

Harnessing Education for SDG Progress

Human Rights, Equity, and Institutional
Resilience in the Global South

Event Report



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Event Overview

Jusoor International for Media and Development is a Geneva-based non-governmental organization dedicated to advancing human development, civic engagement, and human rights through media, education, and policy advocacy.

Operating at the intersection of grassroots realities and international policy spaces, collaborates with civil society actors, UN bodies, and academic platforms to promote sustainable and inclusive solutions in conflict-affected and transitional contexts.

This high-level panel discussion, Harnessing Education for SDG Progress: Human Rights, Equity, and Institutional Resilience in the Global South, was convened in alignment with the 59th Session of the United Nations Human Rights Council (HRC).

Date 3 July 2025

Time 5:00 - 6:30 PM
Geneva time

Place Geneva Press Club





Munia Islam Mozumder

Chief Executive Officer (CEO), Teach For Bangladesh

Munia is a transformative education leader and CEO of Teach For Bangladesh, whose journey from classroom teaching to global policy fellowships reflects her unwavering commitment to educational equity and systemic change for all children in Bangladesh.



Delia Mamon

Founder and President, Graines de Paix Foundation

Delia is a pioneer in transforming education to achieve societal goals, focusing on developing life skills for better school outcomes while preventing violence and fostering social cohesion and peace. Her validated pedagogical innovations, recognized globally, earned the 2022 UNESCO-Hamdan award.



Reem Nouredin

Specialist in Education in Emergencies and Conflict

Reem brings deep field experience in the Syrian context, with a focus on rights-based approaches, inclusive education, trauma-informed learning, and policy-level impact.

Held in the context of the HRC's urgent debates—from Gaza to climate justice—the panel aligned with broader efforts to foreground education as a transformative force for rights-based development.

As the Council addresses intersecting global crises and the imperative for inclusive, resilient systems

This dialogue contributed timely, regionally grounded perspectives to UN-level conversations on sustainable recovery and human dignity.



By drawing on case studies from Syria, Bangladesh, and Benin

The panel not only examined how education systems respond to crises but also how they can be reimagined as tools of justice, peace, and institutional transformation.



Moderated to ensure a cohesive flow, the panel followed a structured progression from local crisis contexts to systemic global approaches.



Speakers



Munia Islam Mozumder

Munia opened the discussion by illustrating how youth-driven civic engagement has sparked educational transformation in Bangladesh. Drawing from the “July Uprising” and the lived experiences of youth in refugee-hosting areas, she made a compelling case for participatory leadership and the inclusion of trauma-informed practices at every institutional level.

Munia stressed that true educational reform requires emotional safety not just for students, but also for teachers and administrators. She positioned youth leadership and community-rooted engagement as essential to building education systems that are not only inclusive, but resilient in the face of political, environmental, and social crises.



Delia Mamon

Delia closed the session by zooming out to a global perspective, highlighting the strategic role of pedagogy in healing societies fractured by violence. Sharing insights from Graines de Paix’s work in Benin and Côte d’Ivoire, she demonstrated how experiential and values-based learning—especially when incorporated into national curricula—can rehumanize students and equip them with the emotional tools to defuse conflict.

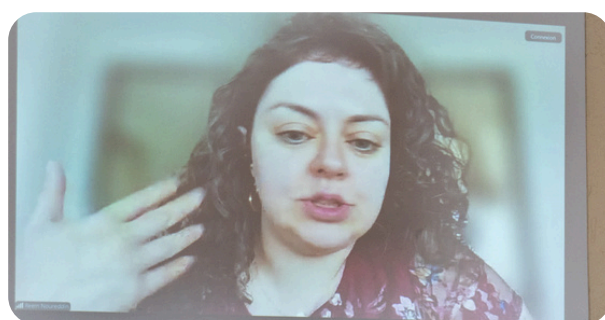
She stressed that peace education is not a luxury for stable contexts, but a necessity for fragile ones. Her approach, grounded in empathy, nonviolence, and reflection, offers a scalable model for embedding SDG 16 (peace, justice, and strong institutions) within SDG 4 (quality education).



Reem Nouredin

Building on Munia’s framing, Reem continued the discussion with a powerful contextualization of Syria’s protracted crisis, emphasizing how armed conflict, displacement, and gender-based exclusion have deeply disrupted educational systems. She underscored the risks of treating education as neutral in crisis zones—highlighting how it can reproduce inequalities unless it is explicitly rights-based and trauma-informed.

Her analysis focused on the critical need for curriculum reform in post-conflict settings, especially ones that embed psychosocial healing, community cohesion, and gender equity. She called for more intersectional strategies that address both the structural and emotional scars of war, while also mobilizing education as a space for resistance, resilience, and justice.



Key Takeaways

Across the three interventions, several core insights emerged:

Education as a Human Right and a Peacebuilding Tool

All speakers rejected the instrumental view of education as merely a service, instead framing it as a vehicle for healing, justice, and social reconstruction. From Syria's trauma-sensitive reforms to West Africa's pedagogical innovation, education was treated as a deeply political and emotional process.



Gender and Intersectionality

Reem and Munia both emphasized how education systems often replicate structural exclusions—particularly gender-based ones—if not intentionally designed to challenge them. Intersectional, localized frameworks were deemed crucial.



The Role of Youth

Munia's call to center youth as co-creators of reform resonated throughout the discussion. Youth are not only beneficiaries of education but also agents of systemic change, especially in fragile democracies.



Key Takeaways

System-Level Reform and Curriculum Innovation

Delia's presentation illustrated how national curricula, when reformed through peace pedagogy, can shift entire societal paradigms—from punitive and competitive models to reflective and cooperative ones.



Trauma-Informed Approaches

All speakers, in different ways, highlighted the need to address the psychological dimensions of crisis through education—whether via safe classroom environments, teacher training, or curricular redesign.



Conclusion

This panel offered a rare and rich convergence of field experience, academic insight, and visionary thinking. It affirmed the role of education not only in supporting the Sustainable Development Goals, but also in shaping inclusive, resilient, and peaceful futures. In contexts where violence, displacement, or inequality persist, education must be reimagined as a tool of empowerment and systemic transformation—not simply recovery.

Jusoor International and its partners hope that the ideas shared in this dialogue will contribute to ongoing discussions at the UN level and within civil society networks on how education policy can be harnessed to build lasting peace.

