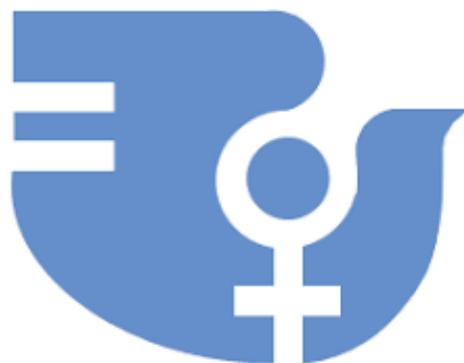




**INVENTURE ACADEMY PRESENTS:
MODEL UNITED NATIONS 2019**

COMMISSION ON THE STATUS OF WOMEN



UN Commission on the
Status of Women



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A LETTER FROM THE EXECUTIVE BOARD

Dear Delegates,

It is an honour and privilege to serve as the Director of the primary global intergovernmental body exclusively dedicated to the promotion of gender equality and empowerment of women- Commission of the Status of Women (CSW). Together with my Assistant Director Anirudh Mody, we extend a warm welcome to all the delegates of this committee.

My first Model United Nations (MUN) experience was exactly a year ago at InMUN 2018 and I happened to serve as a delegate in this very own committee- CSW. Today I can say with utmost gratitude that that experience shaped my life and catalysed my interest for the United Nations.

It not only helped me decide what I wanted to pursue in the future, but also instilled a passion for human rights that I never knew existed in me.

Be it your first InMUN or your last, I believe that the least I can do is to help other young and energetic minds have the same wonderful experience that I had and foster fruitful debate that brings us a step closer to our primary objective- gender equality. Having said that, I know that irrespective of whether you have previous MUN experience or not, each MUN can be nerve racking and daunting in its own way. Nevertheless, I hope each and every delegate does not hesitate to voice what their country believes in and can reach out to me or the Assistant Director for guidance at any point in time, via the email id: vaaniakapoor@gmail.com and/or anirudhmody2909@gmail.com. Your positions papers must be sent to both the email ID's.

Lastly, enjoy every step of the way- from the moment you start researching to the moment you walk out of the committee room for the last time, because such experiences are very rare to find. Along with the Assistant Director, the rest of the Executive Board, the Secretariat and the Organising Committee, I wish each and every delegate the best of luck and hope that everyone can walk out of InMUN 2019 with flying colours!

Regards,

Vaania Kapoor Achuthan

Director of CSW



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DIRECTOR



ASSISTANT DIRECTOR

HISTORY OF COMMITTEE

The Commission on the Status of Women or CSW, is a body under the umbrella of the UN Women which acts as the secretariat of CSW and was formed in 2011 when the 4 committees: Division for the Advancement of Women (DAW), Institute for Research and training for the Advancement of Women (INSTRAW), Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI) and The United Nations Development Fund for Women (UNIFEM) merged. [1] The CSW was formed on June 21st 1946 through Resolution 11(II) passed by the United Nations Economic and Social Council (ECOSOC). This resolution declared that the functions of the CSW would be “to prepare recommendations and reports to the ECOSOC on promoting women’s rights in political, economic, social, and educational fields. The Commission shall also make recommendations to the Council on urgent problems requiring immediate attention in the field of women’s rights.” [2]

The CSW has been a leading force in advocating for gender equality and has drafted the 1953 Convention on the Political rights of women, 1957 Convention on the Nationality of Married Women, and the 1962 Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages. The CSW also contributed to the work of UN offices, such as the International Labour Organization’s 1951 Convention concerning Equal Remuneration for Men and Women Workers for Work of Equal Value, which enshrined the principle of equal pay for equal work. The legally binding Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), was also drafted by the CSW 1979. The Commission helped bring violence against women to the forefront of international debates



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The CSW operated under this mandate for fifty years until the mandate was expanded in 1996 when Resolution 1996/6 was passed, allowing the CSW to take a leading role in the implementation of the Beijing Declaration and Platform for Action (1995), as well as “mainstreaming a gender perspective” in all UN activities. This was drafted at the Fourth World Conference on Women in 1995 in Beijing, China. [4]

This document outlined the following twelve critical areas of concern: women and poverty; education and training of women; women and health; violence against women; women and armed conflict; women and the economy; women in power and decision-making; institutional mechanisms for the advancement of women; human rights of women; women and the media; women and the environment; and the girl child. [5] Although the council recognises that each of these 12 areas are of equal importance, for the benefit of the committee the council will only be emphasizing on two of these critical areas: education and training of women and women and the economy.

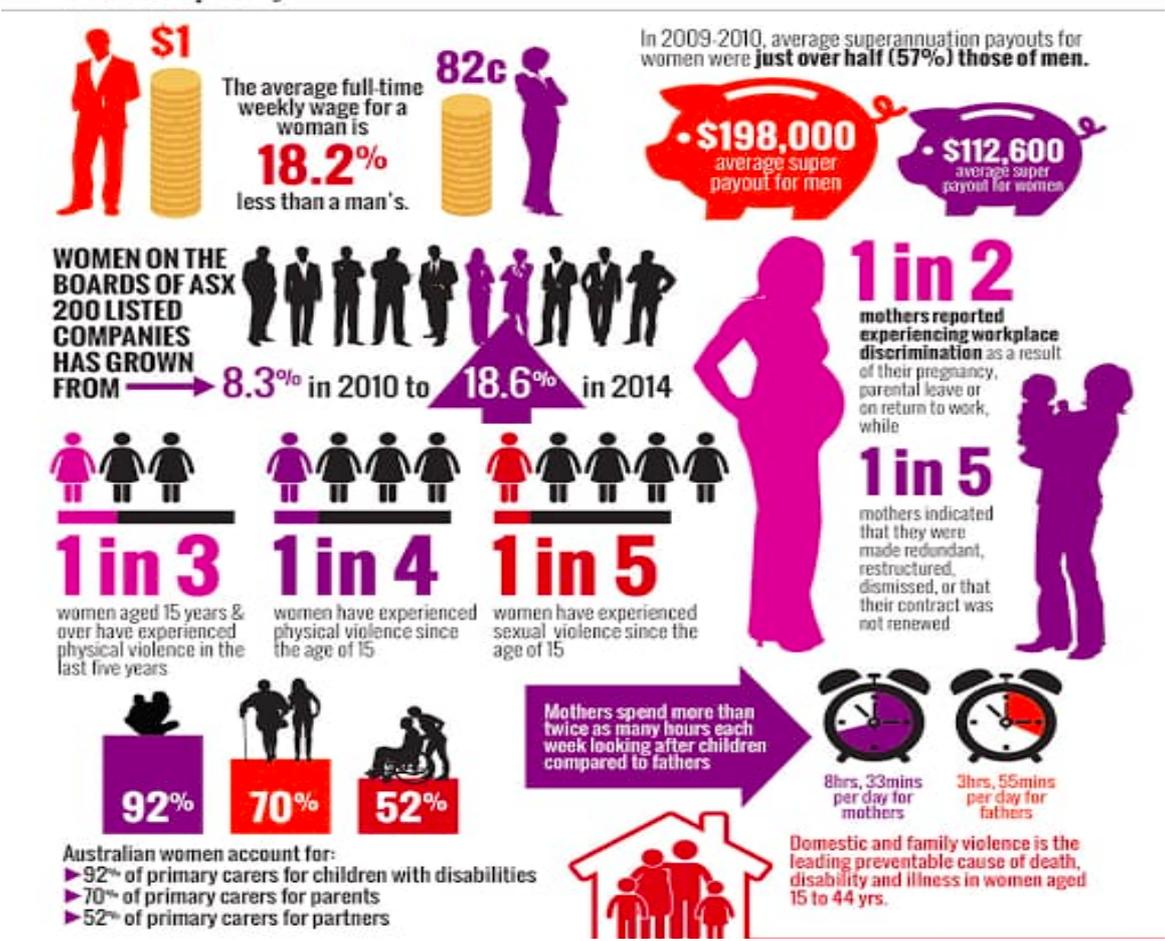
Apart from the CSW, The UN General Assembly has also shown growing awareness towards gender equality by adopting resolution 66/130, which concentrates on women and political participation and reaffirms the Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Clause 3 of this Resolution calls upon all member states to enhance the political participation of women while Clause 2 stresses a need for all nations to eliminate laws, regulations and practices that in a discriminatory manner, prevent or restrict women’s participation in the political process. [6]

One of the other primary responsibilities of the CSW is to review the implementation of document that resulted from the resolutions of the special session of the General Assembly held in 2000 called “Women 2000: gender equality, development and peace for the twenty-first century”. [7]



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INTRODUCTION TO SUSTAINABLE DEVELOPMENT- GOAL 5



Equal access to education, employment opportunities, and representation in political and economic fields are not only rights women should enjoy, but they benefit humanity at large. While 143 countries guaranteed equality between men and women in their Constitutions by 2014, the other 52 had not taken this step.

Goal 5 of the 17 Sustainable Development Goals, better known as SDG 5, set by the United Nations General Assembly in 2015, aims at eliminating all forms of discrimination and



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SDG 5 and its targets set out the indispensable collective action to create conducive environments towards equality for all women and girls. It also aims at the complete elimination of all harmful practices, such as child, early and forced marriage and female genital mutilation.

While the global literacy rate stands at 86.2%, male literacy rates are 86.8% while female literacy rates are 82.6% [9] Similarly, in the year 2015-16, male employment rates were 65.3% while female employment rates were 25.8%. Moreover as Representatives of Nations in the CSW, it is of our utmost concern that currently only 23% of parliamentarians worldwide are women. [10]

These biased statistics continue to raise the same question that lead to the establishment of CSW- where do women stand in education and the workforce and how can we establish equal rights in the educational field and the labour market?

In order to shed light on this issue the Council decided that the Agenda for InMUN 2019 CSW would stand as follows: Sustainable Development Goal 5: achieve gender equality and empowering all women and girls in all areas of life including, but not limited to, education and the public and private sector workplaces.



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EDUCATION AND TRAINING FOR WOMENS AND GIRLS:

Despite progress in the recent years, girls and women continue to face discrimination in accessing education and within the education system. Girls' education is not only an intrinsic right, but equality in access to education is a vital step in achieving other developmental goals. According to United Nations Educational, Scientific and Cultural Organization (UNESCO), over 30 million girls of primary-school age are still out of school today.[11] This is due to a variety of problems existing both within and outside of the education system. Poverty, pregnancy, school-based violence, child marriage, school fees and discriminatory gender norms are some of the few obstacles that girls face which prevent them from gaining education worldwide.



The UN widely acknowledges that increasing the level of girls' education has a positive impact on income and well-being of families, as well as improving a nation's economy as a whole. Increasing equal access to education for girls could have many significant benefits, including a decrease in poverty, malnutrition and infant mortality, and an increase in the overall health of women and families. Furthermore, the United Nations Children's Fund (UNICEF) argues that educated women are less likely to marry early and against their will, less likely to die during childbirth, more likely to have healthy babies, and more likely to send their children to school.[12] Increasing girls' access to education can create a lasting effect of opportunity that influences generations to come.



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HISTORY:

In recent decades, there has been significant progress in increasing girls' access to education. The UN and other international and national organisations have been working to create gender parity worldwide. The Education for All Initiative (EFI), for example, was created in 2000 to promote an “expanded vision of learning” for people across the world. Every year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) produces a report on the state of education across the world. Due to various school expenses and money lost when a child attends school instead of working, poverty has a large effect on the education of a family. This trend greatly increases with regard to higher education. Therefore, international frameworks in place to reduce poverty have a positive effect on increasing girls' access to education. Specific initiatives include the International Monetary Fund (IMF) and World Bank's work in the Poverty Reduction Strategy Papers (PRSPs) and Heavily Indebted Poor Countries (HIPC) Initiative.[13]

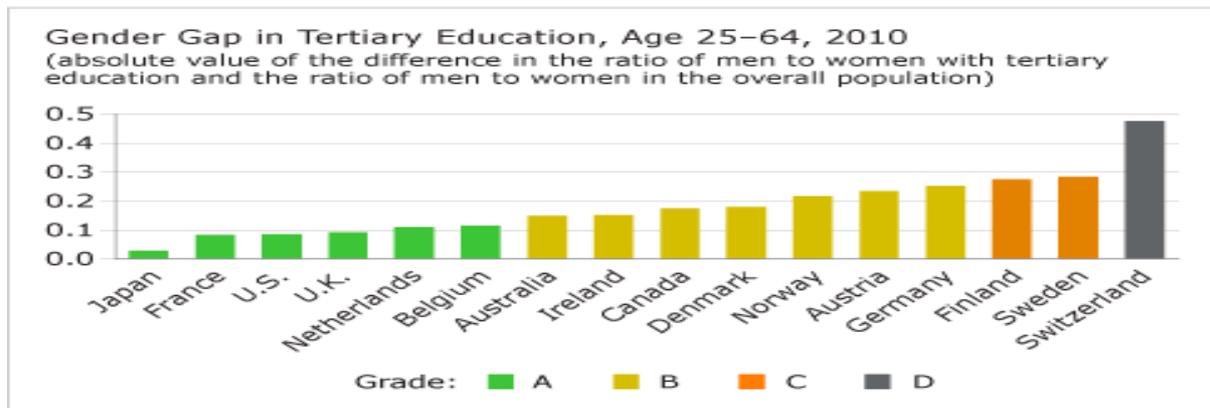
In the year 2000, the World Education Forum met in Dakar, Senegal to establish the Dakar Framework. The six main goals of this framework included: to expand early childhood care and education; provide free and compulsory primary education for all; promote learning and life skills for young people and adults; increase adult literacy by fifty percent; achieve gender parity by 2005 and gender equality by 2015; and improve the quality of education. The World Education Forum also created the Education for All Development Index (EDI) which measures progress towards the set goals.[14]

Looking more specifically at girls' education, the United Nations Girls' Education Initiative (UNGEI) “is committed to accelerating action on girls' education to realize ‘A world where all girls and boys are empowered through quality education to realize their full potential and contribute to transformation societies where gender equality becomes a reality.’”[15] UNGEI has four key strategic priorities: an enhanced focus on marginalized and excluded groups, the reduction of school-related gender-based violence, improved learning outcomes for girls, and an increased number of girls transitioning to secondary education and accessing post-primary opportunities.



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Bank, United Nations Population Fund (UNFPA), United Nations Development Programme (UNDP), UN Women and The Office of the United Nations High Commissioner for Refugees (UNHCR) to set goals and policies centered around five key themes: the right to education; equity in education; inclusive education; quality education; and lifelong learning.



CURRENT SITUATION:

As of 2013, there were still 31 million girls of primary school age out of school, 4 million more than boys out of school.[17] Girls' access to education in the 21st Century varies greatly depending on geographical location and/or development in the country. While most countries strive to educate their youth, irrespective of their gender, many obstacles are presented that hinder that process today. This has made improving access to education for girls and imperative goal for this committee which strives to create new, innovative ways to overcome the existing obstacles that hinder girls' access to education worldwide.

The Western world generally does not have problems regarding girls' access to education through secondary school. In America, females outnumber males in university with ratios up to 59.3-40.7.[18] Furthermore, throughout primary and secondary education, girls in the West consistently achieve higher scores than their male counterparts[19]. However, the main failing of the West's gender equality in education is derived from the disparity of genders in certain educational and career fields in tertiary education. Less than a third of Swedish



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In the Middle East and northern African region, religious and societal pressures lower the number of years that girls spend in school and therefore increases drop-out rates of young girls. Other important factors in this region are the prevalence of child marriage, social norms on the role of women as homemakers, and decreased economic opportunity for women in the workplace. That being said, the League of Arab States in the Arab Charter on Human Rights Article 41 states that all citizens are guaranteed “free education at least throughout the primary and basic levels... without discrimination of any kind.”[21] However, only through understanding the economic and social foundation behind the mindsets of individuals living in these areas can we determine why gender parity does not exist in education. For example, in Egypt, there are existing parental fears of a mixed-gender learning environment so they created a successful all-female learning environments[22].

There are additional issues facing the Middle East region that contribute to inequality in girls’ access to education. The Syrian refugee crisis and the subsequent displacement of 11 million Syrians [23] creates strain on surrounding educational systems, on top of the additional roadblocks to educating refugees.

In Africa, girls’ access to education is expressly protected on multiple levels.[24] However, African countries face various problems such as the destroyed infrastructure in South Sudan caused from the Civil War or the amount of sexual exploitation that happens in The Democratic Republic of the Congo. Problems such as those in the Congo and South Sudan are obstacles to girls’ access to education and must be taken into consideration when addressing the topic at hand. Additional issues prevent African girls from accessing education, including inadequate access to clean water and sanitation that cause girls to drop out due to menstrual health concerns or necessity to travel and fetch clean water daily.

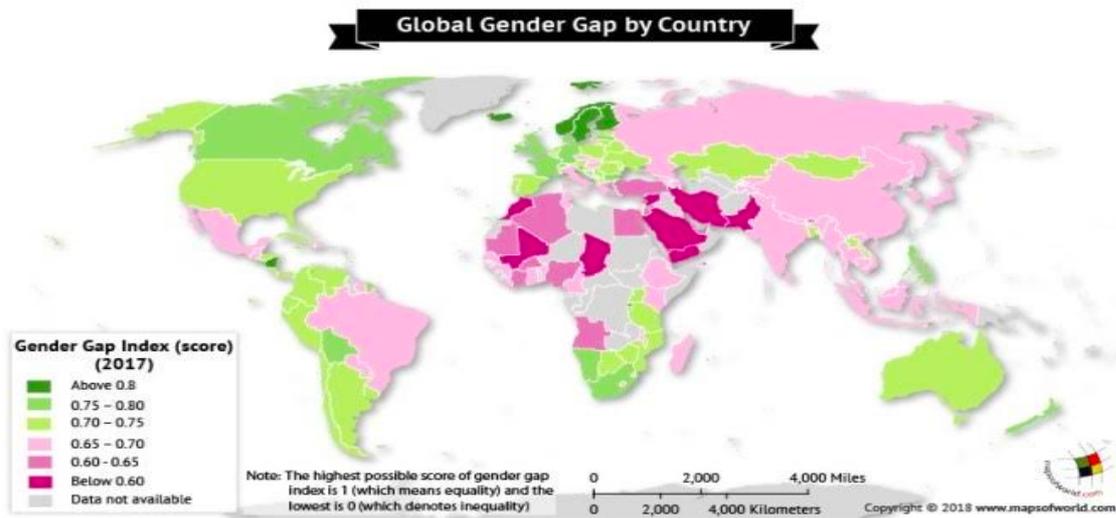
The refugee crises from conflicts in the Central African Republic and from the Sudanese Civil War create particular problems for reintegrating children into classroom environments. [25] Furthermore, there are often worse outcomes for girls’ education in rural areas due to lack of nearby schools and fees for uniforms and textbooks thus prohibiting girls from attending school. Here you can see the impact that cross-generational education can have on attendance for girls in school. Girls education levels tend to be representative of that of their



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The majority of out-of-school children in the world live in South Asia.[27] The largest barrier to girls' education in the region is poverty. The necessity of girls' labor in the household and the distance to schools contribute greatly to the lack of gender parity. Armed conflict and natural disasters also pose a dynamic and difficult problem in the road to girls' education in many areas.

Bangladesh has been particularly aggressive in increasing the educational success of its girls and has implemented a variety of policies to do so. Some of these policies include building separate bathrooms for girls and boys, providing economic incentives for educating girls in rural areas and ensuring that 60 percent of teachers are women. These policies that have been beneficial to Bangladesh could be used across South Asia and other regions to assist in the goal of gender parity.





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ANALYSIS:

The Commission on the Status of Women has emphasised the interdependence that exists between education, training, and the labor market. Worldwide, girls have to overcome barriers to education caused by poverty, cultural norms and practices, substandard service delivery, poor infrastructure and fragility.[28] We have convened as a group to utilize our resources and work together to overcome these many challenges. Below are the goals The Malala Fund aims to achieve when addressing key areas relating to girls' education.[29] The Malala Fund enables the implementation of projects addressing key areas of concern relating to girls' education. While previous and current UN initiatives have had positive effects on girls' access to education, there are many issues still on the table inhibiting the ability of girls to go to school and stay in school. In the developed world, these issues stem mainly from the gap between women and men in certain fields of study at the postsecondary level of education. In developing nations, poverty, social stigmas, cost, and armed conflict represent just a few of the significant obstacles which must be overcome moving forward.

The role of this committee will be to address these issues And the Council hopes that the delegates of this committee understand the gravity of the situation and thus find viable solutions that are implementable in the long run.



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WOMEN AND THE ECONOMY- EQUAL PAY AND EQUAL TREATMENT AT THE WORKPLACE

Global economic inequality is a complicated and multifaceted issue. In general, women tend to hold less skilled jobs than men, be paid lower salaries, face unequal treatment and discrimination at the workplace, and much more.

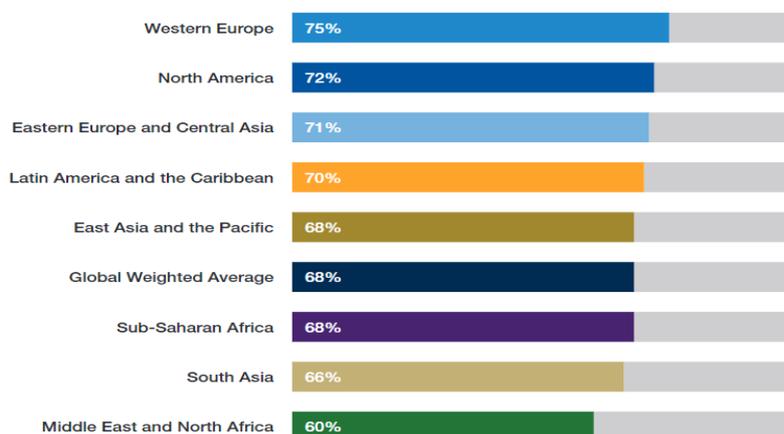
Female employment varies widely from country to country, interacting with numerous socio-political factors which can prevent women from exercising their economic rights. The labor force participation rate among working-age women varies from about 20% in the Middle East to slightly more than 60% in Sub-Saharan Africa.[30] Even the upper limit is much less than equivalent averages for men in these regions. In large part, this difference can be attributed to the fact that women lack the opportunity to hold the same jobs as men. According to the World Bank, there are three main factors that lead to gender segregation in access to economic opportunities among most workers: “gender differences in time use (primarily resulting from differences in care responsibilities), gender differences in access to productive inputs (particularly land and credit), and gender differences stemming from market and institutional failures.”[31] In other words, women often lack the time or resources to experience the same economic opportunities as men. They are also prevented from working due to unequal policies, and/or a lack of social protection or public services.

A number of other statistics reflect the varying types of economic inequality felt by women. The global gender pay gap, or the difference in earnings between men and women, is 23%. [32] On average, women do 2.6 times the unpaid care and domestic work that men do. Globally, women are just 13% of agricultural land holders. And in 18 countries, husbands can legally prevent their wives from working.[33] Therefore, it is clear that many women are deprived of the means and opportunity to be economically equal to men.



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Figure 4: Distance from gender parity 2017, by region



Source: Global Gender Gap Index 2017.
Note: Covers all 144 countries featured in the 2017 index.

In the USA, women make 79 cents to a male's dollar regardless of the fact that both are working at full time jobs. If part-time jobs are included, the ratio is even worse being 71 cents [35]. Males are getting more full time jobs with 71.1% of them working full time contrasting to only 59.4% women who work full time. The economic gap between male and female continues to persist as women are burdened with unpaid household work within families and communities. As women grow older this situation further exacerbates to corroborate the fact that six of the 10 of the world's poorest people are women.

The Council expects the delegates of CSW should analyze how initiatives to increase women's participation in the workforce, on equal terms as men, have been implemented successfully, and how these programs can be applied to different global regions. Social protection systems and public services that provide women the opportunity to seek fair employment, and ensuring that their rights can be enforced to combat labor and employment discrimination, should be considered.



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BLOC POSITIONS:

African Countries

Although Africa includes both low- and middle-income countries, poverty rates are still high. The majority of women work in insecure, poorly paid jobs, with few opportunities for advancement. In the northern African region, religious and societal pressures lower the number of years that girls spend in school and therefore increases drop-out rates of young girls. This has led to a steep rise in the illiteracy rate over the recent years. Sub-Saharan women living in countries such as: Zimbabwe, Kenya, Ethiopia, South Sudan and Uganda face disproportionate challenges ranging from sexual exploitation to minimal job opportunities.

South-East Asian Countries

In South Asia, a preference for sons means that the girl child must struggle twice as hard to survive and full-fill her potential. Countries such as: India, Afghanistan, Nepal, China, The Philippines, Cambodia, Sri Lanka and Malaysia have a key role in this issue. The woman and girls are deeply affected by the stereotypical natural in society. In countries such as India and Afghanistan the woman lack financial resources to support their families. Delegates are requested to study their countries closely to determine their respective stance on the issue.

Middle Eastern Countries

Protective labour laws that restrict women's working hours or which sectors they can work in, combined with social expectations that place the brunt of housework and care on women's shoulders, have resulted in a preference for hiring and promoting men in the middle east. Women entrepreneurs face many gender-specific obstacles, leading to a lack of access to finance. Some nations, such as Iran are more progressive on the matter, having universal suffrage for all adults, while others such as Saudi Arabia ban women from voting. However, in countries such as: United Arab Emirates, Qatar, Kuwait, Egypt and Iraq most women lack the freedom of movement owing to the national framework of their constitution and this has arisen concerns regarding the involvement of women in the labour force



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QUESTIONS A RESOLUTION MUST ANSWER:

- **Why does gender disparity exist and what measures can the UN take to eradicate it, without infringing the sovereignty of a member state?**
- **How can we find a way to ensure that the female literacy rate rises and their participation in the labour force increases?**
- **What grass-roots movements can be created and/or have been created in order to economically empower women, and how effective have they been?**
- **Would financial support assist the development of women and girls, and if so, how can we make financial support easily available for them?**
- **What measures can be instituted at a regional, national and global level to ensure the progression and continued empowerment of women in politics in today's world?**
- **What are some of the ways in which public schools can work alongside private education systems to improve female participation rates in the education system?**
- **Can developing and developed nations work jointly towards eradicating gender bias in education and the work environment?**



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