

**Closing remarks by Aida Kasymalieva,
Permanent Representative of the Kyrgyz Republic to the UN
Side event
*Advocating for Mountain Women and Girls' Education through Student-Engaged
Learning"*
March 14, 2024**

Dear participants,

Excellencies, ladies and gentlemen,

I would like to express our gratitude and appreciation to all participants of today's side event for contributing to its agenda.

I thank my dear colleague Ambassador Lok Bahadur Thapa, Permanent Representative of Nepal to the UN for his insightful statement.

I also extend thanks to Ms. Romeo, Mountain Partnership Secretariat, Dr. Jay DeSart – Chair of the History and Political Science Department at Utah Valley University, as well as students both from UVU and other academic institutions representing the Kyrgyz Republic, the Mountain Partnership, and the Group of Friends of Mountain Countries for their informative and fruitful interventions on the topic of today's event.

It is well known that women and girls, especially in mountains in the developing world suffer from poverty. Mountain poverty is multifaceted and intensified through such factors as remoteness, poor accessibility, the fragility of the ecosystems, and marginalization. At the same time, these women also represent a huge potential and strength to deal with these issues.

In this regard, I believe that we should concentrate our attention within the framework of the Five Years of Action on the educational programs, which are student-centric and student-driven, in particular by women and girls in mountain regions. The Sustainable Development Goal #4 aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” As we could see from today's presentations, SDG 4 could be achieved through a student-engaged learning model based on student clubs, and Rotaract is one of them. Clubs are simple and available at any academic institution in any rural and mountainous state around the world. In addition, the inclusiveness of the model stimulates students of different ages to teach each other while implementing projects and making them student-driven. As a result, students are becoming full-fledged contributors to the 2030 Agenda for Sustainable Development.

I thank Dr. Baktybek Abdrisaev as well as Stephan Atkinson and Dastan Abikov for assistance in organizing this event and helping to successfully take this examination as part of the United Nations Sustainable Development Goals class.

Thank you for your attention!