



Documentation of the Simulation of the

Commission on the Status of Women (CSW)*



Conference B

6-10 April 2026

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Commission on the Status of Women (CSW)

Committee Staff

Director	Catherine Tomczyk
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Agenda

1. Achieving Gender Equality through Access to 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 Access to Education in the Digital Age	23 in favor, 0 against, 8 abstentions
CSW/1/2	Achieving Gender Equality through Access to Education in the Digital Age	18 in favor, 0 against, 13 abstentions
CSW/1/3	Achieving Gender Equality through Access to Education in the Digital Age	20 In favor, 1 against, 10 abstentions

Summary Report for the Commission on the Status of Women (CSW)

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 31 Member States, 0 Observers, and 0 Non-Governmental Organizations.

On Monday, the conference began, and the delegates set the agenda as follows: Topic One (Achieving Gender Equality through Access to Education in the Digital Age), then Topic Two (Addressing the Gendered Impacts of Climate Change). By the second day, Tuesday, the delegates began to form working groups focused on expanding access to STEM (Science, Technology, Engineering, and Mathematics) education for marginalized communities, particularly women, and on the opportunities presented by AI (Artificial Intelligence).

On Wednesday, the delegates submitted three draft resolutions on the following issues: STEM, the interconnectedness among age groups and ethnic groups, and access to education regardless of location. As the day progressed, the delegates worked efficiently and diligently on their three working papers, which were soon submitted and accepted as draft resolutions. The body requested a recorded vote on each draft resolution, and all three passed and were accepted as resolutions of this committee, the Commission on the Status of Women (CSW). As the final day, Thursday, approached, the delegates representing Member States in CSW moved to the second topic, Addressing the Gendered Impacts of Climate Change, and they have been engaged in meaningful, impactful commentary. There were five main working groups, covering the topics of: disaster relief, infrastructure, finance, educational programs, food security, migrants, agriculture, and women in leadership.



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,

Recalling the Beijing Declaration and Platform for Action (1995) and its commitment to advancing the rights and opportunities of women and girls in all sectors of society,

Taking into consideration Article 10 of the Convention on the Elimination of All Forms of Discrimination Against Women (1995), which ensures equal access to education and calls for the elimination of gender stereotypes and female student dropout,

Aware of the Buenos Aires Agreement (2022) that transforms gender and sustainability frameworks through the creation of educational policy and programs that support the autonomy of women,

Firmly stands by the multilateral support to address the intersection between gender equality and climate change, along with international groundworks like the Paris Agreement (2015), the Sustainable Development Goals (SDGs), and the United Nations Framework Convention on Climate Change (UNFCCC) Gender Action Plan,

Acknowledging the importance of education in the digital age and the need for expansion of career opportunities alongside access to education, as 189 million more men have digital access in comparison to women, through programs such as STEM4ALL, Digital Literacy Packages, EDUCASTEM2030, led by the United Nations Educational, Scientific, and Cultural Organization (UNESCO),

Guided by the Transforming our world: the 2030 Agenda for Sustainable Development (2015) principle of “leaving no one behind” in the digital transformation and emphasizing the importance of global cooperation,

Deeply concerned by the persistent digital gender divide that continues to limit women’s and girls’ access to technology, digital literacy, and online educational opportunities,

Taking into account the Six Pillars Framework formed by UNESCO to support an all-inclusive and equitable digital education,

Recognizing successful digital capacity-building initiatives led by national ministries responsible for digital transformation in partnership with the United Nations Development Programme (UNDP), which have expanded access to digital literacy training in infrastructure in underserved and conflict-affected regions,

Acknowledging the disproportionate negative effects of the rapid digitalization of education and the advancement of Artificial Intelligence (AI) on women in developing nations and conflict and disaster zones, such as climate change and Technology Facilitated Gender Based Violence (TFGBV),

Bearing in mind that women represent only approximately 35% of science, technology, engineering, and mathematics (STEM) fields globally, a disparity largely influenced by persistent and deep-rooted social

stigmas, gender stereotypes, and cultural norms that discourage women and girls from pursuing careers in these sectors,

Emphasizing the importance of past global initiatives, such as projects such as the Global STEM and Gender Advancement (SAGA) project, which advocated for research, measurements, policy-based representation of women through tools from evidence-based policy that aimed to reduce gender gaps,

Reiterating the importance of visible female role models in STEM in line with SDG 5 (Gender Equality) and target 5.8 in encouraging women and girls to pursue and remain in these roles,

1. *Invites* Member States to consider, appropriate to their national, cultural, and environmental contexts, the integration of AI literacy and digital skills programs into formal and non-conventional forms of education, such as technical and agricultural, for women and girls, particularly in underserved and rural communities, through such means as:
 - a. Incorporating school-based AI and digital learning modules into curricula;
 - b. Exploring initiatives to improve access for women and girls to affordable devices and internet connectivity;
 - c. Providing workshops, open-access teaching materials, and online toolkits that help educators incorporate coding, digital literacy, and STEM activities into school curricula in ways that actively encourage girls' participation;
2. *Calls upon* Member States to implement and enforce national education standards that ensure equal access to STEM opportunities for women and girls, while actively eliminating gender stereotypes and reducing female dropout rates through:
 - a. Integrating gender sensitive curricula, including the review of educational materials to reduce stereotypes and increase the visibility of role models in STEM;
 - b. Promoting equitable career guidance practices, supporting the training of counselors to provide balanced and inclusive orientation toward STEM;
 - c. Establishing training for educators focused on incorporating innovative ways to increase their awareness of gender biases in digital learning environments and to help them recognize and manage the challenges that women and girls face online;
 - d. Developing institutional accountability measures, such as voluntary monitoring and data collection on female participation in STEM, to support informed policy-making and continuous improvement;
3. *Calls for* an intercultural education program, to be facilitated by UNESCO's International Fund for Cultural Diversity, that increases the development and distribution of technology through digital content and fosters the participation and completion of education at all levels, with a particular focus on STEM fields, fostering a multicultural identity that encourages women, particularly those from marginalized communities, to continue pursuing education;

4. *Urges* the development of national strategies to work towards closing the digital gender gap, ensuring that women and girls have equal access to educational resources and digital tools, by:
 - a. Recommending digital tools such as video, podcasts, and webinars, similar to the platform STEM4ALL, to promote gender equality digitally;
 - b. Encouraging educational materials similar to Digital Literacy Packages that aim to teach online safety and digital skills across Member States;
 - c. Drawing attention to educational programs such as EDUCASTEM2030 that formed initiatives aimed to train teachers and students on the resources that promote STEM education;
 - d. Partnering with schools, universities, Non-Governmental Organizations (NGOs), and private-sector technology companies to expand the availability of training programs and ensure accessibility for teachers in rural and underserved areas;
5. *Encourages* Member States to develop and expand Digital Education Hubs to increase equitable access to digital tools, literacy, and safe online engagement for women and girls by:
 - a. Collaborating with national ministries, United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), and local civil society organizations to ensure sustainable implementation;
 - b. Delivering digital literacy and STEM education, including training on online safety;
 - c. Promoting public-private partnerships to support infrastructure and resource development;
 - d. Requesting voluntary monitoring and reporting by United Nations entities, including the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and UNESCO, to evaluate impact and capacity;
 - e. Fully supports telecommunications providers, including initiatives such as community Wi-Fi hubs, school device distribution programs, and subsidized internet access for low-income households;
6. *Recommends* the expansion of educational opportunities for women and girls in the digital age to support all-inclusive and equitable digital education, ensuring that international digital standards allow for state-level customization of educational policies and are sustainable and compatible with local, cultural, and social values through:
 - a. Creating an Annual Global Digital Transformation and Data Sharing Summit, similar to the Information and Communication Technology (ICT) Summit, where developed nations engage in technology and information sharing with developing countries in their regions;
 - b. Advancing a Global Mentorship Initiative similar to Led By Her Mentoring Program of UN Women for women and girls through digital-first verifiable mentorship pathways that bridge the gap between STEM education and professional leadership roles;

- c. Strengthening public-private partnerships to expand access to digital devices and high-speed connectivity in underserved communities;
 - d. Shifting AI infrastructure to developed nations and diverting from the construction of data centers in developing nations, using green-bond incentives through entities like the International Finance Corporation for tech and data transfer, from more economically established nations to their developing counterparts, reducing climate impacts on these regions;
7. *Encourages* Member States to focus on developing comprehensive national strategies that eliminate social stigmas and gender stereotypes limiting women's participation in STEM fields by:
- a. Implementing targeted public awareness initiatives across educational institutions, media platforms, and workplaces to address unconscious bias, question traditional gender roles, and reduce microaggressions and harassment affecting women in STEM environments;
 - b. Monitoring and evaluating the effectiveness of these initiatives through gender-disaggregated data on girls' enrollment and participation in STEM subjects;
 - c. Encouraging policies and institutional practices that support work-life balance, including flexible learning and working arrangements to address barriers related to family responsibilities and long-term retention in STEM sectors;
 - d. Analyzing the disproportionate effects of TFGBV that perpetuates sociocultural norms that limit women's participation to increase overall retention in STEM fields through the use of monitoring technology that collects data on hostile online instances, such as cyberbullying;
8. *Advises* Member States to implement and expand the SAGA project so that evidence-based tools can measure gender inequality in STEM to determine what measures should be implemented and tailored to each specific Member State by:
- a. Analyzing current policies related to gender and how they may affect the gender imbalance in STEM;
 - b. Recommending evidence-based policy strategies to strengthen gender equality through scientific policies;
 - c. Encouraging science, technology, and innovation (STI) policies to implement gender-sensitive policies that focus on technology addressing women's needs, gender equality in education/careers, and the promotion of women in innovation systems;
9. *Calls upon* Member States to implement National Human Resource Development Frameworks that facilitate the transition of graduates into the workforce through evidence-based infrastructure and gender-responsive support systems by:
- a. Recommending that national labor authorities collaborate with UN Women on labor force participation audits and data-mapping to identify systemic gaps, particularly those

hindering women's entry into the professional market;

- b. Modeling future professional facilities based on audit results to mitigate systemic inequities, including the gender pay gap, workplace discrimination, and barriers to career advancement;
 - c. Establishing global mentorship networks and structured pathways for female STEM students by partnering with universities, companies, and international organizations to provide internships and mentorship programs;
 - d. Organizing online and in-person workshops to connect students with industry innovators and leadership opportunities;
10. *Advocates* for the expansion of education and vocational training programs in green technologies, renewable energy, and climate-smart agriculture, particularly targeting women and girls in rural and vulnerable communities, to strengthen sustainable sources of income and economic empowerment by:
- a. Supporting community-based working places and capacity building programs to allow women and girls with practical skills connected to climate adaptability and environmental sustainability, including sustainable and climate-supporting water conservation, irrigation operation, and waste separation and reduction;
 - b. Encouraging vocational training centers in rural areas that focus on renewable energy systems and accessible land management, while ensuring that women and girls have equal access to training opportunities for leadership roles and employment;
 - c. Reassuring advanced cooperation between Member States to integrate gender inclusive ideas into national climate policies and sustainable development plans;
11. *Strongly advises* that the Member States utilize current Educational Technology (EdTech) programs, defined as the integration of digital tools and software into learning environments, to implement female representation throughout their STEM curriculum by:
- a. Encouraging Member States to provide opportunities for women and girls enrolled in public primary and secondary education institutions to explore STEM subjects and incorporate hands-on experiences, such as coding workshops, science experiments, and robotics clubs;
 - b. Supporting initiatives to engage girls of color in STEM by including the contributions of women of color in EdTech programs in order to increase their participation in the STEM community;
 - c. Adopting adaptive learning platforms that highlight female-led case studies and implementing digital tutoring algorithms engineered to eliminate gender bias;
12. *Emphasizes* that it is necessary to broadcast female role models in STEM to aid in bridging the gender gap, and systematically integrate female representation throughout STEM curricula through past initiatives such as UNESCO-L'Oreal for Women in Science Programs.



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,

Considering the Charter of the United Nations (1945), Article 1.3, which emphasizes the importance of international cooperation in addressing global challenges of an economic, social, cultural, or humanitarian nature, and Article 2.1, which upholds the principle of sovereign equality,

Acknowledging that the lack of protection of women in educational fields such as Science, Technology, Engineering, and Mathematics (STEM) undermines the fundamental right to education according to the United Nations Educational, Scientific and Cultural Organization (UNESCO),

Bearing in mind that the Universal Declaration of Human Rights (1948) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which stand for human equality across various issues and define what qualifies as gendered discrimination against women, have not been fully implemented and have significantly worsened in conflict or post-conflict zones,

Recognizing the Universal Periodic Review (UPR) of the Human Rights Council (HRC), which holds an interactive dialogue between Member States concerning their human rights records, including women's right to education,

Highlighting the efforts of the United Nations Children's Fund's (UNICEF) Foundational Literacy and Numeracy (FLN) Hub in implementing teacher training in Member States, considering that 70% of teachers lack training and digital resources according to UNESCO,

Expressing its appreciation that some frameworks, such as the United Nations Development Programme's (UNDP) Digital Public Infrastructure (DPI) program, which provides comprehensive guidelines on integrating digital technology and proper training on digital resources in Member States, strive to maintain a sustainable digital environment,

*Emphasizing that in the United Nations' ranking of the Least Developed Countries (LDCs), only 19% of women had digital media access in 2020, which constrained their ability to participate in digital educational spaces, according to the International Telecommunication Union (ITU) *Measuring digital development: Facts and figures* (2020) report,*

Underlining that globally, 122 million girls are out of school, according to the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) (2025),

Noting with deep concern that developing countries are lacking modernized technology, as 2.6 billion people globally remain unconnected, with women and girls being the most disproportionately affected, according to the ITU,

Aware of the need for digital infrastructure in educational platforms, capable of evolving to rapidly advancing technology and universal, streamlined curriculum between students, administrators, and systems,

Viewing with appreciation existing programs, serving as a model for future developments, Digital Infrastructure for Knowledge Sharing (DIKSHA), an online platform standardizing educator training, support in over 36 languages, and remote instruction certificates,

Dismayed that women comprise 95% of the victims of threatening online behavior and that only 30% of countries have legal provisions addressing cyber harassment, drastically impacting the ability of women to use digital spaces for education acquisition, according to the World Bank,

Noting with appreciation UNESCO's mobilization and advocacy initiative #EDUCASTEM2030, based in Brazil, that works to dismantle negative sociocultural norms and stereotypes that women and girls face in the STEM workplace by broadening their range of professional opportunities and digital literacy skills through teacher and student training strategies,

Expressing concerns that gender sociocultural norms exacerbate the underrepresentation of women in STEM fields and result in women only accounting for 26% of the STEM workforce, according to the UN News,

Alarmed that women and girls are 25% less likely than men to possess basic digital skills due to decreased Information and Communication Technology (ICT) access, constraining their participation in digital education systems, according to UN Women,

Highlighting the potential that Artificial Intelligence (AI) possesses to close the gap in access to digital education spaces for women and girls,

Taking into account Sustainable Development Goals (SDGs), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation, and Infrastructure), and SDG 10 (Reduced Inequality),

Concerned that it will take at least another 54 years to achieve worldwide primary school completion, with all children, regardless of location or gender, completing foundational years of education, according to the UN Women,

Understanding that women in low-income households, marginalized groups, and rural communities are disproportionately affected by the digital divide and lack of infrastructure, which prevents equal participation in the digital community,

Keeping in mind UNESCO's Intercultural Dialogue Programme that addresses the learning and the revitalization of varied ethnic and indigenous groups through educational practices, with a regional example being South America's Bilingual Intercultural Education (EIB) program, which implements a curriculum that expands upon indigenous values, cultures, languages, and experiences,

Strongly affirms the need for further research and data regarding gender inequality in STEM, in light of UN Women's acknowledgment that only 57% of the gender data needed to track progress is available, one in four countries evaluate gendered financing, and half of national gender institutions are critically understaffed,

Highlighting the potential of innovative educational initiatives, including the UN Women AI School, to improve access to digital literacy, STEM education, and technological training for women and girls across diverse socioeconomic and geographic backgrounds,

Conscious of the significance of government initiatives, public-private partnerships, and community-based support systems in increasing inclusive digital education options,

Recognizing the core principles outlined in the International Bill of Human Rights, including the UDHR, which upholds the fundamental rights to education and equality for all people, irrespective of gender, race, or socioeconomic background,

Remembering the significance of Digital Public Infrastructure (DPI) in providing universal access to education and technology services, and acknowledging the Universal DPI Safeguards Initiative as an essential framework to ensure the development of inclusive digital infrastructure,

1. *Expresses its hope* that Member States allow all women to access modern education, including digital spaces and services, as a fundamental human right by signing onto and applying key concepts from the International Bill of Human Rights, and to especially consider its implementation in conflict and post-conflict zones, regardless of citizenship status;
2. *Recommends* Member States to integrate UNICEF's gender equality and digital literacy programs, such as the FLN Hub, by implementing the Teaching at the Right Level (TaRL) to improve foundational literacy and numeracy from primary education;
3. *Calls for* Member States to model after UNESCO's Technology Enabled Open Schools for All program, which expands access to education through digital and remote learning systems by connecting schools to the internet, providing digital devices, partnering with governments to scale inclusive digital education, and advocating for the integration of ICT tools into education delivery;
4. *Suggests* the implementation of the UPR in discussions at the CSW, focusing on women's issues, as an interactive dialogue regarding women's rights and reaffirming the efficiency of the efforts of Member States in fulfilling equal opportunity for women in education and the workforce;
5. *Welcomes* the creation of a Global Digital Education Fund for women and girls through the existing Global Education Coalition (GEC) in order to provide scholarships and STEM mentorship through the recommendation to the UNDP to create an easy-to-access mobile application available for all young girls that centers on STEM mentorship through AI coaches, which efforts are led by the UNDP, that will promote:
 - a. An increase in the confidence of young girls in STEM and access to resources by providing them with gamified and engaging interactions through this application that engages with its audience while simultaneously instructing them in different STEM areas and allowing them to tailor their personal focus depending on their individual needs;
 - b. The normalization of women representation in STEM through the use of AI coaches will be based on a wide, diverse group of women scientists, such as Marie Curie to teach chemistry, Sameera Moussa to teach physics, and Wang Xiaoyun to teach mathematics, for example, to provide these young girls with role models, who they can look up to and

imagine new possibilities, since young girls lack access to many real life examples due to gender norms;

- c. The dispersion of these resources to rural and underprivileged communities through mobile libraries that loan digital tablets, so that all communities can have equal access to the digital age and its reality, which involves the expansion of UNESCO's LearnBig initiative;
6. *Calls upon* UN Women's AI School program to help close the gap in access to education and technology by promoting inclusive digital learning initiatives that support women of all backgrounds, including rural, underprivileged, young, and older women, through partnerships with educational institutions, municipal governments, and community organizations, including but not limited to:
- a. Establishing community-based digital learning hubs in libraries, schools, and community centers, where trained educators and local organizations provide structured digital literacy training and access to technological resources;
 - b. Developing AI-supported digital learning platforms and mentorship tools through UN Women's AI- School that provide guidance, STEM skill development, and accessible educational support for women entering technological and scientific fields;
 - c. Strengthening partnerships between local governments, educational institutions, and civil society organizations to deliver outreach programs that increase women's participation and confidence in digital education and STEM-related learning;
 - d. Facilitating mentorship initiatives that connect digitally literate volunteers, including students and educators, with women who previously lacked access to technological education, particularly in vulnerable communities;
 - e. Providing financial and technical assistance through UNDP regional programs and international development funding mechanisms to assist Member States in implementing digital training programs that teach practical skills such as online banking, telemedicine access, digital communication, and access to public services;
7. *Encourages* Member States, in cooperation with UN Women, the UNDP, and relevant United Nations agencies, to implement targeted digital inclusion policies that expand lifelong digital learning opportunities for women of all ages and address barriers faced by women who previously lacked access to technological education by:
- a. Establishing national lifelong digital learning programs in collaboration with UN Women and UNDP that provide free or subsidized training courses in digital literacy, online safety, and basic technological skills through public schools, libraries, and community learning centers;
 - b. Developing targeted outreach initiatives in partnership with UN Women and local governments that will focus on women who previously lacked access to digital education due to socioeconomic conditions, geographic isolation, or historical gender disparities, including rural digital education campaigns and mobile training units;

- c. Integrating digital inclusion strategies into national gender equality and education policies, ensuring that government technology initiatives prioritize women's equal access to digital infrastructure, training opportunities, and STEM-related fields;
 - d. Encouraging partnerships between governments and educational institutions to monitor progress in closing the digital gender gap and to support women's continued participation in digital education and employment opportunities;
8. *Urges* Member States to further collaborate in the efforts of the UNDP DPI Safeguard infrastructure, specifically the in-state adaptations and 50-in-5 program, across various Member States by:
 - a. Taking note of the DPI Safeguard Initiative, launched in 2023 by UNDP, and uplifting Member States to openly schedule appointments to discuss the potential applicability of DPI alongside Member States;
 - b. Initiating and progressing Member State implementation, which encourages the formation of multi-stakeholder environments to allow for differing viewpoints, inputs, and collaboration to address challenges (technical assistance, convenings, and capacity development among Member States and sectors);
 - c. Promoting collaboration between Member States and the DPI 50-in-5 advocacy program through greater voluntary Member State participation and proper integration of the DPI Safeguard Accelerator program that includes both virtual and in-person cross-border training sessions;
9. *Proposes* to UNESCO the establishment of universal Learning Management Systems, which create regulated and systematized platforms for educational institutions and workforce training, including virtual hubs, pre-loaded content, and multi-platform capacities, inspired by DIKSHA;
10. *Solemnly affirms* Member States to collaborate with UNESCO's STEM and Gender Advancement Project (SAGA), which supports policymaking by developing tools and indicators for creating inclusive STEM systems and conducting research on gender gaps in STEM;
11. *Requests* UNESCO to expand its #EDUCASTEM2030 to all Member States as a gender-inclusive science and technology-focused program that works towards dismantling harmful gender stereotypes by:
 - a. Inviting local women scientists annually to educational institutions to speak to girls about their experiences in their respective fields;
 - b. Further developing digital inclusive and interactive science and technology programs to familiarize young women and girls with digital tools at multiple pivotal stages of education by:
 - i. Utilizing existing digital apps in primary schooling to introduce young girls to digital tools and blend digital literacy with their primary education;

- ii. Familiarizing adolescent girls in secondary schools with generally used office productivity software to strengthen their digital literacy and prepare them for the workforce;
 - c. Advising young students on the negative impacts of online gender-based violence through:
 - i. In-person seminars hosted by qualified instructors that utilize visual presentations to teach students how to properly identify online gender-based violence;
 - ii. Prepared worksheets or online modules that provide students with proper response techniques when encountering online GBV;
- 12. *Further recommends* investment in machine-assisted language transfer, computer-assisted translation, and digital language learning programs, resembling the existing South American regional practice of the EIB program, reconfigured with the collaboration of Member States, creating a curriculum unique to each partner:
 - a. Involving all languages, including previously overlooked indigenous languages, in contemporary programs targeted at youth;
 - b. Allowing the instantaneous and free translation of websites, academic material, and policy available to each and anyone;
- 13. *Urges* Member States to utilize the ITU's Mainstreaming Gender in Digital Policies initiative, which analyzes and corrects the existing disparities within access, usage, and skills, by collecting data, establishing mentorship opportunities for girls with professionals in STEM, and providing practical training in AI and digital skills for women and girls;
- 14. *Encourages* the ethical and sustainable implementation of AI in programs and policies regarding women's access to education, like the UN Women AI School, by promoting state sovereignty in terms of implementing and expanding AI usage, especially within developing nations, with oversight from the United Nations AI Advisory Body and UNESCO's Global AI Ethics and Governance Observatory.



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,

Concerned that women and girls in marginalized communities are more susceptible to a loss of opportunities facilitated through digital access, and do not have equal opportunities as in developing nations,

Cognizant of the importance of the preexisting religious and cultural beliefs in Member States that will require different implementations, but not limit the quality of women's and girls' education,

Noting with deep concern that 189 million fewer women than men used the internet worldwide in 2024, according to the International Telecommunication Union (ITU),

Fully alarmed that, according to the United Nations Children Fund (UNICEF), 90% of young women in low-income countries do not use the internet as of 2023, and that the lack of high-speed connectivity in these areas further hinders their ability to access essential digital tools for education and economic participation,

Recognizing that there is a 125% gap in internet access between urban and rural women in Least Developed Countries (LDCs), according to the Expert Group Meeting of CSW67 in 2022,

Guided by the ITU's *Handbook on Mainstreaming Gender in Digital Policies*, which provides policymakers with tools on how to integrate a gender perspective into digital frameworks, including recommendations such as a mandate for the inclusion of gender-disaggregated data in digital strategies,

Appreciating the Buenos Aires Commitment (2022), fostering gender equality, Science, Technology, Engineering, and Mathematics (STEM) education, and women's autonomy across Latin America and the Caribbean,

Having examined the *Digital Agenda for Latin America and the Caribbean* (2026) and taking into account women and girls on an international level, as the agenda requests,

Further recalling Sustainable Development Goal SDG 4 (quality education), "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030,

Reaffirming that due to different levels of development among Member States for women and girls, the need for greater employment and educational opportunities for marginalized communities and women and girls needs to be addressed on a global scale,

Acknowledge that the lack of electrical infrastructure in many rural communities presents a barrier to entry for participation in digital education for women worldwide and that United Nations initiatives, such as Africa Minigrids Program (AMP) and Promotion of the Use of Renewable Energy and Efficient Energy Technologies in Households (PUERTEM), work to bridge this gap,

Mindful of the important roles that female educators play in the realm of working towards equitable outcomes for women and girls in education and the applicability of programs such as System Transformation of Education Programme (STEP), HeForShe, and Her Education, Our Future,

Deploring that one third of all women and girls globally are not in any form of education or employment, digital or otherwise, according to UNICEF's report Gender Equality: Global Annual Results (2024),

Alarmed by United Nations Educational, Scientific, and Cultural Organization (UNESCO) data that states women make up only 35% of tertiary STEM graduates around the world, a figure that has not changed in the past 10 years,

Affirming UNESCO's Information for All Programme, which works to increase access to education for all, including and especially for marginalized groups such as women and girls,

Appreciating General Assembly resolution 79/1 on "The Pact for the Future" (2024) and the Global Digital Compact (GDC) (2024) that builds the nexus between gender equality, digital technologies, and education,

Reiterating Sustainable Development Goal (SDG) 5.8 frames out "enhancing the use of enabling technology, in particular information and communications technology, to promote the empowerment of women" and SDG 5.1, which frames out a desire to end all forms of discrimination against all women and girls,

Emphasizing the need for culturally inclusive education when integrating digital skills into curricula, promoted by UNESCO's intercultural education initiatives, which integrate indigenous language, cultural values, and knowledge of local and educational systems,

Confident of contributing to work by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) to transform harmful social norms and cultural expectations that prohibit the limitation of women's and girls' access to education and digital technologies,

Recalls the Women Exporter in the Digital Economy Fund (WEIDE) by the International Trade Center (ITC), a joint agency of the United Nations and the World Trade Organization (WTO), which supports women entrepreneurs in developing economies through grants and technical assistance aimed at strengthening digital skills,

Asserting the importance of giving access and teaching women in underdeveloped and marginalized communities about online dangers, consent, and digital rights,

Commending UNESCO's Women@Dior mentorship program, which works to decrease the gender gap in leadership by providing training in digital skills to women in tertiary education to empower them in the digital era,

Noting studies conducted by the UNICEF that show women and girls in middle and low-income households are 15% less likely to have access to the internet,

Aware that women and girls need an inclusive education encompassing STEM, digital skills and literacy, arts, humanities, research skills, and so on in order to provide them with greater opportunities in career growth,

Mindful of the fact that although education is a vital tool, women and girls are disproportionately affected by a lack of education, especially in digital skills and the accessible internships and work experiences afterward, such as those offered by UNESCO and their International Centre for Technical and Vocational Education and Training (UNEVOC),

Deeply disturbed by the exponentially growing gap in digital education access brought on by Covid-19, disadvantaging women and girls' access in developing Member States, as UNESCO estimated that 11.2 million girls and young women may drop out or not have access to school due to the pandemic,

Concerned that the gender digital divide will be responsible for over \$100 trillion in lost revenue by 2050 globally if current levels of inequality persist, according to the United Nations, Department of Economic and Social Affairs (UN DESA) and UN Women's collaborative report *Gender Snapshot 2025*,

Deeply alarmed that 60% of women in Arab states report experiencing Technologically Facilitated Gender Based Violence (TFGBV), and nearly 80% of women globally who have experienced TFGBV worldwide did not receive justice for the incident, according to the United Nations Development Programme (UNDP),

Recognizing that although some work has been done to help combat TFGBV at the institutional level, such as through the United Nations Office on Drugs and Crime's (UNODC) Strengthening State Capacity to Prevent Cases of Online Violence Against Women and Girls, many women and girls still experience online as well as online-offline violence,

Disturbed that 95% of all aggressive online behavior is directed at women and girls, yet only 30% of countries have legal provisions against cyber harassment, according to the World Bank's *Global Indicators Brief No.18* (2023),

Deeply concerned by the rising prevalence of gender-based cyber violence and harassment, which creates environments of fear and insecurity that prevent women and girls from fully participating in digital education,

Acknowledging the importance of fixing the gender inequality of women in the digital age in rural and underserved areas, along with pushing the involvement of women in the workforce after graduation in their careers of choice,

Having studied UN Women Africa's DigiKen Digital Innovation Hubs (DHS) in recognition of the importance of increasing internet and technological access in rural and disadvantaged communities to better reach women and girls,

Noting with approval the UNDP's Citra Social Innovation Lab, which works to prototype and test human designs before implementing them nationwide, and their incorporation of various perspectives of women and girls, and their Dawwie Initiative, which works to provide digital literacy training to disadvantaged women and girls,

Acknowledging the Youth Leadership Programme of the UNDP, an employment-to-leadership program that opens doors for women, especially recent graduates, to enter and remain in the workforce,

Recognizing that the lack of career readiness programs is detrimental to the growth and integration of women and girls in education, as with the focus on men in the workforce, women's needs are disregarded, causing them to lag in the workforce despite their educational backgrounds,

1. *Encourages* the establishment of the Road2Connect, a STEM digital Hub in collaboration with UN Women and the WTO's WEIDE Fund to support women, particularly in low-income areas, through:
 - a. The offering free or subsidized internet access as modeled by UN Women Africa's DigiKen Digital Innovation Hubs (DHS);
 - b. Providing any and all necessary digital devices and digital skills training, including but not limited to digital literacy, recognition of AI content, how to fact-check information, and researching skills;
2. *Further recommends* the creation of a Stats4STEM regional capacity-building program led by the ITU in collaboration with UN Women and UNESCO to train data collectors in the collection and use of gender-specific data on access to technology and STEM education to:
 - a. Address data gaps that inform policy decisions and frameworks, especially in underdeveloped regions;
 - b. Provide evidence-based recommendations for LDCs on how to effectively enhance STEM education for women using accurate data;
3. *Supports* United Nations-led projects that encourage training in developing countries through programs that:
 - a. Are high-impact initiatives to end violence against women and girls with community outreach and giving millions of girls access to services such as the Spotlight Initiative, which is led by the United Nations and the European Union, which funds about 500 million euros per year;
 - b. Focus on digitally training people to mainstream gender principles within communities such as the United Nations Institute for Training and Research (UNITAR) and its Gender Empowerment Now! Training Programme;
4. *Calls for* Member States to make culturally sensitive decisions, along with partnering with UNICEF, on advancing marginalized women's digital education through:
 - a. Framing digital best practices that target specific indigenous, elderly, and rural women and girls within Member States territories that will enable them to implement these initiatives in a way that respects the existing religious and cultural history;
 - b. Implementing governmental support through interstate collaboration on an initiative that provides women-led training programs to ensure cultural preservation through marginalized women's digital education, sourcing teachers from indigenous, elderly, and rural groups through outreach;
5. *Further invites* Member States to collaborate with UN Women to design and implement programs aimed at remodeling harmful social norms and stereotypes that restrict all girls and women by:
 - a. Incorporating specialized mobile workshops that raise awareness on the importance of implementing women into society;

- b. Crafting governmental advertisements that are designed to speak about women and their rights in the workplace, educational institutions, and households;
6. *Recommends* Member States to consider the expansion of digital infrastructure and fair access to Information and Communication Technologies (ICTs), especially in rural and indigenous communities in which women are severely disadvantaged, through the development of broadband internet networks and provision of affordable digital devices via developed Member States lending aid to developing Member States, in order for better digital access;
7. *Further requests* Member States to collaborate with UNESCO to create culturally inclusive and intercultural education frameworks that considers indigenous languages, cultural values, knowledge of local provision of gender responsive STEM training and scholarship for women and girls, enlargement of access to digital infrastructure and ICT, and teacher training programs focused on gender sensitive and culturally inclusive pedagogy in line with the Buenos Aires Commitment (2022);
8. *Recommends* Member States to take a gender-responsive and gender-transformative approach in working with initiatives to expand information and education access, such as UNESCO's Information for All Programme, which helps Member States to develop and implement policies to bridge the educational gap resulting from structural inequalities;
9. *Suggests* Member States partner with UNDP to meet the unique educational needs of women and girls in their Member States, such as by modeling after UNDP's Dawwie Initiative, which provides disadvantaged young women and girls with digital literacy training as well as raises community awareness of barriers and violence through knowledge-sharing workshops to promote gender equality in education;
10. *Urges* partnerships with NGOs that work alongside the UN, such as Development Gateway and its program National Models for Women's Safety Online, which researches impacts of TFGBV against women, along with testing system-level responses of technological infrastructures, and tools to develop 'safety-by-design' features, through which TFGBV can be mitigated;
11. *Calls for* Member States to participate in workshops to strengthen institutional responses to TFGBV, such as UNODC's Strengthening State Capacity to Prevent Cases of Online Violence Against Women and Girls, which improves state response to TFGBV by training law enforcement and judicial actors in victim-centric case management and support strategies;
12. *Recommends* Member States to adopt programs such as the Women and Youth Leadership Programme of the UNDP in expanding resources for women after graduation, particularly developing on-the-job skills to enhance their employability by supporting fellow Member States in the pursuit of creating similar programs, with women as the focus;
13. *Calls for Member States* to consider the establishment of partnerships through UN Women and the Economic Empowerment of Rural Women (MPTF) that allow for equal digital employment opportunities amongst rural, elderly, and indigenous women and girls, allowing them to contribute to the circular economy effectively by:

- a. Providing government-funded tax effects to private companies for remotely hiring rural or indigenous women who live within a 50-mile or more radius, facilitating an open door to guaranteed employment;
 - b. Encouraging the recruitment of rural, indigenous, and elderly women into private and public universities to complete their bachelor's degrees, and upon graduation, facilitating opportunities within local public education systems within their hometowns, furthering the empowerment of marginalized populations;
14. *Urges* Member States to create plans to enhance both electrical infrastructure and educational programs in rural communities, which would provide opportunities to the women in said communities to have better access to digital education, such as by:
 - a. Modeling after UNDP's current initiative AMP, which is aiming to bring electrical infrastructure to 235 million people in rural communities by 2030 through providing minigrids and other technology to rural communities, in order to bolster electrical infrastructure and, in turn, bolster digital connectivity for women and girls;
 - b. Taking inspiration from UNESCO to further develop electrical infrastructure to rural communities, much like its Scaling-Up Rural Households' Use of Renewable Energy and Energy-Efficient Technologies (PUERTEM initiative), which provides means of solar and biomass energy production in order to bring electricity to more households in rural areas;
15. *Recommends* the ITC create expansion of their WEIDE Fund to include STEM-specific funding for women to help create pathways from education to employment through:
 - a. Grants for STEM graduates for digital services and business development;
 - b. Technical assistance and training for digital trade skills such as e-commerce and cross-border digital entrepreneurship;
 - c. Partnerships with vocational institutions, particularly in developing countries, to bridge the gap between STEM education and labor market participation;
16. *Recommends* Member States to utilize programs offered by UNICEF, UN Women, and UNESCO that empower women to play a larger role in the workforce as educators, which would train them to be teachers, promote equality in hiring practices, and expand job opportunities in this field, such as:
 - a. The STEP initiative, which works to enhance young girls' education and create more equitable outcomes by training female educators and preparing them to become a greater part of the education workforce themselves;
 - b. The HeForShe initiative that is working to dismantle gender based discrimination in hiring practices, among other goals, and advocates for equitable pay and hiring practices for female teachers worldwide, and specifically in rural and underserved communities;

- c. The Her Education, Our Future initiative that strives to create further job opportunities for women in education in the realm of female recruitment and the creation of more training programs that readily bring women to the forefront of education;
- 17. *Encourages* the SDG 4 (quality education), especially quality education and infrastructure, to not only restore gender equality and equity but also to promote steady economies in developing nations by promoting stable economies in developed nations with the Global Partnership for Education to provide funding and expand educational opportunities, especially for girls and vulnerable groups:
 - a. Implementing training programs using reliable technology for women to be employed, thus uplifting nations by creating equal job opportunities;
 - b. Supporting the founding of similar programs with All Girls Code, access to education, professional training, and further strengthening partnerships with the governments, NGOs, and international organizations;
 - c. Requesting the creation and expansion of multilateral education programs that bridge international communities in order to fully achieve SDG 4, especially targeting women and girls, and digital skills through:
 - i. Collaborative efforts with programs such as the Human Resources Development Fund;
 - ii. Tailored training, professional certificate support, and salary subsidies for private-sector jobs, aimed to empower women;
- 18. *Calls for* Member States to develop National Action Plans (NAPs) to address the implementation of digital infrastructure and, through it, women's education, to ensure that each plan meets a Member State's needs, wants, culture, and sovereignty, accomplished through collaboration with UN Women and the UN Sustainable Development Group;
- 19. *Strongly advises* the Committee on the Elimination of Discrimination against Women (CEDAW), in line with articles 10, 11, and 13 of the *Convention on the Elimination of Discrimination Against Women*, to focus on ensuring non-discrimination of women and girls in education, employment, social and economic activities in ways such as but not limited to:
 - a. Member States submitting updates every 3-4 years on the state of women and girls in their State and the effectiveness of the implemented solutions regarding women and girls' digital education for accountability's sake;
 - b. NGOs, alongside the official CEDAW reports, submit additional, anonymous reports to ensure further accuracy of the treatment of women reported;
- 20. *Invites* UNDP to expand its Citra Social Innovation Lab, or similar programs, to amplify the opportunities of women and girls in rural, marginalized, or disadvantaged regions within developing Member States to gain career experience, utilize their education, and achieve more equitable opportunities in the workforce so that:

- a. Educational efforts provided be inclusive of a variety of subject matters: STEM, arts, humanities, digital literacy, researching skills, and so on, in order to provide access to various interests and workforce viability;
- b. Women and girls' interest in ICTs is stimulated through workshops and outreach measures through the UNESCO- UNEVOC International Centre.