

**Documentation of the Work of
The Commission on the Status of Women, Meeting 2**

Japan University English

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Model United Nations

Meeting 2

Under-Secretary-General	Miu Kabayama
Chair	Haruka Jifuku
Chair	Nao Sakamoto
Assistant Chair	Youjeong Kim
Assistant Chair	Sakumi Shimajiri

Committee Topics

1. **Economic Empowerment for Rural Women**
2. **Economic Empowerment for Domestic Workers & Migrant Domestic Workers**
3. **Economic Empowerment for Low-skilled Women**
4. **Increasing Management Positions**

Resolutions adopted by the Meeting

Code	Topic	Vote
JUEMUN20/CSW/2/1	Economic Empowerment for Rural Women	Adopted without a vote
JUEMUN20/CSW/2/2	Economic Empowerment for Domestic Workers & Migrant Domestic Workers	Adopted without a vote
JUEMUN20/CSW/2/3	Economic Empowerment for Low-skilled Women	Adopted without a vote
JUEMUN20/CSW/2/4	Increasing Management Positions	32 votes in favor, 3 votes against, 0 abstention

Summary Report for Meeting 2

Meeting 2 held its session to consider the agenda on “Women’s Empowerment and the Links to Sustainable Development: Economic Empowerment”, with four specialized committees on the following:

1. Economic Empowerment for Rural Women
2. Economic Empowerment for Domestic Workers & Migrant Domestic Workers
3. Economic Empowerment for Low-skilled Women
4. Increasing Management Positions

The session was attended by representatives of 35 Member States of the United Nations Commission on the Status of Women.

On May 24th, the Opening Session was held where everyone’s nerves and excitement coexisted as it was JUEMUN’s first ever online meeting. Following the Opening Session, delegates began to work in Informal Informal Informal Sessions and delegates were interacting with each other very well. The chairs continued to facilitate the meeting smoothly, with interactions with delegates, which led to the successful discussions and the drafting of Working Papers in their committees. By June 20th, the Bureau received a total of four Working Papers, which were all turned into Draft Resolutions. Delegates then proceeded to work on making amendments with enthusiasm to reach a consensus. A total of 70 amendments were submitted to all four Draft Resolutions.

On June 28th, the Meeting held a one-day conference, with the attendance of 35 Member States. Despite some technical difficulties, delegates had fruitful discussions in Informal Informal Session to discuss amendments, with the assistance of bureau members when necessary. Meeting 2 adopted 4 resolutions following the voting procedures, three of which were adopted by consensus and one was adopted with a vote of 32 Member States in favor, 3 votes against and no abstentions. Over the course of the conference, the body incorporated the following solutions into its resolutions: resolution 2/1, member states offering to help women in rural areas in various ways such as providing training, providing internet connections and so on; resolution 2/2, giving opportunities and training programmes that are useful for migrant and domestic workers, and member states resolving to protect their human rights; resolution 2/3, supporting low skilled women in various ways such as providing internet connections through devices, by developing rules or systems for them; and resolution 2/4, suggesting programmes for equal education and support systems for balancing work and increasing management position for women.



Date: 28 June 2020

Original: English

Commission on the Status of Women
Women's Empowerment and the Links to Sustainable Development
Economic Empowerment for Rural Women

The Commission on the Status of Women,

Concerning the fact that almost all girls cannot go to school in rural areas causing more girls and women in rural areas to fail to achieve higher status in their social life and women have to work to help their families shown by Japan International Cooperation Agency (2010),

Believing women in rural areas will be a reliable and important workforce by being educated and trained with a solid curriculum to be professional in industries short of the labor force in Member States as the government of Iraq and Danish Refugee Council, a Non-governmental Organization (NGO) have carried out the vocational training in 2012 according to the United Nations Office for the Coordination of Humanitarian Affairs (2013),

Strongly believing credible vocational training programmes help women in rural areas to find jobs and improve the quality of their life as declared as “Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment” in the General Assembly resolution 70/1, entitled “Transforming our world: the 2030 Agenda for Sustainable Development” (2015),

Aware of the demand to enrich the lack of a labor force in certain areas in Member States by giving appropriate and reasonable decent occupations to women in rural areas who are widely recognized as involved in “low-skilled, low-productivity, and low or unpaid jobs with long working hours, poor working conditions and limited social protection” as *Rural Women at Work: Bridging the gaps* published by the International Labour Organization (ILO) in 2018 as being urgent themes,

Acknowledging that girls in rural areas have less access to education than boys in rural areas or children in urban areas due to lack of funding, according to *13 reasons why girls are not in school on International Day of the Girl Child* (2017) published by Theirworld, which is a Non-Profit Organizations (NPO),

Deeply concerned that there is a social or cultural norm where parents prioritize that girls help with housework than study and give boys more opportunities to go to school and those priorities limit girls' access to education according to *13 reasons why girls are not in school on International Day of the Girl Child* (2017) published by Theirworld, and their lack of knowledge limits women's access to the labor market,

Recognizing that only 39% of girls in rural areas have opportunities to attend secondary schools, according to *On air with rural women* (2018) published by the United Nations Educational, Scientific and Cultural Organization (UNESCO),

Considering that rural women need to move around rural areas to carry out economic activities other than in-home unproductive labor and it is important to improve access in rural areas such as roads and transportation,

Claiming the need to provide opportunities for women to acquire the skills necessary to move around rural areas, such as driving skills,

Expressing its deep concern to the modernization of economic and social infrastructures of rural women, mainly reducing poverty and hunger by giving knowledge to improved nutritious meals to protect a vulnerable household and to provide environmental sustainability and *supporting* the rural women social-empowerment by giving them a chance in decision- making at all levels by promoting and protecting the rights to vote and to be elected,

Considering the health and sanitary facilities of rural women make proper access to safe drinking water, practice and educate safe and healthy cooking techniques and distribute education regarding prevention of infection and also treatment for diseases such as HIV, COVID-19 in rural areas by providing proper access to social care services and accessible information, since adequate health care is a necessary condition for the economic advancement, as stated by *Economic Empowerment For Rural Women* (2018),

Expressing its deep concern to reduce the violence and harassment against rural women and protect women's rights as well as obstacles to achieve Sustainable Development Goal 5 (2015),

Recognizing the United Nations (UN) system collaborate with indigenous peoples to establish multi-sectoral and holistic approaches to combat the various forms of violence against women and girls is still insufficient in the world shown by the UN (2016),

Emphasizing the analysis of the cost of violence shows that much of the response to violence against rural women and girls to date has focused primarily on intervening with affected women after the violence has occurred, shown by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) (2016),

Acknowledging that there are more than 200,000 Cuban women who work in the agricultural food industry but only 20,000 women have access to land ownership, full access to credit, technical assistance and other opportunities, enabling them to manage, control and manage land and resources, and to develop environmental principles,

Affirming Sustainable Development Goal 4 for “achieving inclusive and quality education” by 2030 for women who cannot get accesses to education in rural areas and unable to gain social status,

1. *Suggests* Member States execute further flexible vocational trainings for women in rural areas by:
 - a. Cooperating with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), and other relative UN entities and NGOs;
 - b. Inviting experts from UNESCO-UNEVOC and other relative organizations to provide women in rural areas with high quality and appropriate vocational training composed of professional skills and reliable knowledge required to support rural women;
 - c. Recommending experts to train existing local working centers to build facilities for counseling women in rural areas;
2. *Suggests* the spread of internet access for women in rural areas to increase employment and provision of knowledge on how to use the internet by:
 - a. Developing internet infrastructure with the assistance of Member States or NGOs and NPOs in terms of finance and technical assistance;
 - b. Offering training systems which Member States or NGOs hold workshops every month for them to acquire how to use and utilize the internet to the extent that they can access the job market through the internet as adequately as those in urban areas;
3. *Encourages* Member States to make a policy to increase employment in rural areas in order to provide women in rural areas with the same opportunities as women in cities have to participate in economic activities by asking relative NPOs and NGOs for financial and technical support;
4. *Suggests* Member States to take actions for women in rural areas so that they can have more opportunities to attend secondary or higher education by:

- a. Establishing national scholarships by cooperating with international organizations or civil society organizations such as NGOs and NPOs for financial support in order to establish the national scholarships focusing on women in rural areas or holding conferences in CSW to share the information about the way of making scholarship systems;
 - b. Introducing national scholarships for women and their parents by holding seminars more than two times in a year for girls and their parents in primary and secondary schools as part of the school curriculum for advertising scholarships and lecturing on the importance of taking education at schools to build a new sense of value;
 - c. Announcing scholarships for women in rural areas by posting on the internet or posting booklets to households;
 - d. Suggesting related UN entities and the United Nations Children's Fund (UNICEF) support each Member State ensuring that all of women in rural areas get necessities to study such as the provision of stationeries, desks and places to study;
 - e. Encouraging each Member State to make sure that all of the women in rural areas can acquire basic knowledge about socio-economic rights, existing public services and how to access them and to think of strategies to improve agricultural and non-farm productivity in order to pull households out of poverty;
5. *Suggests* Member States stimulate the free moving of women in rural areas and to enable women to carry out economic activities in a wide range of fields by:
- a. Developing infrastructure such as roads in rural areas as part of rural development, which will lead to an increase in the number of visitors to rural areas, and will also create new jobs for women in rural areas such as community-based tourism;
 - b. Enhancing public transportation such as community buses and taxis in rural areas and enabling it to be used at low fares;
 - c. Providing training for rural women to acquire driving skills;
 - d. Cooperating in the settlement and migration campaigns in each rural area to prevent women from relocating to urban areas in order to reduce population decline in rural areas;

- e. Creating public communities, including online, in rural areas where women can communicate with each other regarding skills and economic activities acquired in rural areas;
6. *Requests* that each Member State that has indigenous communities or vulnerable groups that are suffering from violence in rural areas provide funding to support professional, culturally-sensitive, and committed police services by:
- a. Supplying job training sessions so that they can be economically independent, additionally providing more trained workers for the society through shelters;
 - b. Calling upon Member States to support women and girls who are crime and violence victims with jobs in shelters;
 - c. Increasing the awareness of the problem about indigenous communities and vulnerable groups through media outlets for the purpose of eliminating issues such as violence against them and child labor;
7. *Recognizes* the significance of the implementation of national policies on empowerment of women in rural areas in order to avoid gender discrimination by incorporating a comprehensive development plan into the legal framework to avoid gender discrimination in the economic spheres of various fields such as agriculture;
8. *Emphasizes* the importance of ensuring the implementation of plans and programs for the purpose of providing training courses and promoting the advancement of rural women in order to increase their participation in various economic activities and to increase advocacy at decision-making levels in different agricultural and food sectors.



Date: 28 June 2020

Original: English

Commission on the Status of Women
Women's Empowerment and the Links to Sustainable Development
Economic Empowerment for Domestic Workers & Migrant Domestic
Workers

The Commission on the Status of Women,

Guided by the proposals and principles of the Charter of the United Nations,

Bearing in mind that the Universal Declaration on Human Rights (UDHR), adopted in 1948, enshrines the human rights that everyone should be entitled to,

Affirming the Beijing Declaration and Platform for Action (1995) to seek gender equality, safety, and further advancement for women, especially Women and the economy, Institutional mechanisms for the advancement of women, and Human rights of women chapters,

Noting that the Copenhagen Declaration on Social Development (1995) highlights international cooperation, to enable all people to attain secure and sustainable livelihoods and promote both economic and social development especially in its Commitment 3,

Reaffirming the International Labour Organisation (ILO) Convention No.189 (2011) which underlines the necessity of ensuring decent work for all domestic workers and protecting their undervalued work, following the situation that women and girls mostly perform these work, and they are exposed to discrimination or other abuses of human rights,

Recalling that the Sustainable Development Goal (SDG) 5, adopted in 2015, addresses the need to promote women's standing in development through capacity development and harnessing of women's capabilities in order to influence their local and international roles,

Also recalling the commitment to achieve full and productive employment and decent work for all women including domestic workers and equal pay for work of equal quality, engaged in SDGs, in particular, target 8.5 to protect women's rights in fields of employment to be provided with a decent living standard,

Deeply concerned that the working environment of domestic workers, which can hide the workers from the public eyes, poses problems in monitoring and enforcing laws protecting domestic workers' rights,

Strongly concerned that 24% of 16 million forced laborers were domestic workers in 2016, and more than 67 million domestic workers suffered from violence and harassment in 2018, as reported by the ILO,

Emphasizing the need for policies protecting the rights of the migrant domestic workers not to be exploited economically and to be able to involve a contract,

Recognizing and understanding the marginalized situations of domestic workers, that they are paid below minimum wage in order to not further disadvantage migrant domestic workers,

Considering that progress on the realization of gender equality and the empowerment of women and girls has been held back owing to the persistent historical and structural unequal power relations between women and men, which result in poverty, inequalities, and disadvantages in access to resources and opportunities for women and girls,

Strongly concerned the statement of the ILO that women with low literacy skills are at risk of being hired by an informal intermediary and employed as migrant domestic workers in insecure environments such as tricked about working conditions and work content,

Alarmed and concerned that women's domestic workers tend to be in more vulnerable positions than male workers in terms of the economy, although they are forced to work longer than average working hours in the situation where their work is not recognized as formal work,

Reaffirming, in all aspects, the *African Human Development Report* offered by the United Nations Development Programme (UNDP) in 2016, which stresses the importance of gender equality and women's empowerment in Africa,

Gravely concerned about the ILO report (2016) which revealed that globally 60 million domestic workers were estimated to be excluded from social security coverage,

1. *Encourages* Member States to participate in the information-sharing platform including Knowledge Sharing Forums on Domestic Work supported by the ILO, with the cooperation of governments, ILO experts, United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) representatives and Non-governmental organizations (NGOs) in order to:
 - a. Share effective practices and experiences regarding the extension of the scope of labor laws for domestic workers to provide safe and decent working

conditions for domestic female domestic workers and ensure social protection such as unemployment compensation and access to healthcare;

- b. Note ILO Convention No.189 was adopted for the empowerment of domestic workers to offer:
 - i. Long-term protection;
 - ii. All forms of violence, sexual abuse, and harassment;
 - iii. Working hours;
 - iv. Low wages;
 - v. Labor exploitation;
 - vi. Abolition of child labor;
 - vii. Freedom of association;
 - viii. Discrimination in respect of employment and occupation;
2. *Recommends* that Member States have accessible social security systems which all female domestic workers and migrant domestic workers can enjoy and secure their living by forming a business cooperative which provides female domestic workers and migrant domestic workers for an opportunity to speak up for their right;
3. *Suggests* Member States make further efforts cooperating with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF) to create community learning centers for women and children including girls in order to increase the number of domestic and migrant domestic workers having literacy skills in both their mother tongues and the languages spoken in the country they migrated to;
4. *Further encourages* Member States that accept foreign domestic workers of women to secure their human rights to protect their decent lives regardless of gender;
5. *Requests* Member States to launch a training program aimed at providing professional support to women in poverty including domestic workers and migrant domestic workers by cooperating with institutions such as the Technical and Vocational Training Corporation (TVTC);
6. *Recommends* all Member States, relevant United Nations (UN) agencies, other international organizations and civil society, including NGOs and the private sector to make policies that support all women including domestic workers and migrant domestic workers in the labor market and make the work environment more appealing and not burdensome for women;
7. *Requests* all Member States to draft a report annually on the situation of female domestic workers and migrant domestic workers in order to raise awareness among all

Member States and the organizations of the UN system for reducing the gender gap in labor force participation.



Date: 28 June 2020

Original: English

Commission on the Status of Women
Women's Empowerment and the Links to Sustainable Development
Economic Empowerment for Low-Skilled Women

The Commission on the Status of Women,

Recognizing that lack of education and deficiencies in skill training has hindered the opportunities for women to get access to decent work in the economy and that least-developing countries face financial difficulties in implementing programs to empower low-skilled women,

Recognizing that women with disabilities are often used for low-skilled labor and in many cases lack access to decent work,

Emphasizing that all people worldwide, men and women, have equal rights, obligations, opportunities, and responsibilities in all social sectors,

Emphasizing the importance of gender equality on the educational sectors and allowing women to have education for getting vocational knowledge,

Recognizing that women have fewer opportunities to learn techniques to obtain better job opportunities especially in poor situations,

Recalling the *Beijing Declaration and Platform of Action* (1995) and Sustainable Development Goal 5 to achieve gender equality for low-skilled women at the global level,

Emphasizing that promoting the empowerment of all women is important to achieve gender equality worldwide,

Taking note that young women who are alienated from society because of being orphans, refugees, young mothers or child brides, and living in extreme poverty in multiple countries across Africa and South Asia have difficulties in accessing education and decent work,

Noting the necessity of training low-skilled women to higher-skilled work opportunities and aiding access to women of non “stereotypical” jobs in societies by giving women wider

career options with the provision of required skills, growth enrollment of female students and establishment of better school environments from kindergarten to university levels,

Concerned that access to high education for low-skilled women to enable better job opportunities that might otherwise aid empowerment is hampered due to child marriage, domestic violence, and poverty, and their learning environment is also violent: many schoolgirls are abused and raped by schoolboys and faculty, which also increases HIV cases, and because of this school girls are reluctant to get a higher education to improve their daily lives,

Distressed that there are still gender inequalities in accessing education and that the rate of girls in secondary education and tertiary education is low as many of them are unlikely to survive even primary education,

Expressing its concern that many parents in developing countries do not comprehend that it is vital for girls and women to acquire education, instead parents make their daughters stay at home and force them to be involved in work such as household duties which will benefit their family financially,

Recognizing the significance of fostering sensitization activities and increasing girls' and communities' consciousness about supporting girls financially as the example that the percentage of girls who pursue secondary education increased to 39 % in 2010-2011 in Niger as girls have received a scholarship in return for staying with host families to go to school shows,

Recognizing the situation that most of the low-income households cannot afford to pay tuition fees, and their children have to give up going to school,

Recognizes the necessity of support for graduate women who have difficulties in finding jobs and are in low-income positions or struggle to acquire skills offered by education institutions,

Acknowledging that many low-skilled women work in vulnerable, and unregulated work environments which generate low income that increases the income gap between men and women,

Seeking support for low-skilled women who work under bad conditions with the provision of better access to the relevant laws and regulations for women regardless of their type of occupation and workplace as well as raising the awareness of women's right and legal information among such women and other companies including the general public in order to improve the workplace,

Having considered the problem of sustainable working places to women migrants working as maids who have a background of low-skill and low-income with the provision of full support

and improvement of the process of accepting migrant workers to the countries that promote the kafala system which does not provide any advantages to such workers,

Recognizing that many women do not have access to the labor market because they spend much time each day doing housekeeping work, such as cleaning, cooking, taking care of children and doing other unpaid work than men due to a gender stereotype such as women do not partake in,

Recognizing that youth who are over-educated and have enough skills cannot find high-skilled jobs and are in unskilled or low-skilled jobs, which causes a skills mismatch and regard women who although not low skilled in effect are summarily treated as low skilled workers,

Noting that although previously women who cannot be assigned to an executive position because men of the previous generation tend not to promote women's social advancement and they recognize that women only have low-skills, the fact that new research shows that the global participation rate of women in national-level parliaments is 24.5% as of October 2019, moreover, women accounted for 8% of all national leaders and 2 % of all presidential posts in 2013 but women are overburdened by the multiple roles they occupy at work and at home and the center for development and Ann Bernstein who belonged to the Center for Development Enterprise has published a new report looking at growing unemployment rate,

Recognizing that low-skilled women in some countries are restricted in various activities where women are not able to decide where to work, and there are restrictions even in the house, and domestic violence occasionally occurs against women, therefore, women do not profoundly have rights to work and live, and women are unable to use information and communication equipment, and the fact that there are 32 million fewer women in the African region than men with access to the internet and there is a gap in the workforce between women and men because women are unable to use the internet freely, therefore, this relates to inequality in working place for low-skilled women,

1. *Suggests* all Member States promote women's participation in formal education and vocational training programmes such as the United Nations Girls' Education Initiative and collaborate to create an international fund to help least-developed countries implement and improve these programmes at a national level through:
 - a. Establishing gender-sensitive educational centers and vocational training centers to overcome cultural barriers and varying perceptions on the role of women;
 - b. Conducting informal training programmes aiming low-skilled women in rural areas;

- c. Providing knowledge and more access to decent work opportunities available, especially for the participating women of these programmes;
2. *Requests* Member States to implement or support policies that regulate formal and informal work environments and align them with international standards such as:
 - a. Reducing the pay gap between men and women;
 - b. Establishing a minimum wage that will enable low-skilled women to acquire essentials such as water, food, shelter, and clothes needed for basic living standards;
3. *Requests* Member States to support low-skilled women who work under the unjust conditions without using Information and Communication Technology (ICT) such as internet connection through radio and telephones in order to provide events or seminars for the purpose of exchanging necessary information such as human right advocacy and sustainable training methods especially for low-skilled women;
4. *Encourages* Member States to promote paternity leave by establishing or reviewing paternity leave policies so that paternity leave can be accepted and in order to decrease gender stereotyping and stop the increase in the number of low skilled women;
5. *Suggests* Member States ensure an equal balance of skilled and unskilled workers depending on actual needs to reduce the chances of over, or under-supply in some sectors to decrease the number of women who are not low-skilled but are treated as low-skilled workers, for example by:
 - a. Creating more high skilled jobs including the jobs which require specific skills such as computer skills;
 - b. Cooperating with neighboring countries to support people who want to leave their own countries seeking jobs which match their skills;
6. *Requests* Member States to set up clear goals and deadlines for implementing declarations that Member States have adopted to empower low-skilled women and to achieve and promote gender equality at all sectors including:
 - a. Improving the educational situation, focusing on:
 - i. Domestic Economic situation;
 - ii. Religious customs;
 - b. Definition of gender equality;

- c. Removing the stereotypes that confine women to do housework;
7. *Suggests* all Member States promote gender and women's empowerment in all regions around the globe, necessary not only for gender disparity but also for aspects such as education, by calling upon Member States, to eliminate the gender gap, noting that all regions should prioritize women;
8. *Requests* Member States to eliminate the gender gap in education and place a career ladder to support professional development for low-skilled women;
9. *Recommends* Member States to develop a rule or system which improves the environment at schools, especially in poor areas so that all girls can continue to receive educational opportunities equally and gain skills to better work in society;
10. *Suggests* the UN Women launch programmes to empower women's participation in workplaces by providing vocational training and a decent career;
11. *Encourages* Member States to provide quality education suitable for their situation in aid for girls working together with educational organizations in developing countries by providing funds for access to education and learning materials, and making safe spaces for learning, including:
 - a. Accelerated education for out-of-school learners between ten and eighteen years of age who have missed one or more years of education and learners who have missed several years of schooling and may not be permitted to return to formal school because of age, or who do not want to learn with younger learners;
 - b. Catch-up education that is a transitional education program for children or youth who used to go to school positively before educational disruptions and out-of-school learners who have missed a year or less of the school;
 - c. Alternative education for learners who are older and for whom it is impossible to return to formal school;
 - d. Community-based education for learners who do not have practicable access to official schools;
12. *Requests* Member States to work together with the local government or private sectors to support young women with disabilities by implementing school disability-inclusive policies and practices, for instance, the Department for International Development in the government of the United Kingdom supported young women with disabilities from financial aspect by cooperation with the Kenya Institute of Special Education

and the Kenya government to provide comfortable education environment for them by:

- a. Creating welcoming and inclusive school environments;
- b. Making adjustments to ensure physical environments to make it easier for them to access both inside and outside the school;
- c. Providing school transport services;
- d. Improving teachers' attitudes, skills, and knowledge in inclusive education and disability awareness;

13. *Encourages* introducing new education systems which provide required skills in the workplace such as developing problem solving skills including language and literacy development, communication, and collaboration with the method of letting all female students be included and welcomed to join School Education Quality Improvement Projects which accelerate curriculum development and improves the efficiency of education in order to expand the education market in the level of the K-12 education sector which helps the school with basic tools such as promoting performance ratings and providing extra facilities in school to spread improved education and combat the continuance of practices that ensures low-skilled women by:

- a. Introducing curricula specialized in Science, Technology, Engineering, and Mathematics (STEM) education from the level of elementary schools along with opportunities for public performance and presentation- and utilizing the internet which enables poor and low-skilled women regardless of their locations to be included in order to spread the activity of attracting the attention of female student's interests regarding STEM centred fields of activity;
- b. Offering information regarding the necessity of the activation of the Kuwait K-12 education market which increases the number of scholarships giving low- skilled women the access to study and tests and raise their skills and school enrollment by using the internet and developing relationships with other educational institutions and communities around the globe;
- c. Increasing the effective public investment to aid the public sector;

14. *Calls for* holding more conference about domestic problems with all Member States to improve security in schools and places in order to support women prior to getting jobs and supervise students and teachers with the further provision of government making laws to assist women who are abused to enable women to play a more effective role in society first and improve the status of women:

- a. Improving medical technology to assist HIV patients due to sexual abuse and requiring governments to budget spending money on medical technology to promote treatments of HIV such as ART;
 - b. Requiring educational institution to provide sexual education to all schools to not spread HIV and implant the fear of HIV in children around the world;
15. *Encourages* Member States, following their national priorities, to increase community-based participation and assure stability and control projects for bolstering women's education with the support of each member's expertise;
16. *Further recommends* Member States initiate a project with the UN to make up for lack of opportunities for girls to take secondary education by:
 - a. Assigning girls to host families and providing girls scholarships so that they do not have to walk a long distance to school from their actual home and worry about the lack of teachers and school supplies;
 - b. Hiring more women teachers in order to introduce role models for girls and encourage those girls to continue education;
 - c. Requiring support from communities as an essential aspect for forming applicability, partnership and contribution to girls' education;
17. *Encourages* Member States to establish financial support, such as tuition fee reduction for families whose girls cannot receive enough education because of financial problems;
18. *Acknowledges* Member States to provide free education by expanding K-12 education business modules where they play the role of giving basic school tools and contribute to making better school environment in order to increase school enrollment and raise low-skilled women's living standards;
19. *Encourages* the UN to eliminate the gender gap at every level of education by improving the environment at schools, especially in developing countries so that girls can finish their full education and enable high qualification careers to women in the future;
20. *Suggests* Member States develop women's general skills, including other soft skills such as leadership, communication skills, and creativity for the further support of increasing the low-skilled women employment by:

- a. Building technical centers managed by a dedicated team and supplemented business counselors;
 - b. Collaborating with universities to provide educational programs which help graduates get jobs, for example, creating new classes for students providing students with opportunities to develop creative and communication skills;
21. *Recommends* Member States reconsider structural reform regarding the acceptance of migrant workers in countries and giving technical support before and after working, by:
- a. Suspending traditional systems whereby employers get money by hiring maids and help low-skilled migrant women who work as a maid at an invisible place, such as an employer's house;
 - b. Building technical centers including language and communication skills, and nursing and better care for children managed by both professional men and women trainers where they can also seek consultation about their job and other daily activities for migrant workers;
 - c. Developing a monitoring system which includes an informal interview with each migrant workers and employers, by hiring trained women labour inspectors;
22. *Recommends* making significant progress in stimulation growth and increasing employment with a package of realistic policies such as maternity leave or other systems for working women and call for more monitoring and protection by government for low-skilled women after establishing these packages to promote women's social advancement and not continue gender inequality;
23. *Calls upon* all Member States to contribute to those States which are suffering from violence by conducting online seminars to raise awareness to ensure all Member States understand the circumstances of these countries and require all developed countries to create aid groups to tackle gender inequality in their workplaces and eliminate inequalities in business settings with the insistence on lifting societal restrictions on women.



Date : 28 June 2020

Original: English

Commission on the Status of Women
Women's Empowerment and the Links to Sustainable Development
Increasing Management Positions

The Commission on the Status of Women,

Reaffirming the United Nations (UN) Charter declared in Article 1 that the purpose of the UN is “to achieve international cooperation in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion”,

Reconfirming the *Universal Declaration of Human Rights* in 1948, which makes it clear that every child has the right to a free basic education but the lack of education for women is connected to the low rate of management positions for women,

Reaffirming the *Convention on the Elimination of All Forms of Discrimination against Women*, adopted in 1979, which prohibits all forms of discrimination against women including the economic situation and has enhanced the equality between women and men at the economic area and some organizations such as the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) holding skill training, which improves the gender equality at business,

Reaffirming, in all aspects, *Beijing Declaration and Platform for Action*, adopted in 1995, which emphasizes the empowerment of all women's status including economy and education,

Recognizing that some progress has been made in promoting more women into management positions through various initiatives including the quota system as advocated by Ms. Michelle Bachelet, the Executive Director of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) at a press conference in New York in 2012,

Believing the UN Women says small business enterprises enhance female decision making in the household for family resource access to use and control, and income allocate and expenditure of household resources and the community for their leadership and executive entrance,

Seriously concerned that the progress made has not been sufficient as a report issued in 2018 by International Labour Organization (ILO) shows that the rate of female managers has risen by just 2.3% from 1991 to 2018,

Reconfirming Article 4 of the ILO Minimum Wage Convention, C131 (1970), which states to include the appropriate measures to ensure the practical application of minimum wages and adjust minimum wage periodically,

Recognizing the World Bank shows the world estimate of labor force participation rate for females is decreasing from 55% to 52%, and the United Nations Children's Fund (UNICEF) says the conflict between professional and family roles, household problem and unpaid housework impacts on female professional careers and lifestyle choice,

Recognizing the work of the African Women Leadership Network (AWLN) which brings together women leaders across the public and private sector under the aim of the creation of a sustainable platform for promoting the growth of women-owned and women-operated companies across Africa,

Reaffirming Agenda 2063 (2013) established by the African Union (AU) for placing women and youth at the center of the development by providing appropriate support such as providing materials about basic entrepreneurship information and increasing educational opportunities for women and youth so that they can work at managerial positions more easily,

Strongly supporting the Trance-European Mobility program for University Studies (TEMPUS), launched on 7 May 1990 by the European Union (EU) Council, which promotes educational exchange and cooperation between educational institutions inside the EU and those outside and accelerates the rate of female management positions outside of the EU,

Recalling the Equal Employment Opportunity Commission of the United States, which support employers to remove barriers to the full and equal participation of women in the workforce, in recognition of the disadvantaged management position of women concerning employment matters,

Reaffirming the Gender Equality Act of Norway in 1978, giving equal opportunities and rights in employment, education, and any other advances for both women and men,

Recognizing the need for Member States to be more cooperative with companies,

Recognizing the need for sustainable maternity leave systems to support pregnant female managers, leaders, and their partners,

Affirming the current situation around female entrepreneurs that they face a number of obstacles, such as a lack of capital and collateral, or discrimination, and the profits of women-

owned enterprises are on average 38 percent lower than those of men due to these inequalities,

1. *Requests* each Member State to identify their rates of female management by referencing the ILO report published in 2018 to understand the gap between the current status and the ideal situation regarding each Member State;
2. *Suggests* each Member State organize an awareness-building activity to let more people know the benefit of having more female management by:
 - a. Focusing on the idea that Member States with a higher rate of female managers, the Philippines for example, generally make full use of social services including babysitting services to free up more women into the labor market and therefore into management positions;
 - b. Showing the economic impact of having more female management on a Member State's GDP, as demonstrated by a report issued by Grant Thornton, Women in Business (2014) that having more female management can boost the global GDP by 3%;
 - c. Enabling each Member State to launch online promotions including ads by collaborating with the CSW to promote social services including babysitting and maternity leave systems that free up more women enable them to take up management positions and show how this benefits the GDP of the Member States while making adjustments for each Member State in terms of how such promotions should be communicated considering social, cultural, and religious perspectives;
3. *Encourages* Member States to reconfirm the workplace support system for balancing work and child-rearing to increase the rate of female managers and increasing the women workforce;
4. *Encourages* Member States to give equal educational programs for both women and men, including scholarships that provide many opportunities to those who are willing to be active in companies by supporting Non-Governmental Organizations (NGOs), considering women's success as a positive effect on future generations in the world by increasing employment opportunities where female can be more active such as in the jewelry and cosmetic industries;
5. *Encourages* Member States to establish environments for women to learn the technology of advanced Member States as part of educational programs so as to promote more women participating in work and therefore in management positions;

6. *Encourages* Member States establish support systems to women such as improving labor standards for them including minimum wage and gender pay gap, in order to expand support for women's advancement by hosting events to teach how to empower women in the workplace, marketplace, and community with leaders of private sectors and introduce quota systems, and combat negative thoughts that uneducated men are likely to feel uncomfortable working with women at the workplace, and to increase the female management positions in society through entities such as the Women and Research Studies Center (WRSC) and the Women's Empowerment Principles (WEP);
7. *Calls upon* all Member States and relevant UN agencies to help enterprises holding skill training workshops which provide women specialized in soft skills, personal attributes including conflict resolution, and creative thinking, essential for all types of business person working from IT industry to agriculture, especially people in management position once a year with financial supports and securing a venue, and inviting women who work as managers and CEOs from succeeding enterprises all over the world;
8. *Encourages* Member States to introduce projects that encourage the hiring of women's applicants for aforementioned workshops as interns in order to disseminate more soft skills as mentioned in clause 7, which in turn can be spread more effectively by their practice in workplaces, through Member States' subsidising enterprises to join these projects;
9. *Encourages* women who take parental leave to return to their companies, through which should be provided sufficient parental leave allowances so that women can return to their workplaces in addition to recommend Member States to financially assist the companies to open childcare facilities;
10. *Recommends* Member States initiate provide support for women entrepreneurs who wish to have and maintain their own business, modeling and expanding the scale of the Social Protection Joint Program (2017) held in Equatorial Guinea by:
 - a. Providing educational opportunities to the participants through providing materials for basic knowledge of entrepreneurship, such as legal systems and business skills in order to increase management positions;
 - b. Introducing a mentoring system by collaborating with the UNESCO-UNEVOC aiming that women entrepreneurs be able to maintain their business by receiving proper advice from mentors;
11. *Further requests* Member States to implement regional initiatives modeling 1 Million by 2021 Initiative (2019) which aims to promote entrepreneurship opportunities for youth including young women for realizing the regional goals for women's empowerment, such as Agenda 2063 (2013), in order to increase women at

management positions;

12. *Calls upon* Member States to increase the number of female entrepreneurs with financial support to fund new businesses and business training support with the cooperation of NGOs;
13. *Suggests* the creation of a sustainable maternity leave system to support female managers, partners and leaders including:
 - a. Maternity and parenting allowances are increased and encouraged in order to sustain or increase women management positions by Member States;
 - b. Paternity leave as set out maternity and paternity art work published by the ILO in 2014;
14. *Encourages* Member States to support all women in businesses to get better child care leave systems and facilities in order to help women to return to work and provide the supportive advice or activities regarding the concern of parenting and jobs after having children;
15. *Calls upon* Member States to hold a women's empowerment platform meeting to motivate women who start businesses;
16. *Calls upon* Member States to support regional and local Women Leadership organization such as the African Women Leadership Fund (AWLF) which gives financial support for women entrepreneurs to bring together women leaders across the public and private sector;
17. *Calls upon* the UN Women and other UN agencies to introduce more transparent policies to realize the life of gender equality with:
 - a. Policies which reconsider the custom of early marriages to solve the problems of reproductive health which caused by early pregnancies;
 - b. Policies to support women who are pregnant or have complications of early childbirth.