



Documentation of the Simulation of the

Commission on the Status of Women (CSW)*



Conference A

29 March - 2 April 2026

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Commission on the Status of Women (CSW)

Committee Staff

Director	Inés León Giménez
Assistant Director	Rieke Langel
Chair	Merle Weber

Agenda

1. Achieving Gender Equality through Education in the Digital Age
2. Addressing the Gendered Impacts of Climate Change

Resolutions adopted by the Committee

Code	Topic	Vote (In favor - Against - Abstention)
CSW/1/1	Achieving Gender Equality through Education in the Digital Age	Adopted without a vote
CSW/1/2	Achieving Gender Equality through Education in the Digital Age	Adopted without a vote
CSW/1/3	Achieving Gender Equality through Education in the Digital Age	Adopted without a vote
CSW/1/4	Achieving Gender Equality through Education in the Digital Age	Adopted without a vote
CSW/1/5	Achieving Gender Equality through Education in the Digital Age	Adopted without a vote

Summary Report for the Commission on the Status of Women

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

1. Achieving Gender Equality through Access to Education in the Digital Age
2. Addressing the Gendered Impacts of Climate Change

The session was attended by representatives of 41 Member States and 0 Observers; 1 non-governmental organization also attended the meeting.

On Sunday, the committee adopted the agenda in the order of topic 1 followed by 2, beginning discussion on the topic of “Achieving Gender Equality through Access to Education in the Digital Age.”

By Tuesday, the Dais received a total of 8 proposals covering a wide range of sub-topics including mentorship programs for women in STEM, a global framework for resilient digital education, and efforts to advance digital literacy of women and girls. Diplomatic discussions led to multiple compromises on a wide range of ideas, including starting from early gender specific education to graduated women supporting young talents to guide them into the STEM field. The working atmosphere of the committee emphasized collaboration. By the end of the session on Tuesday evening, 3 working papers merged together combining their complementary ideas.

On Wednesday, 5 draft resolutions had been approved by the Dais, 2 of which had amendments, 1 friendly and 1 unfriendly. The committee adopted all 5 resolutions by acclamation. The resolutions represented a wide range of issues, making use of data statistics and the work of NGOs, as well as raising awareness of technology-facilitated gender-based violence through a global framework.



Code: CSW/1/1

Committee: Commission on the Status of Women

Topic: Achieving Gender Equality through Access to Education in the Digital Age

The Commission on the Status of Women,

Guided by the Beijing Declaration and Platform for Action (1995) and the Beijing +30 Action Agenda, landmark framework for advancing women empowerment that provides sources of guidance to promote gender equality and uphold human rights for women and girls worldwide,

Underlining the Declaration of the Elimination of Violence against Women (1993), a document that reaffirms the fundamental freedom and human rights as well as the responsibilities Member States hold against violence targeting women,

Recognizing the centrality of the Convention on the Elimination of All Forms of Discrimination against Women (1979), reaffirming the equal rights of men and women and emphasizing the importance of ensuring women's empowerment and equal participation,

Bearing in mind the Commission on the Status of Women's (CSW) Agreed Conclusions of CSW67 (2023) and the report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which recognize that girls in rural and climate-affected areas, and over two thirds of primary schools in least developed countries continue to face barriers to digital education due to lack of electricity, connectivity and technological infrastructures,

*Considering suggestions made from Oxfam International in their journal article, *Can the UN Really Deliver a Feminist Future?* (2020), where the importance of Civil Society Organizations (CSO) direct input to the CSW and United Nations as a whole,*

Deeply alarmed that climate-displaced girls lose access not only to classrooms but to digital education tools that could ensure continuity, with 12.5 million girls affected annually, as recognized by Human Rights Council resolution 54/19 (2023),

Deeply concerned that according to the United Nations Population Fund (UNFPA) extreme weather events increase child marriage rates in climate-vulnerable regions, and that 87 percent of married adolescent girls are out of school, reinforcing the cycle between climate vulnerability, early marriage, and educational exclusion according to the United Nations Children's Fund (UNICEF),

Noting with alarm that unsafe routes to and from school and School-Related Gender-Based Violence (SRGBV) remain some of the primary reasons girls drop out, and that Technology-Facilitated Gender-Based Violence (TFGBV) keeps girls away from digital access,

Inspired by the structure of the Caribbean Community and Common Market (CARICOM)-recognized Young Women in Leadership framework, which is dedicated to increasing the number of women in educational leadership and decision-making,

Noting that Article 6.4 of the *Paris Agreement* (2015) mandates a portion of carbon market proceeds support adaptation in vulnerable countries, and that investment in girls' digital education infrastructure constitutes a form of climate-resilient development,

Recalling ECOSOC's Information and Communications Technology (ICT) *Competency Framework for Teachers*, which emphasizes the importance of equipping educators with digital competencies to ensure inclusive and quality education for all,

Recollecting the advancements enabled by national programs that encourage education in areas that have relatively higher rates of early marriage and pregnancy to counter the statistic that 50 percent of teenage mothers live at or below the property line and 40% of teenage mothers do not finish high school, limiting their long-term earnings,

Recalling the success of international education programs founded on cooperation between countries, which have benefited students across multiple disciplines, especially women who would be unable to pursue schooling in their home country,

Acknowledging agendas that are built on partnership on a local and global scale to further emphasize the benefits of effective collaboration through private partnerships and official development assistance,

Reiterating its appreciation to the work of women in Science, Technology, Engineering, and Mathematics (STEM) fields, especially in leadership roles and decision-making positions around the world,

1. *Calls upon* all Member States to implement the *Beijing +30 Action Agenda (2025)*, which would advance action on 12 critical areas of gender equality, including bridging the digital gender gap by:
 - a. Strengthening digital safety through frameworks that hold governments and technology stakeholders accountable for protecting users' rights and foster an inclusive digital environment;
 - b. Integrating digital skills in education curricula to improve employment outcomes for women in the STEM fields;
 - c. Ensuring that digital education includes women and girls from diverse backgrounds that face unique barriers, especially in the Global South;
 - d. Prioritizing investment in digital infrastructure to ensure that all women have access to devices and reliable internet connectivity regardless of region;
2. *Urges* Member States to strengthen the implementation of Articles 3 and 4 of the *Declaration on the Elimination of Violence Against Women*, which establish women's rights to liberty, security, and freedom from discrimination, and which obligate Member States to condemn violence against women without exemption;
3. *Encourages* Member States to implement educational programs from early childhood, aimed at eliminating discrimination against women and gender stereotypes that limit women's participation, particularly in STEM and ICT fields, by:
 - a. Inviting the promotion of awareness campaigns into schools from the very first years of study that guide students in their educational growth, therefore:
 - i. Suggesting the introduction of workshops and specialised meetings oriented at encouraging inclusion of women in digital fields;

- ii. Supporting training programs aimed at improving digital literacy among students and teachers, with a particular emphasis on courses led by women originating from these countries who have achieved professional success abroad, serving as role models to help challenge and transform discriminatory social norms and outdated values that perpetuate gender inequality;
 - b. Recommending introducing training programs for teachers, that provide them with necessary knowledge to ensure the promotion of an inclusive and non discriminative education;
- 4. *Proposes* Member States to collaborate on the establishment of a global framework for digitally resilient education systems that ensure uninterrupted access to learning for women and girls, particularly in rural and disaster-prone regions that would:
 - a. Suggest the implementation of offline-capable technologies that address the vulnerabilities of digital reliance during climate disasters, blackouts, and conflicts, which could rotate between neighboring schools;
 - b. Administer preloaded STEM curricula accessible via radio and Bluetooth-enabled devices, ensuring continuity of education even in the absence of reliable connectivity;
 - c. Encourage the expansion of renewable energy-supported systems including solar powered-devices and decentralized charging infrastructure, drawing on successful initiatives such as Regional Initiative to Promote Small-Scale Renewable Energy Applications in Rural Areas of the Arab Region (REGEND), Eni, and Renewable Energy and Energy Efficiency (REEE) to enhance access to learning in rural and underserved areas;
- 5. *Recommends* a resolution to UNESCO which will reform the formal seating of the CSW so that CSOs, such as local unions and women’s education advocacy groups, particularly of rural areas, are included as observers in the committee;
- 6. *Encourages* UN Women, in collaboration with UNICEF and UNFPA, to:
 - a. Insist on technology companies to provide educational platforms to implement safety-by-design principles to prevent any kind of TFGBV;
 - b. Report annually on progress in reducing TFGBV and SRGBV affecting girls' educational access;
 - c. Create a monitoring framework for tracking girls' digital educational continuity across borders;
 - d. Facilitate negotiation between Member States to establish bilateral agreements ensuring educational and digital access continuity for climate-displaced girls across borders;
- 7. *Proposes* Member States to implement a Girls Digital Shield Programme (GDSP), a three-pillar framework combining:
 - a. Equitable digital literacy and retention support ensuring vulnerable girls can complete their education with family or community engagement, maintaining their access to both schools and digital education tools;
 - b. Digital identity and age verification systems to strengthen enforcement of minimum age-of-marriage laws across borders;

- c. Safe digital reporting channels providing confidential access to legal information, support, and both short and long-term shelter for women and girls at risk of Gender-Based Violence, or child marriage;
8. *Draws attention* to the importance of school transport, especially in secluded areas, where safe access is arduous, supposing a threat to girls education continuity and digital access, by:
 - a. Emphasizing the need of girls and women to access the education establishment safely in order to reduce drop out rates in remote areas, allowing them to access digital education, and therefore moving towards closing the gender digital gap;
 - b. Encouraging Member States to establish school-based safety protocols that address safe routes to and from school, including girl-only community escort programs and public girl-only transportation shared between schools in rural areas;
 - c. Developing school infrastructures in underserved and remote areas, in order to reduce travel distances that disproportionately force girls to abandon their education, thereby ensuring access to fundamental human rights;
9. *Supports* the establishment of a comprehensive global framework, modeled after already-existing initiatives such as Caribbean Institute for Women in Leadership (CIWiL), to promote and ensure women's representation in leadership and decision-making processes around the world;
10. *Further requests* international cooperation whereby developed countries provide financial and material support to developing countries, including the donation of electronic devices to schools creating mutually beneficial opportunities to the promotion of technological industries and production;
11. *Invites* Member States in collaboration with organizations such as UNESCO, as well as programs including NGOs, for instance, United Planet, to redesign existing teacher training and mobility programs to increase female participation through the organisation and creation of gender-transformative curricula in over 40 Member States, supporting:
 - a. The implementation of family-supportive measures, which includes:
 - i. Childcare;
 - ii. Flexible program durations;
 - iii. The possibility for participants to travel with dependents;
 - iv. The adoption of hybrid program models, combining online preparatory training with short-term in-person international mobility to reduce structural and social barriers;
 - b. The provision of financial incentives and full cost coverage, including:
 - i. Sanitary assistance;
 - ii. Long lasting financial income;
 - iii. Safe and verified accommodations;

- c. The development of formal institutional agreements ensuring job security, career progression, and guaranteed reintegration into the home country's education system upon completion of the program;
- 12. *Urges* Member States to establish programs that target regions with moderate to high rates of teenage mothers and early marriage to promote education and combat social norms by:
 - a. Implementing educational programs that emphasize the high rates of unemployment and poverty associated with early marriage and pregnancy;
 - b. Allocating funds to provide general financial aid to low-income families if attending school, on the conditions where:
 - i. Children cannot exceed a number of permitted school absences except in extenuating circumstances;
 - ii. Children must have satisfactory performance in academics;
 - c. Providing access to online education platforms, enabling those that are pregnant or with children to continue their studies through flexible and inclusive learning systems;
- 13. *Advocates for* the establishment of education programs between Member States with a high rural or low-income population and Member States with more educational resources by:
 - a. Offering funding for undergraduate and postgraduate studies, focusing on women in STEM;
 - b. Establishing a bond for students to return to their home country following graduation to work for a certain number of years;
 - c. Constructing workshops by Member States with more resources in neighboring Member States to offer training and education to locals to strengthen technological exchange, cultivating regional talent for large-scale projects, knowledge transfer, and foster cooperation on both a local and international level;
- 14. *Endorses* an international trade network between cooperative Member States and public-private partnerships, where technological products are distributed to rural communities to bridge the digital divide by:
 - a. Providing subsidies and build-operate-transfer instruction to private partners to streamline the implementation of infrastructure, such as:
 - i. Private schooling in public-private partnerships leads to exclusion of lower-income students, especially girls, and rely on low-paid teachers, who are mostly women, in accordance to Oxfam research;
 - ii. Use of the build-operate-transfer model, in which the private sector designs, builds, and operates a facility before transfer to a private sector;
 - iii. Addressing the spatial barriers to education in rural areas as schools and technological hubs will be built in areas that are otherwise unable to access such resources;
 - b. Encouraging an application process to select girls to receive technological resources who meet the international regulations of the program and the rigorous criteria, wherein:

- i. They must live in low-income, disaster-prone, or rural areas;
- ii. They must continue to higher education;

15. *Encourages* Member States, in collaboration with UN Women, UNESCO, Tech Companies and civil society organizations, to promote and support women and girls in STEM and digital fields by:

- a. Establishing annual recognition programs at national and regional levels highlighting women's achievements in STEM, creating visible role models for girls in educational settings;
- b. Facilitating mentorship networks connecting women professionals in STEM and ICT with girls in secondary and tertiary education, with priority outreach to underserved and rural communities;
- c. Compiling and disseminating case studies of women's contributions to STEM across diverse regions, integrating these into digital education curricula to challenge gender stereotypes and inspire future generations;
- d. Creating scholarships, awards, and public recognition initiatives for girls and women interested in STEM fields, with targeted support for candidates from climate-vulnerable, low-income, and rural backgrounds.



Code: CSW/1/2

Committee: Commission on the Status of Women

Topic: Achieving Gender Equality through Access to Education in the Digital Age

The Commission on the Status of Women,

Reaffirming the commitment of the United Nations to the Sustainable Development Goals (SDGs), adopted in 2015, particularly SDG 4 (quality education), SDG 5 (gender equality), SDG 9 (industry, innovation and infrastructure), and SDG 12 (responsible consumption and production), recognizing that these goals are deeply interconnected in addressing barriers women and girls face in accessing quality digital education,

Taking note of the work of United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), and United Nations International Children's Emergency Fund (UNICEF) in supporting digital literacy programs targeting adolescent girls in least developed countries (LDCs),

Appreciating the effectiveness of the United Nations Office for Project Services (UNOPS) in designing and constructing climate-resilient school facilities and transportation infrastructure in underdeveloped areas, in which the role of inadequate infrastructure in exacerbating gender-based discrimination in education, as highlighted by SDG 9, which has found that lack of connectivity in rural areas is one of the biggest reasons girls fall behind in digital learning,

Acknowledging that digital solutions should match local needs and cultural context, as highlighted by UN Women under its mandate in General Assembly resolution 64/289 (2010) as programs that ignore local realities often face additional barriers in helping women who need them the most,

Bearing in mind the role of the International Telecommunication Union (ITU) as the United Nations specialized agency for Information and Communication Technologies (ICT), as being critical to advancing last-mile connectivity and affordability,

Grateful for the contributions of UNESCO's Capacity Development for Education programme (CapED), which as documented in the *CapED Results Report (2022)* which directly integrates gender equality and digital transition, explicitly focused on quality programs responsive to labour market needs for women and marginalized groups, making it a key tool for building education systems that prepare women and girls for the digital economy,

Noting with deep concern the dangerous effects of natural disasters prompted by climate change on women and girls, which are more vulnerable to such disasters, according to the 67th Session of the Commission on the Status of Women (CSW), emphasizing the need for solutions to match local needs and cultural context, as highlighted by UN Women under its mandate in General Assembly resolution 64/289,

Acknowledging the importance of the Joint SDG Fund as the primary investment mechanism designed to accelerate progress toward the SDGs by financing transformative, multi-agency initiatives, while also emphasizing the role of regional banks and financing entities in closing the digital divide by financing digital resources, trainings, and infrastructure for women and girls, while having the unique ability to implement and respect cultural values and concerns,

Alarmed by the *ITU Global E-Waste Monitor Report (2024)*, stating that 62 million tons of electronic devices are discarded worldwide every year, with only 22 percent of that waste formally recycled and a significant part still

functional, undermining the climate protection needed to prevent disproportionate impacts of climate change on women and girls,

Regretting the lack of international frameworks focusing on the development of physical spaces offering access to digital devices and digital literacy workshops for women and girls living in rural areas,

1. *Recommends* Member States to nationally adopt a voluntary policy framework, hereafter referred to as the Rural Women's Inclusion through Skills and Education initiative (R-WISE), designed to guide the development of rural digital access hubs, in collaboration with UN Women and the ITU, in countries facing pronounced urban-rural digital divides, by:
 - a. Providing physical and safe community-based digital spaces;
 - b. Supplying the free use of digital devices, reliable internet connectivity and basic digital literacy and skills training tailored to the needs of rural women and girls;
2. *Emphasizes* that the R-WISE digital access hubs are envisioned to be designed and guided in partnership with existing regional female-driven organizations, which can support the formation of women-led digital spaces and the training of female staff in these rural digital access hubs;
3. *Suggests* financing for the concrete policy design of the R-WISE framework be enabled through the Joint SDG Fund and public private investors;
4. *Encourages* collaboration with regional banks and financial entities, to:
 - a. Develop programs for better dissemination and financing of ICT materials and programs with respect to Member State values and concerns;
 - b. Encourage the provision of necessary funding for digital technologies and infrastructure for the education of women and girls by said financial entities and regional banks;
5. *Encourages* Member States to furnish R-WISE digital access hubs with recycled technological devices accessible to women and girls in their region through locally-owned recycling programs, in this manner addressing the gender-digital divide in an eco-friendly way, by:
 - a. Expanding digital infrastructure and ensuring equal and reliable access to technology for women, therefore allowing a combined approach in pursuing gender equality and responsible consumption and production;
 - b. Ensuring the sustainability of the R-WISE digital access hubs, creating a safe and sustainable environment for women and the communities they live in;
6. *Invites* Member States to discuss the implementation of the aforementioned recycling programs in the context of the R-WISE digital access hubs in the CSW conference, including key points such as:
 - a. Establishing precise guidelines and recommendations in the form of a policy on how to successfully create and maintain the digital access hubs according to a community-owned approach;
 - b. Relying on voluntary contributions by Member States and combining donations from public and private actors, such as companies undergoing a replacement of their technological equipment, allocating the resources according to the Member States' respective capacity;

7. *Supports* the creation of a joint initiative between CapED, UN Women, and UNOPS to address educational infrastructure needs, such as roads, electricity, and physical structures, of women in developing, rural areas and initiatives requiring physical construction, such as R-WISE, with each body addressing specific issues, wherein:
 - a. CapEd would use their expertise in educational capacity-building to guide projects to address the most pressing needs of the respective area's educational programs;
 - b. UN Women would oversee such projects to ensure that women in those areas are considered and receive the necessary representation to ensure that they are given equal opportunities, such as:
 - i. School, road, hub placement, design, and resource allocation to promote gender equality;
 - ii. Partnering with local woman-led organizations to address the particular challenges and needs of each area;
 - c. UNOPS would be responsible for the physical infrastructure development of such areas with the aforementioned oversight;
8. *Encourages* Member States to adopt the following budget guidelines, developed in collaboration with funding agencies, by:
 - a. Building self-sustaining, nationally-run teacher training institutes by prioritizing infrastructure investments including reliable electricity and internet connectivity in schools that directly support teacher effectiveness and long-term program sustainability;
 - b. Integrating digital literacy and gender-sensitive pedagogy into national teacher certification requirements, ensuring every graduating educator is equipped to deliver inclusive technology education;
9. *Recommends* that digital access hubs, as mentioned in the R-WISE initiative and other infrastructure projects, are given special care to be climate disaster-resistant in regions prone to such disasters to which women and girls are most vulnerable.



Code: CSW/1/3

Committee: Commission on the Status of Women

Topic: Achieving Gender Equality through Access to Education in the Digital Age

The Commission on the Status of Women,

Bearing in mind the accomplishments of the first World Digital Education Conference in 2022 and the International Day for Digital Learning hosted by United Nations Educational, Scientific and Cultural Organization (UNESCO), in collaboration with United Nations Children's Fund (UNICEF) and International Telecommunication Union (ITU) reaffirming that the digital divide remains a barrier to a proper education for women,

Acknowledging the demonstrated efficacy of cross-cultural exchanges, such as European Community Action Scheme for the Mobility of University Students (ERASMUS) and the first World Digital Education Conference, in promoting multilateral skill-building among women and girls, as well as recognizing their potential as a catalyst for sustainable, community-driven advancement in multiple sectors,

Emphasizing the persistent and systemic disparity in access to quality education and digital tools between urban and rural areas, as documented in ITU Facts and Figures 2024, which found that 45 percent of rural populations use the internet globally compared to 85 percent of urban populations, disproportionately affecting women and girls in underserved communities,

Acknowledging the *Beijing+30 Action Agenda (2025)*, led by United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), which is working toward gender equality, through six different priorities, including the digital revolution, which establishes Beijing +30 Action Agenda of Member States to eliminate discrimination against women in education and public life, together providing both the political momentum and legal foundation for closing the gender digital divide,

Deeply convinced that the digital divide remains a significant barrier to the socio-economic empowerment of women in developing nations,

Recognizing that equitable access to Information and Communication Technologies (ICTs) is essential for achieving the Sustainable Development Goals (SDGs) by 2030,

Aware of the need for equal access to education across all girls and women underrepresented and underserved populations including but not limited to those from rural communities, women with disabilities, young mothers, and economically disadvantaged positions in both digital education access and international decision-making spaces, as affirmed by *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979) General Recommendation No.25* on temporary special measures and UNESCO's *Digital Learning and Transformation of Education Framework*,

1. *Recommends* an extension of the *First World Digital Education Conference* specifically addressing the issue of gender equality for women through education in the digital age, while:
 - a. Addressing yearly new precise topics about this extension to come up with best practices and applicable solutions;

- b. Member States and others actors, such as non-governmental organizations, will be invited to share resources and knowledge that have been prepared throughout the previous years about the topic of the conference;
 - c. Discussing prominent issues directly regarding Member States' realities around the globe to make sure that the solutions are made while addressing the most vulnerable ones first in order to reduce gender inequality regarding the digital needs and matters;
 - d. Using the experience and the organization of previous Member States' national conferences and the first World Digital Education Conference, to facilitate the development of those international meetings;
2. *Suggests* Member States establish an organizing committee that would rotate annually and oversee the following points, including, but not limited to:
 - a. Ensuring the sustainable and efficient organization of this series of annual international conferences on this broad subject;
 - b. Working on the material and order of the agenda for the next conference;
 - c. Choosing the Member State that will be hosting and the financial aspect associated with the venue, the logistics, the security, and guiding the international delegations;
 - d. Ensuring that those subjects can be voted upon and will be realized within their next deadlines;
 - e. Submitting a report to the Commission on the Status of Women at the conclusion of each conference;
3. *Encourages* all delegations to gather resources and knowledge to further understanding about the issues affecting each Member State concerning the conference agenda throughout the year by:
 - a. Hosting their own workshops to gather opinions and ideas among girls and women throughout the Member State;
 - b. Encouraging the appointment of regional representatives to ensure consistent collection of women's and girls' perspectives and feedback, and to facilitate ongoing communication with Member States delegates through:
 - i. The integration of discussion workshops on digital literacy inclusivity within educational institutions, through targeted workshops and curriculum initiatives;
 - ii. The establishment of foundational relationships for effective implementation of best-practices and curriculum following the conference;
4. *Notes with approval* the digital access granted by the United Nations' conferences in their digital library and would like to make them more accessible, in order to ensure women in all Member States' territories still have access to education, regardless of their economic situation and familial duties, by:
 - a. Systematically making transcription of the contents of the conferences in the six United Nations languages in addition to the languages of the host Member State, within a reasonable delay, to address the language barriers to digital tools;
 - b. Promoting the resources available in the United Nations digital library through the local Non-Governmental Organizations already working on women's rights and/or access to technology,

ensuring women, who may not have had access to education and proper resources, are not left behind;

5. *Invites* all Member States engaged in the Beijing+30 Action Agenda to increase involvement in the digital revolution aspect by:
 - a. Motivating the development of more policies to promote gender equality in the educational system, workplaces, and other collaborative spaces;
 - b. Supporting local organizations promoting technological education and providing tools to women living in regions that may not have access to adequate technologies, providing equal access to technology, while bearing in mind differing Member States' economical status;
 - c. Encouraging school teachers of all levels to integrate digital-related topics into their lessons and to make available all United Nations resources to their students, in nations with the capacity to do so;
6. *Recommends* Member States disperse materials created as a result of each conference to promote further inclusivity and accessibility of learning resources for underrepresented and underserved communities by following the provisions such as, but not limited to, ensuring:
 - a. The workshop material and results from this conference will be free for all participating members and the curriculum will be reviewed for validity and reliability by educational professionals within the community;
 - b. The workshop material will then be made accessible to all, especially women and girls who desire to partake, made possible through participating Member State's alignment to Beijing+30 in which online learning platforms are made accessible by employing user friendly, downloadable Portable Document Format and digital toolkits;
 - c. The workshop material will be designed in an easy-to-understand format for all demographics, such as using clear language, translation to the recipient's native language, and high-contrast visuals in order to promote maximum participation and learning;
 - d. Member States implement measures laid out by The Committee on the Rights of Persons with Disabilities in order to maintain accessibility, for women and girls with disabilities, to workshop materials;
7. *Encourages* the participation of many different agents towards funding the realization and the maintenance of this project, inspired by the blueprint of the First World Digital Education Conference funding system, including, but not limited to:
 - a. The hosting government would cover, within the limits of their capacities and resources, the fees associated with hosting delegates from all over the world, as it can benefit their global reputation, provide economic stimulation, national pride, technological advancement and more however, when a least developed country (LDC) or low-income Member State is selected as host, the organizing committee shall establish a cost-sharing mechanism drawing from voluntary contributions to ensure that financial constraints do not preclude any Member State from hosting;
 - b. The private sectors, such as technology and AI companies, which would offer them opportunities for sponsorships as well as future investment prospects;

- c. The Member States, based on voluntary participation, are open to funding parts of the organization of the annual conference;
 - d. International organizations, such as UNESCO and CSW, which would have the opportunity to allocate financial support, depending on their budgetary limitations;
 - e. Institutional and university funding, such as research departments in order to offer for those institutions the opportunity to invest in the fields that they are working on;
8. *Supports* as much as possible every Member State to form a gender equality delegations at the conference, ensuring diverse and representative composition by:
- a. Recommending that delegations include a minimum of fifty percent women representatives, including a diverse array of economic and social backgrounds such as rural and low incomes areas;
 - b. Suggesting that delegations reflect the full diversity of women's experiences by including, where possible, women with disabilities and women from marginalized communities, recognizing that these groups face compounded barriers to digital education access.



Code: CSW/1/4

Committee: Commission on the Status of Women

Topic: Achieving Gender Equality through Access to Education in the Digital Age

The Commission on the Status of Women,

Reaffirming the Universal Declaration of Human Rights (1948), particularly Article 26, which recognizes education as a fundamental human right,

Recognizing the 2030 Agenda and the Sustainable Development Goals (SDG), particularly SDG 4 (quality education), which aims to promote lifelong learning, and SDG 5 (gender equality), which aims to achieve gender equality and empower women,

Recalling the Beijing Declaration and Platform for Action (BPfA) (1995), which provides an agenda for women empowerment and previous agreed conclusions on innovation and technological change, while recognizing that unequal digital access, limited digital literacy and online gender-based violence continue to restrict the safe and equal participation of women and girls in the digital education,

Noting the contribution of the United Nations Children's Fund (UNICEF) in aiding the development of women and girls education,

*Guided by Oxfam International's report, *Gender and Technology: A rights-based and intersectional analysis of key trends* (2021) which expressed that given the under-regulated collection and usage of women and girls' personal data, and a lack of intersectional gender-responsive policies, women and girls are at greater risk for discrimination, digital exclusion, and exploitation through commercial means,*

*Considering the *Technology-facilitated violence against women and girls: Report of the Secretary-General* (2024) that states that online harassment disproportionately affects 16 to 58 percent women globally,*

Recognizing that women are more often targeted by technology-facilitated gender based violence (TFGBV) and that the collaboration between Member States and other organizations would grandly help the development of legal actions for women who are victims of TFGBV,

Bearing in mind a 2025 report by United Nations Trade and Development which notes the market of artificial intelligence (AI) is expected to rise to \$4.8 trillion by 2033, a rise from \$189 billion in 2023,

*Acknowledging the commitments under the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) (1979) to ensure equal access to education for women and girls, while recognizing that state resources alone are often insufficient to entirely close the gender digital divide,*

Deeply concerned that, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO) reports from 2025, globally women represent nearly two-thirds of the world's illiterate population, reflecting the persistent structural barriers, including poverty, early marriage, and restrictive social norms, that prevent girls from completing their education in the digital age,

Fully aware of the disparities in basic digital competencies between men and women, as globally women are 25 percent less likely to know basic digital competencies than men,

Bearing in mind that only 60 percent of girls finish primary school and only 30 percent enroll in secondary school,

Noting Oxfam International's *False Promises* report (2019) recommending Member States devote available financial resources towards public education, as education can be a foundation for greater equality and opportunity for women and girls,

Deeply aware that, according to the UNESCO, women make up only 35 percent of science, technology, engineering and mathematics (STEM) graduates,

Taking into account the agreed conclusions of the *67th session of the Commission on the Status of Women* (CSW), highlighting the role of innovation and digital technologies in advancing gender equality,

Aware of UNESCO's *Education 2030: Incheon Declaration and Framework for Action* (2015), which highlights the importance of inclusive educational strategies to address the exclusion of girls and young women from STEM education, and recognizing Colombia's *SENATIC* model as an existing national digital education framework that provides a strong foundation for further strengthening teacher training in support of gender-responsive and inclusive digital education,

Drawing attention to the International Telecommunication Union (ITU) which initiated regional coding camps and workshops such as the African Girls Can Code Initiative (AGCCI), focusing on youth learning experiences by encouraging the expansion of digital literacy programs in primary and secondary schools in order to educate young girls about the use of technology in the digital space,

Acknowledging the rapid expansion of the global digital economy and the indispensable role of private sector in developing and distributing critical technological infrastructure worldwide,

Affirming the benefits of current public-private sector partnerships in primary, secondary, and higher education to providing educational STEM programs and private sector opportunities for girls and women,

Acknowledging UNESCO's *Global Education Monitoring Report (2025)* that expresses concern that 40% of the global population lacks access to education in a language they are fluent in,

1. *Supports* initiatives that develop digital infrastructures in order to protect women's and girls' personal data and privacy using online educational platforms by:
 - a. Safeguarding how online platforms, telecommunication corporations, and other entities use this data;
 - b. Encouraging entities that collect personal data to adequately provide clear explanations to their users about how their data is used;
 - c. Encouraging gender-responsive considerations when developing policies and government regulations regarding data protection for women and young girls, such as including women in decision-making processes;
 - d. Further inviting government bodies to include such policies regarding data usage in their self-reports to the CEDAW;
2. *Recommends* collaboration between Member States, non-governmental organizations (NGOs), domestic, regional, and international, for the development of an intersectional victim-centred framework and policies that help Member States create coordinated national responses to TFGBV, including:
 - a. Specific provisions for prosecution of those who commit TFGBV and protections and legal pathways for victims of this violence;
 - b. The inclusion of women, especially those who lead women-focused organizations and/or have experiences with TFGBV, in the policy development process;
 - c. Support for the development, in local law enforcement forces, of a reporting branch for violence;

- d. Calls for Member States to collect descriptive data on the scope of TFGBV in collaboration with the United Nations governing bodies to inform future policy;
 - e. The development of protocols that deter the use of generative AI to perpetrate sexual violence;
3. *Recommends* the UN Women Office of Asia and the Pacific's AI School, with the collaboration of the United Nations Development Programme, be replicated in all regional UN Women offices to increase accessibility of digital tools for women, especially in more rural communities to:
 - a. Prioritize the implementation of gender-inclusive algorithms for AI;
 - b. Include an AI-readiness curriculum that includes career readiness for women and girls beyond secondary school age to encourage them to enter professional fields;
 - c. Train women on the use of AI in professional settings with a focus on the STEM related fields;
4. *Encourages* Member States to promptly build public-private sector partnerships with relevant AI private sector entities to further introduce to communities currently lacking access to AI-software voice-first AI platforms that allow offline AI chatbot interaction through a telephone number connected to a private sector partner's data center, under the conditions that:
 - a. Member States regulate private sector partners with safety mechanisms to ensure a safe and inclusive environment for women and girls on AI platforms;
 - b. Member States regulate private sector partners' usage of participants' data, protecting individuals' personal data and privacy;
 - c. Member States and private entities introduce safeguards such as filtering common terms in online bullying in order to prevent online harassment;
5. *Recommending* all Member States to invest into their primary and secondary public education with implementation, in line with international research, including:
 - a. A preliminary minimum 5 percent increase in the amount of their current GDP spent on public education within five years;
 - b. Self-reporting on funding and investment to CSW in collaborating with civil society groups;
 - c. Specific funding for STEM and digital education programs for girls;
6. *Further encourages* cooperation with United Nations agencies, such as UNESCO and UN Women, to deliver age-specific digital curricula by:
 - a. Collaborating with local educators and mentors to implement gamified coding programs for young girls (ages 6-12) aimed at increasing long-term participation in technological fields;
 - b. Promoting community-led, AI-driven entrepreneurship initiatives for women (ages 18-25) to enhance their digital autonomy and long-term economic self-determination;
 - c. Reinforcing existing age-appropriate safeguards to protect minors using digital spaces to access education;
 - d. Supporting the implementation of safety mechanisms that include digital safety training in school curricula and programs for women and girls in rural communities;
7. *Recommends* the continued partnership with UNESCO and UNICEF, to strengthen UNESCO's FFA addressing the gender disparities that keep girls excluded from education in the digital age by encouraging initiatives for girls' education in STEM to:

- a. Support the scaling of existing initiatives under UNESCO's FFA, guaranteeing equal opportunity for all, through funding from UNESCO and UNICEF;
 - b. Bring awareness to UNESCO's four identified factors that influence girls participation: individual, family, social and school, through teacher training programs under the FFA;
 - c. Digitally transform education through the implementation of UNICEF's strategy to shift to collaborative learning, involving multiplayer educational STEM gaming programs among girls and boys, to break gender stereotypes and emphasize equal gender empowerment;
8. *Strongly emphasizes* UNICEF and UN Women to promote the importance for youth to learn about the digital world with digital literacy programs during primary and secondary school by:
- a. Recommending Member States to develop programs promoting STEM learning for young girls such as Skills4Girls Program in a positive manner by:
 - i. Encouraging the expansion of conferences of female entrepreneurs in schools;
 - ii. Further requesting the importance of digital programs like coding clubs and technology with gender inclusive curriculum following UN Women's Economic Empowerment and Skills Development;
 - b. Recommending participation and promotion in regional, national, and international competition in STEM surrounding fields to increase women's representation and opportunities by further inviting Member States to collaborate and promote competitions in primary school, secondary school, and higher education with funding of the Global Fund for Women and the UN Women Fund for Gender Equality;
9. *Recommends* Member States to establish community-based digital access hubs for women using existing public infrastructure, providing shared devices, internet, technical support, flexible hours, childcare options, and safe, inclusive environments, particularly for rural and vulnerable communities by:
- a. Inviting Member States to collaborate on a program to provide schools both in rural and urban areas with digital equipment to promote equal access;
 - b. Seeking support and sponsorship to increase educational access for upper secondary girls with little access to technology, internet and electricity;
10. *Encourages* Member States to strengthen existing teacher training programmes in digital competencies in order to ensure the effective, inclusive, and gender-responsive integration of technology into education systems by:
- a. Recommending enhanced cooperation between UN Women, UNESCO, and relevant civil society organizations, building on existing national digital education frameworks, including Colombia's SENATIC model, through the Training Educators for Access, Competence, and HER Safety in Digital Education approach as an extension of existing teacher training and digital education efforts, aimed at:
 - i. Training educators in gender-responsive pedagogy;
 - ii. Promoting safe, inclusive, and accessible digital learning environments;
 - iii. Addressing technology-facilitated gender-based violence in online spaces;
 - b. Training teachers, as proposed by UNICEF, on gender-responsive pedagogy, safe and inclusive digital education and addressing technology-facilitated gender based violence online through:

- i. Gender-responsive lesson planning and digital content development;
 - ii. Inclusive and learner-centered remote teaching methodologies;
 - iii. Online child protection and safe digital learning environments;
 - c. Supporting the implementation of the above through voluntary financial contributions to relevant existing funding mechanisms, including the Global fund for Women's technology initiative and the UN Women fund for Gender Equality;
11. *Further invites* Member States to enhance programs that support free training, in-depth studies in IT fields, and programming courses by:
 - a. Welcoming the implementation of junior mentorship partnerships by:
 - i. Including already existing multinational online education programs such as Digital ABC's;
 - ii. Endorsing 12 month technical courses designated for the transition of women into IT fields and professional careers;
 - b. Collaborating with IT and STEM professionals to bridge the gap and foster long term technical jobs;
12. *Encourages* Member States to build public-private sector partnerships with relevant tech corporations to provide supplemental educational and vocational STEM programs for women, such as:
 - a. Primary and secondary school afterschool programs for girls providing training for basic digital competencies and information about STEM career pathways;
 - b. Internship programs within the technology private sector for women and girls in higher education;
 - c. Community-based digital education programs, such as infoplazas and local innovation centers, which provide access to technology and digital training in underserved and rural communities;
13. *Recommends* Member States to apply financial incentives to encourage private sector entities to partner with Member State governments to provide supplemental educational and vocational STEM programs for women and girls such as female mentorship hubs, internship programs, comprehensive education in STEM, and enhancement of cyber-safety; specifically by:
 - a. Offering preferential consideration in government technology procurement contracts to private sector partners;
 - b. Providing targeted tax incentives for private sector partners to collaborate with Member States by providing digital infrastructure to increase online accessibility for women and girls;
14. *Encourages* that Member States, in collaboration with UNESCO and UN Women, ensure that language barriers do not hinder existing educational inequalities faced by girls and women by:
 - a. Encouraging partnerships with local civil society organizations and community leaders to co-develop culturally relevant digital learning materials that reflect the lived experiences of girls in non-English speaking regions, increasing engagement and retention;
 - b. Investing in the development and distribution of multilingual digital education content.



Code: CSW/1/5

Committee: Commission on the Status of Women

Topic: Achieving Gender Equality Through Access to Education in the Digital Age

The Commission on the Status of Women,

Reaffirming the commitment of the United Nations to the Sustainable Development Goals (SDGs), particularly SDG 4 (quality education), SDG 5 (gender equality), and SDG 9 (industry, innovation and infrastructure), which collectively reaffirm the transformative role of inclusive and equitable education in empowering women and girls worldwide,

Affirming that Article 26 of the *Universal Declaration of Human Rights* (1948) establishes education as a fundamental right for all, recognizing that multilateral cooperation is essential to address this global issue, and encouraging cooperation with Non-Governmental Organizations (NGOs) or specialized agencies from the United Nations such as the International Labor Organization (ILO),

Acknowledging the organisation Young Envoys Scholarship, a program that supports students in traveling abroad for their studies and helps with the underrepresentation of women in male-dominated fields such as Science, Technology, Engineering, and Mathematics (STEM) by promoting the education of young women in sciences,

Recognizing the United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s *Cracking the Code: Girls' and Women's Education in STEM* (2017), emphasizing the importance of access to STEM labor markets for women's participation in digital innovation, noting with concern the underrepresentation of women in STEM and disparities in Internet access, and seeking to promote women's participation in higher education and leadership roles,

Guided by the *United Nations Secretary-General's Roadmap for Digital Cooperation* (2020) which identifies gender-inclusive digital literacy as a prerequisite for sustainable economic development impacting Member States Gross Domestic Product (GDP),

Following the groundwork of the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) (1979) which ensures the promotion and prevention of possible discrimination events, including violence, poverty, and a lack of legal protections,

Recognizing the difficulty that women live through while transitioning from university to the workforce such as cultural norms and disparities in the skills men and women are taught and that digital knowledge is a tool that can bridge the gap in current male-dominated professional sectors,

Acknowledging that the international community has made efforts to advance gender equality in education and the digital world while understanding that gender disparity is the result of deeply entrenched stereotypes and biases within the institutional processes and professional development as highlighted by UNESCO's *Global Education Monitoring Report* (2023),

Noting with concern General Assembly resolution 78/181 (2016) on improving the situation of women must also bring attention to the importance of initiatives for digital development and provide outreach to rural communities to better address the gender divide,

Bearing in mind that achieving meaningful gender equality in the digital age requires not only physical access to the Internet, but also culturally-sensitive support systems, adequately trained female educators, and robust community-based safeguards against technology-facilitated gender-based violence (TFGBV),

Recalling UNESCO's global STEM and Gender Advancement (SAGA) project launched in 2015 for the purpose of achieving gender equality by providing governments with tools and methodologies to improve policies regarding gender equality in STEM education,

Acknowledging the persistent socio-economic barriers in various regions where limited educational opportunities often result in the perception of women and girls as a financial burden to their families and the state, leading to a high prevalence of early and forced marriages as a means of reducing household costs according to the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women),

Noting the escalating incidents of gender-based violence and the widespread dissemination of misinformation regarding the fundamental rights and socioeconomic positions of women, which collectively undermine progress toward gender equality since UN Data lacks of a women based data,

Recognizing with concern that the physical safety and individual autonomy of female students is a fundamental prerequisite for academic engagement, and the persistent threat of femicide and forced marriage creates a climate of fear that effectively denies women their right to participate in the digital age,

Mindful of the persisting cultural and social norms in a significant number of countries that prioritize marriage over education for women and girls, thereby perpetuating cycles of inequality,

Acknowledging the data privacy considerations that each Member State may present in relation to the collection and sharing of such information,

Having devoted attention to the role that knowledge sharing between Member States plays in international cooperation and development towards a more inclusive digital age,

Taking into account the underdeveloped infrastructure that hinders access to education, especially in rural areas,

Underscoring the United Nations System-Wide Action Plan (UN-SWAP) (2012) that provides a system-wide accountability framework measuring institutional change with regard to gender equality, especially the performance metrics involving female leadership and representation,

Taking note of NGOs that partner with the United Nations to create programs that help educate women digitally, such as Plan International and the Women Leaders Network for Development,

Taking note of the work of UNESCO, UN Women, and United Nations Children's Fund (UNICEF) in supporting digital literacy programs targeting adolescent girls in least developed countries (LDCs) and calling for accelerated implementation of such programs in the context of limited resources,

Mindful of UNICEF's Multiple Indicator Cluster Surveys (MICS) that are utilized to collect data on the state of women and children,

Recognizing that the absence of centralized, gender-disaggregated data significantly diminishes the capacity of Member States to effectively intervene in systemic cycles of abuse and educational dropout, and that women and girls further require structured pathways into the digital workforce through mentoring, skills recognition, and career development mechanisms that convert digital literacy into sustained economic participation,

Recognizing that women are implementing Artificial Intelligence (AI) 40% less than their male colleagues in the workplace, according to the United Nations Global Evidence on Gender Gaps and Generative AI-Harvard Business School,

Acknowledging the participation of the Fund for Gender Equality (FGE) in funding different innovations created in a desire to advance towards gender equality,

Guided by the idea that the Member States should integrate a gender perspective into budgetary and financial policies to ensure that resource allocation supports gender equality,

Reminds Member States to bear in mind women's access to the labor force depends upon all levels of education as well as literacy rates,

Hopes on the Commission on the Status of Women (CSW) to raise awareness of women in rural communities that have no access to digital technologies nor education,

Seeking cooperation with NGOs like the Global Infrastructure Facility (GIF) and the Private Infrastructure Development Group (PIDG) to provide funding for infrastructure projects,

1. *Recommends* Member States, in collaboration with the ILO and UN Women, to establish a standardized and competency-based framework for the recognition and accreditation of digital skills acquired by women and girls outside traditional education systems, including through assessment-based validation, recognition of prior learning and the issuance of digital credentials aligned with professional needs by:
 - a. Developing a portable digital credentials system that allow women to document and present informally acquired digital and STEM skills to potential employers and higher education institutions, reducing structural barriers to workforce entry;
 - b. Partnering with private sectors, including technology companies and recruitment platforms, to accept and integrate accredited informal digital credentials into hiring processes, bridging the gap between women's existing skills and their access to high level technology careers;
2. *Strongly encourages* Member States, in collaboration with civil society organizations and the private sector, to develop nationally contextualized digital safety curricula by:
 - a. Educating girls and women on recognizing and reporting TFGBV;
 - b. Training teachers and school administrators in trauma-informed responses to online harassment and abuse affecting female students;
 - c. Incorporating community components that engage parents, religious leaders, and local authorities to build trust in digital education environments for girls;
3. *Encourages* UN Women, UNICEF, and UNESCO to scale existing digital literacy pilot programs targeting adolescent girls in LDCs by:
 - a. Establishing community-based digital learning hubs in rural and peri-urban areas, prioritizing regions with below-average female school enrolment rates;
 - b. Recruiting and training local female digital educators to serve as role models and reduce cultural barriers to girls' participation in technology-centered learning environments;
 - c. Partnering with national telecommunications authorities to negotiate subsidized or zero-rate data access for educational platforms used by girls in underserved communities;
4. *Encourages* Member States to utilize the United Nations partnerships with NGOs that provide digital workshops, programs, and mentorship for women to increase awareness of career opportunities and provide specific digital skills that will help them make the transition from university to the workforce involving education by:

- a. Supporting a female-led program so the environment will be catered towards the needs and comfort for women by:
 - i. Using the reporting from UN-SWAP to measure the success of female leadership across Member States, confirming that nations place female leaders in control of programs catering to female students;
 - ii. Entailing larger NGOs partnering with more local women-led organizations relating to digital technology that can provide female mentors and leadership;
 - b. Teaching online literacy to supplement educational gaps that female students are not receiving in university curriculum;
 - c. Providing low-cost options so that unrepresented women can attend the programs;
 - d. Raising awareness of the digital barriers women encounter while transitioning from university to the workforce;
5. *Emphasizes* the importance of providing full scholarships, and therefore suggests collaboration with UN Women and UNICEF in rural areas through the externalization of the Young Envoys Scholarship Programme by extending it globally and encouraging young women to study outside their Member States to benefit from the best possible education by:
- a. Encouraging Member States to motivate their female university students in STEM fields to participate in the program, enabling them to study at specialized universities where they can receive top-level training;
 - b. Promoting the idea that any Member State could volunteer to serve as a host for this program, if they are willing to provide housing and essential goods for student well-being, wherein the experiences of the female students, their well-being, and the overall development of the Member States must be recorded;
 - c. Ensuring the well-being of students and the effectiveness of the program by recommending the use of UN-SWAP reporting to measure progress in female leadership across nations, and ensuring that programs for eligible female students are led by women;
 - d. Supporting the extension of knowledge to the broader international community by proposing eligibility criteria requiring applicants to be female students over 18, enrolled in STEM fields, and committed to returning to their home country to complete one year of teaching, thereby sharing the knowledge acquired at their host universities;
6. *Calls for* the establishment of a standardized International Gender-Data Framework (IGDF) as a component of UN Data, managed by CSW, to facilitate the secure collection and categorization of qualitative and quantitative data on threats to women's safety and autonomy, with the particular aim of identifying patterns that contribute to the temporary or permanent withdrawal of girls from educational institutions, complemented by an integrated digital inclusion mechanism developed in coordination with UN Women, ILO, and relevant regional bodies by:
- a. Connecting women and girls with experienced professionals through a global online platform, complemented by qualified local digital mentors and community hubs ensuring offline access for underserved communities;

- b. Developing a portable digital credentials system for informally acquired digital and STEM skills, partnering with the private sector to integrate such credentials into hiring processes and higher education admissions;
 - c. Integrating gender-responsive digital education targets into their Voluntary National Reviews submitted to the UN High-Level Political Forum, ensuring that progress toward SDG 4 and SDG 5 is measured through sex-disaggregated data on digital literacy rates and school enrolment;
 - d. Focusing on the importance of utilizing gender-disaggregated data to demonstrate to governments the measurable economic benefits of female education, including significant contributions to national GDP;
7. *Encourages* collaboration between Member States, UN Women, and private companies to educate women in STEM programs related to technology and increase their experience in real-world workforce preparation, with a particular emphasis on educating women in rural communities by:
 - a. Encouraging Member States to develop programmes to allow women to digitize forms of education via building smart classrooms with broad and public accessibility;
 - b. Implementing networking programs in collaboration with private companies and United Nations bodies that aim to increase women's interest in STEM fields and innovation sectors, particularly networking events;
 - c. Creating internship programs that match women in higher education with the private sector, enabling them to attain high-level jobs upon graduation;
 - d. Suggesting that UNESCO continues with projects, such as SAGA;
8. *Recommends* the creation of a digital training program for women in the workforce with UN Women by:
 - a. Providing trainings and microtrainings of 24 to 72 hours to enable women who are a part of the working population to gain knowledge on digital skills specific to their occupation such as AI digital skills;
 - b. Offering both asynchronous and synchronous learning formats to enable a certain flexibility for the participant's schedules;
 - c. Ensuring access to necessary digital tools by providing digital material loans for the duration of the program and a possibility of extension past the duration of the program;
 - d. Implementing annual reports to assess the impacts of such a program on the participant's lives to enable modifications to be brought and increase the efficiency of the program;
9. *Encourages* all Member States to integrate gender-responsive digital education targets into their Voluntary National Reviews submitted to the UN High-Level Political Forum, ensuring that progress is measured through sex-disaggregated data on digital literacy rates and school enrolment;
10. *Recommends* that Member States establish or strengthen national legal frameworks that explicitly penalize technology-facilitated gender-based violence and provide accessible, gender-sensitive reporting mechanisms available to girls in both urban and rural settings;

11. *Suggests* the development of a sovereign, government-access-only Large Language Model trained exclusively on the IGDF framework, designed to provide high-precision predictive analytics for the prevention of technological based gender violence, by:
 - a. Preventing the progressive decrease and permanent withdrawal of female students from educational institutions;
 - b. Understanding and tracking incidents of femicide and domestic violence to prevent further incidents through early-warning pattern recognition;
 - c. Recognizing occurrence of child forced marriages in vulnerable rural and urban communities lead to early withdrawal from educational institutions;
12. *Stresses* that the IGDF and all derivative technological tools must operate under strict ethical guidelines that fully respect the data sovereignty of Member States and guarantee the privacy of individual victims, functioning exclusively as decision-support instruments for specialized government agencies;
13. *Suggests* the implementation of programs from United Nations agencies which support women to leverage their leadership, advance gender equality and drive sustainable development;
14. *Calls attention* to the promotion of women in the workforce by suggesting equal pay is applied to equal work as established by the Equal Pay International Coalition by:
 - a. Emphasizing that establishing systemic equality signifies the permanence of equity across all gender-barriers;
 - b. Strongly urging the importance of increasing educational resources in the digital age;
 - c. With recognition that women entering the workforce, specifically in STEM fields, face significant pay gaps;
15. *Invites* Member States to support the coordination of a mechanism on global digital literacy innovations such as new infrastructure development and educational programs, which will:
 - a. Collect standardized, gender-disaggregated data to identify critical points where women and girls' discontinue education including but not limited to age, income, early marriage, geographic location, literacy rates, enrollment rates at the primary and secondary levels, and student satisfaction;
 - b. Encourage Member States to submit annual reports to this mechanism ensuring consistency and transparency, in order to:
 - i. Track progress over time;
 - ii. Enforce accountability;
 - iii. Identify gaps and barriers;
 - c. Further encourage coordination with existing UN data tracking mechanisms including those of UN Women, the UNESCO Institute for Statistics, and UNICEF's MICS, to streamline efforts into a more centralized and accessible system;

- d. Emphasize that this mechanism aims to consolidate global knowledge on women and girls' education in the digital age and improve efficiency in data sharing;
 - e. Affirm that strengthened, comprehensive data collection will support the development of evidence-based policies beneficial to all Member States;
16. *Strengthens* the international mentoring network mechanisms already identified in the Istanbul Convention, taking into account Articles 17 and 18, in order to support women in developing digital skills and preventing violence, this approach must enable women and girls to acquire the competencies needed to access employment opportunities and other prospects within the digital sector, such as:
- a. Connecting experienced professionals with women and girls through one global online platform;
 - b. Facilitating in-person meetings for participants who lack access to digital tools by connecting them with qualified local digital mentors and develop a global online platform whose resources are made accessible offline through these local mentors and community hubs, ensuring inclusion for communities with limited or no digital access;
 - c. Promoting peer-to-peer learning and exchange of best practices between Member States through knowledge sharing;
 - d. Supporting leadership and career development in the digital sector for women through the creation of digital workforce in-person and online fairs annually to promote leadership and career development for women in the digital sector;
17. *Urges* Member States to create infrastructure ensuring access to education in the digital age in rural areas by:
- a. Partnering with NGOs like the GIF and the PIDG to improve road infrastructure to allow rural women and girls to commute to schools;
 - b. Cooperating with local governments and communities to expand internet access and provide a stable internet system;
 - c. Developing the widespread access of digital tools such as programming tools and computers;
 - d. Constructing schools and education centers to improve access for women and girls;
18. *Recommends* Member States to complement existing infrastructure efforts by establishing community-based digital access hubs for women, specifically:
- a. Utilizing existing public infrastructures like schools, libraries and local organizations to ensure cost-effective and rapid implementation;
 - b. Providing shared digital devices, reliable Internet access and basic technical support to facilitate participation in digital training programs;
 - c. Offering flexible hours access, including evenings, to accommodate women with work responsibilities through childcare infrastructure, such as kindergartens, subsidies or flexible study options like part-time and distance learning will be offered;
 - d. Ensuring that these hubs provide safe, inclusive, and accessible environments, particularly for women and girls in rural and vulnerable communities;

19. *Calls upon* Member States to strengthen and expand infrastructure aimed at supporting mothers in continuing their digital education and facilitating their reintegration into a workforce more prone to the digital age following maternity leave by:
 - a. Promoting accessible and affordable childcare services, including subsidized early childhood education centers during the digital trainings;
 - b. Implementing flexible learning opportunities such as part-time study programs, distance learning, and targeted reskilling initiatives;
 - c. Supporting programs that facilitate women's re-entry into education after career breaks related to maternity;
 - d. Recommending the establishment of community-based support systems, including local educational hubs and advisory services;
 - e. Ensuring that such measures assist women in adapting to the evolving demands of today's digital economy, thereby contributing to sustainable gender equality and increased female participation in the labor market;

20. *Recommends* the establishment of mobile digital units equipped with internet access, devices, and trained personnel to reach women in remote and forested areas where permanent community-based digital hubs are not yet feasible by:
 - a. Implementing of subsidized access programs, including vouchers for connectivity and low-cost digital devices, ensuring equal access to digital learning opportunities for women in vulnerable communities;
 - b. Mobilizing funding through public-private partnerships, including collaboration with technology companies, as well as support from United Nations agencies and international development banks, to support gender-responsive digital education initiatives;
 - c. Creating direct links between digital education and income-generating opportunities, such as remote work, e-commerce, and digital entrepreneurship, empowering women through education and economic independence in the digital age;

21. *Encourages* the development of mobile and remote digital education solutions, recognizing that women and girls in crisis-affected and conflict-affected areas face significant barriers to accessing education due to displacement, insecurity, lack of infrastructure, while acknowledging the increasing importance of digital solutions in ensuring continuity of learning in emergency contexts by:
 - a. Recognizing prior learning and skills and making offline-accessible learning platforms available;
 - b. Encouraging partnerships with international organizations and NGOs to deploy rapid digital support mechanisms and distribute portable digital devices, especially in emergency contexts;
 - c. Supporting the development of safe learning spaces, secure digital identity and documentation systems to facilitate access to essential services for displaced women;
 - d. Ensuring that women are actively included in language-accessible digital training programs and in the design and implementation of digital crisis-response initiatives;

22. *Encourages* strengthened cooperation between public institutions and private actors to expand and modernize educational infrastructure, particularly in rural and low-income communities by:
 - a. Proposing that such partnerships help address resource gaps by providing essential learning materials to students who currently lack access;
 - b. Emphasizing that any educational technologies provided through these initiatives should align with contemporary standards to ensure meaningful and equitable digital learning;
23. *Recommends* Member States to provide additional support to local outreach initiatives to train and provide support for women entrepreneurs in AI development and data science and to focus on bridging the gender divide through women-led rural community outreach programs;
24. *Suggests* the FGE helps sustain the financial burden that the proposed initiatives might have on Member States by:
 - a. Recommending the creation of a dedicated fund for digital tools and digital education accessibility and inclusivity;
 - b. Promoting the financial collaboration of willing Member States for this specific fund.