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“The Commission on the Status of Women”

Topic A: “Enhancing Gender Equality in Global Education”

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COMMITTEE BACKGROUND

The Commission on the Status of Women (CSW) of the United Nations (UN) promotes gender equality and the empowerment of women and girls. It is a United Nations Economic and Social Council (ECOSOC) functional commission, which means it operates on its behalf and advises it on gender problems. The CSW plays an important role in promoting women's rights, recording the actuality of women's lives across the world, and defining worldwide standards on gender equality and women's empowerment.

The Commission on the Status of Women met for the first time in February 1947, shortly after the establishment of the United Nations. There were fifteen female representatives. The Commission was first sponsored by a United Nations institution. The CSW established close relationships with non-governmental organizations, with those with consultative status with

the United Nations Economic and Social Council (ECOSOC) allowed to participate as observers.

DAW, INSTRAW, OSAGI, and UNIFEM combined in 2011 to become UN Women, which is currently the Secretariat of the Commission on the Status of Women.

HISTORY OF TOPIC

Women must be "equal actors, partners, and beneficiaries of sustainable development, human rights, peace, and security," according to the UN Charter. "Everyone has the right to education," according to Article 26 of the Universal Declaration of Human Rights, and it "shall be aimed at the whole development of the human personality." The Declaration also asserts everyone's freedom to work and "free choice of occupation." Both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) seek to "promote gender equality and empower women," as well as to "achieve primary education for all. These proclamations provide the world an unprecedented opportunity to improve the lives of millions of women around the world.

Decades of studies have shown that educating girls and women results in quicker poverty reduction, better maternal health, decreased child mortality, increased HIV prevention, and less violence. Each extra year a girl spends in school can increase her wages as an adult by up to 20%.

Education is also a major factor in women's power and access to jobs of choice. Lack of education limits a girl's long-term ability to seek and obtain a job and earn revenue. A woman's economic independence is demonstrated not only by her ability to buy, save, own property, and invest, but also by her ability to leave abusive marital situations – particularly economic abuse.

Equality among girls and boys, women and men, and people of different cultural and ethnic backgrounds is critical to the operation of democracy, its growth, and the fulfillment of human rights. Education is essential for our profession.

The bias favoring boys in family education investment, the gendered allocation of household chores, and long commutes to school are only a few of the structural hurdles and discriminatory cultural practices that lead to gender disparities in schooling. Gender-based violence, notably sexual harassment and underage marriage, contributes significantly to girls' low educational success.

It is vital to protect females from sexual assault since they are harassed not just on their way to and from school, but also within their educational institutions. The numbers are clear: in many countries, the great majority of women have experienced sexual harassment on the streets or in public places.

Discrimination on the basis of race, nationality, religion, migratory status, or disability can impair education. According to statistics from 42 nations, children with impairments have lesser access to early childhood education. This difference is higher for girls, with only 18% of girls with one or more functioning difficulties attending an early childhood education programme, compared to 28% of girls without. Moreover, inequalities in learning for girls and young women have been exacerbated by pandemic-related interruptions to schooling.

In elementary education, just 49% of nations have achieved gender parity. At the secondary level, the gender gap widens: 42% of nations have achieved gender parity in lower secondary education, while only 24% have achieved gender parity in upper secondary education.

Sex differences in educational attainment are largest in South Asia, where 60.6% of males have completed secondary school compared to 39.8% of females. Specifically, Afghanistan and India have the highest gender discrepancy in average years of schooling.

There are several explanations for this. Poverty, child marriage, and gender-based violence are all barriers to girls' education that vary by country and community. When it comes to schooling, poor households frequently favor boys.

Girls' safety, hygiene, and sanitation needs are not always met in schools. In other cases, teaching approaches are not gender sensitive, resulting in gender discrepancies in learning and skill development.

CURRENT ISSUE

United States:

In the United States, gender inequalities in education and employment are typically minimal. Mothers would work longer hours if they had greater parental leave and more flexible work schedules. Giving low-income families easier access to low-cost daycare may aid in poverty reduction. Despite progress in gender rights in the US, 56% of middle and high school females in the United States experienced sexual assault at school; as a result, 37% of girls stated they didn't want to attend to school, and 10% had to take an alternative route home.

Chad:

Women's duties in Chad are frequently thought to be assigned at home rather than at school. Giving one's daughter in marriage, especially at an early age, is generally loved and respected in many cultures. It also indicates that parents maintain traditional and religious values. Forced marriages are used to safeguard the family's honor against unwanted

pregnancies. If they reject, some girls may face physical abuse within the family. In some communities, arranged marriages are frequent, with some girls being promised to partners without their knowledge or agreement.

Girls are sent home to do housekeeping and farm tasks. According to the Education cluster, girls no longer attend school in numerous locations beginning in May because they are engaged in farming activities. This circumstance has a negative impact on their academic achievement. Furthermore, when looking for firewood, water, and other duties, they are regularly exposed to increased risks of Gender Based Violence. They seldom return to school after this. Some professors' exclusionary or indifferent attitudes toward girls may lead to their departure from school. These teachers may unintentionally prefer boys over girls since they have not been trained in gender-sensitive teaching.

Pakistan:

Gender inequality has made it incredibly difficult for women in Pakistan to receive an education. In Pakistan, an estimated 22.5 million youngsters, the most of whom are females, are not attending school. Girls are absent from school at a rate of 32%, while males are absent at a rate of 21%. This gender discrepancy remains until middle school, and by grade nine, just 13% of young women are still enrolled.

Afganistán:

Last year, the Taliban took back control of Afghanistan, but it is still uncertain how the Taliban would govern or how they will be received on the world stage. However, some specifics are starting to surface. The Taliban appears to be stricter and more restrictive than previously assumed. Religious and ethnic minorities continue to be slain and repressed, and despite assurances to the contrary, women are still not allowed to complete sixth grade, nor are they authorized to work or travel without a male escort.

Japan :

Considering its financial might, Japan should be regarded as one of the best places for women to live. Despite placing 11th in human development and possessing a GDP in the 20s, Japan restricts women's economic and political participation. Women are underrepresented in business and political leadership roles, and their income and compensation equality scores are below the national average. Based on a UN report, reducing the gender gap in employment may improve Japan's GDP by up to 16%. (United Nations Economic and Social Commission for Asia and the Pacific).

Traditional social roles continue to be expected of Japanese women. Japan ranked 110th out of 149 countries in the World Economic Forum's 2018 Global Gender Gap index, with low rankings for women's economic involvement and political empowerment. Women, for example, spend five times more than men on unpaid tasks like cleaning, child care, and other activities. Traditional gender stereotypes extend to the work market, where women are typically limited to lower level jobs, irregular employment, and certain industries, not to mention wage and job protection disparities.

Norway:

In comparison to other Nations, Norwegian women enjoy higher levels of education and employment engagement. Boys frequently fall behind in secondary school student performance, while girls exceed boys by more than 15% points in finishing upper secondary education on time. In 2009, young women made approximately 58% of students enrolled in postsecondary education.

Northern European countries are the closest thing to equality for women. Norway stands out since it has the greatest economic ratings and ranks second in the Global Gender Gap Index. Norway promotes relative wealth equality and ranks fourth in the world in terms of GDP per capita (IMF,

World Bank). The country tops the UN Human Development Index, with near-perfect ratings in living standards, education, literacy, life expectancy, and child care.

UN AND EXTERNAL ACTIONS

UN:

Despite the most challenging of situations, United Nations organizations such as The United Nations International Children's Emergency Fund (also known as UNICEF) work with communities, governments, and partners to eliminate barriers to girls' education and promote gender equality in education.

In addition, the United Nations is focusing on gender equality in education. Gender-equitable educational standards empower both girls and boys while also supporting the development of life skills necessary for young people to flourish, such as self-management, communication, negotiation, and critical thinking.

With the establishment of the United Nations Women agency in 2010, which took over the duties of the defunct UNIFEM agency, the United Nations made gender equality and women's empowerment a priority. However, it remains to be seen if their attempts to empower women via education would be effective.

At a special gathering at the United Nations Headquarters on September 20, 2014, UN Women Goodwill Ambassador Emma Watson helped launch the HeForShe campaign. "I'm approaching you because I need your help," she stated. We aim to eliminate gender disparity, and we need everyone's help. This is the first campaign of its kind organized by the United Nations, and our objective is to mobilize as many men and boys as possible to be champions for gender equality. And we don't just want to talk about it; we want outcomes."

External Actions:

Most non-governmental organizations (NGOs) are focusing their efforts on education because it is the path to women's empowerment. It gives women more access and opportunities in the job market, resulting in higher incomes and less isolation at home or exclusion from financial decisions. Women with an education can achieve their goals by pursuing their own ideals. Furthermore, they are also focusing on gender-based violence by organizing campaigns, training, mentor education, or by incorporating a gender equality dimension into all aspects of education policies; providing accessible information about what gender-based violence is, its various forms, possible remedies, and existing support measures.

CONCLUSION

Poverty, child marriage, and gender-based violence are now significant impediments to girls' education by nation and community. When it comes to education, impoverished families usually choose males. In schools, girls' safety, hygiene, and sanitation needs are not always fulfilled.

In institutions, girls' safety, hygiene, and sanitation needs are not always fulfilled. In other circumstances, instructional practices are not gender sensitive, resulting in learning and skill development disparities across genders.

IMPORTANT QUESTIONS

- How does education inequality contribute to the existing wage gap between genders?
- In your nation, how many females attend school and enter the workforce?
- What is your country's perception of women's roles? How does this influence their decisions to attend school and seek employment?

- Do your nation's laws prevent discrimination against women?
- How can we eliminate gender violence and sexism in schools?
- How can females have more affordable, safer, and long-term chances to pursue school and work?

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