



WHEC Update

Briefing of worldwide activity of the Women's Health and Education Center (WHEC)

October 2025; Vol. 20. No. 10

Lessons From The Field

On 24 October 2025, our initiative <http://www.WomensHealthSection.com> celebrates its 23rd Anniversary. We thank our physician's board for their dedication and expertise to make it a success. Keep your Projects/Programs coming. We love to hear about it and discuss it in our publications. Improving transparency and accountability are crucial measures to fight against corruption. For the education and health sectors, this is no exception as corruption can impede access and undermine equity and quality. However, several tools exist to help education and health stakeholders, including civil society actors, take steps to hold service providers accountable and improve education services oversight and delivery. Most public schools face many challenges, such as poor infrastructure or lack of sufficient resources to deliver quality education. Since communities are responsible for resourcing the public primary schools, there is a need to empower them to understand, how their contributions are valuable to the provision of quality education to their children.

Let us see how far our ideas go

Education in Numbers

- 57 million children are out of school.
- There is a funding gap of \$26 million for basic education.
- 1 in 5 girls is denied an education.
- An extra year of primary school education boosts' girls' eventual wages by 10 to 20%.
- An extra year of secondary school education raises eventual wages by 15 to 25 %.
- The Universal Declaration of Human Rights states that "Everyone has the right to education."

A World at School. It is a digital mobilization and communication initiative harnessing the efforts and energies of the many NGOs, teachers' organizations, faith groups, individuals and youth campaigns to make education a reality for all of the world's children. The Women's Health and Education Center (WHEC) wants to challenge you to support the greatest endeavor in history and one of the great civil rights struggles of our time. We challenge you to end the exploitation of child labor, the oppression of child marriage, the obscenity of child trafficking and the injustice of discrimination against girls by guaranteeing what no generation has ever managed to achieve before:: the achievement of the basic right of every girl and boy to an education.

Advocacy is about:

- Giving people a voice, about the issues that affect them.
- Building evidence on what needs to change and how that change can happen.
- Positive change in society towards greater social justice and equality.
- Influencing people with power and changing how they think and act.

Civil society can also act as a watchdog, to ensure that educational policies reflect real needs and that any identified issues are quickly addressed and resolved. New research on how to engage civil society organizations in education sector policy design and implementation, must become more inclusive and participatory. Education and Health have the power to change lives. And we have the power to make it possible for education and health to change lives. The future is NOT war; **the future is Education & Health for all.** Join the efforts!

Digital Tools to Promote Transparency and Accountability

Rita Luthra, MD



Your Questions, Our Reply

What are the practical tools to improve transparency and accountability? What are the lessons learned in incorporating these new tools into regular sector diagnostic tools.

Corruption & Diagnostic Tools: Several tools are available to decision-makers for the measurement of corrupt practices within the education and health sectors.

1. Integrity Assessment. It maps the corrupt practices risks within the education sector. The assessment exercise encompass parts of the education system (e.g. primary, secondary and tertiary education) or the education system as a whole. To identify so-called red flags and corruption risks in the education sector, different domains of educational planning and management can be analyzed.
2. Public expenditure tracking surveys (PETS). This study the flow of public funds and make it possible to determine whether resources reach their intended destination, or if there are leakages along the way. The scope of PETS can vary according to the type of expenditure tracked, the number of levels of public administration involved, and the sectors analyzed. They are most relevant where public accounting systems function poorly or provide unreliable information.
3. Quantitative Service Delivery Surveys (QSDS). QSDS or multi-purpose surveys are used to collect quantitative data on the efficiency of public spending and the different aspects of 'frontline' service delivery usually represented by schools in the education sector. .
4. Audits. These are used to objectively identify discrepancies between the desired and the actual state of a particular area. Audits can also be used to certify the validity of the information provided in various public accounting reports. They can't be internal or external.
5. Citizen Report card. It is used to generate information on the quality and efficiency of the public service as perceived by users. This means of collecting information may be used to mobilize local communities in a participatory approach.
6. Lessons Learned. Experience shows that audits, PETS, QSDS, or report cards can prove very useful to improve accountability within the sector and that they provide citizens with the necessary information to act in response to instances of corrupt practices. However, their success depends on:
 - Ownership of the survey process and its findings by public authorities.
 - Wide dissemination of survey findings, in particular with the help of the media.
 - Incorporation of these new tools into regular sector diagnostic methods.

Corruption: The abuse of entrusted power for private gain. Corruption can be classified as grand, petty or political, depending on the amounts of money lost and the sector where it occurs. Corruption in education and health can be defined as “the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational and health sectors goods and services, and as a consequence on access, quality or equity in education and health.

Open Government in Education and Health.

Open government is understood here as “the opening up of government data, processes, decisions, and control mechanisms to public involvement and scrutiny, with a view to ensuring inclusive and equitable quality education.” It calls on renewed government-citizen interaction and relies on the principles of transparency, citizen engagement, and participation as well as government responsiveness.

Open government emerged about a decade ago and has been gaining momentum over the past few years, likely as result of recent advances in information technology. This movement is based on the assumption that the rapid development of new technologies, combined with the pressure for more transparent and accountable governments, will push countries to explore innovative approaches not only to share information with the public but also to consult citizens and engage them in education and health service delivery.



United Nations at a Glance

San Marino became UN Member State on 2 March 1992



San Marino, officially **Republic of San Marino**, and also known as the **Most Serene Republic of San Marino** is a European Microstate and enclave within Italy. Located on the northeastern side of the Apennine Mountains, it is the fifth-smallest country in the world, with a land area of just over 61 km² (23 1/2 sq mi) and a population of 33,642, as of 2023.

San Marino is a landlocked country; however, its northeastern end is within ten kilometers (six mile) of the Italian city of Rimini on the Adriatic coast. The country's capital city, the City of San Marino, is located atop Monte Titano, while its largest settlement is Dogana, within the municipality of Serravalle. San Marino's official language is Italian. The country derives its name from Saint Marinus, a stonemason from the then Roman island of Rab in present-day Croatia. San Marino lays claim to being the oldest extant sovereign state, as well as the oldest constitutional republic. Capital: San Marino; Largest Settlement: Dogana; Official languages: Italian; Government: Unitary Parliamentary; Population: 35,436; Area: 61.19 km² Currency: Euro.



San Marino had the world's first democratically elected communist government – a coalition between the Sammarinese Communist Party and the Sammarinese Socialist Party, which held office between 1945 and 1957. As of June 2020, San Marino had the highest death rate per capita of any country, due to the effects of the COVID-19 pandemic. On 31 August 2022, San Marino officials voted to legalize abortion in the republic, to be paid for by the public health system. San Marino is geographically divided into 9 Castelli, each of which contains a capital, with other population centers sorted into *curazie*.

San Marino is a developed country, and although it is not a European Union (EU) member it is allowed to use the Euro as its currency by arrangement with the council with the Council of the EU; it is also granted the right to use its own designs on the national side of the euro coins.

It has the world's 3rd highest rate of car ownership, being one of the only a handful of countries with more vehicles than people. As of October 2023, Gibraltar had the highest rate of car ownership per capita, and Guernsey was in the number two spot.

San Marino is predominantly Catholic state, though Catholicism is not an established religion. 97.2% of the population professed the Catholic faith in 2011, and approximately half of those regularly attend church. There is no episcopal see in San Marino, although its name is part of the present diocesan title. There is a provision under the income tax rules that taxpayers have the right to request the allocation of 0.3% of their income tax to the Catholic Church or to charities.

San Marino's Implementation of the 2030 Agenda for Sustainable Development

https://sustainabledevelopment.un.org/content/documents/279402021_VNR_Report_San_Marino.pdf

Collaboration with World Health Organization (WHO)

WHO | San Marino



The city of San Marino is the capital of the Republic of San Marino.

Towards collaboration on mental health in the Small Countries Initiative: background paper.

This background document was developed specifically for reporting on the status of the 11 countries participating in the Small Countries Initiative (SCI) (Andorra, Cyprus, Estonia, Iceland, Latvia, Luxembourg, Malta, Monaco, Montenegro, **San Marino** and Slovenia) regarding collaboration on mental health at the 9th High-level meeting of the Small Countries Initiative (SCI), Luxembourg, 10 – 12 May 2023. It summarizes discussions at an online meeting involving mental health collaboration at the Ninth High-Level meeting on the Small countries initiative. The meeting underscored the importance of the collaborative efforts among small countries to advance mental health care and identified specific actions for the future, emphasizing continuous professional development, empowering individuals with lived experience, and investing in evidence-based campaigns to combat stigma.



Equity and sustainable development – keeping people at the center.

The Small Country Initiative (SCI) is a platform through which 8 Member States in the WHO European Region with populations of less than 2 million can share their experiences in implementing Health 2020, the 2030 Agenda for Sustainable Development and the WHO Roadmap to implement the 2030 Agenda. The initiative seeks to foster political commitment to, and the development of, good practices in the implementation of Health 2020 and the 2030 Agenda in small countries.

San Marino Statement Shows the commitment of small countries to reducing inequalities inequities through efforts to close the coverage and access gaps, enhance people's participation in decisions pertinent to their health, and reduce exposure to discrimination and stigma, as well as differential exposure to commercial pressures that polarize inequalities in health. The Statement emphasizes that governments, health systems and public authorities, at all levels, have a role to play in ensuring that health equity is central to their policies, strategies and plans.

Investment in a country's well-being is not an economic burden but a contributor to be growth and stability of the economy. By focusing on five condition that are essential to living a health life:

1. Access to health services;
2. Income security and social protection;
3. Adequate living standard;
4. Social and human capital.
5. Employment and work.

Equality for health and environmental calls for cross-cutting action and a change in mind set.

Details: <https://www.who.int/countries/smr/>



United Nations Educational, Scientific and Cultural Organization Collaboration with UNESCO

UNESCO Member States since 1974



San Marino Historic Centre and Mount Titano

San Marino Historic Centre and Mount Titano covers 55 ha, including Mount Titano and the historic Centre of the city which dates back to the foundation of the republic as a city-state in the 13th century. San Marino is inscribed as a testimony to the continuity of a free republic since the Middle Ages. The inscribed city center includes for fortification towers, walls, gates and bastions, as well as a neo-classical basilica of the 19th century, 14th and 16th century convents, and Palazzo Publico of the 19th century., as well as the 18th century Titano Theatre. The property represents an historical center still inhabited and preserving all its institutional functions.

Thanks to its position on top of Mount Titano, it was not affected by the urban transformations that have occurred from the advent of the industrial era to today. San Marino is one of the world's oldest republics and the only surviving Italian city-state, representing an important stage in the development of democratic models in Europe and worldwide. San Marino and Mount Titano are an exceptional testimony of the establishment of a representative democracy based on civic autonomy and self-governance.



Open Theme Educational Resources (OER) UNESCO Recommendation

The important role of UNESCO in the field of information and communications technology (ICT) and the implementation of the relevant decision in this area adopted by the General Conference and that Organization. Also *Recalling*

Article I of UNESCO's Constitution, which assigns to UNESCO among other purposes that of recommending "such international agreements as may be necessary to promote the free flow of ideas by word and image. The importance of the United Nations 2030 Agenda for Sustainable Development, which underlines that the "spread of information and communications technologies and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies.

The leading role of UNESCO in the field of education and in the achievement of Sustainable Development Goal 4 (SDG 4), which calls for international community to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, which permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

Details: <https://www.unesco.org/en/countries/sm>

Education-for-All and Health-for-all

Bulletin Board

Transforming Our World: The 2030 Agenda for Sustainable Development

*Adopted at the United Nations Sustainable Development Summit on 25 September 2015
.....Continued The Sustainable Development Goals*

Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7% gross domestic product growth per annum in the least developed countries.

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labor-intensive sectors.

8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

8.4 Improve progressively, through 2030, global resource efficiency in consumption and production, and endeavor to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programs on sustainable consumption and production, with developed countries taking the lead.

8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

8.6 By 2020, substantially reduce the proportion of youth not in employment, education and training.

8.7 Take immediate and effective measures to eradicate forced labor, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labor, including recruitment and use of child soldiers, and by 2025 end child labor in all its forms.

8.8 Protect labor rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.

8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs that promotes local culture and products.

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.

8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries.

8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labor Organization.

To be continued.....



Collaboration with UN University (UNU)

UNU-WIDER (World Institute for Development Economics Research)

Expert Series on Health Economics

From Empire to Aid

Analyzing persistence of colonial legacies in foreign aid to Africa

For decades now, Western development agencies and donors have been castigated for their colonial biases in providing aid to Africa. It is well established that donors provide considerably more foreign aid to their former colonies relative to other countries in the region.

However, what happens over time to the influence of the former-colonizer-turned-donor within the aid recipient countries? Does their influence become stronger over time due to early and significant contributions, or does it decline with the emergence of other contemporary donors? Additionally, do these colonial legacies evolve differently depending on who the former colonial power was?

Using a statistical analysis of the OECD Creditor Reporting System database, I show that the persistence of colonial legacies in aid, measured through donor concentration, is declining over time across all aid, measured through donor concentration, is declining over time across all aid recipient countries. However, the pace of decline varies: former French African colonies, while more concentrated at any given time, see this concentration decrease faster compared with former British African colonies.

These trends are influenced by the growing number of donors, France's morphing *Françafrique* policy, and the ongoing influence of former colonizers through military and trade avenues. By drawing on interdisciplinary approaches, this research attempts to empirically measure persistence of colonial legacies across Africa and help inform policy strategies for reforming aid practices by understanding the broader trends.

Following the wave of decolonization in the 1960s and 1970s across Africa, development assistance (as the term is understood in the modern sense) came into being. French and British development assistance as they historically controlled the largest colonial empires in Africa. This paper set out to answer two overarching questions relating to colonial legacies in foreign aid to Africa:

1. Are the colonial legacies increasing or declining over time?
2. Does this increase / decline vary depending on who the former colonizer was? Overall, from the regression analysis, the author supports the decline in Herfindahl–Hirschman index (HHI) over time and across countries (H1). Author also finds evidence of increased donor concentration in former French colonies relative to former British colonies (H2), and of faster decline in donor concentration in former French colonies (H3).

For development policy and aid practitioners, understanding these dynamics is crucial for shifting power dynamics in foreign aid. By recognizing and addressing the subtle and complex ways colonial legacies manifest as this research suggests, practitioners can work towards inclusive and effective development strategies with the overall goal of reducing aid dependency on former colonizers.

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Details of the paper can be accessed from the link of UNU-WIDER on CME Page

<http://www.womenshealthsection.com/content/cme/>

Two Articles of Highest Impact, September 2025

Editors' Choice – Journal Club Discussions

Fully open-access with no article-processing charges

Our friendship has no boundaries. We welcome your contributions.

1. **Guidelines For Testing During Pregnancy;**
<http://www.womenshealthsection.com/content/obs/Guidelines-for-Testing-during-Pregnancy.pdf> WHEC Publications. Funding: WHEC Global Initiatives are funded by a grant from an anonymous donor. Join us at WHEC Global Health Line for discussion and contributions.
2. **Syphilis in Pregnancy: Prevention of Congenital Syphilis;**
<http://www.womenshealthsection.com/content/obsidp/obsidp005.php3> WHEC Publications. Funding: WHEC Global Initiatives are funded by a grant from an anonymous donor. Join us at WHEC Global Health Line for discussion and contributions.

Partnership for Maternal, Newborn & Child Health (World Health Organization)
PMNCH Member

Worldwide service is provided by [the WHEC Global Health Line](#)

80th Session of The General Assembly (2025 – 2026)

United Nations: A Living Legacy



General Debate of 80th General Assembly

The debate of the 80th session will open on Tuesday, 23rd September, continue through Saturday, 27 September, and conclude on Monday 29 2025. The Theme for the general debate of the 80th session of the General Assembly is **“Better together: 80 years and more for peace, development and human rights.”**

The General Debate of the United Nations General Assembly is the opportunity for Heads of State and Government to come together at the UN Headquarters and discuss world issues. The general debate is the annual meeting of Heads of State and Government at the beginning of the General Assembly session. It is usually the first debate of the session and – with the exception of the high-level meetings – the only one in which Heads of State and Government regularly participate. It takes place in the General Assembly Hall at the United Nations Headquarters in New York..

Each year a new theme is chosen for general debate. It is announced in a document called “Arrangements for the high-level meetings and the general debate.” For 80th Session: A/INF/80/4 for 2025: <https://docs.un.org/en/A/INF/80/4>

The United States of America as the host country is the second Member State to speak (regardless of the level of representation), with a few exceptions.

Only the Holy See, the State of Palestine and the European Union are invited to participate in the general debate.

<https://gadebate.un.org/en>

[General Debate](#) | [General Debate \(un.org\)](#)



Transforming Education and Health Systems in Africa



The future of humanity faces an urgent choice between “breakdown or breakthrough. The choices we make, or fail to make, today could result in constant crises or a breakthrough , more sustainable path.

The future of humanity is inextricably linked to Africa's future. Yet the future of the continent continues to reflect the long-standing importance in knowledge production and in academic research on Africa. One of the key challenges hindering progress is the limited access to and utilization of knowledge resources.

Transforming knowledge system is crucial for Africa to overcome the existing barriers and unlock its full potential for sustainable development. The opportunities offered to younger generations for many decades to come will be shaped by how well Africa harnesses knowledge and innovation. There is therefore need for a paradigm shift in how knowledge is generated, shared, and used in Africa, paving the way for a more just, sustainable, and prosperous future. There are profound implications for the futures of higher education and research.

The co-construction of a shared research agenda for the future of Africa must draw from diverse yet complementary forms of knowledge, perspectives and contexts. It implies interdisciplinary, inter-sectoral, cross-cultural, and forward-looking approaches nourished by diverse ecologies of knowledge, which includes valuing and integrating indigenous knowledge systems. A collaboration research agenda further calls for fair and equitable partnerships among universities, think tanks, industry, the youth, as well as civil society organizations, social movements, and communities. More inclusive and collaborative partnerships are key to strengthening the capacity of African research and development ecosystems to transform knowledge generation and use for more just and sustainable futures for Africa and the world.

Pathways of Tomorrow

We will need knowledge drawn from all the archives of the world. Economy and ecology were synonymous, and ecology was social by definition. We understood, perhaps better than in the past, that each species is connected with all the others; that each is bound together with the others that make it thrive, surpass itself and propel itself forward. This new understanding of the self, no longer as an incommensurable difference, but as a segment of a broader spectrum of creation, is likely to open a breach in our consciousness of the world, of “the in-common.”

Today, no single power, however great, can dictate the course of the world. This does not only apply to economic, military or technological power. It is also valid in the field of knowledge, culture, arts and ideas.

Our Global Reach and Strategic Plan

Women's Health and Education Center has expanded and deepened partnerships with UN System, especially with World Health Organization (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO), governments, civil society, private sectors and United Nations partners to increase its global reach. Work on gender equality and affordable access to higher education and quality health services is of utmost importance. To address this, our focus will be on expanding UNESCO Chair Program. Initiatives will be planned, developed and implemented to improve, monitor and mitigate

opportunities towards equal access to quality education and income inequalities for women, girls and minorities.

As a multistakeholder and intergenerational platform for collective action for gender equality, our global initiatives will be an asset. Generation Equality fosters strong alliances across sectors and in-between stakeholders. Young people see Generational Equality as an opportunity to connect with stakeholders, who share their goals, however their meaningful engagement is yet to be achieved. More systematic means of tracking financial investment is also needed.

It is indeed our pleasure to submit to you the Side Event and its summary published by UNSDN (United Nations Social Development Network); title:

Towards Education And Health-for-All: Core Enabler of The UN 2030 Agenda. Also available at: <https://social.desa.un.org/sdn/towards-education-and-health-for-all>

Promoting STEMM Education, special focus on girls, women, minorities and migrants

The objectives of this initiative of Women's Health and Education Center are:

1. To elaborate strategies, which will strengthen national policies, in Education and Health;
2. To share the experiences of experts, in improving the accessibility of health services and education; and how best to implement, best practices in health and education sectors;
3. Inclusion of girls, women and minorities in literacy programs, Higher Education Sustainability Initiative, and support economic growth and opportunities; and
4. Ending Child Marriages. The silence on the plight of brides must end.
5. Expanding UNESCO Chair Program to improve global partnership in education and health.

No one lives in healthcare systems – we all live in our homes, with our families and communities. Gender equality and understanding, included in education and health, is a precondition for development. The connection between education, health and earning capacity is better understood. Ensuring that our surroundings are conducive to good physical and mental health means, directing efforts at all levels, within and in-between all sectors of society.

This WHEC's program with HESI and UNESCO was established in 2022, as a prime means of building the capacities of International Research and International Network through the exchange of novel ideas, research and higher education. Thus, it promotes North-South, South-South and triangular cooperation as a strategy to develop institutions. Relevance, anticipation and effectiveness are among the prime goals of the WHEC's Chair Program and one of this NGO's most intersectoral programs.

Established in 2001, WHEC was granted special consultative status with the Economic and Social Council of the United Nations, in 2008. Women's Health and Education Center (WHEC) has been actively working to advance the causes of peace, health and development with the United Nations since its inception. It has a vision to build infrastructure in developing countries and to create meaningful opportunities for girls women and minorities to participate in global philanthropy. The organization embraces the tremendous diversity of people, religions, and cultures around the world. In support of this belief, the organization has established an academic and cultural focus at important institutions around the globe, to nurture common interests and potential. By supporting reproductive health and research, open dialogue and objective analysis, WHEC has laid the ground work for mutual understanding among countries.

Join our efforts!

No Poverty and No Hunger



How many people are hungry?

2 billion people in the world do not have regular access to safe, nutritious and sufficient food. In 2022, 148 million children had stunted growth and 45 million children under the age of 5 were affected by wasting.

- Despite global efforts, in 2022, an estimated 45 million children under the age of 5 suffered from wasting, 148 million had stunted growth and 37 million were overweight. A fundamental shift in trajectory is needed to achieve the 2030 nutrition targets.
- To achieve zero hunger by 2030, urgent coordinated action and policy solutions are imperative to address entrenched inequalities, transform food systems, invest in sustainable agricultural practices, and reduce and mitigate the impact of conflict and the pandemic on global nutrition and food security.

Why are there so many hungry people?

Shockingly, the world is back at hunger levels not seen since 2005, and food prices remain higher in more countries than in the period 2015 – 2019. Along with conflict, climate shocks and rising cost of living, civil insecurity and declining food production have all contribute to food scarcity and high food prices. Investment in the agriculture sector is critical for reducing hunger and poverty, improving food security, creating employment and building resilience to disaster and shocks.

Why should I care?

We all want our families to have enough food to eat what is safe and nutritious. A world with zero hunger can positively impact our economies, health, education, equality and social development. It is a key piece of building a better future for everyone. Additionally, with hunger limiting human development, we will not be able to achieve the other sustainable development goals such as education, health and gender equality.

How can we achieve Zero Hunger?

Food security requires a multi-dimensional approach – from social protection to safeguard safe and nutritious food especially for children to transforming food systems to achieve a more inclusive and sustainable world. There will be need to be investments in rural and urban areas and in social protection so poor people have access to food and can improve their livelihoods.

What can we do to help?

You can make changes in your own life – at home, at work and in the community – by supporting local farmers or markets and making sustainable food choices, supporting good nutrition for all, and fighting food waste. You can also use your power as a consumer and voter; demanding businesses and governments make the choices and changes that will make Zero Hunger a reality. Join the conversation, whether on social media platforms or in your local communities.

The 2030 agenda remains the clearest blueprint of humanity's highest aspirations. The SDGs are a blueprint about 21st century, they will judge leaders and policymakers by whether they have succeeded in transforming into reality.

O Captain! My Captain!

O Captain! My Captain! Our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
 But O heart! heart! heart!
 O the bleeding drops of red,
 Where on the deck my Captain lies,
 Fallen cold and dead.

O Captain! My Captain! rise up and hear the bells;
Rise up – for you the flag is flung – for you the bugle trills;
For you bouquets and ribbon'd wreaths – for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
 Here captain! dear father!
 This arm beneath your head;
 It is some dream that on the deck,
 You've fallen cold and dead.

My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
 Exult, O shores, and ring, O bells!
 But I, with mournful tread,
 Walk the deck my captain lies,
 Fallen cold and dead.

- Walter Whitman Jr. (31 May 1819 – 26 March 1892) American poet, essayist and journalist. On the assassination of President Abraham Lincoln, whom Whitman greatly admired, he authored these two very popular poems, "O Captain! My Captain!" and "When Lilacs Last in the Dooryard Bloom'd" and gave a series of lectures on Lincoln.

*Monthly newsletter of WHEC designed to keep you informed on
The latest UN and NGO activity*

<http://www.WomensHealthSection.com>

