



Documentation of the Work of the **Commission on the Status of Women (CSW)** NMUN Simulation\*



**NMUN·NY 2024**  
**Session 2**  
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## Commission on the Status of Women (CSW)

### Committee Staff

<b>Director</b>	Kaytlyn Marcotte
<b>Assistant Director</b>	Kaylan Guvernator
<b>Chair</b>	Joshua Spicer

### Agenda

1. Achieving Gender Equality and the Empowerment of Rural Women and Girls
2. Promoting Gender Equality in Access to Healthcare

### Resolutions adopted by the Committee

<b>Code</b>	<b>Topic</b>	<b>Vote (For-Against-Abstain)</b>
<b>CSW/1/1</b>	Achieving Gender Equality and the Empowerment of Rural Women and Girls	Adopted without a recorded vote
<b>CSW/1/2</b>	Achieving Gender Equality and the Empowerment of Rural Women and Girls	Adopted without a recorded vote
<b>CSW/1/3</b>	Achieving Gender Equality and the Empowerment of Rural Women and Girls	Adopted without a recorded vote

## Summary Report

The Committee on the Status of Women held its annual session to consider the following agenda items:

1. Achieving Gender Equality and the Empowerment of Rural Women and Girls
2. Promoting Gender Equality in Access to Healthcare

The session was attended by representatives of 32 Member States.

On Sunday, the committee adopted its agenda and began with discussions on the topic of “Achieving Gender Equality and the Empowerment of Rural Women and Girls.” By Tuesday, the Dais received a total of 5 proposals covering a wide range of sub-topics including: Technology, education, entrepreneurship, technical training, sustainable agriculture, and healthcare.

The atmosphere of the committee encouraged inclusion and collaboration. By the end of the evening on Wednesday, delegates began merging papers with similar thematic topics. Beginning Wednesday, the committee had submitted 3 papers which were approved as draft resolutions by the dais.

On Thursday afternoon, the committee adopted 3 resolutions, 2 of which had friendly amendments. The resolutions represented a wide range of issues, including: healthcare for women, increased technology access for women, and agricultural assistance for women. All three resolutions were adopted by consensus.



**Code:** CSW/1/1

**Committee:** Commission on the Status of Women

**Topic:** Achieving Gender Equality and the Empowerment of Rural Women and Girls

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*The Commission on the Status of Women,*

*Fully aware* of articles 11, 12 and 14 of The Convention on the Elimination of All Forms of Discrimination Against Women, which underscore the urgency of eliminating gender-based discrimination to provide rural women with the proper dignified services in the field of health care,

*Acknowledging* the dawn of the Femtech revolution and the pressing need to implement this accelerating approach as technology and connectivity continue to be localized and made inclusive in rural areas, leading up to addressing female-specific conditions and stigmatized areas such menstrual health, maternal health, menopause and contraception,

*Emphasizing the necessity* of conducting further extensive research on rural women and girls to better understand the complexities of women's health in these communities,

*Recognizing* Sustainable Development Goal 3, Target 7, "By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes,"

*Promoting* incentive programs to general practices in rural or isolated areas to create accessible healthcare services,

*Highlighting* how rural women's mental health is compromised by unique stressors and challenges such as societal expectations, discrimination, roles of caregiving, poverty, gender disadvantage, high costs and exposure to intimate partner violence,

*Bearing in mind* one fourth of the world's population consists of rural women, as stated by the UN Women,

*Underscoring* the challenges that rural women face when accessing pharmaceuticals,

*Acknowledging* the duration of labor is one of the most critical health situations for rural women and their children, with the risk of postpartum complications,

*Concerned* by the misconceptions and stigma rural women and girls have about the risks of unprotected sex and how to help prevent the spread of sexually transmitted infections (STIs) including HIV/AIDS,

*Dismayed* that 3 out of 5 women globally lack access to essential healthcare screenings, as stated by UN Women,

1. *Reaffirms* the necessity of accomplishing Sustainable Development Goal 3 and improving the range of services for rural women and girls by:
  - a. Providing access to a strategically structured tiered healthcare programs tailored towards rural women, where each tier deals with increasingly complex pregnancy related health

issues during the pregnancy, childbirth, and postpartum periods to ensure access to essential healthcare services catered to the different stages of pregnancy;

- b. Recognizing that access to specialized care is imperative for rural women to receive thorough medical assistance;
2. *Recognizing* rural women and girls have less access to healthcare and obtain lower quality of services due to geographical remoteness, financial constraints, and other barriers which can be mitigated by:
  - a. Encouraging further investments in medical research about rural women and girls to contribute to guidelines for healthcare professionals;
  - b. Examining the social and economic factors and barriers that contribute to negative health outcomes for women;
3. *Reflects* Australia's Practice Incentive Program and Israel's Women's Health International Innovation Centre that improves patient health outcomes for rural and Indigenous women, forcibly displaced women, and women from disadvantaged backgrounds by offering incentive payments to encourage primary medical care funded by public and private investments into said government programs by:
  - a. Establishing practice payments by distributing rural loading payments that are offered to practices contributing to quality care outside of major metropolitan areas;
  - b. Implementing service incentive payments that are offered to general practitioners for providing specific services to patients;
  - c. Paying specialized doctors and nurses an extra bonus to provide at-home visits;
  - d. Conducting surveys and focus groups to identify the target audiences needs and challenges regarding STIs;
4. *Recommends* the implementation of a framework for the advancement of sexual and reproductive healthcare in rural areas, which will:
  - a. Promote the creation of in-depth educational training programs for healthcare professionals on sexual and reproductive care, allowing them to have the skills to properly treat patients;
  - b. Support member states in enhancing facilities to incorporate specialized areas like maternity wards and upgrading equipment to ensure the safe provision of sexual and reproductive care in rural regions;
  - c. Improve access to information in rural areas through local community centers and school education regarding:
    - i. Family planning, contraceptives, and autonomy in reproductive health;
    - ii. Education on safe sex practices, consent, and sexual health;
    - iii. The importance of pregnancy and STD testing;

- iv. The elimination of the social stigma about sex, sexual and reproductive health, and pregnancy;
    - d. Provide resources to allow easier access to family planning programs, contraceptives, and testing programs in rural areas;
- 5. *Encourages* pre-existing like-minded organizations with expertise in different general practices to partner together and bring specific attention to the mental health issues of women and girls living in rural areas, due to the unique challenges they are facing, like social isolation or religious-rooted stigma and taboos, by:
  - a. Implementing campaigns to raise awareness about the topic while reducing stigma;
  - b. Providing support to research efforts to better understand the factors contributing to women's mental health issues and collecting data to inform evidence-based policies and programs;
  - c. Creating affordable and gender-sensitive mental health services, including counseling, therapy, and medication, especially in underserved areas focusing on;
  - d. Supporting charity and non-profit funded programs and organizations that focus on the health and well-being of rural women, especially mothers, by:
    - i. Prioritizing the mental health of rural women through online, mothers' groups, funded by the United Nations Education, Scientific, Cultural Organization (UNESCO), that foster an improving of women's writing skills, advocacy experience, and communication skills;
    - ii. Setting up new mothers with virtual therapy sessions through Postpartum Support which pre- and post- natal information will be given to ensure that they are taking care of;
- 6. *Requesting* that the opportunity to access online medicine would enable women in rural areas to get expert knowledge first hand by:
  - a. Encouraging the use of technological equipment for doctors and patients making it easier to provide holistic care by implementing telemedical tools;
  - b. Investing in private household technology and the education of women on using these tools to call for medical advice if the distance due to infrastructural problems does not enable them to access in person care;
- 7. *Calls upon* Member States to increase accessibility for pharmaceutical services to rural women by providing special permission to select healthcare providers to sell medicinal products such as, ibuprofen, and other over-the-counter remedies using mobile medical units;
- 8. *Requests* campaigns to improve hygiene during births, especially with midwives and physicians that can train women in rural regions before and during birth by:
  - a. Introducing the WHO Recommendations on Maternal and Newborn Care for a Positive Postnatal Experience as well as the WHO Recommendations on Intrapartum Care for

Positive Childbirth Experience, which are medical guidelines that improve the wellbeing and health of the mother and child;

- b. Recommending Member States use the WHO Safe Childbirth Checklist;
9. *Suggests* Member States to model after and expand Nigeria's National AIDS and STI's Control Programme which provides informative healthcare materials in various formats that are easily understandable and accessible for rural and urban regions;
10. *Urges* Member States to adopt the implementation of mobile aid clinics and sustainable services equipped with outpatient facilities, similar to Russia's Women for Rural Revival, to further advance rural women's access to essential healthcare services despite the region they live in by prioritizing the access of quality healthcare in rural areas by offering low-cost or free feminine hygiene products and sexual and reproductive care.



**Code:** CSW/1/2

**Committee:** Commission on the Status of Women

**Topic:** Achieving Gender Equality and the Empowerment of Rural Women and Girls

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*The Commission on the Status of Women,*

*Acknowledging* the Universal Declaration of Human Rights (UDHR), which Member States that it shall promote understanding, tolerance, and friendship among all nations and racial, cultural, or religious groups and further promote the activities of the United Nations for the maintenance of peace; Article 7, that all are equal before the law and are entitled without any discrimination to equal protection of the law; Article 26 (1) that everyone has the right to education and education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms,

*Emphasizing* the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which lays out women's economic and social rights, with an emphasis on education and employment, especially for rural women,

*Recalling* Article 10 of CEDAW, which aims to equalize men's and women's entrepreneurial opportunities, eliminate discrimination based on marital status, and ensure that measures are consistently evaluated & updated in accordance with technological advance, and Article 14 which states that all Member States shall take appropriate measures to eliminate discrimination against women in rural areas to help them reach their potential within society for the benefit of all,

*Recognizing* that gender equality and the empowerment of rural women is an integral part of achieving the Sustainable Development Goals (SDGs) such as SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions), and SDG 17 (Partnership for the Goals) of the 2030 Agenda for Sustainable Development,

*Recalling* Security Council S/RES/2122 (2013) that women's and girls' empowerment and gender equality are critical to efforts to maintain international peace and security,

*Recalling* General Assembly resolution A/RES/76/140, which states the importance of addressing economic marginalization, lack of decision-making power, gender-based violence, limited educational opportunities, and discriminatory cultural practices of women and girls in rural areas, and further recognizing that rural girls are still more likely than rural boys to remain excluded from education,

*Observing* the importance of rural men in achieving the goal of the empowerment of rural women as proposed by UN-Women Japan,

*Recognizing* that Member States proclaim their commitment to cultural diversity, aiming to recognize and celebrate the valuable contributions made by women and girls in rural areas,

*Taking* into consideration every sector of rural environments, including religious ideology, familial setting, and cultural identity, which are fundamental to the livelihoods of many women,



*Acknowledging* the critical role of community engagement and local governance in facilitating the educational advancement of rural women and girls and the need for inclusive policies that address the unique challenges they face,

*Concerned* by the institutionalized discrimination in the education of rural women and girls, as acknowledged by the UN Women,

*Observing* the positive impact of Egypt's Micro, Small, and Medium Enterprises Development Agency (MSMEDA) as well as the Raïdet program in Tunisia and its ongoing work to give a voice and empowerment of rural women and girls, and expand the work of "Country of Canberra" throughout global rural areas, which seeks to pair young rural girls with leadership opportunities in an all-expenses paid trip, with the goal of advancing economic and entrepreneurial opportunity for rural women and girls,

*Deeply concerned* about persistent gender disparities, particularly in areas such as political representation, education, and economic participation, aiming to alter the statistic that shows women as making up only 30 percent of the global workforce, according to UN Women,

*Reaffirming* the Beijing Declaration and Platform for Action (BDPA), recognizing the critical role of women's self-advocacy in achieving its objectives within the context of diverse cultural and religious backgrounds,

*Alarmed* by the obstacles to education faced by rural women that were raised in the Beijing Declaration and Platform for Action in 1995, such as patriarchal gender roles that compel women to complete hours of unpaid labor in housework,

*Calling attention* to the need for more access to the internet for rural women and girls, as they are 16 percent less likely than rural men and boys to use mobile internet so that they can branch out in the agriculture field, they will need internet connection and a proper device like a computer to expand in agricultural markets as mentioned in the World Food Programme (WFP),

*Seeking* respect for the 43 percent of women currently working in the agricultural field and aiming to expand the roles of women in the agricultural sector by equalizing the gender wage gap,

*Mirrors* the efforts of programs that uplift young rural women such as Australia's Country to Canberra nonprofit through empowerment workshops and annual leadership competitions,

*Deeply conscious* that rural women and girls are very integrated into the workforce and are key agents in achieving economic, social, and environmental change, yet are at a socioeconomic disadvantage and produce 20-30 percent fewer crops despite rural women and girls making up 43 percent of the agricultural workforce,

*Reaffirming* support for displaced and disadvantaged women who face barriers to education, such as gender-based violence, discrimination, and lack of access to necessities,

*Confirms* the urgency of following the precedents set by the UDHR, which states that every person has the right to an equal opportunity for education, the fulfillment of one's life, and freedom from discrimination,

*Reiterating* the UDHR, which states that it shall promote understanding, tolerance, and friendship among all nations and racial or religious groups, and further promote the activities of the United Nations for the maintenance of peace,

*Recognizing* rural women and girls are underserved globally and require additional resources, UN Women demonstrates its support of farm work resource programs like those in Zimbabwe and China that allocate supplies for fishing and enhancement of irrigation systems,

*Citing* the Food and Agriculture Organization's (FAO) commitment to promoting the adoption of particular digital technologies that specifically support women through programs like the FAO Digital Portfolio, the 1000 Digital Villages, the International Platform for Digital Food and Agriculture, and the E-Agriculture Community of Practice, which aim to support their members in fostering innovation within their digital agriculture ecosystems, with a particular focus on women and young agripreneurs,

*Expressing* concern about persistent disparities faced by rural women in digital access as proved by the evidence of Facts and Figures 2022 on the gender gap that indicates that globally, 69 percent of men are using the internet compared with 63 percent of women, and in addition, women in Low- and Middle-Income Member States are 16 percent less likely to use mobile internet than men,

*Aware of* the fact that educational programs cannot be implemented without also providing plans for making reliable internet access available to rural women and girls, as demonstrated by the United States' Student Access to Digital Learning Resources Outside of the Classroom program, which focuses on increasing digital access to education for students age 3-18,

*Declaring* a desire to expand the existing United Nations Academic Impact (UNAI) network of 1,400 schools in more than 130 countries so that qualified educators can design courses,

*Acknowledging* resolution 78/181, Improvement of the Situation of Women and Girls in Rural Areas, adopted in the General Assembly to break down gender-specific barriers, such as the lack of resources for devices and internet connection by expanding certain programs like the Swiss Tech Ladies, that encourage girls to enter scientific professions through internet education,

1. *Strongly encourages* the creation of educational infrastructures in rural areas to guarantee women the right to have access to basic education underpinned by the CEDAW articles and invites these industries to consider rural women's work in order to give it a monetized value and annihilate the unpaid work of women as written in CEDAW articles;
2. *Invites* the inclusion of diverse Member States' cultures and values in the development of further education and employment opportunities for women so as it will improve the efficiency of the measures taken, aiming to promote gender equality and allow rural women the chance to have more leadership opportunities in their fields;
3. *Proposes* the creation of a new educational program named She Ascends Program (SAP) to implement the use and access of technology to provide education to rural areas by:
  - a. Engaging with developed Member States, such as Australia, Israel, Japan, and Switzerland, who are piloting this effort and can voluntarily donate technology and funding to support;
  - b. Emphasizing the need for the Economic and Social Council (ECOSOC), United Nations Office for Project Services, United Nations Development Programme (UNDP) and UN Women to fund this initiative;

- c. Engaging with NGOs to secure donations for technology and financial assistance to this program;
  - d. Appealing to private stakeholders to contribute donations to fund this program;
  - e. Israel's willingness to share its technological infrastructure focused on climate tech and agribusiness, with Member States that lack the existing resources to do so on their own by providing counseling policymakers to implement these practices and providing women with the adequate tools to enhance their productivity and boost their networking skills regarding modern agricultural techniques;
4. *Suggests* Member States to work on improving the female enrollment rate in primary and secondary education as well as literacy rates through:
  - a. Implementing targeted training programs for women on online platforms to make education accessible for women who are engaged in domestic work or have to work to provide for their families;
  - b. Training education professors on gender-responsive teaching practices so that girls are more involved;
5. *Calls on* Member States to form regional collaborations and international partnerships by:
  - a. Facilitating knowledge sharing, best practice exchange regarding education and training programs, and joint initiatives to address common challenges faced by rural women, such as unequal access to education, skill training, and technology and being disproportionately affected by the impacts of challenges like climate change and COVID-19;
  - b. Engaging with international organizations, donor agencies, and development partners, such as ECOSOC, UNDP, and UN Women, to mobilize resources and support for initiatives aimed at improving the lives of rural women and exchanging technical expertise;
6. *Suggesting* resources like internet access, technical devices, and digital education programs for women to access a global network of educational and agricultural resources;
7. *Encourages* Member States to collaborate with donors, such as Australia, Israel, Japan, and Switzerland, to secure funding, technical assistance, and expertise for the establishment of digital resource access programs in rural areas with limited access to digital resources;
8. *Suggests* Member States allocate a percentage of funds dedicated to incentivizing the collaboration with education institutions to recruit educators for online courses;
9. *Encourages* Member States to implement programs to remove barriers that prevent communities from utilizing online education, such as lack of access to the internet or not knowing how to operate technological devices, so that girls could be included in education, including a technology-mediated environment as well as include resources in these spaces by:
  - a. Having Member States provide more resources to rural areas, such as devices and hotspots, so that they have access to technology in their own home;

- b. Implementing programs like Viasat's Tribal Connect Program that brings affordable, high-speed internet to people living on tribal lands;
  - c. Member States could help them create installation jobs for local community members and provide connectivity and digital literacy training;
10. *Recommends* Member States to provide digital resource access centers to the She Ascends Program, with the aid of NGOs operative on the territory, such as Rural Development Leadership Network, and facilitate the integration of digital resources into educational curricula and community development initiatives by:
- a. Conducting needs assessments in rural communities to identify the specific digital resource access requirements and to develop tailored programs that address the unique challenges and opportunities in these areas;
  - b. Providing training and capacity-building initiatives for local personnel to manage and operate these digital resource centers;
  - c. Establishing partnerships with local communities, educational institutions, and relevant stakeholders to ensure effective implementation and sustainability of digital resource access programs in rural areas;
  - d. Semestral monitoring of the program by the Member States' local governments through developing a platform to regularly evaluate the impact and the progress of digital resources to promote knowledge exchange, continuous improvement, and adaption to the needs of each Member State;
11. *Advises* the expansion of the "Raïdet program" from Tunisia internationally to promote women's entrepreneurship with the goal of decreasing unemployment rates in rural areas and marginalized communities by encouraging Member States to adopt similar program independently within their nations and work collaboratively with the UNDP and the World Bank to provide resources to the development of the program;
12. *Requests* the increase of funding towards the regular budget for the UNDP to uplift programs that empower rural women;
13. *Fully supports* the advancement of the Egyptian platform "Voice of 50 Million African Women " to become an international framework applicable to every nation regarding its specific population needs by:
- a. Supporting craft initiatives by training women and girls based on local needs, focusing on heritage crafts at risk of extinction;
  - b. Issuing reports on all achievements in the field of women's empowerment;
  - c. Implementing projects tailored to rural women with special needs and disabilities;
14. *Recommends* a joint program with UN Women, UNHCR, and IOM using technology to collect data to target displaced and disadvantaged women and girls living within rural areas to:
- a. Propose the collection of data from the local outreach agencies on the situation of disadvantage and displaced women and girls in rural areas to understand their needs

better and monitor progress toward achieving education and entrepreneurship opportunities;

- b. Encourages Member States to work alongside the organizations to, organizations will work alongside the local agencies to develop programs tailored to each community's needs, reducing poverty, producing resilient stories, and accelerating development and wellbeing;
15. *Suggests* the creation of a joint database among all Member States with the goal of gathering the data necessary for the development of programs and initiatives by:
- a. Reporting data on employment rates, rural women, religion, culture, gender gaps, employment opportunities, current projects, the needs of its most marginalized women, and all the relevant information to the UNDP to create accurate and inclusive initiatives;
  - b. Storing the data directly with the UNDP;
  - c. Giving organizations access to this data collection to respond to necessary situations while being mindful of the cultural and religious needs present;
  - d. Using this collection of data, so that the UNDP will be able to tend to specific needs within a country's rural areas, help identify ongoing problems, and respond appropriately;
16. *Calling* for more support for women and girls in rural areas to improve their agricultural environment since it is what they rely on for survival by:
- a. Expanding access to land, machinery, and other resources regarding agriculture for women, which is supported by SDG 5, to achieve higher crop production and thus reduce hunger;
  - b. Providing rural women with grants to purchase the supplies needed in order to carry out their everyday life-sustaining practices;
  - c. Collaborating with UN Women who has been supporting countries like India, Zimbabwe and China, through the Fund for Gender Equality in hopes to combat the disparities between women and men farmworkers.



**Code:** CSW/1/3

**Committee:** Commission on the Status of Women (CSW)

**Topic:** Achieving Gender Equality and the Empowerment of Rural Women and Girls

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*The Commission on the Status of Women,*

*Acknowledging* the establishment of the International Day of Rural Women on October 15 each year,

*Recognizing* the religiously and culturally diverse world we live in and the importance of knowledge to fulfill more global awareness for all,

*Drawing* attention to the wide digital gender gap that excludes women from economic opportunities in the agricultural sector,

*Reaffirming* the role of agriculture in the global economies, to help provide jobs and stimulate economic growth in small rural communities, and recognizing the contributions of rural women in agricultural productivity, food security, and sustainable development,

*Acknowledging that* Member States place heavy value on their rich histories and cultures and aim to retain those cultures in a growing digital age, keeping traditions and values alive,

*Conscious of* the importance of fostering inclusive digital empowerment and economic opportunities for rural women,

*Emphasizing* the importance of spreading networking opportunities through internships, scholarships, and international, fellowship programs for rural women and girls on the basis of expanding their future career pool,

*Promoting* the implementation of collaborative, online communities that connects rural women to engage in educational communication and improving career skill sets,

*Further emphasizing* Sustainable Development Goal (SDG) 4: elimination of gender disparities in education and ensuring equal access to quality education and vocational training for the vulnerable, including individuals with disabilities, indigenous people and children in vulnerable situations,

*Recognizing* the importance of gender equality and women's empowerment in achieving the SDGs, as true global gender equality involves the cooperation of many SDGs such as SDG 4 Quality Education, SDG 5 Gender Equality, and SDG 16 Peace Justice and Strong Institutions,

*Acknowledging* the findings of the Office of the United Nations High Commissioner for Human Rights (OHCHR) regarding the importance of inclusive education in empowering women and promoting gender equality,

*Applauding the* World Bank's System Approach for Better Education Results, a policy initiative that enables governments to conduct an inventory of their education policies and to produce comparative data based on global best practices for rural girls,

*Acknowledging* that the Food and Agriculture Organization of the United Nations (FAO) encourages financing leadership training and partnerships for rural women and girls to provide growth opportunities in agrifood systems,

*Highlighting* the Female Secondary School Assistance Project-II, which directs committee on policy guidance for educational systems in rural areas,

*Commending* the work of the Australia's Rural Women's Coalition which commits to the education of rural women and girls by promoting happiness, success, and freedom and pushing for financial facilities to endorse rural women in Australia through an established banking system,

*Recalling* the CSW's resolutions on the empowerment of rural women and emphasizing General Assembly resolution 52/93 (1998) which invites Member States to integrate rural women's concerns into national policies,

*Concerned* that the World Literacy Foundation (WLF) notes that 67 percent percent of all people who are illiterate are women, and that within developing countries, 50 percent percent of rural women lack foundational literacy skills according to the FAO's report, Rural Women and Girls 25 Years After Beijing (2020),

*Alarmed* that rural women and girls constitute the 3.7 billion people globally not connected to the internet, especially in lower income countries, according to the International Telecommunication Union (ITU) report Measuring Digital Development (2020),

*Expressing concern* at the fact that more than 365 million students remain affected by school closures as a result of COVID-19, as reported by UNICEF's report The State of the Global Education Crisis: A Path to Recovery (2021),

*Bearing in mind* that 87 percent percent of the support to agriculture services include measures that are often degrading the environment and hurting people's health reported by the FAO, the UN Development Programme (UNDP) and the UN Environment Programme (UNEP) (2021),

*Considering* that more than 150 million people could be lifted from hunger and poverty if female farmers had equitable access to agricultural resources according to the British Broadcasting Channel's (BBC) report (2021),

*Alarmed* that 129 million girls are out of school, according to the United Nations International Children's Emergency Fund (UNICEF) report For Every Child, Every Opportunity (2022),

*Concerned* by the World Economic Forum's estimate that it will take 118 years to close the gender pay gap, a gap of about 20 percent percent in pay, as stated by the UN's Equal Pay for Work of Equal Value article (2022),

*Recognizing* that only 47 percent percent of the working population worldwide are young women, as stated by the International Labour Organization (ILO) (2022),

*Alarmed* that, according to the ILO, 4.9 million rural women and girls are coerced into commercial sexual exploitation and nearly 6 million women are pushed into economic sectors (2022),

*Acknowledging* that only 43 percent of United Nations joint programmes in 2022 included achieving gender equality as one of their foremost areas of focus according to the UN-Women Executive Board of the Under-Secretary General,

*Concerned* that women hold only 5 percent percent of CEO positions worldwide, according to the UN Global Impact's *What is Gender Equality* article (2023),

*Highlighting* that less than one in five landholders are women despite comprising 43 percent percent of the global agricultural workforce, according to the UN's *Securing Women's Land Rights For Increased Gender Equality, Food Security and Economic Empowerment* article (2023),

*Emphasizing* ECOSOC report 2023/4, *Science, Technology and Innovation for Development* that brings attention to how the gender digital divide has restricted access to distance education for rural women and girls, which was been further exacerbated during the COVID-19 crisis,

1. *Encourages* the partnership of CSW with UN Women in creating a rotating agenda for the International Day of Rural Women, held annually on October 15, so that each year adopts a theme following the structure of Technology, Healthcare, Entrepreneurship and Economics, Education, Healthcare, Agricultural Accessibility, Legislation and Politics, and Opportunity Program (THEE HALO) with the focus on education and promotion of different topics that empower rural women and girls through:
  - a. Technological (T) and digital education and open access in working with organizations like ITU, FAO, and UN Women to suggest a digital empowerment fund, building digital infrastructure, working to give access to all women;
  - b. Healthcare (H) and well-being practices where Member States collaborate with national governments, various NGOs, and UN bodies to expand various facets of health for rural women and girls including family planning, reproductive healthcare, and gender-based violence through gender inclusive policy creation and practice;
  - c. Economic and entrepreneurial empowerment (E) through mirroring the program from the World Food Programme (WFP) Farmer's Market where rural women and girls are encouraged and aided in creating private markets where they can collaborate together and share financial resources;
  - d. Educational (E) policies that promote access and digital learning plans to rural women and girls no matter their geography mirrored after the Digital Education Environment Program;
  - e. Providing hope (H) through the encouragement and empowerment of rural women and girls being at the forefront of this proposal;
  - f. Agricultural (A) and sustainable accessibility norms which suggest educational training to rural women and girls so they can use technology to boost their agricultural involvement;
  - g. Legislation (L) and inclusive politics which encourage each Member State's national action plans to reduce gender-based violence against rural women and girls to empower these rural women and girls;



- h. Increased opportunities (O) from these proposed policies and programs from CSW and UN Women with the partnerships of other organizations and UN bodies;
- 2. *Promotes* the development of accessible, user-friendly technology platforms tailored for rural women, facilitating their entry into digital literacy, online entrepreneurship education and market access by collaborating with relevant international organization, NGOs and private sector entities to implement infrastructure projects by:
  - a. Launching initiatives aimed at bridging the digital divide, ensuring that rural women and girls have equal access to digital resources, including the internet, mobile technology, and e-learning platforms;
  - b. Introducing mobile education units equipped with technology and resources to provide remote and marginalized communities with hands-on training in digital literacy and entrepreneurship;
  - c. Supporting partnerships between governments, NGOs, and the private sector to create technological skill enhancement programs for rural women entrepreneurs, offering mentorship, technical training and business development services;
  - d. Endorsing further public-private partnerships (PPPs) to expand access to technology in rural areas through infrastructure development and subsidized distribution of technology;
- 3. *Suggests* developed Member States to invest towards the development and implementation of digital developed infrastructures with a focus on providing access to technology and training to rural women by:
  - a. Providing women with technological tools and training in agriculture by working with the FAO's Agricultural Cooperatives and Gender Equality to implement policies and investments to increase women's participation in employment opportunities;
  - b. Collaborating with the FAO on investments and exchange of knowledge and innovation through frequent conferences;
- 4. *Recommends* the establishment of a Digital Empowerment Fund for Rural Women (DEF-RW) to be administered by the ITU in collaboration with the FAO and UN Women, the DEF-RW shall be capitalized through voluntary contributions from Member states, the private sector, and philanthropic organization by:
  - a. Recognizing the persistent digital gender divide that disproportionately disadvantages rural women and girls, hindering their access to information, education, economic opportunities; and participation in public life;
  - b. Underlining the critical role of information and communication technologies (ICTs) in empowering rural women, and girls, fostering their economic and social development, and promoting gender equality;
  - c. Welcoming existing initiatives aimed at bridging the digital divide while acknowledging the need for further dedicated resources to address the specific needs of rural women such as eTrade for Women that works to improve infrastructure necessary to empower women with digital technologies;

5. *Further suggests* Member States to support initiatives that expand access to broadband internet, mobile networks, and community-based digital hubs and encourage satellite-based internet corporations to assist in creating access to the internet worldwide such as:
  - a. The Satellite Access For Everyone (SAFE Access) which assists in creating access to the internet worldwide through use of cheaper aided internet plans that would allow the corporations to operate in those areas and give them the push they need to have interest to work globally;
  - b. The EQUALS Access Coalition, as developed by UN Women and the ITU, which is a coalition that aims to decrease the gender digital divide by working to improve connectivity in rural areas;
  - c. The Philippines' Connectivity, Capability, and Resiliency through Free Wi-Fi for All (CoRe FW4A), which works to bridge the connectivity gap between rural and urban areas by providing access to digital tools, resources, and infrastructure necessary for engaging in e-commerce activities and incorporating the topic of literacy to increase literacy and numeracy rates in rural areas;
6. *Advocates* for the implementation of women-owned private sectors in regional agricultural sectors by:
  - a. Encouraging collaboration amongst rural and displaced women to bridge gender discrepancies and increase the economic capacities of rural markets with a focus on low income and underprivileged communities;
  - b. Emphasizing the need for the expansion of The WFP Farmer's Market, which promotes local business development and sustainability initiatives to enhance food security for displaced individuals through produce markets facilitated by rural women entrepreneurs;
7. *Recommends* the supportive engagement of Member States with women owned businesses by continuing a partnership with the International Trade Center (ITC) SheTrades program, which provides training to promote women's economic empowerment;
8. *Further recommends* the expansion of Tunisia's Raïdet program throughout other North African and Islamic-majority nations, which seeks to provide women more entrepreneurial opportunities with a goal of over 600 projects per year in order to break the barriers which prevent women owned businesses from entering the marketplace in low-income countries;
9. *Encouraging* international business partners to respect the rights of women and girls by challenging gender stereotypes via marketing and encouraging member states to work toward closing the wage gap through transparency laws exemplified by states in the Organization for Economic Co-operation and Development (OECD);
10. *Recommends* the implementation of organizations akin to Russia's Mom Entrepreneur program designed to assist mothers in their reentry into education, giving considerable importance to providing education on business management training, as well as providing basic business skills;
11. *Strongly encourages* the placement of agency supervision, specifically by the Department of Economic and Social Affairs commission of the UN, which would observe gender equality in the workplace closely monitored by Global Alliance to Monitor Learning (GAML) and to be hopefully

funded by the International Monetary Fund (IMF) by ensuring the women and girls in labor are working willingly and being supported by their employers;

12. *Urges* the implementation of facilities, modeled after Russia's Women's Council, specified in assisting rural women by working closely with employment agencies to provide consulting services and business management training, as well as, assisting in setting up family businesses;
13. *Pushes for* the use of fellowship programs and scholarships that focus on international, collaborative methods to improve rural women' and girls' career skills and offers international grants and scholarships in collaboration with research institutions, large corporations, and local businesses to provide funds that support the studies and research of students;
14. *Calls upon* Member States to implement gender-responsive measures within the agricultural sector, including but not limited to, ensuring equal access to land, finance, technology, and market opportunities for women farmers and entrepreneurs by:
  - a. Urging and promoting the development and adoption of programs that provide specialized career counseling for girls living in rural areas and provide resources for preparation in fields such as technical trade;
  - b. Expanding the further development of mentorship programs, following concepts similar to reverse mentorships, that will give girls the opportunity to network and receive insights on technical divisions by private sector companies;
  - c. Increasing the variety of low to no cost vocational programs by working with local NGOs of Member States in collaboration with the United Nations Institute for Training and Research (UNITAR);
15. *Encourages* Member States to develop and expand upon existing regional grassroots programs in order to provide rural women's economic empowerment to:
  - a. Recognize the importance of combating rural women's issues on a regional basis in order to accommodate each region's capacities and specific obstacles by:
    - i. Formulating evidence-based policies on agriculture and rural development policies in which raises awareness to obstacles women face in these sectors;
    - ii. Utilizing programs such as UN Women's Flagship Programme and UN Women's National Program on the Promotion of Green Inclusive Production Chains Managed by Women Entrepreneurs in Rural Areas to increase outreach in rural areas and promote women-led initiatives;
  - b. Ensure food security, mitigate poverty, and initiate sustainable solutions to preserve ecosystems and protects natural resources by:
    - i. Affirming the use of annual conferences such as the UN Food Systems Summit, which work towards making conventional food systems that address gender gaps in agriculture;
    - ii. Expanding women's roles in working towards SDGs and ensuring the preservation of ecosystems through collaborations with the United Nations

Educational, Scientific and Cultural Organization (UNESCO) World Heritage Sites;

- iii. Conducting workshops such as the One UN Climate Change Learning Partnership (UN CC:Learn), with women-led initiatives;

16. *Further encourages* the implementation of national programs through UN Women that support continued education for women and girls which:

- a. Helps the expansion of the Female Secondary School Assistance Project-II initiative, as developed by the government of Bangladesh, which improves gender equity and increases educational quality for rural girls by providing data-driven policy guidance for educational systems in rural areas;
- b. Promotes possible opportunities for women in the workforce through career and opportunity connection programs in primary and secondary schools;
- c. Demonstrates the benefits of continuing education and how education can help women to achieve these opportunities to increase the amount of rural women and communities willing to participate in higher education;
- d. Provides educational resources such as books and school supplies through UNICEF's education supplies program to ensure that women who cannot continue school due to lack of supplies have the resources they need;
- e. Offers opportunities to women who did not complete secondary school to receive education and vocational training through the UN Women's Second Chance Education (SCE) Program;
- f. Encourages these communities to include women as a method of financial and social security and to work to reduce reliance on non-consensual traditional practices;

17. *Reaffirms* Member States to adopt the SDGs with the goal of empowering rural women and girls, specifically with goal 4 of achieving quality education for all individuals in mind by:

- a. Recognizing basic literacy as the cornerstone of empowerment, laying the foundational skills necessary for rural women and girls to navigate the complexities of economic independence and societal education;
- b. Creating local literacy programs, aimed specifically at increasing the accessibility of educational resources for rural women and girls;
- c. Encouraging Member States to integrate gender-sensitive pedagogies with rural education systems, ensuring that literacy education serves as a gateway to broader opportunities in technology, entrepreneurship and beyond;

18. *Invites* Member States to expand the educational learning curve supported by the United Nations, which emphasizes the involvement of Member States into more rural areas to increase the educational perspective and welcomes the opportunity of new partnerships with any and all states;

19. *Promotes* the addition of schools and educational centers in rural areas worldwide for women and girls suffering from disparity, through the use of the Systems Approach for Better Education Results (SABER) which employs comparative data on global best practices to strengthen national education policies for rural girls;
20. *Emphasizes* the need for Member States to expand and fund access to quality educational material to all rural communities similar to the Digital Educational Environment by:
  - a. *Requesting* that schools in rural areas have at least 50 megabits per second of internet speed, allowing women in remote areas the ability to attend classes without interruption;
  - b. *Encouraging* the implementation of local area networks and seamless Wi-Fi in all educational institutions, ensuring communication, technology, and information are utilized by students and teachers in remote areas;
21. *Recommends* the GAML to promote the teaching of global and regional culture as well as diverse identity in the classroom to foster global awareness for rural women and further education surrounding their individual identity by:
  - a. Inclusion of religious text education, in teaching rural women and girls stories, practices, and laws in their identifying religion;
  - b. Promoting cultural education through curriculum integration, cross-cultural exchanges, and the inclusion of diverse perspectives in educational materials and resources;
  - c. Provide training and support for educators to effectively integrate culture into the curriculum, emphasizing inclusive teaching methods and strategies for promoting the discussions of religion, ethnicity, and ethical practices;
22. *Calls for* the establishment of digital and grassroots programs within finance sectors that teach rural women and girls on how to reach financial literacy by:
  - a. Providing non-formal education, technical and vocational training, workplace and market training through the expansion of:
    - i. Education for rural women on financial decision-making, improving their economic status, and becoming community leaders, in which would incorporate modern trading techniques for rural women and girls in agricultural sectors;
    - ii. Working alongside national banking systems to strengthen capacity building and trainings which focus on entrepreneurial skills and knowledge of rural women through internships and mentorships, in addition to educational outreach programs;
  - b. Prioritizing agricultural development amongst rural women and girls through:
    - i. Increasing investments for such programs by funding \$5 million through organizations such as the Agriculture, Rural Development and the Environment and the ILO to fund and develop training programs throughout different regions;
    - ii. Recommending within each Member State's Foreign Affairs agencies establishing connections within the UN International Fund for Agricultural

Development;

- c. Partnering alongside NGOs such as Save the Children to include workshops on financial literacy, emphasizing how rural girls can incorporate ideas on capacity building and establishing businesses by creating networking and mentorship programs;
23. *Affirms* the use of annual conferences such as the UN Food Systems Summit and FAO's Global Conference on Sustainable Agricultural Mechanization (GAMC) to highlight the obstacles rural women in agricultural sectors face;
24. *Calls for* the implementation of scholarship, fellowship, and funding programs at the local level that provide financial relief for woman-owned businesses to spread international cooperation in regard to sustainable farming practices by:
  - a. Incorporating within the United Nations International Fund of Agricultural Development the Investment into research projects and professional development opportunities that prioritize climate change, restoration efforts, the protection of crops, and more;
  - b. Encouraging Member State's Agricultural Departments to prioritize grants and reimbursing portions of production costs for agricultural businesses to purchase agricultural resources and equipment;
  - c. Partnering with organizations similar to the FAO that promote rural women's representation in agriculture;
  - d. Increasing the economic status of rural and Indigenous women and platforms rural and Indigenous and displaced and disadvantaged peoples, who are key stakeholders in agricultural communities by:
    - i. Providing zero-interest loans and microloans to rural women to start their businesses;
    - ii. Increasing the distribution of land trusts that help women purchase land in agricultural sectors through UN Habitat by 15 percent percent globally;
25. *Expresses* its hope for further funding programs similar to the Program to Strengthen Local Agricultural Innovation (PIAL) in Cuba which facilitates the development and use of locally-adapted seed varieties to possibly increase its outreach internationally through:
  - a. Farming which can diversify their production, transitioning toward more agroecological creation, as agroecology, as a social movement, is a more broadly transformative endeavor that includes an active political agenda - including those rooted in gender - and push for structural food system change;
  - b. Including rural women in developing and implementing farm innovations, increasing self-confidence for rural women farmers, and increasing employment and household income through women-led micro-industry projects and facilitation of commercialized opportunities;

26. *Encourages* the adoption of sustainability initiatives that implement sustainable farming practices, renewable energy solutions, and eco-friendly technology, with a focus on promoting women's participation and leadership in the field of agriculture;
27. *Recommends* that Member States work to transform the production system of food, ensuring that the method used is adequate, sustainable and efficient for the production of food as well as equally distributed;
28. *Further encourages* Member States to further secure farmland rights for women modeled by the Morocco Land and Employability Compact, and prioritize women's decisions regarding land management, conservation, and restoration, leading to a more globally sustainable world by:
  - a. Further encouraging regional expansions of Community Land Trusts (CLT) through the UN Habitat in order to provide local communities affordable land and housing by:
    - i. Increasing the nationwide network of CLTs to over 500 organizations by 2030, with its outreach currently being at just over 200 organizations;
    - ii. Emphasizing the importance of local community building through utilizing the CLT model's community garden building and sustainable agricultural practices;
  - b. Recommending Member States to model after Cuba and other Caribbean nations on granting rural women full ownership to land and giving them access to credit and technical assistance;
29. *Emphasizes* the creation of Member State's Government National Action Plans to formulate steps in protecting women's rights by:
  - a. Encouraging the creation of legislation to protect and enforce mechanisms addressing violence against rural women and girls, including domestic and sexual violence;
  - b. Implementing informational campaigns directed towards men to reduce harmful stigmas placed against women in regards to sexual and reproductive health;
  - c. Inviting the establishment of national coalitions referring to the World Health Organization's (WHO) *Responding to Intimate Partner Violence and Sexual Violence against Women: WHO Clinical and Policy Guidelines* to address within Member States how to eliminate Gender Based Violence;
30. *Suggests* Member States to enact a Legal Empowerment Committee (LEC) as defined by the OHCHR as building confidence, increasing safety, improving justice and security to serve as a building program to lead advocacy for women and girls by:
  - a. Handling cases of gender-based violence in order to investigate ethically;
  - b. Providing accurate statistics regarding gender-based violence, limiting the mistreatment of these cases;
  - c. Encouraging women to report violence committed against them.