



Partnership for Global Justice

July 2017

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# Partnership For Global Justice Monthly Newsletter

Welcome to the Partnership for Global Justice Monthly – a newsletter about PGJ programs, news from the United Nations and its briefings, and information about the activities of our participating membership. With this Monthly, we invite our members to provide updates of their social justice initiatives and share their related experiences. Please respond to this posting with a comment on our blog or send your thoughts to [partnershipforglobaljustice@gmail.com](mailto:partnershipforglobaljustice@gmail.com).

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# LETTER FROM OUR BOARD CHAIR

Dear Members and Friends of the Partnership for Global Justice (PGJ),

If you read the June Newsletter, you know that the United Nations has not been on a summer hiatus. To the contrary, the work is going on and July is no exception. On July 10, the meeting of the High-Level Political Forum on Sustainable Development convened under the auspices of the Economic and Social Council. The theme is "Eradicating poverty and promoting prosperity in a changing world." The goals to be reviewed in depth include:

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Over the next week, 44 countries will present their national voluntary reviews to the High Level Political Forum.

As I reflect on the work that is being done at the United Nations, I am reminded of something that Clarissa Pinkola Estes wrote in her *Letter to a Young Activist During Troubled Times*: "Ours is not the task of fixing the entire world all at once, but of stretching out to mend the part of the world that is within our reach. Any small, calm thing that one soul can do to help another soul, to assist some portion of this poor suffering world, will help immensely."

Consistent with Ms. Este's sentiments, another dramatic and significant event took place on July 7. One hundred and twenty-two nations who do not possess nuclear weapons or maintain a stockpile of nuclear weapons completed negotiations and formally adopted a treaty called the Prohibition of Nuclear Weapons. This is the first time in nearly seventy years that an effort to avert nuclear war has been achieved. If successful, this treaty could lead to the destruction of all nuclear weapons and forever prohibit their use.

Beginning September 20, during the annual General Assembly meetings, the treaty will be open for signatures by all member states. If 50 countries sign, the treaty will be ratified and will enter into legal force after 90 days. This treaty is a clear signal to the world that nuclear weapons are unacceptable and should be considered unlawful, just as chemical weapons and land mines have been condemned.

Amid great applause and acclaim, the world has moved one step closer to the elimination of nuclear weapons on the face of Earth. Although none of the countries possessing nuclear weapons will sign this treaty, there is hope that over time pressure will mount and they will move toward the elimination of their weapons of mass destruction.

Marie Denis of Pax Christi International and Jonathan Frerichs wrote about this in the July 6, 2017, issue of the *National Catholic Reporter*: "The historic shift powering the current negotiations is that states without nuclear weapons are taking leadership to achieve a global public good on the basis of international humanitarian, human rights and environmental law. This same majoritarian gene may well save the Paris climate accord as citizens, cities and corporations step in to fulfill obligations others have abandoned."

I applaud the leaders and negotiators of this treaty and the countries they represent. Their commitment is, in Clarissa Pinkola Estes' words, a "stretching out to mend the part of the world that is within our reach."

Sincerely,

*Kathleen Nolan, OP.*

Kathleen Nolan, OP

Chair of the Partnership for Global Justice



## June 20, 2017 Annual Committee on Religious NGO at the UN (CRNGO@UN) Luncheon

*Editor's Note: This was my first time attending one of these luncheons, which included many people from religions and whole-table delegation from South Korea. As it was during Ramadan, two tables were set aside for those who wanted to fast. The speakers offered thought-provoking analyses of two aspects of religion and the UN.*

President of CRNGO@UN **Liberato Bautista** began by noting that *80% of global humanitarian work is carried out by faith-based groups*. He also said that, while religion may be the cause of some of the displacement of people today, it can also serve to create peace. He mentioned the Finland's words of repentance to the Sami people (Lapp) and the work for justice for these native people, a minority in a Lutheran nation. The Sami people now are included in the nation's government, with a seat in Parliament.

The first speaker was **Dr. Johannes Morsink**, Emeritus Professor of Political Philosophy at Drew University, New Jersey, who outlined the relationship between religious ideals and the development of the Universal Declaration of Human Rights. The basic premise of the Declaration and the United Nations is that, while each has his or her own beliefs, there is a "public square" where human rights are central to all. He believes that religious faith leads to a deeper commitment to human rights because secular humanists do not have a "model of Divine Love" to motivate them, as religious persons do.

**Dr. Sathianathan Clarke**, Bishop Sundo Kim Chair in World Christianity and Professor of Theology, Culture and Mission at Wisely Theological Seminary, Washington, D.C., laid out what he called "*the most difficult reality of the 20th/21st Centuries: the primary face of religion today is violent.*" His mission has been to correct two problems: recognizing the damage done by labeling Islam a violent religion after 9/11, while ignoring the evil done by other religions, and explaining that religion in itself has nothing to do with violence but is blamed for evils resulting from other circumstances, such as economic problems.

He warned us: "*By first acknowledging religion as a significant contributor to violence, we can come to harness its capacities for peace. Only when we acknowledge our part in violence can we move to peace.*" He then outlined the principles shared by fundamentalists of any religion: an Absolutist vision of Scripture (our scripture is the norm for all); Inflexible Practice (they impose their rigid ethical behavior on all; any other way of life is a threat); a Vision of the Imperial Rule of God (they want to impose a rigid world order on all, with no room for differences). Fundamentalists share more with each other than with other adherents of their own religions. Our commission, Dr. Clarke concluded, is to live the tenets of our religion in an open way, accepting other religions, too.

## June 28, 2017 High Level Event on Education: What Will it Take to Achieve SDG 4?

<http://www.un.org/pga/71/event-latest/high-level-event-on-education/>

The program began with a Musical Performance by the **18-member Choir from Williamsburg Charter School**, a high school in Brooklyn, New York.

**Peter Thomson**, President of the 71st Session of the UN General Assembly, welcomed us to the event, saying that inclusive and accessible education is the *golden thread through all the SDGs*, so we need to scale up financing to deliver good education. One-third of the world's children do not have basic literacy and numeracy skills: we have to get the "wheels of implementation" for Goal 4 moving for them. This must include coherent, practical strategies and tools for teachers, among them innovation in ways to deliver excellent education. For this we need science, technology and innovative problem solving. Another great need is equal opportunity for girls and women, who are *one and half times more likely not to go to even elementary school*. Finally, we must educate youth about the SDGs. He recommends that every school include the SDGs in its curriculum.



**Amina Mohammed**, Deputy Secretary-General of the United Nations, spoke of the need for investment for education. We can hope to shape the world through the SDGs if we educate for a more peaceful and prosperous world. Many developing countries do not have sufficient revenue, so they must leverage domestic resources. Children in wealthy areas, she pointed out, receive *18 times more resources* for education.

Another great need today is temporary learning places for displaced children and those caught in conflict. We must build resilient and sustainable education and technology centers and equip teachers to teach them. Girls continue to face more social, cultural and financial barriers to any education, even though secondary education for girls shows the greatest benefit. Lifelong learning for life and work is essential for all. Over 2 billion people will soon enter the workforce; they must be educated. Ms. Mohammed concluded, *“Education is the foundation stone of the SDGs.”*

**Irina Bokova**, Director-General of [UNESCO](#), cited the recent budget proposed by President Santos of Colombia, in which education receives the greatest share of the budget, exceeding defense outlays. Ms. Bokova spoke of education as a basic human right that makes the success of the SDGs possible. Currently *264 million children are out of school*; many will never see school. She also pointed out that *60% of displaced children* are receiving no secondary education. If all adults had a secondary education, she declared, it would cut poverty in half.

In spite of the importance of education, she lamented, funding for it is falling. We must find new ways to develop resources; governments should allocate 15-20% of their budgets for education. We must also increase aid for education in the Least-Developed Countries, with funds such as the [Education Cannot Wait Fund](#). Teachers must be recruited and supported to extend the reach of education. We must also integrate technology into delivering education, not just use it as an adjunct, and increase collaboration between schools and workplaces, and involve NGOs. UNESCO supports many education initiatives.



**Saul Mwame**, Founder of Building Africa's Future Foundation, was the most inspiring speaker of the day. Saul is a seventeen-year-old UN Youth Representative, and this was his first trip out of Tanzania. He thanked the NGOs that have made his education possible. Mr. Mwame is now in secondary school; neither of his parents, who are farmers and beekeepers, have had any schooling, but they made sure he was able to go to school. He hopes to become an aeronautical engineer, and is working so that his brothers and sister will also get an education.

NGOs made his education and this trip possible, Mr. Mwame reiterated. Access to quality education is still difficult in Tanzania, as in many countries, but it improves the health and well-being of the people and the planet and improves communities, besides helping the students

His foundation educates parents about the importance of education and gets young people, including those with disabilities, excited about education. He wants them all to see how they can use their minds to improve their situation.

Human beings are created to help one another, Mr. Mwambe declared; if one believes in oneself, one can have a role in implementing the SDGs and improve education for this generation and the next. *Let's take action!*



## June 28, 2017 High Level SDG 4 Ministerial Dialogue on Education: What Will It Take to Achieve SDG 4?

Moderator **Alice Albright**, CEO of [Global Partnership for Education](#) (PGE), reiterated that *education is the key to the SDGs*, but said we are acting far too slowly to achieve them by 2030. PGE provides funds for education in developing countries. She praised Ghana for its strides in education and France and Norway for their support. Like previous speakers, Ms. Albright decried the decrease in education funding, saying *that education's share of resources is now lower than in 2010*. She also echoed the importance of attending to the needs of the 78% of the world's children who are affected by conflict. All sectors need to step up funding for education.



PGE reaches out to 89 countries, providing grants to strengthen educational systems and national plans. Ms. Albright held up the Democratic Republic of the Congo as another good example, for committing 10% of its budget to education and planning to increase this to 20%.

Innovation, which PGE also offers grants for, must disrupt the system, she said, but we must use the best information to develop *good* new ways of working.

### The Panel

**Koumba Boly Barry**, Special Rapporteur on the Right to Education and former Minister of Education of Burkino Faso, was asked about the greatest challenges for education. Ms. Barry sees three major challenges:

- Access – Most UN Member States have signed onto the Convention on the Rights of the Child, which include the right to education, as does the Declaration of Human Rights, but *nearly 1 billion children and adults do not have access to education*.
- Quality – *40% of students leave primary school without basic math and literacy skills*; this, she reminded us, leads only to unemployment.
- Governance of educational systems – This includes coherent accounting for formal and informal education, vocational training and research for education. Responsibility for this falls on parents, teachers, government ministries, and other sectors of society. We need a holistic vision of education and government financing for good initiatives. GPE is a good partner for this.

Ms. Barry warned that we must be smart: many teachers, for instance, do not understand SDG 4, nor do some governments, so we need to do more to raise awareness. We also need places for dialogue in all countries, to involve parents as well as educators, like Mr. Mwambe's organization. Global initiatives alone are not good enough; they take too long to get into practice in the countries. Immediate local initiatives are vital.

**Helena Barroco**, Diplomatic Adviser to Former President of Portugal Jorge Sampaio, spoke for Mr. Sampaio, telling us that he initiated government support for college education. Asked by the Moderator what Portugal is doing about education for children in emergencies, Ms. Barroco replied that, because higher education is often neglected in disasters and because of the need for educated people for rebuilding, Portugal offers scholarships for Syrian students. A consortium of universities has agreed to accept these students. In November 2013, the program began with 20 Euros; now they support 70 students and hope to extend the program.

Mr. Barroco said that Portugal believes in the importance of education in emergencies, as Member States agreed in the 2015 [New York Declaration on Refugees and Migrants](#). Portugal is now developing a rapid response system for higher education in emergencies. Students



need support to make university connections, she said, as well as financing. Portugal is “imagining a pilot for next year:” *an academic solidarity commitment, to ask each student at every college and university to give one dollar or euro for education in emergencies.* Ms. Barroco concluded by reminding us that education is a continuum, so we must focus on all levels, not just primary.

**Ju-Ho Lee**, Former Minister of Education of the Republic of Korea, was hailed by the moderator as a “thought-leader” in education. Noting that Korea has had remarkable success in improving education, she asked Dr. Lee about the keys to that success. Mr. Lee responded that Korea believes in investing in its people, so the country has been increasing funding for education since 1971; it now stands at 20% of the budget and is almost 5% of GDP. This is supplemented by spending by the private sector and families. If a child shows promise, he or she gets a scholarship to an excellent university. Koreans see this as a priority in eliminating poverty and increasing economic improvement. This holistic approach, Mr. Lee asserted, has led to their success.

Over the past year and a half on the [UN Education Commission](#), Mr. Lee has come to believe that it is possible to get all children in school, citing the Commission’s report, [The Learning Generation](#). The Commission is now implementing strategies that use Korea as a model. The biggest challenge is finance, especially increased funding for low-income countries. He called on the international community to increase finance for education; \$10 billion more are needed each year. The Moderator suggested that he make the case for education at G20 meetings.

The Moderator then called for **Ministerial Statements**:

**Bolivia’s Minister of Education, Roberto Gomez**, reported that, in the last eleven years, Bolivia has increased education investment to 10% of the GDP. State budgets have also increased. Bolivia’s first priority is education; President Morales has generated the belief that education is a priority for the future of the country. Financing must be linked to this belief in education, Mr. Gomez declared; otherwise you won’t have commitment. Bolivia is working to democratize access to funding for education. Bolivia’s education is 90% funded internally.

The **Minister of Education from the Philippines** reported that elementary, high school and college education are free. Education has to receive more government funding than the military. Next steps are reaching drop outs, providing alternative learning methods, and addressing education for refugees. One goal is for electronic education to be available everywhere in the Philippines. To accomplish this, they are developing *computer buses* for remote areas. Other initiatives are involving all sectors in financing education and developing accountability for use of funds for education. This is a task governments must do.

**Dr. Pavich Tongroach, Thailand’s Vice Minister of Education**, stated that education is the government’s top priority, accounting for 4% of the GDP. Equity and lifelong learning are written into law, and the government is committed to providing free education for all children from primary grades to age fifteen. Thailand also has funds for secondary and tertiary education. The nation is just starting a new education plan which includes lifelong learning, teacher training for skills and global changes, and a new curriculum, working with tech and business communities.

**A representative from Norway** stated that education needs stronger political engagement. Most of Norway’s education is financed domestically, but more funding is needed. She reported that Norway is developing a fund for the UN Commission on Education’s Report, *The Learning Generation*. Accordingly, the government will increase education financing, banks will fund this. Because Norway is committed to prioritizing vulnerable, poor, and displaced children, the nation doubled its support for the Partnership for Global Education in the last few years and will increase this still more.

**The Deputy Minister of Education for Ghana** stated that the president has transformed education and health, as he promised when he was inaugurated. The Secretary



of Education is now fully funded. Junior high school will now be free and soon senior high school will be; many students have not been going on to high school because it is too expensive. Ghana has a shortage of schools, so they are building new ones. Ten government agencies have been involved in education; they will now all move into the Ministry of Education. Ghana is also reaching out to industry to provide opportunities for employment for students.

**The Deputy Minister of Education from Slovakia** stated that Slovakia is still working toward universal primary education, which they had hoped to achieve by 2015. As for implementing SDG 4, they are developing programs on the national level, including funding for them. The program has been approved, and the government has committed to investments and a more comprehensive education program.

The **Dominican Republic's Vice Minister Sanchez** declared that education for all is their priority, and the nation is taking steps to meet the SDGs. The government has incorporated in the budget increases in resources for education, doubling funding as a percentage of the GDP. Early childhood education has been extended, as have initiatives for equality; they have plans to re-evaluate and follow up on these actions. In its national covenant for education for 2030, school days are being expanded from 8 am - 4 pm, to allow for more attention to the curriculum and to feed the children breakfast, lunch and an afternoon meal. This program has reached 56% of the student population. Also, 700 new schools have been opened; they are planning to build 29,000 more. Another item on the agenda is development for teachers' initial training and evaluating their progress; this pilot training project will later expand to all teachers, and there are plans for 900,000 computers for students, as well as a computer for each teacher. This strategic framework is incorporated into the country's planning.

The **Deputy Minister of Education from Canada, Bruce Rodrigues**, explained that Canada has thirteen ministers of education; there is no one national educational system, but all of them dovetail with the SDGs. He noted that Canadians sometimes take education for granted, but education in Canada is equitable and accessible. Global competencies, problem solving and global citizenship are taught in all classrooms. Canada's international commitments promote gender equality in all policies and programs and support equal, accessible education for all in less developed countries.

**Ethiopia** is working to raise income levels, said the Minister. An educational sector program is now being implemented, to make funding available. Ethiopia is "part of the Learning Generation," the Minister said, and SDG 4 is important to their vision to become a "Lower Income Country" [up from a "Least Developed Country"] by 2024.

**The Minister of Education from Botswana** told us that they have 100% free education for primary school and now a 100% transition to junior high education. Botswana will next focus on early childhood education, but since they are dependent on diamonds for income, the slump in diamond trade is making this difficult. Botswana wants to transform to a knowledge-based economy, but they need funding. The minister concluded with this promise, "If you give us the money, we will deliver!"

**The Vice Minister of Education of Argentina** said that Argentina is working with the other countries in the region to accomplish the SDGs. The preliminary agreement for this collaboration has been established; they are now developing concrete strategies. Education is a priority for the G20 nations, of which Argentina is currently chair.

**The Minister from the Maldives** told us that more children are now in school than ever. Curricula include climate change, as that is important for Maldives. They have a national campaign to monitor children to age 18 socially and academically; education to age 18 is free for all. They are using technology to reach all students, as some schools are very small, she said. All the schools are inclusive, and Maldives has "buffering systems," like alternative forms of education and vocational education available in all schools; 40% of students take some vocational classes.



**Concluding Remarks from the panelists** included a call to northern countries to meet their obligation of .7% contributions for less developed countries. It is essential to include all sectors of society in efforts for education, and to “mobilize international information.” We need to focus on “bottom up” approaches and not just depend on governments. For instance, ask the teachers for their experiences and suggestions more often: they can be “great reformers.” Higher education is also important for achieving the SDGs, as there are so many complex challenges like climate change to be addressed.

The Moderator closed the session by reminding us of how international efforts for vaccinations have changed health and declaring that we can do the same for education.

### June 5-9, 2017 Follow up on The Ocean Conference:



Many of the talks and events from the Ocean Conference are now online at [Ocean Conference News](#). This is a huge site with much interesting and informative material, and great pictures.

As a result of the Ocean Conference, almost [1400 commitments](#) for the preservation of the

Ocean have been made by nations, businesses, NGOs, and other parties. You can read them at the link and add your own actions for our oceans.

When I included pictures of the Ghost Nets art from the Conference in the June newsletter, I did not realize that ghost nets are also ocean debris – fishing nets lost or abandoned and endangering marine creatures, especially turtles, and their habitats; nets can get caught on and destroy reefs. For [more pictures of Ghost Net art](#), see this exhibit in Singapore..



## July 7, 2017 Nuclear Weapons Prohibition Treaty

After months of discussions and negotiations, the [Treaty on the Prohibition of Nuclear Weapons](#) was signed by 122 nations on July 7. (A link to the treaty itself is at the bottom of that announcement.) See Sr. Kathy Nolan's Board Chair letter above for more information on this historic Treaty.

## July 10–19, 2017 High-Level Political Forum on Sustainable Development: "Eradicating poverty and promoting prosperity in a changing world"

A High-Level Political Forum (HLPF) is a gathering of heads of states and ministers of governmental departments and agencies, to discuss the topic of the gathering. The High-Level Political Forum on Sustainable Development centered around progress toward achieving Sustainable Development Goals 1 (End poverty); 2 (End hunger); 3 (Ensure healthy lives); 5 (Achieve gender equality, empower all women and girls); 9 (Build resilient infrastructure); and 14 (Conserve the oceans). Forty-four nations presented their Voluntary National Reviews of their efforts, progress, and continuing challenges relevant to those six Goals. At the end of the Forum, a [Ministerial Declaration](#) affirming their on-going commitment to the SDGs was approved first by HLPF participants and then by the Economic and Social Council, the UN agency sponsoring the event.

## July 10, 2017 (morning) High-Level Political Forum Side Event Monitoring and Evaluation of SDGs "Learning, Training and Practice 2017: A Capacity Building and Networking event in finding Solutions to Sustainable Development Challenges"

[Editor's Note: The program description of this session led me to believe it was about education in schools. It turned out to be quite technical and a bit over my head, but interesting.]

### Opening Remarks

**Nikhil Seth**, Assistant Secretary-General and Executive Director of the UN Institute for Training and Research (UNITAR), noted that one difficulty in measuring and evaluating UN projects, especially long-term ones, is that, because of the rapid turnover of personnel, the people who did the planning are often transferred out before the measurement and evaluation mechanisms are in place, leaving unclear some contexts of the planning.

Moderator **Chantal Carpentier**, Chief of the United Nations Conference on Trade and Development (UNCTAD), pointed out that many of the Voluntary National Reviews of progress toward the SDGs submitted lacked details about how the progress was or should be measured and evaluated. This session addressed aspects of monitoring and evaluating such progress (or lack thereof).

### The Panel

**Madeeha Bajwa**, Chief of the Evaluation and Monitoring Unit of UNCTAD and Head of the United Nations Evaluation Group (UNEG) began with some things evaluators learned about monitoring and evaluation from the experience of the Millennium Development Goals (MGSS).

Useful information needs:

- a clear and overarching framework for monitoring and evaluation;
- a structure for multi-lateral and bi-lateral support, to develop national capacity for data-gathering;
- sufficient monitoring activities and dis-aggregation of data (so that there will be enough data and so it can be looked at for different areas individually; for instance, a national average of health concerns will not show where the greatest needs exist);
- coordination of the evaluation process, roles and responsibilities.



The SDGs do include monitoring and evaluation, to establish who is being left behind and identify next steps to address this. The assessment process must begin at the national level, Ms. Bajwa said, and then move to regional and local levels, and both quantitative (How many interventions?) and qualitative (How effective are they?) data are vital.

Many of the Least Developed Countries will need help with setting up the framework for evaluation, funding for the process, and personnel to carry it out. UNCTAD has just completed a pilot project in Tanzania, which has a five-year development plan but has not yet set up an evaluation process. Government, regional, and local officials, academics, businesses, and other stakeholders participated in a series of workshops on what the SDGs cover, methods of evaluating and monitoring progress, and other relevant topics. Participants worked together, learning how each sector brings different angles and needs to the process, leading participants to see that measurement and evaluation need to be coordinated for best results. UNCTAD hopes to hold these workshops in other places, but their small staff (five people) limits them.

Ms. Bajwa concluded that countries will need clear and phased capacity building at the outset, as well as a road map for what is needed over all. Legal frameworks and the infrastructure needed to gather and analyze data will also be important. *Reality Check* (her words): some countries do not have the resources to both make changes for development and monitor them. This means international support, coordination, and funding are needed.

**Indran Naidoo**, Director of the Independent Evaluation Office (IEO) of the UN Development Programme ([UNDP](#)), addressed “Building Capacity to Make the SDG Journey Successful.” Key issues he identified are: country-level ownership of the process for accountability and credibility, and “accountability that leads to action.” One important step occurred in Bangkok recently: all sectors gathered to coordinate the evaluation and implementation possibilities. This forced the participants to see the wider picture, out of their agencies’ silos.

Mr. Naidoo said that gathering quantitative data is the simplest, but more important are data on whether a particular policy or program is making a difference in people’s lives, reducing inequality, ending human right violations, and allowing people to have better lives. In order to do this, the SDGs, which are idealistic by design, need common definitions of what development means, for both the global North and South. Technology presents another challenge, as does how to assess self-reporting and the honesty of national reviews. Unequal power structures make it difficult to challenge some assertions. Another challenge is moving communities from aid to self-sustainability.

Language also plays a part, as the ability for countries to carry on honest discussions of their needs vary, especially when there is no free press, and less powerful groups have no access equal to the governments’ at the UN.

Mr. Naidoo emphasized that *nothing on this scale has ever been attempted*. Some countries have little or no statistical capacity, and data must be gathered in such a way to allow comparisons within and between widely different regions and nations. Resistance by some governments to any external analysis is another difficulty, as is creating the public policies to facilitate evaluation and monitoring.

**Inga Sniukaite**, of [UN Women’s Evaluation](#), spoke of the need to keep a “gender lens” in monitoring and evaluation, so that the experiences of women are not overlooked. The MDGs showed that we need stronger monitoring and evaluation so that progress is truly progress for all. Each initiative must include the 5 Ps: People, Planet, Prosperity, Peace, and Partnerships. Another caveat: work for the SDGs must focus not only on symptoms but also root causes of inequality and poverty, so there will be truly transformative change in economic, social and political structures. She pointed out that the United States has many systems of discrimination, too. If things stay on their current trajectories, it will *take 158 years to achieve gender equality* in North America, and *50 years to gain political parity*

Gender-responsive evaluation, Ms. Sniukaite pointed out, is a lens through which to look at power relations, structural inequality, access to education and other resources, as well as gender-specific needs (for mothers, for instance). Interventions must be evaluated for their effects on both women and men, and all stakeholders, especially the most vulnerable people, must be included at every stage of planning, implementing, monitoring and evaluation, so that root causes of inequity are addressed. [EvalGender](#) of UN Women has resources for developing needed strategies and processes.



The Moderator, **Chantal Carpentier**, Chief of UNCTAD's New York Office, concluded the panel discussion by noting that evaluation of the SDGs is a political process and can lead to understanding of what is being done wrong and why. There will soon be a Trade and Gender Toolbox available to measure what effect a particular action has on women.

There followed a **question and answer period** in which the participants discussed more particular situations and difficulties. One clear consensus point was that if we want good evaluations, we will have to pay for them, and evaluation is essential to achieving the SDGs, so we must find ways to fund it.

### **July 13, 2017 High Level Political Forum: SDG 17: Advancing Science, Technology and Innovation for SDGs**

The Moderator, **Susil Premajayantha**, Minister of Science, Technology and Research in Sri Lanka, told us that this session is a function of the [UN Technology Facilitation Mechanism](#) (TFM), to accomplish the 2030 Agenda, by facilitating partnerships and multi-stakeholder collaboration.

#### **Panelists:**

**Macharia Kamau**, Permanent Representative of Kenya to the United Nations, and Co-Chair of the [Multi-stakeholder Forum on Science, Technology and Innovation](#) (STI) for the SDGs, outlined the ways technology can help implement the SDGs and some caveats:

- Technology “roadmaps” and policies must be flexible. Practitioners must look deeply at the situation for each SDG in each place to find “deep solutions,” not just simple, less effective answers;
- Science can drive change, using both high- and low-tech solutions. We need to share practical examples of what works and how [*this is the purpose of the website linked above*].
- Low-cost low-tech solutions that fit local needs are essential, especially in remote regions; scientists need to pay attention to these regions;
- Government, private sector and other investments must be expanded, especially to include women and youth;
- Scientists must be careful to look for negative effects of high-tech solutions; Mr. Kamau emphasized that we need “good disruption” of the status quo, not dangerous disruption or damaging “solutions” that create more problems. Expanded communications between local people and the scientists is essential for this.

Mr. Kamau was very insistent that government-private sector partnerships must be “sorted out” to make them more effective.

**Dr. Vaughan Turekian**, Science and Technology Advisor to the Secretary of State, USA; and Co-Chair of the Multi-stakeholder Forum on STI for the SDGs, stated that science and technology can be useful for all the SDGs, for instance, in food security. He mentioned that “iPhones have more technology than the Apollo spacecraft” and have brought advances to remote areas, for instance by connecting local doctors to high-tech medical centers. The big question facing scientists and technologists is how to create an integrated platform that can connect all this tech to the many stakeholders. Solutions must be co-created with the local people. Partnerships are essential, so more must be done to connect businesses with the SDGs.

**Dr. Heide Hackmann**, Executive Director of the International Council for Science [ICSU](#), and Co-chair of the 10-Member Group of High-level Representatives in support of the TFM, pointed out that we need all the sciences – technology, social sciences, health sciences, etc. – to achieve the SDGs. The first step is to define a common vision of the kind of science needed in each situation.



Dr. Hackmann cautioned that it is important to “safeguard science and connect people and knowledge universally and equitably.” The kind of science we need must move “beyond information” to “actionable science.” Significant changes have been occurring in practical science, with increasing interdisciplinary integration. Scientists must “interact more with policy makers, decision makers, and businesses to create knowledge together,” forming networks of mutual learning and problem solving; a good example is [Future Earth](#).

**Lead discussants:**

**Mr. Nebojsa Nakicenovic**, Deputy Director General, International Institute for Applied Systems Analysis (IIASA), spoke of the great hope he felt because of the 2030 agenda and the Paris Agreement. His greatest concern is that insufficient funding for science, except for that directed toward military purposes. More money should be focused on human development and the betterment of society, instead. The major challenges are access and distribution. Huge capital investments are needed, so we must involve the public sector (to raise the necessary taxes) and also the private sector (for investment).

Mr. Nakicenovic made three recommendations:

- Invest in STI and human capacity
- Build up STI communities globally, and
- Be sure all of this is sustainable, and learn by doing.

A representative for **Ms. Elenita Daño**, Asia Director of the Action Group on Erosion, Technology and Concentration in the Philippines, spoke for her, as she was unable to attend. The core challenge, Ms. Daño wrote, is to be sure that technology works for the people, not just for growth for the sake of growth. Her recommendations are:

- Recognize the diverse sources of knowledge, including traditional and informal knowledge;
- The “market-driven obsession is misguided;” we must put people and planet first;
- To “leave no one behind” we need open access to the Internet, protected by national and global policies;
- Development must be for justice, not concentrated in a few areas or groups;
- Investments must be sustainable and environmentally sound, socially just, etc.; and
- We need specific guidelines for reporting STI and to guide partnerships.

An **Interactive Discussion** followed, in which several speakers emphasized the need to recognize and chart the *positive and negative effects of STI solutions*, to prevent creating new problems (as current technology does by, for instance, carbon emissions). Another concern is the need to *make technical education available and affordable for everyone*, especially women, youth and people with disabilities, to eliminate the great divide between those who can have access and those who cannot. Yet another concern was *funding for technology and training* for it. Partnerships and collaboration are vital here.

In the **Panelists’ Concluding Remarks**, **Mr. Kamau** raised an issue that I had not heard: the challenge for STI to *reach across language barriers*. English speakers have an enormous advantage. He asked, “How can we overcome this?” Another concern he raised was that there were *no representatives from the private sector present*. He recommended that the UN create a “docking station” and incentives for businesses to get involved in the SDGs. He stated that *126 Trillion dollars* are available globally, looking for investment opportunities. We need to close that gap and harness this for the SDGs.



### **A request for prayers from the Adorers of the Precious Blood**

(Sr. JoAnn's congregation):

*The Adorers of the Blood of Christ, US Region Leadership Team, asks your prayers and assistance regarding our next steps in the process of resisting the proposed pipeline in PA.*

*The next hearing on motions related to allowing Transco to take a portion of our property by eminent domain is on Monday, July 17th. Sister Janet McCann, Councilor from the Team, will be present at this hearing, along with other Adorers.*

*On Friday, July 14th, the Adorers filed a complaint against the Federal Energy Regulatory Commission (FERC) for granting eminent domain to Transco.*

*We ask your prayerful support and, if any community has any suggesting for continuing our legal resistance in this matter, we'd welcome it! Our web site has information: [www.adorers.org](http://www.adorers.org).*

*Feel free to contact Sister Janet, [mccammj@adorers.org](mailto:mccammj@adorers.org) (which is best) or by 618-610-1763. Also, feel free to contact me, Sister Sara Dwyer, [dwyers@adorers.org](mailto:dwyers@adorers.org) or 314-616-7316.*

*One of the many blessings we have received along the way, is the professional and personal relationship with a passionate, dedicated group, LANCASTER AGAINST PIPELINES. Their web sit, <http://www.wearelancastercounty.org/>, has a lot more history of their long struggle.*

*Thank you for your assistance.*

*Blessings,*

*Sara*

*JPIC Coordinator,*

*ASC US Region*

### **Art Therapy Exhibition at the United Nations**

by Eileen P. McGann, ATR-BC, LCAT, Director of the Arts and Creative Therapies, MercyFirst NY

#### **Hope Holds No Borders: Children's Art of Compassion and Inclusion**

By invitation from the United Nations, support from the TOGETHER campaign, and the Permanent Missions of Mexico and Switzerland, [MercyFirst](http://www.mercyfirst.org) is proud to announce that an exhibition of student artwork titled, **Hope Holds No Borders: Children's Art of Compassion and Inclusion**, at the United Nations in New York City, was presented from June 12 -16. **Hope Holds No Borders** highlights several art projects through the art therapy program, that were implemented to help children reach out to each other in the hope of increasing awareness, acceptance of diversity, creating inclusion and developing solidarity.

Since 2012 young people at MercyFirst, a residential treatment facility in New York, have engaged in the arts to explore the meaning of identity, home, community and social justice. The young people at MercyFirst come from diverse backgrounds and life experiences – multi-national and multi-ethnic including US born, migrants and refugees.

Art projects have united the youth on campus, as well as reaching out to other migrant, host and refugee children at *Project Lift*, collaborating with NGO [Maya Foundation](http://www.maya.org), in Istanbul, Turkey, an organization working with refugee children. The projects revealed the implicit



bonds of humanity through images. In these projects, the arts are used as a catalyst to unite diverse people, reduce perceptions of bias, and build relationships that are inclusive. The focus of these artistic endeavors is to unify people in awareness and increase tolerance, acceptance and affirmation of each other. The impact of being heard, seen, witnessed, accepted and celebrated contributes much to the well-being and building of community and social justice, aspects of what we all need for a socially just world and from which we can all benefit. The works on display were created in the simple rhythm of children: honest, unpretentious, some skilled, some gentle, and all with genuine intention.



This exhibition was organized around two projects: *About Me* and *Hope Holds No Borders* and was constructed through a humanitarian lens, with emphasis on the commonality of human experience.

***About Me*** is one project featured in the exhibit, images created by youth at MercyFirst reflecting self-portraits or specific life events. As a collective, the works reveal diversity and experiences by youth who are migrants, refugees and US citizens, all residing together at MercyFirst.

This local art project expanded into a global exchange, with the youth at MercyFirst connecting with other migrant, host and refugee children at

Project Lift. The youth shared the universal experiences of home, family, loss, fear, joy, celebration, love and hope.

***Hope Holds No Borders*** allows the arts to unite diverse people, reduce perceptions of bias, and build relationships that are inclusive. The focus of these artistic endeavors is to unify people in awareness, increase tolerance, acceptance and affirmation of each other on a local, community and global perspective.

An opening reception was held on June 13, with over 60 guests in attendance, including speakers from the United Nations, Maher Nasser, Acting Under-Secretary-General for Global Communications, Department of Public Information (DPI); **Damian Cardona Onses** – Acting Chief Communications Campaigns – DPI; and Distinguished Delegate **Fernando de la Mora**, Permanent Mission of Mexico. MercyFirst staff, friends and youth were

joined by **Stefania Piffanelli** and **Andrea Boza** of the TOGETHER Campaign, United Nations representatives from Mexico, Brazil, and Grenada, and the Sisters of Mercy.



**(L-R) Jerry McCaffery, MercyFirst CEO; Jose and Joseph, MercyFirst Youth; Eileen McGann, MercyFirst Director of the Arts and Creative Therapies; Distinguished Delegate Fernando de la Mora; Maher Nasser, Acting Under-Secretary-General for Global Communications; Nicholas, MercyFirst Youth**

Director Eileen McGann says, “It was an incredible honor

to have the opportunity to share the artwork by our youth at the United Nations. Through the support of Maher Nasser, Acting Under-Secretary-General for Global Communications, Delegate Fernando de la Mora of Mexico and Stefania Piffanelli of the TOGETHER campaign, this was possible. The arts have been a catalyst for exploring issues of social justice and reaching out to build peaceful relationships. We are so proud of our youth and delighted that they had the experience of being acknowledged for their creativity and courage,”



## PGJ Interns in the News

PGJ Interns Annie Dang and Linnea Ristow, of Newman University, and their new Intern Projects, were featured in a [news article in Newman Today](#), from Newman University. You can read their reactions on coming to New York below.



### A New PGJ Intern visits the United Nations - Annie

by Annie Dang, PGJ Intern and student at Newman College

My first exposure to the United Nations was during one of my most thought-provoking classes in my freshman year--the honors seminar. In this class, I played "Reacting to the Past" games where I and my fellow students acted as various historical figures as we debated and discussed different questions as they would. One of the games I played fea-

tured the United Nations as an acting body of ordinance, which helped me understand how the UN functions. Our world leaders finally created an international organization to maintain peace, and I was in awe of its great power and responsibility. Eventually, my awe morphed into skepticism as I saw how the UN fumbled with the Rwandan genocide in 1994. Despite the UN's promising genocide would never happen again, it did. Although I understand why this came to be, I still became disenchanted with the organization as they failed to protect the lives of the Tutsis.

Flash forward to this summer, when I got to experience the United Nations first hand in New York City through the Partnership for Global Justice. As I stepped inside the headquarters, I felt those feelings of awe and wonderment again despite my disappointment with the organization itself. The building seemed to represent all the good the UN wanted to do.

Furthermore, I was looking forward to being present in the sessions. I was able to learn more about the Middle Eastern conflicts in real time, see the other projects the UN was promoting like the Ocean Conference, and generally be part of the discussion. Attending these sessions and listening to the various debates, not just within the context of peacekeeping, but in other areas such as elder care and disability, has helped me see the United Nations in a different light. It has shown me that the UN can be and IS a great resource that affects real change. Along with this, I was able to see the role of NGOs and the media at the UN. They were the people that brought the ideas of the UN to the general public. Knowing this has inspired me to tackle my internship with pride and gusto.

After spending a week in New York and attending sessions at the UN Headquarters, my initial perceptions of the organization have changed. I can see now that, while in some cases it is difficult to maintain peace between nations, in others it is relatively easy to foster alliance and community, and the UN has been highly effective in those areas. The UN does not work just to prevent war and death. It also seeks to improve the lives of others, especially in third world countries, with the help of non-governmental organizations like the Partnership for Global Justice. Knowing this gives me hope that there are things that I can do as an individual at home without having to travel to another country.

Finally, I am grateful to Sister JoAnn, Dr. Golden, Newman University, and the Partnership for Global Justice for sending me to New York City and allowing me this opportunity to intern and enact change within my own community. I am extremely excited to begin work this semester in promoting one of the sustainable goals and, in particular, climate change.



## A New PGJ Intern Visits the UN – Linnea

by Linnea Ristow, PGJ Intern and student at Newman University

This internship has already given me much greater insight into the importance of global cooperation toward achieving the Sustainable Development Goals, and the impact that individuals can have toward advancing to a better future.

The opportunity to visit the United Nations reinforced a lot of the things I had learned about in class at Newman University. A historical role-playing game in an honors course allowed me to reenact and re-imagine the conversations and arguments that occurred when the Security Council debated intervention during the Rwandan genocide. I played the Secretary-General at the time, Boutros-Boutros Ghali. The research for that course gave me a unique perspective on what the Security Council would be like, and an enthusiasm to see it in person.

Over the course of a week, I had the chance to sit in on many Security Council sessions, as well as numerous General Assembly and other council sessions. Some were about things that I anticipated being interested in, such as the evolving situations in many African countries. I spent three months in Uganda last summer and plan to work for a non-profit as a missionary in Africa at some point in the future, so these sessions were especially relevant to my interests.

Other events, like one on understanding and ending the financial abuse of older people, surprised me with how fascinating their presentations and discussions were. These often prompted an interest in things that had previously not caught my attention, or that I had known little about. I am excited to continue learning about the U.N.'s Sustainable Development Goals, and to complete my internship by educating my community about one of them. Not only has this trip kick-started what is sure to be a great experience as a PGJ intern, but it has better equipped me to understanding the role non-profits play in the world, which is sure to help me as I seek direction for my future working with one.



## PARTICIPATE IN UN ACTIVITIES

The PGJ Board has begun planning for the **2017 Annual Meeting** which will be held in the Weber Retreat and Conference Center from October 23-26. The Weber Retreat and Conference Center is located on the Adrian Dominican Sisters' Motherhouse campus. Adrian is located in southeast Michigan in Lenawee County. The address is 1257 East Siena Heights Drive, Adrian, Michigan, 49221-1793. Here is a link to the home page: <http://weber.adriandominicans.org/>

### Let's Keep Connected:



Please link the Partnership for Global Justice Website to your community's website.

<http://www.partnershipforglobaljustice.com/>

### Watch UN Events Live

As always, you can watch live coverage (and often stored videos) of major UN events at the UN [WebTV channel](#). Click the language button to hear them in English). A list of daily events is listed in the UN Journal at 11 pm the day before. Webcasts are indicated by a small red icon of a camera.

