



WHEC Update

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

June 2026; Vol. 21. No. 06

Achieving Global Health

To help education systems keep pace, Women's Health and Education Center (WHEC) with its partners have launched two new AI competency frameworks – one for students and one for teachers. These frameworks aim to guide countries, academic institutions and administrators, in supporting students and teachers to understand the potential as well as risks of AI in order to engage with it in a safe, ethical and responsible manner in education and beyond. As AI becomes increasingly integrated into all aspects of society, education systems worldwide are struggling to keep up. The frameworks provide a much-needed roadmap for countries to develop AI education strategies that are ethically informed, inclusive, adaptable and forward-looking. By helping students and teachers understand AI's potential and limitations, these frameworks aim to empower them to use AI responsibly and thoughtfully, ensuring that AI contributes positively to society and the environment.

WHEC takes a human-centered approach to AI in education and health, emphasizing the enhancement of human capabilities and the promotion of social justice, sustainability and human dignity. This aligns with the principles outlined in UNESCO's guidance on generative AI in education and research as well as the 2021 Recommendations on ethics of Artificial Intelligence. The new framework stress that AI should support human decision-making and intellectual development, rather than undermine or replace it. They also highlight the importance of respecting human rights and cultural diversity in the design and use of AI technologies.

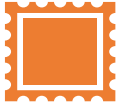
The promise of "AI for All" must be that everyone can take advantage of the technological revolution under way and access its fruits, notably in terms of innovation and knowledge. AI has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and accelerate progress towards SDG 4. However, rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks. Human-centered approach to AI aims to shift the conversation to include AI's role in addressing current inequalities regarding access to knowledge, research and the diversity of cultural expressions and to ensure AI does not widen the technological divides within and between countries.

As the influence of AI expands in various social domains and global contexts, education actors – teachers, students, policy makers, and researchers – face pressing ethical and pedagogical dilemmas. AI tools are often framed as solutions to learning gaps, offering personalization and automation. Yet, they also introduce new layers of inequality, digital surveillance and systematic biases, as well as raise concerns that over-reliance on AI tools can reduce the essential relational and human aspects of teaching. Leveraging AI for efficiency gains, such as in administrative tasks or assessments can erode human accountability in decision-making. the rush to integrate AI in schools may also divert attention and financial resources from more pressing educational needs, leading to difficult choices on resource allocation and prioritization. Furthermore, as AI automates a growing array of human tasks in the world of work, education systems face mounting pressure to prepare students for futures where human agency is reclaimed amidst growing human-machine co-existence.

We need a new social contract for education to repair injustices while transforming the future. Our humanity and planet Earth are under threat. The pandemic has only served to prove our fragility and our interconnectedness.

Artificial Intelligence (AI) Frameworks for Students and Teachers

Rita Luthra, MD



Your Questions, Our Reply

Why should we focus on artificial intelligence (AI) separately from other digital technologies in education? What is Women's Health and Education Center's approach to AI in education and health?

Artificial Intelligence (AI) Competency Framework: AI is distinct from other digital technologies due to its potential to profoundly reshape societies, economies and education systems.. unlike conventional information and communication technologies (ICT), AI poses unique ethical and social challenges, such as issues of fairness, transparency, privacy and accountability. Additionally, AI's unique ability to mimic human behavior directly impacts human agency. These challenges require dedicated competencies beyond the scope of traditional digital literacy. The new AI competency frameworks are tailored to address the specific nuances of AI. They emphasize a human-centered approach to AI education, promoting critical thinking, ethical considerations and responsible use of AI technologies.

Key Elements of the AI Competency Framework for Students

It focuses on four core competencies:

1. A Human-Centered mindset: Encouraging students to understand and assert their agency in relation to AI.
2. Ethics in AI: Teaching responsible use, ethics-by design and safe practices.
3. AI techniques and applications: Providing foundational AI knowledge and skills.
4. AI system design: Fostering problem solving, creativity and design thinking.

The framework encourages integrating AI-related topics into core subjects across the curriculum, emphasizing interdisciplinary learning in both STEM and social studies.

Key Elements of the AI Competency Framework for Teachers

The AI competency framework for teachers is focused on lifelong learning and professional development for teachers, offering a reference framework for national competency development and training programs. It aims to ensure that teachers are equipped to use AI responsibly and effectively while minimizing potential risks to students and society. The five key competency areas are:

1. A human-centered mindset: Focusing on human agency, accountability and social responsibility.
2. Ethics of AI: Promoting ethical principles and responsible use.
3. AI foundations and applications: Providing the knowledge, understanding and skills needed to create and use AI.
4. AI pedagogy: Supporting teachers in leveraging AI for innovative teaching methods.
5. AI professional development: Outlining teachers' capacities to leverage AI for driving their own lifelong professional development.

The framework emphasizes that AI tools should complement, not replace, the vital roles and responsibilities of teachers in education.

Our recommendations are that AI competency frameworks for students and teachers be integrated into a comprehensive strategy for AI capacity building across all educational levels. This includes ensuring universal access to the Internet, enforcing ethical design principles for AI tools, and promoting environmentally-friendly AI practices.

Over-reliance on AI in addressing systemic issues in education, such as teacher shortages and infrastructure inadequacies, which require sustained policy attention and investment, should not be done.



WHEC Participation @ WHA79, Geneva, Switzerland

World Health Assembly 79 (WHA79)

Women's Health and Education Center (WHEC) Virtual Side Event

Date 20 May 2026; 10 am to 11:15 am (EST, New York time); 16:00 – 17:15 (CEST)
<http://www.womenshealthsection.com/content/whhec/wha.php3>

Maternal and Child Health: Building the Capacity to Care

Every day, at least 700 women and girls die, one every 2 minutes, due to complications of pregnancy and childbirth. And hundreds more will have short- and long-term disabilities. 90% of these deaths and disabilities occur in the developing countries. Improving global partnerships for education & health is a necessity not a luxury. Join our efforts. We welcome everyone.

Announcement / Invitation / Flyer

<http://www.womenshealthsection.com/content/documents/WHA79-Flyer-Announcement.pdf>

Concept Note / Objectives

<http://www.womenshealthsection.com/content/documents/WHA79-Side-Event-Concept-Note.pdf>

WHEC Statement

<http://www.womenshealthsection.com/content/documents/WHA79-Side-Event-20-May-2026.pdf>

Fostering societies where everyone is included. Let us not leave anyone behind.

WHEC Participation @ UN Headquarters, NY: May 2026

11th Multistakeholder Science, Technology and Innovation (STI) Forum Women's Health and Education Center (WHEC) Participation Virtual Side Event

<http://www.womenshealthsection.com/content/whhec/sti.php3>

Artificial Intelligence (AI) in Clinical Medical and Surgical Practice

Date: 06 May 2026; 10 am to 11:15 am (EDT, New York time)

Need for a global AI hub – and AI focused center and network – could serve as a global hub for AI capacity-building, technology transfer, and technical assistance for developing countries. Open AI, Big Data Management, Open-Science and Open-Source Models can unlock knowledge and resources, fueling inclusive AI innovation – and creating open innovation.

UNESCO Response

http://www.womenshealthsection.com/content/documents/3187_ADG-SC-letter-to-Dr-Rita-Luthra.pdf

Thanks again to all the Speakers, Writers and Editors to make this a success.



United Nations at a glance

Slovakia became UN Member State on 19 January 1993



Czechoslovakia was an original Member of the United Nations from 24 October 1945. In a letter dated 10 December 1992, its Permanent Representative informed the Secretary-General that the Czech and Slovak Federal Republic would cease to exist on 31 December 1992 and that the Czech Republic and Slovak Republic, as successor States, would apply for membership in the United Nations. Following the receipt of their application, the Security Council, on 8 January 1993, recommended to the General Assembly that the Czech Republic and Slovak Republic and Slovak Republic were thus admitted on 19 January of that year as Member States. On 17 May 2016 the Permanent Mission

of the Czech Republic to the United Nations informed the UN that the short name to be used for the country is Czechia.

Slovakia, officially the **Slovak Republic**, is a landlocked country in Central Europe. It is bordered by Poland to the north, Ukraine to the east, Hungary to the south, Austria to the West, and Czech Republic to the northwest. Slovakia's mostly mountainous territory spans about 49,000 km² (19,000 sq. mi), hosting a population exceeding 5.4 million. The capital and largest city is Bratislava, while the second largest city is Košice. The Slavs arrived in the territory of the present-day Slovakia in the 5th and 6th centuries. When Great Moravia fell in the 10th century, the territory was integrated into the Principality of Hungary at the end of 9th century, which later became the Kingdom of Hungary in 1000. In 1939 Slovak Republic was established as a one party clerical fascist client state under the control of Nazi Germany. Czechoslovakia was established after the country's liberation at the end of the war in 1945. In 1989, the Velvet Revolution peacefully ended Communist rule in Czechoslovakia. Slovakia became an independent democratic state on 1 January 1993 after the peaceful dissolution of Czechoslovakia, sometimes known as Velvet Divorce.



Slovakia has a high-income developed economy. In 2024 with a population of only 5 million, it ranked as the 46th richest country with a per capita gross domestic product, based on purchasing power parity of \$44,081.

Slovakia became a member of the European Union (EU) in 2004 and signed the Lisbon Treaty in 2007. The Slovak economy was involved in a major slowdown during the 2008 financial crisis, experiencing the deepest recession in history. At the beginning of 2009, Slovakia faced an energy crisis and declared a State of Emergency, after Russia cut gas supplies to Europe via Ukrainian pipelines as part of a price dispute with Ukraine.

Slovakia and the United States retain strong diplomatic ties and cooperate in the military and law enforcement areas. The two countries have a long history tracing back to the American Revolutionary War, when a Slovak Major, Jan Ladislav Polerecky, fought alongside George Washington in Yorktown to the colonies' independence.

Human rights in Slovakia are guaranteed by the Constitution of Slovakia from the year 1992 and by multiple international laws signed in Slovakia between 1948 and 2006. Slovakia performs favorably in measurements of civil liberties, press freedom, internet freedom, democratic government, and peacefulness.

Details: <https://www.un.org/en/about-us/member-states/czechoslovakia>

Collaboration with World Health Organization (WHO)

WHO | Slovakia



Slovakia has faced persistent challenges in controlling TB, particularly among vulnerable populations. Despite being a low-incidence country, Slovakia grapples with screening and treating specific risk groups for TB, including Roma people, homeless individuals and those with comorbidities such as diabetes. The regional office has been a crucial partner in Slovakia's fight against TB. The collaboration began in earnest in the early 2000s through the Roma Health Assistants program. This initiative trained members of the Roma ethnic group to ensure

that people affected by TB received proper care and follow-up in their communities. In recent years, support from the Regional Office has included technical assistance and advice, training materials, and training for health assistants on TB management and basic hygiene standards.

Through this partnership, Slovakia has achieved an 85% treatment success rate – among the highest in Europe. This is largely attributed to the effective work of Roma health assistants, who ensure that TB patients adhere to their treatment regimens and receive the necessary support. The integration of these assistants into healthcare system has also helped reduce stigma associated with TB within Roma community.



Lessons Learned

- Involving community members as health assistants has been crucial for effective TB management.
- Regular training and retraining are essential for maintaining the quality of care and adapting to new challenges.
- Providing comprehensive support, including education on hygiene and assistance in understanding the healthcare system, enhances treatment success.

The success of Slovakia's TB treatment is a testament to effective collaboration with partners and dedication of Roma Health assistants.

Refugee and Migrant Health

By guiding refugees through unfamiliar healthcare systems, providing support in registering with family doctors, accompanying vulnerable people to appointments, informing providers about the refugees' entitlements, and assisting with paperwork, amongst other services, medications, assisting with cultural gap, offer people-centered services, and empower refugees to access health care confidently and effectively. The training aimed to equip mediators with the necessary competencies to provide culturally sensitive services and work towards universal health coverage, ensuring adherence to the Global Competency Standards on refugee and migrant health. The Global Competency Standards encompass 5 domains: 1) People-centeredness; 2) Communication; 3) Collaboration; 4) Evidence-informed practice; 5) Personal Contact.

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



**United Nations Educational, Scientific and Cultural Organization
Collaboration with UNESCO**

Slovakia is UNESCO Member since 1993



Caves of Aggtelek Karst and Slovak Karst

The variety of formations and the fact that they are concentrated in a restricted area means that the 712 caves currently identified make up a typical temperate-zone karstic system. Because they display an extremely rare combination of tropical and glacial climatic effects, they make it possible to study geological history over tens of millions of years. Located at the north-eastern border of Hungary and the south-eastern border of Slovakia, this exceptional group of 712 caves, recorded at time of inscription, lies under a protected area of 56,651 ha and a larger buffer zone. Today more than 1,000 caves are known. Karst processes have

produced a rich diversity of structures and habitats that are important from a biological, geological and paleontological perspectives. While the karst continues to develop in mountains of medium height and under temperate climate conditions, sediments and fossil landforms provide ample evidence of Late Cretaceous and early Tertiary subtropical and tropical climate conditions, The most significant cave system in the property is that of Baradla Domica, a cross-border network richly decorated with stalagmites and stalactites, which is an important active stream cave in temperate climatic zone and a Ramsar site



Wooden Churches of the Slovak part of Carpathian Mountain Area

The Wooden Churches of the Slovak part of Carpathian Mountain Area inscribed on the World Heritage List consist of two Roman Catholic, three Protestant and three Greek Orthodox churches build between 16th and 18th centuries. The property presents good examples of a rich local traditions of religious architecture, marked by the meeting of Latin and Byzantine cultures. The edifices exhibit some typological variations in their floor plans, interior spaces and external appearance due to their respective religious practices. They bear testimony to the development of major architectural and artistic trends during the period of construction and to their interpretation and adaptation to ta specific geographical and cultural context. Interiors are decorated with paintings on the walls and ceilings and other

works of art that enrich the cultural significance of the properties



Ukrainian refugees of all ages were interviewed for UNESCO's Survey on their media habits and information needs.

With support from Government of Japan, UNESCO has launched the Support for Ukrainian Refugees through Media project. It assists the governments of the Republic of Moldova, Romania and Slovakia in their refugee responses. The initiative is part of UNESCO's contribution to the UN-wide Regional Refugee Response Plan for the Ukraine situation, coordinated by UNHCR for Refugees, is funded by Government of Japan. Host Countries are firmly committed to providing an effective response to refugees' information needs.

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

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 Sustainable Development Goals*

Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

16.1 significantly reduce all forms of violence and related death rates everywhere.

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children.

16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all.

16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery, return of stolen assets, and combat all forms of organized crime.

16.5 Substantially reduce corruption and bribery in all their forms.

16.6 Develop effective, accountable and transparent institutions at all levels.

16.7 Ensure responsive, inclusive, participatory and representative decisions-making at all levels.

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance.

16.9 By 2030, provide legal identity for all, including birth registration.

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

16. a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.

16. b Promote and enforce non-discriminatory laws and policies for sustainable development.

To be Continued.....



Collaboration with UN University (UNU)

UNU-WIDER (World Institute for Development Economics Research)

Expert Series on Health Economics

War, Occupation, and the Rule of Law

Evidence from Ukraine's Donbas Conflict

Russia's invasion and occupation of Ukrainian territory since 2014 has forced its government to implement emergency measures that challenge legal order. This paper examines how citizens' exposure to these security responses shapes their perceptions of the rule of law. Using proximity to war violence as a proxy for state emergency measures, the authors analyzed World Values Survey data collected before (2011) and after (2020) the Donbas conflict alongside spatially weighted conflict data.

Employing models with oblast fixed effects and Mundlacker specifications, we find that greater exposure to war violence produces divergent effects on legal order dimensions: undermining confidence in state institutions while simultaneously strengthening support for constitutional constraints on power. These findings reveal how citizens distinguish between immediate legal practices and foundational governance principles when evaluating their legal system under threat. State responses to external aggression can paradoxically reinforce democratic commitments while challenging institutional trust, offering insights into resilience under occupation.

While this analysis of the armed conflict in the Donbas offers insights into how states can respond to external threats while preserving constitutional governance, applying these lessons to Ukraine's current situation requires careful consideration. The early phase of Russo-Ukrainian war exhibited many features that still characterize the ongoing war. However, Russia's full-scale invasion since 2022 presents an existential threat to Ukrainian Statehood that far exceeds the localized challenges these authors studied. The nationwide implementation of martial law, combined with unprecedented international support, creates a fundamentally different governance context than the regionally contained armed conflict authors analyzed. While authors' core theoretical mechanisms linking conflict exposure to legal consciousness likely still operate, the intensity and geographic scope of current emergency measures may produce different patterns in how citizens evaluate legal order.

Future research should therefore develop direct measures of citizens' exposure to specific emergency governance practices rather than relying on geographic proximity to war violence. This approach would allow researchers to identify how particular security policies – such as the prosecution of collaboration with the enemy or conscription enforcement – shape citizens' perceptions of both primary and secondary rules. In the post – 2022 context, where exposure to war violence is no longer geographically contained but affects virtually all of Ukraine's territory, such targeted investigations become especially critical for understanding how different dimensions of legal order respond to wartime governance. Focusing on specific policy domains like collaboration prosecution or military conscription could also reveal the mechanisms linking exposure to war violence to changes in legal perceptions. These policy domains involve particularly visible trade-offs between security imperatives and procedural protections, making them ideal contexts for studying how citizens evaluate state responses to existential threats. For example, research could examine whether Ukraine's approach to prosecuting alleged collaborators affects perceptions of due process protections, or how experiences with conscription shape attitudes towards legislative versus executive authority.

Publisher: UNU-WIDER; Authors: Martin Ottman, Patricia Jusino; Sponsors: The Institute is funded through income from an endowment fund with additional contributions to its work programme from Finland and Sweden, as well as earmarked contributions for specific projects from a variety of donors.

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, May 2026

Editors' Choice – Journal Club Discussions

Fully open-access with no article-processing charges

Our friendship has no boundaries. We welcome your contributions.

- 1. Artificial Intelligence Literacy in Education and Health Sectors;**
<http://www.womenshealthsection.com/content/health/AI-Literacy-in-Education-and-Health-Sectors.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. Newborns Exposed to HIV: Prevention, Evaluation and Management;**
<http://www.womenshealthsection.com/content/obsnc/obsnc018.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



From Editor's Desk

WHEC Projects under Development

Global Issues: Atomic Energy



The UN and the nuclear age were born almost simultaneously. The horror of the WWII, culminating in the nuclear blasts at Hiroshima and Nagasaki, brought home the need to address the nuclear issue. By its first resolution, the General Assembly established the UN Atomic Energy Commission to deal with the problems raised by the discovery of atomic energy. And a landmark address by US President Dwight D. Eisenhower in 1953, "Atoms for Peace", led to the establishment in 1957 of the International Atomic Energy Agency (IAEA).

International Atomic Energy Agency

The International Atomic Energy works with its Member States and multiple partners worldwide to promote the safe, secure and peaceful use of nuclear technologies. The IAEA's relationship with the United Nations is guided by an agreement signed in 1957. It stipulates that: "The Agency undertakes to conduct its activities in accordance with the Purposes and Principles of the United Nations Charter to promote peace and international co-operation, and in conformity with policies of the United Nations furthering the establishment of safeguard worldwide disarmament and in conformity with any international agreements entered into pursuant to such policies."

<https://www.iaea.org/sites/default/files/publications/documents/infcircs/1959/infcirc11.pdf>

Nuclear Energy in Numbers

As of 2024, 31 countries worldwide are operating 417 nuclear reactors for electricity generation and 62 nuclear power reactors are under construction. The top three procedures of nuclear electricity in 2023

were the United States, China and France. The United States, with the largest nuclear fleet in the world, accounted for 31% of the total nuclear electricity generation, followed by China with 16%, ahead of France with 13%.

<https://pris.iaea.org/pris/>

Nuclear Safety

Nuclear safety is the responsibility of every nation that utilizes nuclear technology. The IAEA, through the Department of Nuclear Safety and Security, works to provide a strong, sustainable and visible global nuclear safety and security framework for the protection of people, society and the environment. This framework provides for the harmonized development and application of safety and security standards, guidelines and requirements; but it does not have the mandate to enforce the application of safety standards within a country.

<https://www.iaea.org/about/organizational-structure/department-of-nuclear-safety-and-security>

Treaty on the Non-Proliferation of Nuclear Weapons (NPT)

Under the 1968 Treaty on the Non-Proliferation of Nuclear Weapons (NPT), the IAEA conducts on-site inspections to ensure that nuclear materials are used only used for peaceful purposes. Prior to the 2003 Iraq-war, its inspectors played a key role in uncovering and eliminating Iraq's banned weapons programmes and capabilities. In 2005, the Agency and its Director General, Mohamed ElBaradei were awarded the Nobel Peace Prize "for their efforts to prevent nuclear energy from being used for military purposes and to ensure that nuclear energy for peaceful purposes is used in the safest possible way."

<https://disarmament.unoda.org/wmd/nuclear/npt/>

UN Conference on Disarmament

The UN Conference on Disarmament, the sole multilateral forum on disarmament, produced the Comprehensive Nuclear-Test-Ban Treaty, which was adopted in 1996. It has been signed by 187 countries, and ratified by 177, including two nuclear weapons- holding States: France, and the United Kingdom. However, to enter into force, the Treaty must be signed and ratified by 44 specified nuclear technology holding States, 8 of which have yet to ratify: China, Egypt, India, Iran, Israel, and the Democratic People's Republic of Korea, Pakistan and the United States. Russia revoked its ratification in 2023.

<https://www.ctbto.org/our-mission/states-signatories>

Treaties Involved in the Nuclear-Weapon-Free Zones

The following treaties form the basis for existing Nuclear Weapons Free Zones:

1. Treaty of Tlatelolco: Treaty for the Prohibition of Nuclear Weapons in Latin America and the Caribbean.
2. Treaty of Rarotonga: South Pacific Nuclear Free Zone Treaty.
3. Treaty of Bangkok: Treaty on the Southeast Asia Nuclear Weapon-Free Zone.
4. Treaty of Pelindaba: African Nuclear-Weapon-Free Zone Treaty.
5. Treaty on a Nuclear-Weapon-Free Zone in Central Asia

Nuclear Terrorism

Addressing the danger of nuclear terrorism, the UN has also produced the Convention on the Physical Protection of Nuclear Material (Vienna, 1980), and the International Convention for the Suppression of Acts of Nuclear Terrorism (2005).

<https://www.un.org/nwzf/content/overview-nuclear-weapon-free-zones>



In The News

Choosing Tomorrow: The Promise of a Sustainable Future



Our Future is not predetermined; we have choices amidst conflict, climate change, and inequality. By harnessing the creativity of 1.45 billion young people, we can pursue financially rewarding and transformative pathways. However, the deadline for the Sustainable Development Goals is nearing, necessitating fresh approaches and global cooperation that urgently needed due to escalating challenges like declining development assistance and a deepening debt crisis. The Hamburg Sustainability Conference serves as a vital platform for leaders to address interconnected crises, reaffirm commitments to inclusive systems, and protect

future generation, especially in Africa and Asia.

The Clock is Ticking

Although there is still time, the deadline is approaching. To get the SDGs back on track, we need fresh approaches and new ways of working. In an increasingly fragmented and polarized world, global cooperation is being tested like never before. Development assistance is declining, trade tensions are escalating, and a deepening debt crisis threatens stability – with 61 low-income economies at moderate to high risk of debt distress – 35 of these are at high risk. This instability hits the world's poorest countries hardest, making international collaboration more urgent than ever.

In our interconnected world, we must reject the notion of a zero-sum game. This is the time to boldly redefine what a win-win relationship looks like. Now, facing rising inequalities and divisions, we must build on these wins, while forging new collaborative pathways. In an era of uncertainty, sustainable development becomes the thread that pulls countries together, rather than apart.

The Power of Partnership

The Women's Health and Education Center (WHEC) proudly joins forces with the UN and UN System, in this multipolar world, traditional development models must give way to more collaborative approaches. As a long-standing partner, WHEC demonstrates how strategic investments can transform lives, while its commitment to multilateralism and institutional reform brings crucial perspectives to discussions on redefining sustainable development for the 21st century.

Over 60 countries are transforming their economies support the initiatives, while 17 particularly ambitious countries receive targeted assistance for their climate goals.

Dreaming the future, Planning the Present

From governance to finance, the WHEC is imagining what sustainable future can look like, embracing all the tools at our disposal. This includes examining new approaches to financing the SDGs, as well as ways to transform economies and food systems, expanding green energy and creating policies that promote AI (artificial intelligence) and digitalization as a tool for equality. AI stands as one of the most transformative forces of our time, yet its potential for advancing the SDGs remains largely untapped.

We cannot build a future for our grandchildren with a system built by our grandparents. Let us aim to reaffirm the global community's commitment to inclusive, accountable and transformative systems that safeguard the needs of those yet to come- most of whom will be born in Africa and Asia.

Ode on Solitude

Happy the man, whose wish and care
A few paternal acres bound,
Content to breathe his native air,
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire,
Whose trees in summer yield him shade,
In winter fire.

Blest! Who can unconcernedly find
Hours, days, and years slide soft away,
In Health of body, peace of mind,
Quiet by day.

Sound sleep by night; study and ease
Together mixed; sweet recreation,
And innocence, which most does please,
With meditation.

**Thus let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.**

- Alexander Pope; (21 May 1688, London, England – 30 May 1744 Middlesex), England. Poet, writer and translator.

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

<http://www.WomensHealthSection.com>

