



Documentation of the Simulation of the
Economic and Social Council (ECOSOC)*



Conference A

6 - 10 April 2025

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The Economic and Social Council (ECOSOC)

Committee Staff

Director	Ruth Spickermann
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Chair	Gabriela Fagnan-Bizzarro

Agenda

1. Empowering Women and Girls in the Achievement of the SDGs
2. Strengthening Humanitarian Assistance in the Face of Climate Crises

Resolutions adopted by the Committee

Code	Topic	Vote (In favor - Against - Abstention)
ECOSOC/1/1	Empowering Women and Girls in the Achievement of the SDGs	Adopted without a vote.
ECOSOC/1/2	Empowering Women and Girls in the Achievement of the SDGs	45 in favor, 5 against, 4 abstentions
ECOSOC/1/3	Empowering Women and Girls in the Achievement of the SDGs	43 in favor, 8 against, 3 abstentions
ECOSOC/1/4	Empowering Women and Girls in the Achievement of the SDGs	42 in favor, 6 against, 6 abstentions
ECOSOC/1/5	Empowering Women and Girls in the Achievement of the SDGs	46 in favor, 4 against, 4 abstentions

Summary Report

The Economic and Social Council held its annual session to consider the following agenda items:

1. Empowering Women and Girls in the Achievement of the SDGs
2. Strengthening Humanitarian Assistance in the Face of Climate Crises

The session was attended by representatives of 54 Member States, and 1 Observer.

On Sunday, the committee adopted the agenda in the order of topic 1, followed by topic 2, beginning discussion on the topic of “Empowering Women and Girls in the Achievement of the SDGs.” By Tuesday, the Dais received a total of 8 proposals covering a wide range of sub-topics such as addressing gender-based violence, women in the workplace, healthcare, data collection, and women’s economic empowerment. Additional analysis of the topic sparked debate as to what was to be done regarding lack of infrastructure of mobile healthcare specifically related to women’s healthcare, mobile education methods, as well as addressing institutional deficiencies when it comes to female genital mutilation. The atmosphere in the committee was one of collaboration and by the end of the session on Tuesday evening, multiple working papers merged along complementary and similar themes.

On Wednesday, 5 draft resolutions had been approved by the Dais, 1 of which had amendments. The committee adopted all 5 draft resolutions following voting procedure, 1 of which received unanimous support by the body. The resolutions addressed a wide range of issues, including renewed effort from Member States to incorporate SDG 5 (gender equality) in public institutions and awareness of the National Actions Plans to improve awareness of the Women, Peace and Security agenda. The body endorsed an intersectional approach to tackle the agenda at hand, constantly striving for solutions that complement the SDGs.



Code: ECOSOC/1/1

Committee: Economic and Social Council

Topic: Empowerment of Women and Girls in the Achievement of the SDGs

The Economic and Social Council,

Reaffirming its commitment to the implementation of the *2030 Agenda for Sustainable Development* (2015), especially Sustainable Development Goal (SDG) 5 (gender equality): Achieve gender equality and empower all women and girls within the international framework and in the national policies to ensure all Member States are striving towards sustainability,

Recalling international human rights frameworks such as the *Universal Declaration of Human Rights* (1948) (article 25) and emphasizing the relevance of SDG 3 (good health and well-being), especially target 3.4 related to mental health and non-communicable diseases,

Emphasising the *Beijing Declaration and Platform for Action* (1995) where it states the importance of the role of the indigenous and rural women with the impact that it has in terms of climate change as they are the most vulnerable group that suffers this flagellum, specifically in terms of pollution and toxic wastes, large-scale deforestation, desertification, drought and depletion of the soil as well as coastal and marine resources, with a rising incidence of environmentally related health problems and even death reported among women and girls,

Having devoted attention to ECOSOC resolution 2008/34 (2008) on “Mainstreaming a gender perspective into all policies and programmes in the United Nations system,”

Highlighting the importance of accountability, transparency, and the commitment to local partnerships to guarantee that Member States can self-sustain long-term actions, policies, and goals while addressing issues related to gender equality and combating gender-based violence (GBV),

Commending the efforts of non-governmental organizations (NGO’s) and local stakeholders in raising awareness and educating communities on gender equality,

Urging Member States to implement the *Convention on the Elimination of All Forms of Discrimination Against Women* (1979) (CEDAW) under A/RES/69/14 (2012),

Stressing the importance of culturally and contextually relevant strategies to address inequalities in different Member States,

Recognizing that gender-based violence remains a widespread issue globally, hindering the full realization of human rights and sustainable development for women and girls,

Acknowledging that access to quality education for girls contributes significantly to increased economic opportunity, reduced poverty, and overall societal well-being,

Expressing with concern the growing burden of mental health disorders in Africa and the structural challenges in healthcare systems, particularly in rural and underserved regions across African Union Member States,

Noting further the lack of adequate access to critical maternal health services, specifically concerning prenatal and postnatal care for mothers in developing and rural regions,

Appreciating the regional initiatives undertaken by the African Union Commission and the Africa Centres for Disease Control in promoting health equity and capacity-building, and recognizing the positive role of community-based and traditional practices in mental health support,

Seriously concerned that education for women and girls may be highly impacted by different challenges specific to the African Member States, such as climate change and lack of crucial resources to contribute to,

Alarmed by the widespread stigma, misinformation, and cultural taboos surrounding mental illness throughout the African continent, which hinder early intervention and public understanding,

Considering the issue of gender-based violence, Amnesty International's *Gender Awareness Workshops: Making Rights a Reality* (2004), emphasise the urgent need for implementing educational programs in gender equality efforts and addressing gender-based discrimination and violence against women,

Affirming the urgent need for regionally coordinated strategies, improved data collection, and enhanced cooperation among AU Member States to build inclusive, evidence-based, and culturally sensitive mental health systems,

1. *Calls upon* Member States to reform discriminatory laws and practices, particularly those that hinder women's land ownership, property rights, and participation in economic activities through:
 - a. SDG 5 (gender equality), which aims to achieve gender equality;
 - b. SDG 8 (decent work and economic growth,) with a particular focus on target 8.5, which aims to achieve full and productive employment and decent work for all women and men, including equal pay for work of equal value;
 - c. SDG 10 (reduced inequalities), which aims to reduce inequalities of all kinds;
 - d. SDG 13 (climate action), which aims to strengthen resilience and adaptive capacity to climate-related hazards and natural disasters worldwide as they often affect women disproportionately;
2. *Proposes* increased collaboration with international partners such as the World Bank, IMF, UN Women, and other ECOSOC subsidiary bodies to fund, implement, and design women's empowerment and GBV prevention programs by:
 - a. Leveraging existing gender focused initiatives, such as the World Bank's Gender Stand Alone Goal, for financial and intellectual resources;
 - b. Designing targeted GBV-prevention programs, such as workshops and support centers, promoting respectful relationships and engaging community leaders, with financial backing and expert input, guaranteeing accountability through regular reporting and impact assessments facilitated by ECOSOC;

3. *Supports* the implementation of education-focused initiatives to improve access and retention of girls in schools, with emphasis on increasing years of schooling and reducing gender disparity by:
 - a. Requesting that the Commission on the Status of Women establish a high school education that includes instruction on climate-smart agriculture, such as agroforestry, entrepreneurship skills, and gender-focused education, specifically reproductive rights and maternal care;
 - b. Implementing a scholarship support program through the World Bank International Development Association and the Global Partnership for Education (GPE) to ensure female students remain in schools by covering transportation, meals, and childcare;
 - c. Soliciting the active participation of men and boys aimed at early identification and prevention of GBV, in the fight for gender equality by:
 - i. Developing a curriculum revolving around gender equality from an early age;
 - ii. Organizing workshops and seminars in collaboration with educational institutions and civil society;
4. *Recommends* the implementation of measures, financed by the UN Trust Fund to End Violence Against Women, facilitating the reintegration of survivors of GBV into their education or professional life, including medical, financial, and psychological support, focusing on rural women and exchanging back-to-back knowledge by:
 - a. Collaborating with WHO to improve hospital resources for GBV survivors in the form of expert training, awareness-raising, and medical kits;
 - b. Encouraging psychological support in the form of school psychologists and affordable psychological help in healthcare centers;
5. *Advocates* the need for an achievement of SDG 3 (good health & well-being) and expansion of maternal healthcare services provided in rural areas, specifically by:
 - a. Establishing women's support groups to allow for increased education on best practices for maintaining health during pregnancy, childbirth, and postpartum;
 - b. Developing mobile clinics and healthcare services to provide sexual reproductive health (SRH) care at home (and telemedicine services);
 - c. Encouraging allocation of funding for the provision of free Cesarean operation in public hospitals;
 - d. Improving early routine postnatal care to mothers and newborns;
 - e. Encouraging and training more women to work in health care facilities globally;
6. *Invites* the Member States and the UNESCO specialised agency to strengthen national laws against female genital mutilation and to actively promote and fund community-based education initiatives, emphasising the importance of human rights and the role of local communities in preventing and eliminating this practice;

7. *Strongly encourages* Member States to organize women-led panels, with assistance from the Commission on the Status of Women (CSW), that highlight the achievements of influential women, aiming to inspire and empower women worldwide, particularly those affected by GBV and harmful stereotypes;
8. *Calls upon* Member States to introduce post-secondary education that will incentivize women to pursue careers historically and systematically practiced by men by:
 - a. Regularly proofing an effort on educating girls every two years;
 - b. Educating society on how longer schooling years will positively impact communities;
9. *Encourages* Member States to follow the guidelines outlined in Security Council resolution 1325 (2000) and adopt protocols for GBV prevention and response while advancing women's representation in leadership and peacebuilding roles by:
 - a. Developing protocols for GBV prevention and creating dedicated peacebuilding roles for women;
 - b. Promoting women's representation in leadership through targeted quotas or support programs;
 - c. Building on the UN Women HeForShe Impact Report that drives significant advancement in gender equality by making commitments towards achieving parity at leadership, increasing the key leadership and decision-making positions accessible to women;
 - d. Encouraging nations to convene with their regions to strengthen protections for the nearly 60 million displaced women and girls who face an increased risk of GBV and intimate-partner violence;
10. *Strongly recommends* the foundation of the HERizon 2030 initiative, which aims to promote female entrepreneurship and financial literacy as well as sustainable income sources for women through the establishment of rural economic opportunities for all women by:
 - a. Cooperating with international organizations such as UN Women to promote sustainable farming techniques by:
 - i. Providing training and education in climate-resilient agriculture;
 - ii. Focusing especially on rural areas while simultaneously ensuring food security and reducing climate vulnerabilities in rural communities;
 - b. Establishing eco-friendly entrepreneurship hubs, providing financial literacy, and entrepreneurship training;
 - c. Ensuring accessible finances by provision of microloans and grants for female innovative entrepreneurs, funded by NGOs and private partnerships such as the Women Entrepreneurs Finance initiative;
 - d. Equipping women, especially women in indigenous and rural communities, with transferable technological skills, such as information, communication, and software training, to open opportunities for well-paid jobs;

11. *Recommends* that Member States explore partnerships with international financial institutions and their gender-focused initiatives to leverage resources and expertise for the design and implementation of GBV prevention programs;
12. *Welcomes* leveraging existing gender-focused initiatives for financial and intellectual resources by:
 - a. Designing targeted GBV prevention programs with financial and expert input;
 - b. Guaranteeing accountability through reporting and impact assessments facilitated by ECOSOC.



Code: ECOSOC/1/2

Committee: Economic and Social Council

Topic: Empowering Women and Girls in the Achievement of the SDGs

The Economic and Social Council,

Recalling the Charter of the United Nations (1945), which provides the mandate for the Economic and Social Council (ECOSOC),

Working towards achieving all 17 Sustainable Development Goals (SDGs) laid out within the 2030 Agenda for Sustainable Development (2030 Agenda) of the United Nations (UN),

Mindful of the constant support brought since the implementation of the 1995 Beijing Declaration and Platform for Action (BPfA),

Appreciating the UN Women's Fund for Gender Equality (FGE) which focuses on aid to priority areas such as economic empowerment, ending violence against women, and political leadership which are fundamental to women's equality,

Reaffirming ECOSOC resolution 2017/57, saying that gender considerations must systematically be integrated into all UN policies and programs,

Concerned by the lack of educational infrastructures in rural areas globally, restricting progress towards reaching the SDG 4 (quality education), which leads to a persistent trend of girls having lower enrollment in primary and secondary schooling and with an overall poorer quality of education,

Recognizing SDG 5.a (gender equality), which aims for women to be able to universally access ownership, economic resources, and financial services in order to receive the opportunity for better and equal access to education, and the United Nations Millennium Declaration (2000) brought forward by UN Women, containing the Millennium Development Goals and their objective of achieving parity in parliamentary representation,

Specifically recalling SDG 8 (decent work and economic growth), which states the importance of promoting inclusive and sustainable economic growth and decent work for all,

Noting with approval the existing work of the UN Office for Project Services (UNOPS) and its constant support of practical infrastructures projects,

Recognizing the efforts by the UN Office for Digital and Emerging Technologies (ODET) and the UN Educational, Scientific and Cultural Organization (UNESCO)'s initiative Global Education Coalition of combating the growing digital divide and its disproportionate impact on marginalized communities, because of the lack of equitable access to information and communication technologies,

Noting with satisfaction the financial commitment of various organizations and initiatives, such as UNESCO, the World Bank Group (WBG) - including its toolkit of "Digital Solutions to Address Barriers to Female Entrepreneurship", the Global Fund for Women (GFW), the International Monetary Fund (IMF), and the International Finance Facility for Education,

Acknowledging the existence of specific training programs and initiatives focusing on education in the areas of agriculture, innovation, industrialization, economic and technological empowerment, and leadership, such as UN's "EmPower: Women for Climate-Resilient Societies" (EmPower) programme, UN Children's Fund's (UNICEF) permanent mission for education, and the UN Development Programme's (UNDP) specific educational infrastructure initiatives,

Guided by each Member States' periodic report, as implemented by article 18 of the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* (1981), which recognizes gender-based violence (GBV) as a violation of human rights,

Emphasizing the need for a comprehensive training program to empower women and girls in realizing inclusive SDG-aligned economic development,

1. *Recommends* that UN Women create a training program named the UN Women's Empowerment for Realizing Inclusive Sustainability and Equality (UN WeRise), which would offer women a comprehensive education with the goal of paving a path to high positions within the workforce, both in the public and the private sector by:
 - a. Utilizing SDG-aligned economics, management, and finance, which will allow women to open private businesses or take on public policy-making roles, including high-ranking ones, in accordance with SDG 4.4;
 - b. Working in collaboration with the ODET to provide hands-on Science, Technology, Engineering, and Mathematics (STEM) - related skills labs, which are designed to teach women real-life skills and digital literacy so that their involvement in these fields is enhanced;
 - c. Collaborating with the UN EmPower program, as portrayed in SDG 15.3 (life on land), in order to provide agricultural-related training workshops in accordance with the SDG 2.3 (zero hunger), which focuses on building women farmers' capability to effectively propagate resilient crops independently under the changing climate conditions;
2. *Advocates for* the structure of UN WeRise to include a central digital platform containing the individual training courses and a digital comprehensive library, and in-person workshops offered in areas lacking internet connectivity, such as rural areas, by:
 - a. Providing women an accessible path to leadership positions in the workforce, focusing on the long-term development by:
 - i. Ensuring women's full and effective participation at all levels of decision-making in political, economic, and public life by advocating for the integration of additional leadership education for women into school curricula from an early age to build skills, confidence, and a solid foundation for long-term training in line with SDG target 5.5;
 - ii. Extending leadership education beyond the classroom by incorporating practical experiences such as internship and mentorship opportunities to better prepare women for leadership roles;
 - b. Teaching women in need of all ages, particularly those who are part of minority groups and/or living in less developed and rural regions, and/or those most vulnerable to crises,

the necessary skills to foster innovation and sustainable industrialization, and providing the financial assistance for them to enter the workforce, aligning with SDG 9 (industry, innovation and infrastructure) and target 4.7 of the SDGs;

- c. Strengthening cooperation with national and local governments, and non-governmental organizations (NGOs) in areas lacking internet access, in order to implement UN WeRise workshops for women following the goals set out in SDG 9;
3. *Proposes* UN WeRise to be financed through international collaboration between the following UN bodies and further international organizations, by:
 - a. Inviting all Member States to partner with financial institutions such as the WBG and bringing them together within the context of a conference to create a microfinance program within the Gender Equality and Development Strategy;
 - b. Elevating human capital, by encouraging the International Finance Facility for Education financing a collaborative initiative with UNESCO to provide free, equitable, and quality primary and secondary education, with a special focus on the gender-specific needs in the spirit of SDGs 4.5 and 17.3 (partnerships for the goals);
4. *Advises* Member States to prioritize SDG 17, which emphasizes North-South, South-South, and Triangular Region cooperation to gain access to science and knowledge sharing through streamlined university exchange programs for young women fostering cross-border understanding and advancing science through a diverse and multilateral workforce through the attribution of student visas;
5. *Suggests* collaboration and communication between Member States and UN bodies, such as UNESCO's Global Education Coalition, with regard to resources such as:
 - a. Introducing scholarships for young women to enhance their fundamental right to education, providing ICT equipment and infrastructures as mentioned in SDG target 5.b, which is aimed at reaching all women, including areas lacking internet connectivity such as rural areas;
 - b. Using expertise and tool allocations based on each Member State's current needs and desires to improve and create educational infrastructure;
6. *Endorses* the development of distance-learning tools to equip the next generation of women and girls with continuous accessibility to high-quality education, even in times of crisis such as conflicts, natural disasters, epidemics, and overall violation of human rights, when educational opportunities are scarce due to shortages in educational staff and equipment, by:
 - a. Relying on organizations such as the UNESCO strategy for gender equality in and through education 2019-2025 permanent mission for education in order to educate marginalized minorities over radio, television, and the internet;
 - b. Calling for the evaluation of artificial intelligence (AI) guided tutoring providing real-time feedback, and better supervision;
7. *Emphasizes* the need to increase organizational budget by Member States' within their capacity, whereby:

- a. Member States are encouraged to partner with international financial institutions based on the level of assistance required through:
 - i. Within and by internationally recognized financing models and funding programs, for example the IMF and the GFW;
 - ii. Funding initiatives should incorporate gender-responsive evaluation frameworks, such as the indicators within the WBG's toolkit of "Digital Solutions to Address Barriers to Female Entrepreneurship;"
 - b. Funding is given priority to Member States who lack the financial and resource capacities to establish adequate infrastructure providing support for quality and equitable education;
8. *Advises* the consideration of allocating existing funds with greater focus on enhancing school infrastructures and resources, in cooperation with UNICEF, UNESCO, and UNDP initiatives, focusing on educational infrastructure, specifically through:
 - a. Developing adequate school-specific transportation systems to allow more girls from rural areas to safely access schools and educational centers, as well as improving existing road infrastructure, and supporting the creation of additional road infrastructure when required;
 - b. Creating and enhancing access to quality school supplies and educational resources to ensure access to education for all;
 - c. Encouraging the organization of educational workshops with the help of virtual reality, augmented reality, AI, and the discovering of the internet of things to pique their interest through practical experience;
9. *Welcomes* the creation of additional specific programs designed to retain girls from rural areas in school and allow for flexibility in girls' educational pursuit, such as through:
 - a. Establishing and expanding bridging courses and remedial lessons;
 - b. Incorporating more comprehensive curriculum within existing local religious and non-religious educational centers;
 - c. Encouraging Member States, in accordance with their national policies, to consider providing financial incentives for girls from rural communities to encourage school enrollment and attendance;
 - d. Ensuring the provision of school-provided free meals during school hours;
10. *Urges* Member States to increase their women-occupied public official positions and high-ranking policymaking positions in order to reach full gender parity in accordance to the goals of the *2030 Agenda*, through further encouraging each Member State to continue submitting an annual progress report to the ECOSOC by:
 - a. Increasing the number of initiatives such as the *Millennium Development Goals* of UN Women;
 - b. Aligning with the CEDAW, bringing together women and human rights activists;

- c. Encouraging the implementation of a ranking system, supporting SDG 10.4 (reduced inequalities), closely linked with the Global Gender Gap Index to encourage maximum universal accountability and data assessment within interconnected sectors of Member States' societies, companies, and governments;
11. *Stresses* that all Member States raise awareness on GBV in alignment with SDG 11.a (sustainable cities and communities), especially in the context of education or in the workplace by:
- a. Offering prevention and awareness-raising workshops and conferences for all students as well as intensive training for teachers in the spirit of SDG 4.c in supporting the needs of students facing GBV;
 - b. Providing access to key help measures such as help lines and/or counselors to support the students in their studies;
 - c. Making sure that sexual violence does not have its place in any learning environment.



Code: ECOSOC/1/3

Committee: The Economic and Social Council

Topic: Empowering Women and Girls in the Achievement of the SDGs

The Economic and Social Council,

Considering the document *Transforming Our World: the 2030 Agenda for Sustainable Development* (2030 Agenda) by General Assembly (GA) resolution 70/1 (2015), especially Sustainable Development Goal (SDG) 5 (gender equality),

Reminding Member States of the importance of multi-level partnerships and collaboration between UN bodies on achieving considerable and sustainable impact,

Approving of the HeForShe Alliance, where men stand in solidarity with women and drive significant advancement in gender equality by working towards achieving parity at leadership,

Reiterating the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW) (1979) due to gender inequality and alarmed by the fact that women and girls in rural and conflict regions do not have access to proper education due to cultural limitations and gender stereotypes,

Recognizing that the rights of women and girls cannot be secured without prompting from civil society to enact the suggestions made by ECOSOC and its subsidiary bodies,

Declaring the role of the *Declaration of Human Rights Defenders* (1998) in uplifting all members of civil society to advocate for their rights, no matter their gender,

Fully aware of the negative consequences of gender-based violence (GBV) on women, girls, and communities,

Acknowledging measures like gender impact assessments (GIA) that identify how gender differences impact women,

Fully alarmed by the lack of access to feminine hygiene products and the exploitation of women and girls due to reproductive health,

Emphasising the importance of maternity leave for the development of the child and the protection of the mother,

Considering the gender disparity in literacy rates between men and women - with two-thirds of illiterate individuals being women - especially in conflict zones and rural areas,

Taking into consideration the need for sufficient funding to build new infrastructure and support existing facilities dedicated to education and healthcare aligning with SDG 3 (good health and well-being) and SDG 4 (quality education) to achieve good health and well-being as well as quality education,

Deeply concerned by gender based discrimination, numbers that UN Women posted that more than 60% of them face in the workforce and in their day-to-day lives, indicating that the Member States lag behind the achievement of SGD 8 (decent work and economic growth),

Observing the reports about the ongoing child marriages and gender-based sexual violence and harassments while noting with approval the laws for women to access sexual and reproductive rights,

1. *Recommends* a renewed effort from Member States to incorporate SDG 5 (gender equality) in all aspects of public institutions by:
 - a. Publishing and distributing relevant facts incentivizing the value of incorporating SDG 5 (gender equality) for Member States while focusing on how focusing on SDG 5 (gender equality) improves progress on the implementation of other SDGs;
 - b. Recognizing measures taken to improve the status of women through creating future meetings to acknowledge and discuss replication of these measures in other locations;
2. *Endorses* implementing the Active Women Association (AWA) as preemptive measures to protect women and girls by the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) (1979) by:
 - a. Encouraging the detrimental access to educational resources of young girls and boys of human and reproductive rights by providing informal education for over 17,000 learners since 2002;
 - b. Promoting further the equal opportunities to employment programs to ensure prohibition of discrimination in the workplace due to lack of skills/knowledge through vocational training and job-shadowing;
 - c. Expressing concern about pay equity when doing the same work as male peers;
3. *Encourages* Member States to implement a quota that promotes women in positions of authority to promote the achievement of SDGs 8 (decent work and economic growth) and 16 (peace, justice and strong institutions) by:
 - a. Promoting women in science, technology, engineering, and mathematics (STEM) professions by:
 - i. Guiding the National Coalition for Women and Girls in Education to educate the public about issues concerning equal rights for women and girls in education;
 - ii. Encouraging women to pursue higher education and careers in STEM to improve work groups and diversity to give people more skills that make them employable;
 - iii. Ensuring that both genders are represented equally in their workforce;
 - b. Invoking gender mainstreaming approaches in every sector supported by the *Beijing Platform for Action (BPfA)* (1995) targeting SDG 16 (peace, justice and strong institutions) through:
 - i. Reserving a certain percentage for women and girls in every sector like parliament, government, medicine so every woman's perspectives and ideas are represented everywhere;

- ii. Transforming laws, cultural norms, discriminatory social institutions, and community practices so that men and women have equal opportunities and are not discriminated against in any form or shape;
4. *Urges* actions on the unfair treatment and exploitation of women and girls due to reproductive health by:
 - a. Encouraging each Member State to give one and a half years of parental leave, which both parents can divide and take as they wish;
 - b. Providing free access to feminine hygiene products through non-profit organizations such as National Organization Women (NOW);
 - c. Ensuring that women receive paid leave when their menstruation is medically debilitating;
5. *Calls for* greater collaboration with Member States and UN Women, the Commission on the Status of Women (CSW), and other UN organizations to increase reporting on the SDGs to:
 - a. Enable protected reporting zones and methods for women;
 - b. Use the data from the UN Women data hub to identify gaps in gender related indicators for the SDGs on crucial issues, especially:
 - i. GBV cases;
 - ii. Workplace inclusion and gender pay gap;
 - iii. Economic growth;
 - iv. Educational measures;
 - c. Identifying regional deficiencies and inform Member States on developments regarding the measures taken;
6. *Recommends* actions on the risk of missing out on intersectional issues like gender inequalities by:
 - a. Implementing an opportunity for collaboration with UN organizations as well as several Member States who've already shown participation chaired by UN Women, where the following UN organizations take part: the United Nations Development Programme (UNDP), the United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO), the International Labour Organization (ILO);
 - b. Collaborating global southern regional alliances like the Gulf Cooperation Council (GCC), the Association of Southeast Asian Nations (ASEAN), the African Union (AU), and the Southern Common Market (MERCOSUR);
 - c. Encouraging Member States to cooperate on this issue by encouraging the co-design of public policies with grassroots women's organizations to ensure responsiveness to local needs;
7. *Advise*s UNDP to develop programs to combat GBV by:

- a. Creating conversation circles between victims of various forms of GBV, such as Female Genital Mutilation (FGM), and medical experts towards creating a safe environment to address and raise awareness to the issue by sensitising people on:
 - i. What would be considered GBV;
 - ii. What to do when someone is a victim of GBV;
 - iii. Experiences of GBV survivors;
 - b. Increasing the awareness and the development of mental health care professionals for those who have experienced GBV;
8. *Advocates* for the creation of literacy programs specifically targeting women in rural and conflict zones that will increase specific skill sets that will include the following actions and target SDG 1 (no poverty), SDG 2 (zero hunger), SDG 3 (good health and well-being), SDG 4 (quality education), SDG 8 (decent work and economic growth), and SDG 13 (climate action) by:
 - a. Introducing classroom settings for fostering optimal learning environments, including the provision of internet access and digital learning materials;
 - b. Creating programs aimed at enhancing the fundamental education of women while simultaneously preparing them for employment in their respective regions;
 - c. Establishing extracurricular initiatives, which focus on providing women and girls with:
 - i. Leadership and public speaking skills;
 - ii. Climate education and examples of real-life implementations;
 - iii. Accountability through groups among local participants to aid women in their pursuit of literacy and education;
 - iv. Diminished poverty and food insecurity through more developed skill sets in industries leading to more reliable employment;
 - d. Implementing impact evaluations to assess the efficacy of literacy programs in local areas;
9. *Urges* for the further expansion of the existing UN Women Fund for Gender Equality (FGE), targeting SDG 3 (good health and well-being), SDG 4 (quality education), and SDG 5 (gender equality) by:
 - a. Instructing efforts among governments, the private sector, and international organizations such as UN bodies and NGOs;
 - b. Requesting funding reports of the Member States to set out their financial efforts towards gender equality;
10. *Calls* for the establishment of a Global Resource and Action Hub for Women's Empowerment (GRAHWE) within ECOSOC to coordinate funding and scale successful initiatives, such as the Women's Global Development and Prosperity Initiative (W-GDP), and to serve a platform for a

Global Partnership on Women's Economic Empowerment that unites public, private and multilateral actors in addressing barriers to women's economic inclusion by:

- a. Utilizing existing monitoring frameworks to expand reach and impact;
 - b. Providing capacity-building support on gender equality implementation;
 - c. Increasing access to resources and entrepreneurship support;
 - d. Strengthening educational pathways for girls, with an emphasis on STEM and vocational training;
11. *Recommends* the creation of a global initiative to send STEM-educated women abroad to instruct, provide inspiration for young women and girls (providing role models), and to dispel misinformed cultural beliefs, targeting SDG 4 (quality education) and SDG 8 (decent work and economic growth);
12. *Further seeks* to provide for the women and girls in need of food and access to healthcare in regions with high mortality rates, targeting SDG 2 (zero hunger) and SDG 3 (good health and well-being) by:
- a. Teaching the women held back by cultural limitations a means to make a living, such as teaching them technology and life skills along with education so they can earn money, be educated, and be financially independent;
 - b. Endorsing the creation of Harvest for our Women (HOW), an international program led by environmental experts that instructs women in the agricultural industry in developing Member States on how to practice eco-friendly agriculture resulting in nutritious crops, giving them frameworks such as financial education and reinforcing women empowerment;
13. *Recommends* that UN Women establish an international educational program targeting male leaders of all areas and tasked with implementing and overseeing the empowerment of women by:
- a. Building on the HeForShe Impact Report that drives significant advancement in gender equality by making commitments towards achieving parity at leadership;
 - b. Using the Strategic Communications Division and the Outreach Division to engage with regional forums such as the African Union and the South-South Cooperation by allocating resources and providing technical assistance to conduct targeted advocacy campaigns by:
 - i. Using different forms of media to challenge harmful stereotypes and norms on violence by encouraging men to be active participants (local radio stations, TV programs, social media);
 - ii. Encouraging sharing open-sourcing education material and making them available as a result of the program and leader gatherings that use social media campaigns;

- iii. Urging the establishment of mandatory courses intended to raise awareness on gender inequality;
 - c. Enhancing the number of women in the workplace to create an equal atmosphere to increase the key leadership and decision-making positions accessible to women;
 - d. Working alongside male allies in all sectors who have taken action in tackling these issues;
 - e. Supporting initiatives aimed at closing the gender pay gap;
 - f. Circulating a feedback sheet to keep track of the success of the workshop;
 - g. Affirming the economic and social advantages following the effects of gender parity;
14. *Reaffirms* protections for members of civil society who advocate for the rights of women and girls through civil and political action while recognizing the *Charter of the United Nations* principle of non-intervention in the internal affairs of Member States by:
- a. Asking all nations to reaffirm their commitment to protecting human rights and the vital role they play in furthering the rights of women and girls by:
 - i. Encouraging all nations to adopt the policies and rights outlined in the *Declaration of Human Right Defenders* and reaffirm their commitment to the *Universal Declaration of Human Rights*;
 - ii. Expanding on the *Declaration on Human Rights Defenders* by adapting the policies within civil society initiatives such as Declaration +25, which is supported by human rights organizations such as Amnesty International;
 - b. Creating a safe environment for all members of civil society to include their input on initiatives that directly affect the women and girls in their communities through:
 - i. Educating women and girls on methods of civil participation to empower them to advocate for their rights, with support from men and boys;
 - ii. Encouraging men and boys to participate in grassroots efforts as human rights defenders to improve women's rights.



Code: ECOSOC/1/4

Committee: Economic and Social Council

Topic: Empowering Women and Girls in the Achievement of the SDGs

The Economic and Social Council,

Recognizing the protections put in place by United Nations organs such as UN Women and international resolutions such as the *Declaration of the Rights of Woman and of the Female Citizen* and Security Council resolution 1325, the *Women, Peace, and Security program* in accordance with international law is being followed in the fight against gender-based violence (GBV),

Reaffirming General Assembly resolution 217 A, the *Universal Declaration of Human Rights* (UDHR), which established in the first seven articles that human rights are not contingent on sex, that everyone has the right to life, liberty, and security of person, that no one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment, and that all are equal before the law and are entitled without any discrimination to equal protection before the law, while observing non-intervention as stated in Article 2.7 of the *Charter of the United Nations*,

Realizing the need for the construction of a global framework in order to coordinate funding and allow subsidiary bodies to interpret and achieve the goals set out by Sustainable Development Goals (SDGs), ensuring the goals' targets are met and critical issues such as genital mutilation, human trafficking, and general sex based discrimination are given proper attention by Member States in their respective National Action Plans (NAPs) as a component of the *2030 Agenda*,

Acknowledging the stigma surrounding conversations about GBV in Member States, which the UN defines as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women...whether occurring in public or private life,"

Appreciating the need for regional specialized groups to combat gender-based violence and the disadvantages that women and girls face globally, ensuring that victims have their physical and mental health needs met while also providing greater resources for women and girls,

Noting the underrepresentation of women in leadership roles and the workforce and emphasizing the importance of education to boost them into these roles and non-caregiver industries through scholarships, mentorships, fellowships, and funding,

Upholding the importance of Safe Cities and Safe Public Spaces with its multilateral rehabilitation for women following experiences of gender-based violence and sexual harassment in order to support their reintegration into society,

Convinced that the UN Women Global Database on Violence against Women is foundational to inform the Economic and Social Council's (ECOSOC) work on tackling GBV,

Seeking the work of the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA) and the Women's Peace and Humanitarian Fund (WPHF) in defending GBV and harmful practices,

Concerned with the lack of global awareness about the severity and prominence of GBV, along with a lack of understanding of regional issues relating to GBV, only leading to the propagation of further GBV,

Fully aware of the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) and the Committee on the Elimination of Discrimination against Women and its role to independently monitor the implementation of the CEDAW,

Deeply conscious that women constitute over 60% of the workforce in garment factories and that surveys highlight the prevalence of challenges of gender-based violence such as verbal abuse, physical violence, sexual harassment, and exploitation in this sector,

Affirming the Global Partnership for Education (GPE) efforts to support over 270 women-led cooperatives for women's empowerment,

Bearing in mind that women make up 70% of the impoverished rural population and face increased levels of gender discrimination,

Recalling General Assembly resolution 72/148, which points out the fact that rural women and girls have limited access or a complete lack of access to quality education; and General Assembly resolution 41/128, which acknowledges the obstacles standing in the way of women's involvement in sustainable development,

Deeply concerned that millions of young women lack education on reproductive and sexual health and rights,

Recognizing the role of quality education and access to healthcare in promoting the autonomy and economic participation of women and girls, particularly in rural and underserved regions, and that pregnancy is the main reason for women and girls dropping out of school, leading to 70% of teenagers quitting school when giving birth,

Deeply conscious that while women make up half of the global population, women occupy less than a third of the seats in the political decision-making process,

Emphasizing the work of the International Network of Women's Fund (INWF) and the role it plays in providing women with professional networking contacts,

Reaffirming the key role of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) in leading and coordinating efforts within the UN system to advance gender equality and women's empowerment, as well as in supporting Member States in their initiatives to promote women's rights and leadership,

Keeping in mind that the lack of gender-specific data and guidelines in healthcare leads to women receiving care based on models designed for men, leading to misdiagnosis, delayed treatments, and suboptimal outcomes,

Urging the adaptation of gender-responsive policies, including equal pay, parental leave, and safe reporting mechanisms,

Guided by humanitarian work done by organizations such as WHO, UNESCO, and the Be He@lthy, Be Mobile (BHBM) initiative through the advent of mobile task forces and their ability to safeguard and care for disadvantaged groups around the world,

1. *Strengthening* commitments to international public human rights laws, particularly CEDAW Committee General Recommendation No. 19 declaring that violence against women is a form of discrimination, the UDHR's article 2 preventing discrimination based on sex, and General Assembly resolution 61/143 protecting women and girls on domestic and multilateral levels by:
 - a. Reaffirming commitments to international bodies made to ensure the protection and empowerment of women and girls, such as CEDAW;
 - b. Calling upon Member States to expedite the process of incorporating recommendations given to them from Non-Governmental Organizations (NGOs) and UN organs involving the protection of women and girls;
 - c. Continuing to support and augment domestic initiatives that are proven solutions and aimed at targeting specific regional forms of gender-based violence to create enshrined protections for women and girls from violent discrimination;
 - d. Ensuring that these commitments and protections are respected and carried out by Member States on all levels of society through close work with expert groups, such as CEDAW and the Committee on the Elimination of Discrimination against Women, overseeing progress and giving further recommendations to Member States;
2. *Requests* more awareness of the National Actions Plans (NAPs) of Member States, especially on the international scene, to improve the Women, Peace and Security program by:
 - a. Directing UN Women to apply Gender-Based Analysis Plus (GBA+) methods that pay special attention to intersectionality into ECOSOC initiatives that consider the impact of policies on the role of race, class, sexual orientation, and culture in the experiences and challenges of women;
 - b. Suggesting international organizations like WPHF to launch campaigns to help Member States who lack the needed resources to implement the NAPs;
 - c. Encouraging setting up international conferences on the issue of genital female mutilation, in collaboration with volunteer Member States and the Women's League for Peace and Freedom (WILPF) to:
 - i. Provide the safety of women and girls in the face of gender-based violence by sharing every Member States knowledge in specific discussions held in the conferences with special guests;
 - ii. Increase the visibility of women and girls who have undergone female genital mutilation by allowing them, through these conferences, to collect their stories and the impacts these practices have had on their lives;
 - iii. Promote reducing violence against women by strengthening national policies and cooperation between Member States on the issue of violence against women in policy recommendation discussions hosted by professionals in international laws and policy;
3. *Strongly implores* Member States to remain committed to the universality of the *Charter of the United Nations* with specific emphasis on the status of women and girls by:

- a. Coordinating the Committee of Experts on Public Administration (CEPA) to collaborate with the Functional Commissions and Regional Commissions to formulate specific policy recommendations that respect cultural diversity while upholding human rights;
 - b. Directing the UN Interregional Crime and Justice Research Institute to collaborate with NGOs, such as the International Alliance of Women, International Federation of Business and Professional Women, Zonta International, Women's International Democratic Federation, Soroptimist International, International Council of Women, Womankind Worldwide, Equality Now, Women's Environment and Development Organization (WEDO), and the Global Fund for Women to both monitor existing policies of Member States that are relevant to gender issues, such as GBV and equality and develop tailored recommendations for increasing SDG 16 (peace, justice and strong institutions) by ensuring that women and girls have equal access to legal protections and building strong institutions that protect equality before the law;
4. *Coordinates* existing subcommittees towards the achievement of the specific targets of SDG 5 (gender equality), granting each committee the ability to negotiate implementation of recommendations by:
- a. Directing the Committee of Experts on Public Administration, the United Nations Interregional Crime and Justice Research Institute (UNICRI), UN Women, the Commission on the Status of Women (CSW), the Commission on Crime Prevention and Criminal Justice, the Commission for Social Development, and the Commission on Population and Development to collaborate with the Committee of Experts on Public Policy to review the policies of Member States and present their findings to the High-level Political Forum on Sustainable Development (HLPF) with corresponding recommendations for improvement regarding SDG target 5.1;
 - b. Directing the United Nations World Tourism Organization (UNWTO), UNICRI, United Nations High Commissioner for Refugees (UNHCR), United Nations Relief and Work Agency (UNRWA), the Commission on Crime Prevention and Criminal Justice, United Nations Statistical Commission, and the Commission on the Status of Women to analyze data on human trafficking and GBV to determine recommendations for reducing those crimes to be presented to and tailored for the regional commissions in order to achieve SDG target 5.2 and 5.3 by suggesting policies that will further the elimination of violence and harmful practices against women;
 - c. Directing the Committee for Development Policy, Committee of Experts on Public Administration, Committee on NGOs, United Nations Research Institute for Social Development (UNRISD), Commission for Social Development, United Nations Statistical Commission, Commission on Science and Technology for Development, Commission on the Status of Women, United Nations Research Institute for Social Development (UNITAR), United Nations University (UNU), United Nations Capital Development Fund (UNCDF), International Labour Organization (ILO), United Nations Trade and Development (UNCTAD), and United Nations Educational, Scientific and Cultural Organization (UNESCO) to coordinate with UN Women to develop policy recommendations for Member States to increase the participation of women in the economy and government, as well as social services and maternal care to be presented at the HLPF to achieve SDG target 5.4, and 5.5;

5. *Recommends* drawing more attention to forums that promote aid programs about GBV, such as the UNFPA and UNICEF about harmful practices by:
 - a. Raising awareness in campaigns about those aid programs on a national and international level by:
 - i. Advising allocating a part of the fund to their aid programs with a focus on women's safety;
 - ii. Suggesting that national and international laws be strengthened by mentioning the importance of education in the fight against violence against women;
 - b. Ensuring access for women in vulnerable positions to immediate and relevant information, such as the Gender-Based Violence Information Management System (GBVIMS) that provides reliable data, essential to inform the humanitarian response to GBV;
6. *Emphasizes* the importance of secondary education in the empowerment of women as a key strategy for achieving the SDGs, particularly SDG 5 (gender equality) and SDG 4 (quality education) by:
 - i. Encouraging Member States to collaborate with ECOSOC in implementing scholarships and fellowships by;
 - ii. Focusing on women pursuing secondary and tertiary education in Science, Technology, Engineering, and Mathematics (STEM);
 - iii. Equipping women and girls through workshops, learning platforms, and other advancements with the necessary resources, financial, and legal literacy and professional knowledge to lead effectively in spheres, specifically in politics, corporate life, and the community;
 - iv. Calling for partnerships with international donors, NGOs, and private sector stakeholders;
 - a. Recommending the creation of ECOSOC-supported financial assistance frameworks that address key barriers to access, such as tuition, transportation, and digital connectivity, particularly in rural and marginalized areas;
 - b. Promoting the development of mobile learning platforms, tailored to the needs of individual Member States, facilitated by ECOSOC's technical support to deliver foundational education in finance, digital literacy, and legal rights, empowering women to engage in economic and civic decision making;
 - c. Facilitating public-private partnerships to upskill women in both traditional and emerging industries by improving their labor conditions and fostering economic growth in alignment with SDG 8 (decent work and economic growth);
 - d. Supporting Member States in launching national consultations and awareness campaigns, coordinated with ECOSOC and UNESCO, to dismantle societal and cultural barriers preventing full participation of women and girls in the economy, thereby advancing gender equity and sustainability;

7. *Encourages* UN Women to evaluate, monitor, and track ECOSOC's progress and policies in empowering women and girls in the achievement of the SDGs by:
 - a. Supporting UN Women and directing ECOSOC's subgroups to cooperate with UN Women to gather data on the mentioned initiatives on empowering women and girls in collaboration with relevant national departments and NGOs involved in achieving the SDGs for women;
 - b. Analyzing specific indicators on GBV according to targets under SDG 5 (gender equality), such as:
 - i. Indicator 5.1.1. which suggests data collection on whether domestic legal frameworks exist to promote, enforce, and monitor equality and non-discrimination on the basis of sex;
 - ii. Indicator 5.2.1. which advises gathering information on the proportion of ever-partnered women and girls aged 15 and older subjected to physical, sexual, or psychological violence by a current or former partner in the previous 12 months, by form of violence and by age;
 - iii. Indicator 5.2.2. which recommends data gathering on the proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence;
 - iv. Indicator 5.3.1. which urges data harvesting on the proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18;
 - v. Indicator 5.3.2. which proposes gathering data on the proportion of girls and women aged 15-49 years who have undergone female genital mutilation by age;
 - vi. Indicator 5.4.1, which suggests data collection of the full cycles of STD, including infection numbers, treatment methods, and long-term adverse effects;
 - c. Analyzing specific indicators on GBV according to targets under SDG 4 (quality education), such as:
 - i. Indicator 4.1.1. which suggests gathering data on the proportion of children and young people in grades 2 or 3, at the end of primary, and at the end of lower secondary by sex who achieve at least a minimum level of proficiency in reading, writing, and mathematics;
 - ii. Indicator 4.2.1. which urges the study on the proportion of children aged 24–59 months who are developmentally on track in health, learning, and psychosocial well-being by sex;
 - iii. Indicator 4.3.1 which recommends data gathering on the level of education of women at university and higher degree level;
 - iv. Indicator 4.4.1 which suggests data collection on the accessibility, such as distance to the educational facility, social barriers, family obligations, and health issues;

- v. Indicator 4.5.1 which proposes data gathering on the price of education such as the price of learning material, the price of rides to the institution and the price of student accommodation;
 - d. Analyzing specific indicators on women's economic involvement according to targets under SDG 8 (decent work and economic growth), such as:
 - i. Indicator 8.5.1. which recommends studying the average hourly earnings of female employees by occupation, age, and persons with disabilities;
 - ii. Indicator 8.5.2. which suggests collecting data on the unemployment rate by sex, age, and persons with disabilities;
 - iii. Indicator 8.8.1, which urges the collection of data on fatal and non-fatal occupational injuries per 100,000 workers, by sex and migrant status;
 - iv. Indicator 8.8.2. which hopes to garner information on the level of national compliance with labour rights, such as freedom of association and collective bargaining, based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status;
 - e. Gathering this data on a regular bi-annual basis and releasing monitoring reports in January of even years;
8. *Elaborates* on the definition of GBV through the clarification that it encompasses physical violence, social stratification, and economic exclusion that is based on gender, wholly or in part, by:
- a. Furthering the global understanding of GBV by directing the Commission on the Status of Women (CSW) to collaborate with the United Nations Statistical Commission, UNICRI, and NGOs with consultative status to develop a reference glossary of specific types of GBV to be presented at the HLPF;
 - b. Stressing the importance of preventative measures regarding the economic conditions that enable GBV and urging Member States to adopt and implement gender-responsive policies that ensure equal pay for equal work through transparent wage structures and regular pay audits;
 - c. Understanding that refugees, displaced individuals, and women in conflict-affected settings are more vulnerable to GBV;
9. *Encourages* UN Women and the Commission on the Status of Women to collaborate with the International Federation of Business and Professional Women and Global Investors for Sustainable Development Alliance to advocate for the integration of gender-based violence prevention measures into corporate social responsibility frameworks to promote workplace safety by:
- a. Directing UN Women to create and oversee a detailed and concrete work code of conduct that outlines specific policies that forbid discrimination based on sex, such as maternal leave or sexual harassment;

12. *Proposes* that the Commission on the Status of Women expands on the already existing mobile services offered by WHO as well as UNESCO and the BHBM initiative, to directly and indirectly answer the needs of SDGs 3 (good health and well-being), 4 (quality education), 5 (gender equality), 8 (decent work and economic growth), and 10 (reduced inequalities), through implementing mobile infrastructure focused on women's healthcare and educational needs by:
- a. Expanding on WHO's existing mobile clinics project to include units specialized in women's health issues, specifically addressing rural women's needs to:
 - i. Provide free access to women's hygiene products supplied by NGOs that support the cause;
 - ii. Ensure reproductive health services and birth control options through licensed physicians who round in villages and rural areas, minimally twice a year;
 - iii. Implement a required class in local universities requiring medical and nursing students to work in the mobile hospitals, treating women, and operating as mentors to girls hoping to enroll in future programs;
 - iv. Supply treatment for women who are victims of domestic and intimate partner violence, offering antibiotics, wound dressing, and temporary counseling;
 - b. Proliferating the BHBM to ensure women and girls receive access to educational resources and essential health information on GBV and other women's health issues regionally;
 - c. Taking into account regional issues, such as genital mutilation and human trafficking, along with cultural norms to create productive and collaborative spaces for fighting GBV by:
 - i. Respecting, understanding, and approaching nations' differences;
 - ii. Educating aid on the specific ideals and values of areas;
 - d. Deploying repurposed vans adapted for early childhood and preschool education, funded through partnerships with non-governmental organizations such as Education Cannot Wait or Teach For All, who would provide volunteers and educational material to:
 - i. Offer little girls basic education, including reading, writing, and mathematics, through books tailored for young children at least twice a week;
 - ii. Encourage socialization among children to foster socio-emotional development;
 - iii. Ensure little girls receive a competitive education that will set them up for success in their future careers and further education;
 - iv. Design a curriculum within this educational approach to engage school-aged boys in learning about gender parity and equality while being grounded by the UN Women HeForShe Impact Report;
 - e. Expanding on UNESCO's existing Mobile Schools initiative to include a focus on addressing the lack of access to education, specifically addressing women's issues in

rural areas, to provide basic financial, legal, and digital literacy education to empower women with the knowledge necessary to make informed economic decisions and encourage their equipped participation in the civic and economic aspects of their local communities;

- f. Highlighting the need to implement sexual and reproductive health education through the creation of mobile schools and the application of the United Nations Population Fund's curriculum of International technical guidance on quality education, with a special focus on:
 - i. Acknowledging the importance of teaching crucial aspects of sexually transmitted diseases, including prevention methods, treatments, risks, and effects;
 - ii. Providing the necessary knowledge to women and girls on birth control options;
 - iii. Raising awareness about consent and providing solutions to sexual violence;
 - iv. Equipping women with the information necessary regarding local options for reproductive and sexual care;
 - g. Recommending that these mobile units be primarily staffed, managed, and operated primarily by women from local communities and universities, with the relevant academic background, practical training, community leadership experience, and demonstrated commitment to gender equality, thereby fostering the leadership, employment, and empowerment of women;
13. *Encourages* the expansion of the Safe Cities and Safe Public Spaces initiative to rural areas, supported by UN Women, recognizing that public spaces could be dangerous to women and girls through:
- a. Conducting community-based safety quarterly audits to identify risk areas in rural communities;
 - b. Investing in rural infrastructure by improving the lighting around high traffic areas and repaving roads;
 - c. Training the local service providers and law enforcement on GBV cases in rural areas;
 - d. Monitoring and evaluating the impact of rural safety programs in order to ensure their effectiveness;
 - e. Promoting visibility to victims in underpopulated and underserved areas;
 - f. Assisting through the use of guidance counselors to women and girls who have experienced gender-based violence to find vocational training and further education to decrease survivors' dependency on their partners;
 - g. Creating these consistent safe space buildings where rural women experiencing GBV or domestic violence to receive services, including temporary accommodations, counseling, and basic health testing;
14. *Supports* the creation of woman-led farms in rural areas in collaboration with UN Women's Commit to Grow Equality by:

- a. Facilitating the expansion of sustainable agricultural capacity through the construction of infrastructure and the sharing of techniques and knowledge under the purview of the FAO and IFAD;
 - b. Encouraging rural families to enroll their children in the mobile schools by providing students two meals per day from local women-led farms, incentivizing:
 - i. Rural families to educate their children rather than placing them in positions of labor, directly attending to SDG 4 (quality education) and SDG 12 (responsible consumption and production);
 - ii. Rural women becoming financially independent through leading their own farms and embracing their fundamental role in the agricultural sector, in line with SDG 9 (industry, innovation and infrastructure) and SDG 12 (responsible consumption and production);
 - c. Directly answering the needs of SDG 2 (zero hunger) by providing rural families with consistent meals of elevated nutritional value;
15. *Proposes* the three-pillar initiative “HERizon 2030” which stands in accordance with the *2030 Agenda for Sustainable Development*, based on the concept of sustainability, through:
- a. The social pillar aims to aid women's empowerment through health policies, learning opportunities, and gender quotas by:
 - i. Encouraging Member States to improve health infrastructure by upgrading existing facilities and introducing a female health specialist to reduce maternal and infant mortality rates to support women in childbirth in partnership with local NGOs;
 - ii. Giving all women as well as past GBV survivors mentorship opportunities serving to increase women's leadership, encourage women and young girls to seek professional working paths in cooperation with UN Women, as well as allowing survivors the ability to offer support and advocacy;
 - iii. Incentivizing local partners through recognition, economic development, and regional banks to collaborate on diversifying company leadership roles to offer opportunities like employment opportunities, skill training, education courses, and financial literacy for women and girls, through the recommendation of gender quotas in leadership positions;
 - b. The environmental pillar has the goal of supporting women in becoming agents for tackling climate change and becoming more financially independent through:
 - i. Including training seminars for climate-resilient agriculture, afforestation management, and sustainable water management;
 - ii. Including tools and resources in rural communities in cooperation with local NGOs;

- iii. Including cooperation with international organizations such as UN Women to promote sustainable farming techniques to ensure food security and reduce climate vulnerabilities;
 - c. The economic pillar aims to promote female entrepreneurship and financial literacy for women, promoting employment opportunities and simultaneously boosting the economy through stronger female participation by:
 - i. Encouraging eco-friendly entrepreneurship hubs, providing financial literacy and entrepreneurship training;
 - ii. Providing microloans and grants for female innovative entrepreneurs, funded by NGOs, regional development banks, and private partnerships such as the Women's Finance initiative;
 - d. Progressions of "HERizon 2030" in all three pillars will be monitored by ECOSOC having annual progress reviews developed to track and to ensure transparency and adaptability which will be possible through the implementation of a data collection task force and central database by:
 - i. Providing training and technical support to Member States through national and regional statistical offices to ensure accurate gender-disaggregated data collection;
 - ii. Creating open-source platforms for sharing gender-related indicators across countries and sectors, also incorporating AI to identify gender disparities using health, education, and labor market data;
 - iii. Developing and report specific indicators in their VNRs and build local capacity for data collection;
 - iv. Promoting the inclusion of gender-focused analysis and data in VNRs to highlight progress, challenges, and opportunities for improvement;
 - e. Encouraging the mobilization of resources from various existing funding mechanisms, already approved by the ECOSOC policies, while collaborating with different international actors such as UN Women, UNICEF, the GPE, WHO, and the private sector;
16. *Recommends* Member States to implement target initiatives for women, proposing funding to be drawn particularly from the joint SDG Fund and UN Women Fund for Equality by:
- a. Providing scholarships, including financial means, learning supplies, and administrative assistance, supporting academic careers and temporary academic stays in Member States that serve as role models;
 - b. Working closely together with local stakeholder NGOs for logistical support in heavily affected regions to offer town hall meetings and an online hub for further exchange with the goal of promoting women's participation in politics and leadership by showcasing female role model success stories in politics, economy, and society;
 - c. Using and expand the existing UN Women Internship Programme to provide insights into government work at UN organizations and female-led organizations;

17. *Designates* the use of renewable energy, such as solar-powered generators, and sustainable practices like waste reduction and local sourcing of materials in the design and operation of the mobile service units to align with the environmental protection of rural areas by minimizing pollution and soil degradation to establish a better livelihood for women by improving their access to fertile land and agricultural resources;
18. *Calls* for enhanced data tracking through Member States' annual reportings to the Commission on the Status of Women and the High-Level Political Forum on Sustainable Development (HLPF) highlighting the progress and still remaining obstacles of the above mentioned initiatives, by;
 - a. Encouraging funding and training from international cooperations and expanding support by the United Nations Statistics Division (UNSD) for national statistical offices to collect, store, and analyze gender-disaggregated data;
 - a. Creating open-source platforms for sharing gender-related indicators across countries and sectors, also incorporating sustainable AI solutions analyzing large datasets and free-to-browse online job offerings to identify gender disparities in the health, education, and labor market areas.



Code: ECOSOC/1/5

Committee: Economic and Social Council

Topic: Empowering Women and Girls in the Achievement of the SDGs

The Economic and Social Council,

Recalling the establishment of the *2030 Agenda* and the Sustainable Development Goals (SDGs), which calls for decisive and collaborative action to address global issues,

Acknowledging the significant role of gender equality in achieving the *2030 Agenda for Sustainable Development*, especially for economic growth, education, and health,

Deeply regretting that with current trends, the Sustainable Development Goals will not be achieved by 2030, in particular SDG 5 (gender equality), reaffirming that the Member States of ECOSOC are committed to the completion of SDG 5 (gender equality),

Deeply concerned that only 17% of the SDG's targets are on track to be achieved by 2030 indicating a significant lack of progress towards achieving the SDGs,

Calling attention to SDG 1 (no poverty) regarding the importance of empowering women in their economic capabilities by eliminating gender-specific poverty,

Reaffirming SDG 5 (gender equality) regarding inclusivity within gender equality in the context of global collaboration and whose purpose is to "achieve gender equality and empower all women and girls,"

Emphasizing SDG 8 (decent work and economic growth), regarding the inclusion of women in the economy with contributes to a sustainable economic growth,

Deeply conscious of the persistent and profound gender disparity that continues to affect opportunities, rights, and well-being of girls and women in all spheres of social, economic, political, and cultural life,

Determined to create a shared future for humanity and promote a world in which every person, regardless of gender, can live in dignity, equal opportunities, and justice,

Guided by the principles of the *Montevideo Consensus on Population and Development* which highlights a people-centered approach,

Reiterating the *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)* (1979),

Bearing in mind section 4 of UNICEF's *2022-2025 Gender Action Plan* of advancing girls' education through Science, Math, Engineering, Technology (STEM), and digital skills,

Approving General Assembly resolution 77/193 (2022) by acknowledging the importance of facilitating gender-responsive curriculum and informing students of issues faced by marginalized groups,

Recognizing the gender disparity in education and its impact on economic stagnation, poverty, and social stability, particularly, low-income communities and Indigenous populations, acknowledging that these educational disparities disproportionately affect women and girls,

Cognizant of all relevant Human Rights Council resolutions, in particular resolution 32/20 (2016) for the equal enjoyment of the right to education by every girl,

Bearing in mind that worldwide, 119 million girls are out of school, gender parity has been achieved in 49% of primary schools, 42% of lower secondary education, and 24% of upper secondary education,

Recognizing the importance of education in diverse fields, both in the humanities and in the fields of Science, Technology, Engineering and Mathematics (STEM), particularly in relation to SDG 4 (quality education), 1-4.3, 4.5, and 5.B (gender equality),

Fully realizing the vast gender disparity in Science, Technology, Engineering, and Mathematics (STEM) education, where women and girls constitute only 28% of the graduates in these fields,

Expressing appreciation for the work of women and girls advocating for their rights to education, which has resulted in further economic support for educating women such as the Malala Fund,

Having considered that the right to education cannot be secured and assured without pressure from civil society on their national governments to enact the suggestions made by various United Nations bodies,

Recognizing the importance of regional and interregional collaboration in accelerating progress towards SDG 4 (quality education),

Emphasizes the need for localized action towards personal development for women and girls,

Recognizes the necessity of accurate and complete data for tracking progress on all SDGs, and aiming to close the existing gender data gaps within the UN Women Data Hub,

Highlighting that according to the UN Women Gender Snapshot 2024, countries are only at the halfway point in planning, producing, and making gender data available, whereas less than 0.05% of the assistance development project is devoted to gender-related dimensions,

Calls to attention the UN Women's Report Making Women and Girls Visible (2018) (MWGV), which recognizes the staggering gaps in reporting and data collection for gender inequality and violence,

Expressing deep concern that many older women face significant challenges in their everyday lives that hinder their empowerment. These challenges include health disparities and unequal access to healthcare, which contribute to poorer financial security due to lower savings and assets,

Recognizing as well that women often bear more unpaid caregiving responsibilities, which further burden them and prevent the full achievement of Sustainable Development Goals (SDG) 1 (no poverty), SDG 2 (zero hunger), SDG 3 (good health and well-being), and SDG 10 (reduced inequalities),

Guided by Human Rights Council resolution 11/8 (2009) which addresses the importance of actively reducing the maternal mortality rate and improving accessible perinatal and maternal healthcare,

Observing the reports about the ongoing and non-eliminated child marriages as well as the persistent gender-based sexual violence and harassment,

Deeply troubled by the high gender-based discrimination data that UN Women has posted stating that more than 60% of the women face discrimination in their day-to-day lives,

Putting forward the unique challenges faced by women and girls in marginalized and rural communities, including limited access to education, health, political standing, and work-force,

Encourages multi-stakeholder cooperation towards the empowerment of women and girls,

Desiring the collaboration between governmental and non-governmental organizations (NGOs) through Member States to achieve specific results in education, gender equality, good health, and well-being,

Aware of the regional differences with the infrastructure of each of the Member States that need to be addressed to achieve international collaboration,

Redefining the role of the *Beijing Declaration and Platform for Action*, adopted in 1995, as a cornerstone for advancing women's rights globally,

Reminiscing on the efforts made at the *First World Conference on Women (1975)* and subsequent resolutions, such as ECOSOC resolution 2011/34,

Reaffirming the importance of current UN data protections such as General Assembly resolution 68/167 and UNCEB's *Principles on Personal Data Protection and Privacy*,

1. *Emphasizes* the importance of women and girls in the global quest for sustainable development highlighting that promoting gender equality is crucial for advancing the SDGs because it harnesses the full potential of everyone leading to more sustainable and equitable outcomes across all areas of development, including:
 - a. Ending poverty in all its forms everywhere by giving women more opportunities to join the workforce through education;
 - b. Ending hunger, achieving food security, improving nutrition, and promoting sustainable agriculture by including more women in economic opportunity through education;
 - c. Ensuring healthy lifestyles and promoting well-being for all at all ages through the establishment of education geared towards family planning, maternal, and perinatal health;
 - d. Ensuring inclusive and equitable quality education besides promoting lifelong learning opportunities for all by creating gender responsive curriculum;
 - e. Achieving gender equality as well as empowering all women and girls;
 - f. Promoting sustained, inclusive, and sustainable economic growth, along with full and productive employment and decent work for all, by bridging the economic status gap between men and women.

- g. Reducing inequality within and among countries by actively disabling examples of misogyny;
 - h. Promoting peaceful and inclusive societies for sustainable development, providing access to justice for all, as well as building effective, accountable, and inclusive institutions at all levels by elevating women to positions of power;
 - i. Strengthening the means of implementation and revitalizing the Global Partnership for Sustainable Development by increasing the availability of high-quality, timely, and reliable data disaggregated by gender in national contexts;
- 2. *Recommends* the development of regional cooperation frameworks, aligning with the goals established under SDG 16 (peace, justice and strong institutions) supported by UN Women to implement joint development programs aimed at improving women's access to education, infrastructure, and sustainable economic opportunities across developing regions;
- 3. *Demands* governments to support and engage with civil societies to support women and girls in all aspects of life in working towards SDG 3 (good health and well-Being), with special regard to education, including:
 - a. Relying on the national governments to work with civil societies set rigorous educational programs that would promote focus on inclusivity and diversity in regards to women and girls;
 - b. Inspiring the support of men and boys in civil societies actively engaging in empowering women and girls to allow for increased equality and equal voices;
- 4. *Implores* nations to reduce inequalities in their hiring procedures in the public sector as intended in SDG 8 (decent work and economic growth) and SDG 10 (reduced inequalities), as the participation of women reflects positively on the growth of the economy and betterment of society;
- 5. *Advocates* for the five subsidiary regional commissions of ECOSOC to implement programs similar to the Economic and Social Council for Western Asia's BPfA+25 programs that are used to evaluate the implementation of the BfPA's principles;
- 6. *Advises* Member States to increase collaborations and partnerships with UN organs, such as UN Women, the Commission on the Status of Women, the World Bank, and NGOs such as MADRE and Plan International, for collaboration on reporting and collecting data on women's issues;
- 7. *Reiterates its call for* the promotion of financial independence to empower women's well-being and collaboration between governments and specialists such as UN Women and UNESCO, whilst calling upon experts to provide recommendations to Member States for the realization of women's financial empowerment;
- 8. *Strongly supports* a reform of SHINE, a Global-Knowledge sharing platform, under ECOSOC to exchange best practices and increase international funding for microfinance programs;
- 9. *Recommends for* the creation of a global initiative to send educated women abroad to instruct, to provide inspiration for young women and girls (providing role models), and to dispel misinformed cultural beliefs;

10. *Calls for* gender mainstreaming approaches in every sector supported by the BPfA+25 such as:
 - a. Reserving a certain percentage for women and girls in every sector like parliament, government, medicine so every woman's perspectives and ideas are represented everywhere;
 - b. *Advocating* for Member States to host forums and workshops that can promote the BPfA's principles of; equal opportunity and non-discrimination, translating them in a format that is understandable to individuals along with their local communities to transform cultural norms, discriminatory social Institutions, and community practices;
11. *Encourages* willing Member States to provide access to sexual and reproductive health resources with legally safe and affordable abortions, doing so by:
 - a. Modifying the already established laws that prohibit women from having sexual agency;
 - b. Making possible Menstrual and Postpartum Leaves for working women;
12. *Endorses* the Member States to establish or reform laws with enforcement mechanisms that include protections against child marriage and promote the employment of professional therapy counselors that would work with individuals and families in educating and intervening in preventing the arrangement of child marriages;
13. *Reestablishment* of active helpline centers and a separate police department that would take immediate actions for targeted woman, who feel they are in danger;
14. *Promotes* transparency with the public by the government of all the gender based crimes, justices that happened, and everything they're doing to eradicate it;
15. *Calls upon* Member States to address the socioeconomic inability for women and girls to hold independent jobs, open independent financial accounts, and live independently of others in pursuit of SDG 5 (gender equality) while also:
 - a. *Advocating* for Member States to modify amendments to legislation and the offering of incentives to develop individual finances;
 - b. *Advocating* for an end to restrictive legislation that makes women and girls dependent on spouses and family;
16. *Appeals* Member States to support the economic and social status of expectant and new mothers by:
 - a. Supporting expecting mothers in their balance between work and motherhood to urge Member States to make parental leave and childcare more accessible, to increase their chances to raise healthier children and to empower their financial independence as well as improving the mothers health;
 - b. Urging the governments to improve their family planning by investing more in child benefits to help families and especially single mothers that struggle financially;
17. *Invites* Member States to introduce legislation to guarantee the well-being of elderly women within their nations by securing their rights to housing, healthcare and independent financing;

18. *Requests* that the Commission on the Status of Women and the Commission for Social Development work hand in hand with the Committee for Development Policy to redact policy proposals to assist Member States in the completion of the SDG 5 (gender equality), to then allow for the 5 Regional Commissions to adapt these policy suggestions to local conditions;
19. *Suggests* firms to follow a more family friendly approach by working on internal laws to protect and benefit their employees, especially parents and women;
20. *Urges* Member States to work with local governments and specialized organizations such as UN Women, UNESCO, Médecins sans frontières (Doctors Across Borders), Belt and Road Initiative, Mujer y Salud en Uruguay (MYSU) as to implement programs that provide sexual education and access to medical facilities, especially in schools, hospitals and rural areas for the girls and women that do not have the opportunities to access quality education or medical facilities by:
 - a. Introducing sexual education programs that educate or inform people about sexual practices, sexual transmittable diseases (STDs), contraceptive methods, sexual consent and pregnancies;
 - b. Reaffirming its belief of the need to implement accessible medical facilities and medication, sanitary products and at home kits to detect STDs;
21. *Encourages* all Member States to support a temporary waiver of intellectual property rights on HIV-related medications, including Pre-Exposure Prophylaxis (PrEP) and Post-Exposure Prophylaxis (PEP), for refugee populations, in accordance with the flexibilities outlined in the World Trade Organization's *Agreement on Trade-Related Aspects of Intellectual Property Rights* (TRIPS), adopted in 1995, particularly articles 31 and 31bis, and:
 - a. Directs the UN Women, and the World Health Organization (WHO) to jointly develop and disseminate guidelines for the integration of PrEP and PEP access into humanitarian aid packages and informal settlements, with particular attention to the needs of women, and survivors of sexual violence;
 - b. Urges donor countries, international financial institutions, and private sector actors to contribute to a multilateral fund under the Global Fund to Fight AIDS, Tuberculosis and Malaria, earmarked for the procurement and distribution of generic HIV medications to women populations globally;
 - c. Encourages Member States hosting significant rural populations to amend or adopt national legislation to facilitate the importation and use of generic HIV medication in cases where public health emergencies warrant such measures, as recognized under international law;
 - d. Calls for the establishment of a UN Interagency Task Force on Patent Waivers for Women's Health (UNTF-PWRH), composed of representatives from WIPO, WTO, UNHCR, and UNAIDS, to monitor the implementation of patent waivers, provide technical assistance, and address legal and logistical barriers to access;
 - e. Recognizes that equitable access to HIV medication for girls is a matter of international peace and security, and calls upon all Member States to treat this issue as a core component of global health diplomacy and crisis prevention;

- f. Condemns the exacerbation of global health inequalities resulting from the monopolization of life-saving HIV medications through stringent patent protections, particularly in the context of humanitarian crises, and reaffirms that access to essential medicines constitutes a core component of the right to health as enshrined in the *International Covenant on Economic, Social and Cultural Rights*;
22. *Recognizes* the importance of the active implementation of programs aimed at empowering and protecting women and girls in all Member States, such as the RESPECT Women Programme established by the UN Women, and proposing a new approach that focuses on:
- a. Strengthening relationship skills and offering training at locations that include but are not limited to community centers, education systems, and social media platforms of mass consumption;
 - b. Empowering women and girls in the digital sphere with social awareness campaigns such as:
 - i. Allowing women and girls to share their experiences through storytelling;
 - ii. Utilizing already existing platforms and programs in international agencies such as UNESCO, UNWOMEN, and UNICEF;
 - c. Service assistance ensured with counsel and guidance to victims of violence;
 - d. Reducing poverty by:
 - i. Supporting women's pursuit of academic training;
 - ii. Facilitating business opportunities and incentives determined by local governments and community leaders;
 - e. Providing a safe environment for all through:
 - i. Stressing the importance of safe public environments for women and girls;
 - ii. Recommending the collaboration of local authorities towards the protection of women and girls;
 - f. Preventing child and adolescent abuse in vulnerable areas;
 - g. Transforming attitudes, beliefs, and social norms by:
 - i. Providing educational opportunities tailored to different cultures and beliefs;
 - ii. Addressing social norms in consensus with local leaders and figures of authority;
23. *Calls upon* Member States to address SDG 3 (good health and well-being) on health and well-being by putting women's health at the forefront of policy, emphasizing the urgency of female reproductive health as a public issue, utilizing funding from NGOs and providing affordable and accessible opportunities for family planning, perinatal and maternal care through:

- a. Preserving aid from and pledging contributions to the World Health Organization (WHO) so mothers, particularly in vulnerable Member States, have access to sterile and comfortable birthing environments;
 - b. Providing resources on family planning in schools and community centers to make said information attainable;
 - c. Supporting the WHO compendium on respectful maternal and newborn care to ensure medical maltreatment is reduced and that patients are cared for according to their needs;
 - d. Placing an overall importance on reducing maternal mortality rate and preserving the health of premature infants;
24. *Strongly recommends* the development of the “Greta Oto” initiative, named to symbolize metamorphosis and freedom for women and girls around the world by:
- a. Proposing an initiative that focuses on reducing barriers by:
 - i. Encouraging the creation of a dedicated fund to support women entrepreneurs and those in financial distress;
 - ii. Providing meals, electricity, and water vouchers;
 - b. Connecting participants with successful business women and political leaders who serve as mentors, building strong support networks and unlocking opportunities in employment, entrepreneurship, and civic life through:
 - i. Training and mentorship programs for women entering or reentering the workforce, particularly in male-dominated sectors and;
 - ii. Establishing a mentorship network composed of successful businesswomen and political leaders to guide and inspire women;
25. Recognizing ECOSOC’s role as a coordinator of the UN development system, encourages agencies such as UN Women, UNDP, and UNICEF to implement the ‘Greta Oto’ initiative by issuing recommendations, fostering inter-agency collaboration, and mobilizing Member States’ support for a cross-sectoral approach to women’s empowerment;
26. *Recommends* Member States to continue to empower Women and Girls to achieve the SDG’s through education;
27. *Suggests* the creation of cross-regional training exchanges for women and girls, as highlighted under SDG 4 (quality education) organized by UNESCO and national education ministries, with support from international development banks and NGOs, to provide practical skills in STEM (Science, Technology, Engineering, and Mathematics), sustainable agriculture, healthcare, and digital technologies;
28. *Introduces* the implementation of increased access to education, at a reduced and minimized cost for women and girls of lower economic backgrounds to bridge the gap in economic growth, reduce poverty, and create social stability for all Member States involved, addressing SDG 1 (no poverty), 4 (quality education), and 10 (reduced inequalities) by:

- a. Administering funding by UNESCO through the Education Cannot Wait (ECW) program;
 - b. Inviting Member States to increase their contribution of funding to such program following their growing GDP;
29. *Invites* governments, international organizations, and private sector entities to work collaboratively towards the sustainable implementation and expansion of digital literacy programs for women and girls, providing SDG 4 (quality education), SDG 9 (industry, innovation and infrastructure) on promoting innovation, and SDG 10 (reducing inequalities), by:
- a. Providing affordable and accessible technology through:
 - i. Including mobile devices, internet access, and offline-compatible tools, especially in rural and underserved areas;
 - ii. Requiring partnership with actors such as UNESCO, UNICEF, and ITU, as well as local NGOs;
 - b. Training local female educators and mentors to deliver digital education in a culturally sensitive and gender-responsive manner;
30. *Calls for the establishment* of regional vocational scholarship and grant programs, coordinated by regional development banks, in partnership with national ministries of education and the private sector, to prioritize funding for women and girls in marginalized and rural communities pursuing career-focused training;
31. *Expresses* its hope that Member States will enact legislation for education and workplace reform in order to further decrease the amount of discrimination women face in both fields by:
- a. Reporting on the access to higher levels of education for women in all nations;
 - b. Conducting surveys on how female employees feel in the workplace, in terms of equal opportunities for promotion, appreciation and safety;
32. *Supports* the integration of digital and distance learning technologies in mobile schools and community learning centers by:
- a. Collaborating with international organizations such as UN Women, which works for the empowerment of women, and the Girls' Education Initiative, to create programs that promote girls' education in vulnerable and rural communities, aiming to reduce cultural and social barriers to education;
 - b. Promoting vocational training and skills development programs for women in rural areas, in collaboration with initiatives such as Women for Women International, to ensure that women have the necessary skills to fully participate in the modern economy and break the cycle of poverty;
 - c. Monitoring progress with the help of UNESCO towards the educational inclusion of women in disadvantaged areas, providing accurate data and analysis to guide future policies;

- d. Creating partnerships with EdTech providers, NGOs, and local governments to invest in the necessary infrastructure and teacher training;
33. *Calls for the implementation* of mentorship and leadership programs that connect experienced female educators with local women aspiring to join the profession to promote decent work, economic growth, and reduce inequalities, SDG 9 (industry, innovation and infrastructure) and 10 (Reduced Inequalities), by ensuring a sustainable pipeline of skilled female educators using secure funding from government agencies, international organizations, and private sector sponsors;
34. *Endorses* the facilitation of extra-curricular activities for girls in schools to contribute to SDG 4 (quality education), SDG 5 (gender equality) in schools, and SDG 10 (reduced inequalities), recognizing that activities such as sports increase retention rates of school-aged girls, boost confidence, and SDG 3 (good health and well-being), and can be achieved by:
 - a. Cooperating between Member States and NGOs such as the Women's Sports Fund;
 - b. Utilizing legal frameworks that ensure gender equality in school-sponsored extracurricular activities;
35. *Encourages* Member States to progressively introduce designated four-year Science, Technology, Engineering and Mathematics (STEM) curricula aimed at empowering and educating young girls and equipping them for future leadership roles by strengthening teacher training, improving educational infrastructure, and utilizing existing international funding mechanisms, such as the UNESCO Participation Programme;
36. *Further recommends* the usage of basic needs assistance programs that promote education access for vulnerable groups with a focus on providing education to rural and underdeveloped areas and integrating course curricula that stress financial literacy, and independence;
37. *Encourages* all Member States to continue their effort into making school accessible and ensure a place for all girls in vocational, educational, and training schools by:
 - a. Ensuring that schools serve as safe and secure zones for all students;
 - b. Developing community outreach programs to raise awareness about the importance of girls' education;
 - c. Training teachers on gender-sensitive issues to be supportive for all their students during class;
 - d. Prioritizing the creation of new educational facilities dedicated towards the education and training of women and girls;
38. *Further requests* Member States to address issues faced by marginalized-female groups when designing primary school curriculum in order to promote quality education and address inequalities, SDG 4 (quality education) and 10 (reduced inequalities), by:
 - a. Ensuring that gender mainstreaming is used across the steps of implementation, such as planning, instating, and carrying out the primary school curriculum;

- b. Placing the experiences of marginalized communities to be considered in every step of planning and curriculum information;
 - c. Addressing the hardships faced by marginalized groups and implementing discussions in learning plans to educate young people on the importance of allyship and advocacy;
 - d. Endorsing reservations where women in marginalized populations are allocated a specific percentage of job opportunities in different sectors and industries;
39. *Recommending* that the Commission on the Status of Women (CSW), on behalf of ECOSOC, prioritize in its annual sessions the closure of gender data gaps within the SDG Indicator Dashboard of the UN Women Data Hub by:
- a. Encouraging the incorporation of the UN Women Data Hub into the CSW's review process for the 74th session of the Beijing+35 (2030) in order to ensure a more accurate and transparent assessment of progress made since the adoption of the *Beijing Declaration*;
 - b. Calling upon UN Women, the United Nations Development Programme (UNDP), and national statistical offices to update the SDG Indicator Dashboard using the standardized methodology outlined in The Manual for the Production of Statistics on the Digital Economy 2020 by the UN Conference on Trade and Development, which includes:
 - i. Building and modernizing national infrastructure for the renewal of gender data collection;
 - ii. Expanding the data collection by including more gender-specific indicators for all SDGs and enabling automated data capture from national businesses;
 - iii. Structuring and harmonizing data processing in accordance with international standards;
 - c. Supporting the allocation of financial resources from the Joint SDG Fund;
 - d. Encouraging enhanced international cooperation and data-sharing mechanisms among Member States, relevant UN agencies, and regional organizations to ensure efficient and cost-effective gender data collection;
 - e. Affirming that improved data collection will significantly support the monitoring of SDG 5 (gender equality), and the advancement of the *2030 Agenda*;
40. *Suggests* to that CSW hold and organize a semi-annual workshop for researchers, scholars, and public policy practitioners in the CSW headquarters in New York to share best practices and evidence-based research to address country-specific recommendations issues by:
- a. Serving as a platform for the exchange of local strategies and policy innovation;
 - b. Including technical sessions on data collection;
41. *Further invites* all Member States to support better reporting mechanisms and use this data to address local problems in each Member State by:

- a. Collecting annual reports from countries to better implement and recommend local cooperation within Member States so that transparency is achieved;
 - b. Publishing these reports publicly to promote good practice sharing;
 - c. Inviting all Member States who have not ratified CEDAW to ratify, join, and utilize the annual report through the monitoring and data sharing system in the existing ways;
42. *Calls for* UN Women to provide the development of evidence-based recommendations and policy guidelines derived from these research findings to ensure the implementation of more effective and targeted educational strategies that promote gender equality.