LETTER FROM THE EXECUTIVE BOARD

Dear Delegates,

Welcome to the simulation of United Nations Commission on the Status of Women at GWMUN, 2019. We have envisioned this simulation to be productive and thoughtful and for that vision to be actualized, the impetus falls on your shoulders to work hard, think

critically, and adapt instantly. In this guide, we have dealt with a broad range of aspects including: Preparatory (mandate of the committee, research suggestions, basic things relating to the committee) and Substantive (agenda specific). The purpose of preparatory and substantive aspects is to help you base your research and arguments .

Lastly, you may only treat the guides as introductory documents, which build an insight into the concepts that the agenda deals with. Beyond this, you are required to dig deep and do your own research, but more

importantly, we want you to take the information you've researched and sit down with it to analyse the core issues there, possibly forecast what the debate on this will entail, and then form logical arguments

and efficient solutions on it. Even though this is a rather usual advice, it is imperative in this committee to be followed; otherwise you will not be able to keep up with the fast-paced committee.

Feel free to contact us through e-mail, in case you have any doubts! We wish you all the best.!

Best Regards,

The Executive Board

Jai Mehra

(Chair)

PREPARATORY

1. About the committee

2. Valid sources of proof in the committee 3. Basics

• SUBSTANTATIVE

1. Introduction to the agenda

2. Case studies

• PREPARATORY: ABOUT THE COMMITTEE

The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. A

functional commission of the Economic and Social Council

(ECOSOC), it was established by Council resolution 11(II) of 21 June 1946. The CSW is instrumental in promoting women's

rights, documenting the reality of women's lives throughout the world, and shaping global standards on gender equality and the empowerment of women.

In 1996, ECOSOC in resolution 1996/6 expanded the Commission's mandate and decided that it should take a leading role in monitoring and reviewing progress and problems in the implementation of the Beijing Declaration and Platform for Action, and in mainstreaming a gender perspective in UN activities. Following the adoption of the

2030 Agenda for Sustainable Development in 2015, the Commission now also contributes to the follow-up to the 2030 Agenda for Sustainable Development so as to accelerate the realization of gender equality and the empowerment of women (ECOSOC resolution 2015/6). During the Commission's annual two-week session, representatives of UN Member States, civil society organizations and UN entities gather at UN headquarters in New York. They discuss progress and gaps in the implementation of the 1995 Beijing Declaration and Platform for Action, the key global policy

document on gender equality, and the 23rd special session of the General Assembly held in 2000 (Beijing+5), as well as emerging issues that affect gender equality and the empowerment of

women. Member States agree on further actions to accelerate progress

and promote women's enjoyment of their rights in political, economic and social fields.

The outcomes and recommendations of each session are forwarded to ECOSOC for follow-up. UN Women supports all aspects of the Commission's work. The Entity also facilitates the

participation of civil society representatives.

METHODS OF WORK

The Commission adopts multi-year work programmes

to appraise progress and make further recommendations to accelerate the implementation of the Platform for Action. These recommendations take the form of negotiated agreed

conclusions on a priority theme. Under its current methods of work, established by ECOSOC resolution 2015/6, at each session the

 Commission:

 • Holds a ministerial segment to reaffirm and strengthen political commitment to the realization of gender equality and the empowerment of women and girls as well as their human rights and to ensure high-level engagement and the visibility of the deliberations of the Commission;

• Engages in the general discussion on the status of gender equality, identifying goals attained, achievements made and efforts underway to close gaps and meet challenges in relation to the

 priority theme and the review theme;

• Considers one priority theme, based on the Beijing Declaration and Platform for Action and the outcomes of the 23rd special session of the General Assembly and possible linkages to the 2030

Agenda for Sustainable Development;

• Evaluates progress in implementing agreed conclusions from previous sessions as a review theme;

• Addresses emerging issues, trends, focus areas and new approaches to questions affecting the situation of women, that require timely consideration;

• Plays a catalytic role for gender mainstreaming in the United Nations system and contributes gender perspectives to the work of other intergovernmental processes and functional

 commissions;

• Considers in closed meeting the report of its Working Group on Communications;

• Agrees on further actions for the promotion of gender equality and the empowerment of women by adopting agreed conclusions and resolutions; and

• Sets aside time for the observation of International Women's Day on 8 March, when it falls within its session.

 Refer to the official website for more information.

 SOURCES OF PROOF

1. State-operated News Agencies – These reports can be used in the support of or against the State that owns the News Agency. These reports, if credible or substantial enough, can be used in support of or against any country as such but in that situation, they can be denied by any other country in the council. Some examples are,

1) RIA Novosti (Russia) [http://en.rian.ru/]

2) IRNA (Iran) [http://http://www.irna.ir/en/]

3) Al Jazeera (Qatar) [http://www.aljazeera.com]

2. Government Reports: These reports can be used in a similar way as the State Operated News Agencies reports and can, in all circumstances, be denied by another country. However, a nuance is that a report that is being denied by a certain country can still be accepted by the Executive information. Some examples are,

1) GovernmentWebsitesliketheStateDepartmentoftheUnited States of America

[http://www.state.gov/index.htm] or the Ministry of Defence of the Russian Federation

[http://www.eng.mil.ru/en/index.htm]

2) Ministry of Foreign Affairs of various nations like India [http://www.mea.gov.in/]

or People's Republic of China [http://www.fmprc.gov.cn/eng/].

3) Permanent Representatives to the United Nations Reports

http://www.un.org/en/members/ (Click on any country to get the website of the Office of its Permanent Representative.)

3. United Nations Reports: All UN Reports are considered are credible information or evidence for the Executive Board of

the UNGA:

1) UN Bodies like the UNSC [http://www.un.org/Docs/sc/] or UNGA

[http://www.un.org/en/ga/].

2) UN Affiliated Bodies like the International Atomic Energy Agency

[http://www.iaea.org/], World Bank [http://www.worldbank.org/],International Monetary Fund [http://www.imf.org/external/index.htm], International Committee of the Red Cross [http://www.icrc.org/eng/index.jsp], etc.

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,Human Rights Watch or newspapers like the Guardian ,Times of India etc. are typically not accepted as PROOF/EVIDENCE. However, they can be used for better understanding of any issue.

BASICS

1. Basic documents, treaties, conventions etc.

Following is the list of documents that need to be perused by all delegates before they come to the council. Please understand that you need to know the following aspects regarding each of the mentioned documents:

The reason why this document exists (for e.g. the Geneva Conventions were enacted to lay down the rules of war and for the treatment of all parties concerned in the wars.)

The nature of the document and the force it carries, i.e. whether it is a treaty, a convention, a doctrine, or a universally accepted custom or norm.

The areas where the document can be applied or has jurisdiction on (for

e.g. international humanitarian law applies only to situations of armed conflict, whereas the human rights laws applies at all times of war and peace alike.)

The contents of the document at hand. You need not memorize any articles or rules of any convention or treaty, but should know what the document has to say in various situations that may arise in the council. The delegates must have the understanding of the following:

2.UN Charter

The Charter of the United Nations was signed on 26 June 1945 at San Francisco by the nations represented at the United Nations Conference on International Organization, most of them earlier allies in the Second World War. The allies began being referred to as the 'United Nations' towards the end of that war. The Charter came into force on October 24 1945. Since

that time all members joining have had to declare themselves bound by both documents - though practice has demonstrated on too many occasions

that that declaration has not been taken too seriously. Once again, a written constitution is one thing, actual behavior is another.

3.International Bill of Human Rights

The international bill of human rights lays down the foundations of the international human rights regime. It consists of the Universal Declaration of Human Rights (adopted in 1948), the International Covenant on Civil and Political Rights (ICCPR, 1966) with its two Optional

Protocols and the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), along with its additional protocol. The Bill influences the decisions and actions of Government, State and Non-State actors to make economic, social and cultural rights a top-priority in the formation and implementation of national, regional and international policy and law.

• SUBSTANTIVE

  INTRODUCTION TO THE AGENDA

AGENDA 1: Advancing economic parity for rural women This debate aims to examine the status quo with regard to the major issues related to women in higher education. It will point to strategies which may help Member States and other higher education stakeholders in their efforts to strengthen the role

of women in this sector and their contribution to social

 development in general.

Over the past years, and as secondary education enrolments increase, the access of women to higher education has improved significantly. However, progress is still possible, notably their

 participation in fields such as science and technology.

 In contrast, the presence of a critical mass of women in the decision-making process remains vastly inadequate. Also, a number of cultural barriers still exist which seriously impedes their development as citizens and professionals.

The WCHE will provide clear guidelines for the next phase in the dynamic which will ensure full equity for women graduates and students. The UNCSW Special Project,

Women, Higher Education and Development, will provide

 examples of good practice in this respect.

I. Introduction

This paper prepared for the World Conference on Higher Education aims to present a stocktaking of the issues related to women in higher education:

● promotion, notably through the use of binding legal instruments, of the rights of women as

citizens to full participation in all areas of social development;

● efforts to improve the access of women, especially those from developing countries, to higher education;

● measures to ensure that highly qualified women will participate fully in the decision-making processes of society, through their roles in government, in the community and in the

family. Here, strengthening their leadership capacities becomes vital.

The Global Strategy on Women and Higher Education (see Annex 1) is intended to facilitate the promotion of these goals. Since 1990, UNCSW has situated these issues in a wider arena of discussion notably:

II.

●the trends driving the development process the progress achieved since the 4th World Conference on Women (Beijing

1995) the specific problems related to the renewal and reform of the higher education sector itself the nature of social leadership in a multicultural world.

The commitment to these goals by the family of world nations

can only be possible if effective partnerships are formed to

construct a more human society in order to realize the potential of investment in human capital and co-operative action. This emphasis on dialogue, on coalition and on collaboration forms the basis of the new approach to the development strategy and requires full participation from the relevant

actors involved - that is to say, from men and women. The principle of gender equality must be related to the legal rights of women. In this regard the main normative instruments are:

● the Universal Declaration on Human Rights, 1948

● the Convention against Discrimination in Education, 1960

● the Convention on the Elimination of All Forms of Discrimination against Women, 1979.

● These link to the resolutions and recommendations of major UN conferences and initiatives which emphasize the importance of the gender dimension in the resolution of global issues, inter alia:

● the Nairobi Forward-looking Strategies for the Advancement of Women, 1985

● the report on the World Decade for Cultural Development (1988-1997)

● the World Conference on Education for All, Jomtien, 1990

 ● the United Nations Conference on Environment and Development, Rio de Janeiro 1992

● the Conference on Population and Development, Cairo, 1994 ● the World Summit for Social Development, Copenhagen 1995 ● the 4th World Conference on Women, Beijing, 1995

● Habitat II, Istanbul, 1996

● the World Food Summit, Rome, 1996

● the United Nations Decade on Education for Human Rights, 1995-2004

 ● And 5th International Conference on Adult Education. Together, these legal instruments and strategic reports form a framework inside which the gender dimension of education can be assured of reference and advancement.

 III. Beijing and Beyond

 The 4th World Conference on Women (Beijing, 1995) merits special attention for its role as a watershed in the history of women social empowerment and leadership:

1. It confirmed that the entire gender issue has gained worldwide attention as a crucial component in the development process; with this recognition, it may be possible to redress the inequalities more effectively:

2. As compared with earlier conferences, it resulted in more

 concrete recommendations to help ensure that women take their full place in the world of the

21st century.

Many of the key problems faced by women and identified in the Beijing Declaration

remain unsolved:

- persistent poverty

- inequality of access to education, health and welfare

- violence

- impact of armed conflicts

- absence from decision-making in the economic sector

- unequal participation in the power structures of society - insufficient mechanisms to promote the advancement of

 women

- inadequate recognition of women rights

- failure to recognize women's contribution to society

- insufficient recognition of their contribution to environmental protection and management.

These problems impact the personal and social empowerment of women, and, consequently, they hinder their ability to emerge as effective leaders at every level of daily life.

 While progress has been significant, much remains to be done as is evidenced by statistics stated in Human Development Report published annually by the United

Nations Development Programme. For example,

-only 33% of women compared to men enrolled in higher

 education in Sub-Saharan

Africa with even lower figures in science and technology;

 -their participation in employment is only 50% compared to that of men in developing countries;

-women in certain countries still cannot vote or own property; -in politics they represent only 10% of the world's parliamentarians;

Clearly rapid change must occur and the role of education, notably as an investment in human capital, is an essential aspect

 of this challenge where men and women have equal responsibility.

Against this background, the thorough and far-reaching renovation of education systems has gained considerable support as one effective way to tackle social problems - old and new.

Against this background, three specific aspects related to higher education and women emerge:

- firstly, women graduates must be seen as part of the essential human resource base of each country. As such they have then right to the same access and career opportunities as their male counterparts. Discriminatory practices are not only unjust but a

 flagrant wastage of valuable expertise which, today, is vital for all nations;

- secondly, in higher education itself where reform is the priority, there should be a strong

commitment to equipping women with the necessary range of managerial skills to contribute to the overall renewal of this sector;

- thirdly, the nature of power, as it is used in positions of leadership and management, may need to be conceived quite differently. Feminine leadership needs clearer analysis and

 definition and may be preferred as a model more suited to the needs of social development across all sectors including, higher education.

Decision-making attests to the empowerment of the various

 actors involved. At the present time, far too few women possess this attribute. Education facilitates empowerment which is

 essential for the participation of women in all aspects of the development process. Furthermore, higher education provides the expertise usually required for the key posts which shape policy in all fields - hence its particular importance for women is obvious.

In Commonwealth Secretariat study entitled Women in Higher Education

 Management identified the principal barriers preventing the participation of women in

the decision-making arena:

- limited access to education, especially higher education;

- discriminatory appointment and promotion practices; - the stresses of dual family and professional roles;

- family attitudes;

- career interruptions;

- cultural stereotyping;

- alienation from the male culture and continued resistance to women in

management positions;

- propagation of the glass ceiling syndrome which privileges

 covert criteria for advancement;

- absence of adequate policies and legislation to ensure the participation of women.

Given these obstacles, solutions to remedy the exclusion of women lie in a reversal of these trends by means of wider access to education, notably higher education, review of appointment

and promotion procedures, provision of legislative and infra- structure support in all professions and of special programmes

 for women, affirmative action to favour women's access and participation while awaiting a genuine change in attitude towards full gender equality and institutional and governmental support through clear and effective policies which are actually enforced.

 From the economic standpoint, higher education qualifications effectively raise both employment prospects and social expectations of graduates. Despite the current economic climate, those with a degree or diploma are ten times more likely to find employment that unskilled persons. Thus, it is high time to promote more enlightened attitudes towards highly educated women whose qualifications entitle them to career fulfilment and who - as the principal or equal salary-earner – require

 appropriate support in the management of personal and professional duties.

. Women Legal Rights

. The Critical Mass Factor

. Adapting Cultural Traditions

. The Challenges of Leadership

. Institutional Commitment to Gender Equity

. Feminine Leadership

. The Social Responsibilities of Higher Education

The essential task of the 21st century may well be to forge a new partnership between men and women in dealing with the

 present and in shaping the future of our

personal and public agendas. (A Blueprint to Leadership: 19) According to this vision, all leaders - whether male or female - become key agents of

change for the creation of a new society. Therefore, they are no longer adversaries

but full and equal partners in this important endeavour.

The World Conference on Higher Education must clearly articulate the profound

 desire of women to forge this new social partnership.

Strategies for Future Action

To promote advocacy concerning the access of women to higher education and their participation in this sector:

1. UNESCO should establish an international observatory on women and Higher Education to monitor their access, participation, and presence in decision-making

2. International NGOs should undertake a critical review of legal instruments to ascertain effectiveness with regard to higher education

3. NGOs, specialized or interested in women and higher education, should pursue training to perfect their advocacy skills in the field of gender at international, regional, national and institutional levels

7. Equal Employment Opportunity Offices should be established in universities and higher education institutions to monitor the progress of women academics and administrators (e.g. appointment to chairs, HOD posts, senior management posts etc.)

15. The principle of Lifelong Learning for women should be strongly supported and appropriate measures adopted to to permit them to continue their studies, to re-enter the workforce and to harmonize their professional and personal responsibilities.

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