to gather data disaggregated by sex and disability and to share knowledge and experience on educational programmes and policies that support the empowerment of all girls and women;~~

~~Encourages States to support girls' access to skills development and technical and vocational education and training, such as by expanding the scope of education and training opportunities ranging from basic digital fluency to advanced technical skills in science, technology, engineering and mathematics, and in information and communications technology, and to close the digital gender divide, addressing the barriers to girls' equal and safe access to online spaces, so as not to leave girls further behind, particularly during the mass closure of schools during the COVID-19 pandemic;~~

OP8. Encourages States to strengthen the collection and use of more and better data on the impacts of climate change, to support girls' access to skills development and technical and vocational education and training as part of wider climate education curricula to enable them to become future leaders and decision makers, including in country transitions to green and blue economies and to tackle gender-based discrimination which can prevent this; [NEW]

OP9. Also Encourages States to support the global initiative of the Greening Education Partnership in its aims to harness the role of quality education in tackling climate change and build inclusive resilient education systems, -which is an important contribution in the realisation of the equal enjoyment of the right to education by all [NEW]

OP10. Also encourages States to increase financing, investments and international cooperation to provide equal opportunities for all girls to complete free, equitable, inclusive access at least 12 years of free, equitable, inclusive safe, quality education early childhood, primary and secondary education and be equipped with the knowledge, skills, and agency for climate action, including by scaling up and strengthening national, regional and international initiatives, as appropriate, such as the Greening Education Partnership, United Nations Girls' Education Initiative, the Out-of-School Children Initiative, the Global Partnership for Education and the United Nations Population Fund-United Nations Children's Fund Global Programme to Accelerate Action to End Child Marriage, and to explore additional innovative mechanisms based on models combining public and private resources, while taking appropriate action to ensure that all education providers are qualified and adequately trained and to give due respect to human rights, including the right to education; [Based on OP12 HRC 47/5]

OP11. Also calls upon States and the international community to scale up the emergency education response to ensure that children and youth are safe and learning if they are displaced from school and can then return to school when conditions allow, including ensuring that the Education

Cannot Wait and Global Partnership for Education are obtaining the necessary funding to respond to climate emergencies; [NEW]

~~Further encourages States to allocate appropriate financial and technical resources in support of country-led national education plans, and an increase in voluntary contributions to the Global Partnership for Education at the Global Education Summit in July 2021, which has a critical role to play in the global education recovery from COVID-19;~~

OP11bis Urges states to support the efforts of developing countries, particularly least developed countries, to progressively realize the right to education, in particular efforts to ensure the right to education of every girl through allocating appropriate resources, including financial and technical resources, in support of country-led national education plans; (NEW based on HRC 35/22 and OP13 HRC 47/5)

OP12. Requests States engage relevant civil society, women rights organisations, disabled peoples organisations, local communities, the private sector and other stakeholders in developing strategies to harness the power of education to tackle climate change, environmental degradation and loss of biodiversity, by empowering women, youth, families, and religious, cultural and education leaders, as well as community leaders, including members of racial and ethnic minorities communities, persons with influence and authority within communities and all other concerned groups of civil society; [NEW based on UNSC 2686 OP7]

~~15. Reaffirms the importance of continuing to develop and enhance standards and methodologies at the national, regional and international levels to improve the collection, analysis and dissemination of gender statistics and data on access to education, in particular access to universal primary education, the gender gap in youth literacy, the number of out of school children, and others;~~

~~Also reaffirms the importance of enhancing the dialogue among the United Nations Children's Fund, the United Nations Educational, Scientific and Cultural Organization, UN Women, the Special Rapporteur on the right to education and other partners who pursue the goals of girls' education with a view to promoting further the right to education and ensuring that all girls have access to at least 12 years of quality education, as applicable, in the operational activities of the United Nations system~~

~~14. Encourages international cooperation to complement the efforts of States in matters relating to girls' education, in particular with a view to effectively eliminating all forms of discrimination and stereotypes in education, and supports the efforts of the United Nations system in this regard;~~

OP13. Encourages the Office of the United Nations High Commissioner for Human Rights and relevant special procedure mandate holders to give the required attention to realizing the equal enjoyment of the right to education by every girl in carrying out their mandates and in their reporting, and to work collectively towards its realization through practical and efficient steps; [OP17 HRC 47/5]

OP14. Requests the United Nations High Commissioner for Human Rights, in consultation with States, United Nations agencies, in particular the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund, United Nations Environment Programme, UN-Women, Education Cannot Wait, the special procedures of the Human Rights Council, the treaty bodies, civil society organizations and other stakeholders, to prepare a report on how climate change can impact the realization of the equal enjoyment of the right to education by every girl, as well as highlighting how the realization of the equal enjoyment of the right to education by every girl can contribute to the climate agenda, of the COVID-19 pandemic on the realization of the equal enjoyment of the right to education by every girl, highlighting the most important challenges and barriers that girls face and making recommendations, and making recommendations, for submission to the Human Rights Council at its fifty-seventh ~~forty-ninth~~ session

OP15. *Decides to remain seized of the matter*