

**Documentation of the Work of  
The Commission on the Status of Women, Meeting 1**

Japan University English

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Model United Nations

## Meeting 1

Under-Secretary-General	Loh Sheng Nie
Chair	Yui Nakade
Chair	Naru Kosugi
Assistant Chair	Momoka Kirihata
Substantive Assistant	Chiaki Tsujioka

### 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
1-1	Economic Empowerment for Rural Women	Adopted without a vote
1-2	Economic Empowerment for Domestic Workers & Migrant Domestic Workers	Adopted without a vote
1-3	Economic Empowerment for Low-skilled Women	Adopted without a vote
1-4	Increasing Management Positions	35 in favor, 2 against, 3 abstentions

## **Summary Report for Meeting 1**

Meeting 1 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 41 Member States of the United Nations Commission on the Status of Women.

On May 24th, the Meeting held its Opening Session. Delegates were early and everyone seemed nervous as this was the first time seeing each other online. Following the Opening Session, delegates began work in Informal Informal Informal Sessions, delegates were enthusiastic in sharing their stances and expressed their ideas through uploading speech videos on Flip Grid. Delegates shared regional concerns on the topics and started writing Working Papers in their committees. By June 20th, the Bureau received a total of four Working Papers, which were all tabled into Draft Resolutions. Delegates then proceeded to work on making amendments and worked with enthusiasm to reach a consensus. Seventy-one amendments were submitted to all Draft Resolutions.

On June 28th, the Meeting held a one-day conference, with the attendance of 41 Member States. All delegates successfully discussed their amendments in regional blocs and committees within the given time. With the facilitation of the facilitators, delegates were able to exchange their thoughts on the amendments and revisions although they were shy at first to express their opinions. Meeting 1 adopted 4 resolutions following the voting procedure, Resolutions 1-1, 1-2 and 1-3 by acclamation, and Resolution 1-4 adopted by a majority vote using the E-voting poll system with 35 Member States in favor, 2 against, and 3 abstentions. Over the course of the conference, the body incorporated the following solutions into its resolutions: encouraging Member States to enhance education opportunities for rural women, including compulsory education, vocational training; providing free education for especially girls and women, and flexible vocational training that caters to working mothers’ needs; access to public services; raising awareness of their rights, especially land and property owners’ rights; including female migrant domestic workers into the formal system in order for them to access to basic social protection; and encouraging the execution of a 40 percent quota system of women hired in managerial positions.



28 June 2020  
Original: English

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**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,*

*Recalling the Beijing Declaration and Platform for Action (1995) as well as its Optional Protocols, in which women under violence and women's education, training and economy are concerned,*

*Emphasizing the importance of the 2030 Agenda For Sustainable Development and the Sustainable Development Goals (SDGs) with particular attention to the SDG 5 which concerns gender equality and empowerment of women and girls by eliminating all forms of discrimination against women, and by reforming to give women access to economic resources which include access to land, properties and rights to ownership,*

*Noting the information provided by Progress of the world's women 2019-2020: Families in the world (2019) by the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), most in family farmland access or property belongs to male farmers and thus leading to women becoming unable to be economically independent, which further escalates poverty, discrimination, and violence,*

*Bearing in mind the UN Women's report that the lack of knowledge for farm and fund management diminishes women agricultural workers' productivity,*

*Recognizing the simple scheme that is driving a quiet revolution for Brazil's family farmers (2019), which will influence agribusiness as a whole especially for developing countries,*

*Reminding all Member States that lack of educational opportunities for women in rural areas and low literacy affects their access to land, aid from their government, and credit, as mentioned in the International Labor Organization's (ILO), Gender and Rural Employment Policy Brief #2 Investing in skills for socio-economic empowerment of rural women (2010),*

*Noting concerns about rural women workers having difficulties filling out and comprehending complicate application forms for government aid or government organizations by the agricultural skills training stated in ILO's A Generic Manual on Training for Rural Economic Empowerment (TREE) (2009),*

*Deeply concerned of the results from the study of gender and education by the United Nations Children's Fund (UNICEF) in 2020 that a significant number of women in*

developing Member States are receiving less education than men, which is making it difficult for them to earn income independently,

*Paying attention to children in rural areas of all regions, especially to sub-Saharan African girls, that are highly excluded from education, according to the data from 2019, provided by UNESCO Institute for Statistics (UIS),*

*Taking into account the fact that more than 5% of young women experienced sexual violence in their childhood in 30% of the countries which have mines, which leads to the lack of economic independence for rural women and girls according to The United Nations Children's Fund (UNICEF),*

*Alarmed that there are high levels of socio-economic disadvantages among rural women especially widows and divorcees as head of their households, caused by lack of education and employment opportunities according to the first socio-economic study of women across 24 municipalities of the Bordj Bou Arreridj region conducted by the organization El Ghaith (2015), with the support of UN Women for gender equality,*

*Deeply concerned that some rural women's right to land and property ownership is still restricted by the traditional provision that women must be dependent on their husband according to the 2012 study, Women's land rights and gender justice in land governance: pillars in the promotion and protection of women's human rights in rural areas by International Land Coalition (ILC),*

*Regretting that many women in rural areas, according to UNICEF's (2013) Child Marriage report, are forced to leave the educational system due to forced marriage at a young age by their families governed by traditional values which could lead to further socio-economic disadvantages,*

*Acknowledging that a significant number of rural women are contributing to the local economy through agricultural activities according to the 2012 report by the International Fund For Agricultural Development (IFAD),*

*Affirming rural women are in an awkward position to access to land, seeds, credit, and other services and resources, and they are not achieving sufficient results in agricultural activities due to the effects of climate change, according to the 1995, Beijing Declaration and Platform for Action,*

*Welcoming 195 Member States that have cooperated in reporting the damaging situation of the climate change so that rural women can succeed in agricultural business without hindrance by mitigating climate change in Second Working Group of the Intergovernmental Panel on Climate Changes (IPCC),*

*Appreciating 147 Member States that have created a national adaptation program to help rural women affected by climate change with the cooperation with Green Climate Fund (GCF),*

*Noting with concern that many rural women lack primary education because of stereotypes and prejudice and they engage in only agriculture without the freedom to choose their occupation according to the report by the World Conference on Education for All (1990),*

1. *Emphasizes* cooperation within the *UN Women*, the *ILO*, and Member States to notice the importance of economic empowerment for rural women agricultural workers and provide primary financial and management education for rural women through *Training for Rural Economic Empowerment (TREE)* program;
2. *Recommends* Member States to strengthen the connection and cooperation with Non-Governmental Organizations (NGOs) in terms of establishing a safety net, which enables rural women workers to consult their advisers about working conditions, farm management, and financial concerns;
3. *Recommends* Member States of financially and technically developed countries as well as international and national corporations to voluntarily offer investments and donations for developing Member States in agricultural management and financial sectors to improve women farmers' productivity including:
  - a. Basic lectures on how to credit and control their fund;
  - b. Interest-free and long-term loans for rural women;
  - c. Insurance to protect against damage to crops or livestock because of climate change;
4. *Encourages* Member States to implement advanced instruments with efficient skills for the agricultural industry in rural areas with financial and technical support from NGOs;
5. *Recommends* financially developed Member States voluntarily dispatch education materials, such as notebooks, textbooks, and visiting professors or teachers to support the other Member States to build gender-equitable and sustainable education systems in rural areas including:
  - a. Basic literacy and calculation education for all children;
  - b. School periods and hours which allow for seasonal agricultural or household work, especially for girls;
  - c. Curricula that respond to rural realities;
  - d. Awareness training of sexual harassment, discrimination, and bias;
6. *Encourages* Member States to expand education that would improve women's quality of life, especially for women who could not participate in the formal education system that could lead to several socio-economic disadvantages by:
  - a. Educating women about their fundamental rights including land and property owner's rights, by assisting mobile outreach units from local government to prevent them from being exploited by their husbands or families;
  - b. Organizing localized vocational training for women that appropriates to local resources which could generate higher income;

- c. Informing women about existing public services and support that they could receive by organizing local rural women's meetings in each area;
7. *Appeals* to Member States to research on how much female farmer produce is sold, given away, exchanged or consumed and how substantial their contribution is to support increasing their economic independence, and make their future planning more visible by logbook projects including:
  - a. A simple scheme to check their productivity;
  - b. Materials for free access through local government;
  - c. Opportunities for women to share and discuss their experience and knowledge with other rural women;
8. *Recommends* all Member States to raise public awareness about gender inequality in rural areas by:
  - a. Referring to United Nations agencies' websites such as those of the *ILO* and the *UNICEF*;
  - b. Revealing the statistics of gender disparity by the government of each Member State;
9. *Suggests* all Member States to ratify the *Convention on the Rights of the Child*, which sets a minimum age of marriage at 18, and comply to the *CEDAW*, which enforces states to ensure free and full consent to marriage to prevent forced child marriage which could lead to women's nonparticipation in the education system triggering further disadvantages for work opportunities;
10. *Encourages* Member States to educate children to understand the concept of gender equality and history in rural areas, such as stereotypes of a women's role in the agriculture sectors, which will eventually result in a decrease in discriminatory and stereotypical ideas about women;
11. *Recommends* to set up an institution for health and physical education focusing on the gender gap in developing countries, with the donations from developed Member States and the *Fund for Gender Equality* from *UN women*, to improve education quality;
12. *Appeals* to Member States to encourage *Sustainable Development Goal (SDG) 4* which the *UNESCO Institute for Statistics (UIS)* is now conducting to provide financial support to rural women who struggle to access education to improve their literacy rate and working skills by introducing scholarships or making education free, that will lead to progress in rural women's status and economic empowerment;

13. *Calls on the Women's Federation* to continue to support rural women who struggle with unequal salary rights, unequal promotion opportunities, and unequal workplace treatment;
14. *Aims for* gender equality in primary and higher education in rural areas by making education compulsory and free of charge using funds from NGOs;
15. *Encourages* Member States to sign the *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* that supports all national, regional and global efforts towards completing women's liberation, such as quality education, equitable access to economic resources, equal political participation opportunity, employment, and decision- making rights equal to men at all levels;
16. *Recommends* Member States to comply with the provisions of *CEDAW* and to implement the *Beijing Declaration and Platform for Action* to make sufficient contributions to promote women's economic empowerment in rural communities and to achieve gender equality;
17. *Suggests* Member States to hold workshops and build schools, especially in rural areas with financial support from NGOs to:
  - a. Provide access to education for women and girls;
  - b. Provide higher technical and skill training for women;
  - c. Raise awareness for women and girls of their social independence;
18. *Suggests* Member States to expand and innovate education in a way to take a step to recognize and abolish stereotype and bias towards women through education respecting cultural, such as:
  - a. Making women and girls aware that they have equal rights and access to education as men;
  - b. Raising women's and girls' awareness of self-reliance;
  - c. Ascending social independence and participation of women through supporting various perspectives that are separate from the indigenous values;
19. *Suggests* all Member States to provide extracurricular lessons for children, especially for girls, with a poor educational environment or poor academic performances to ensure that rural women have the same equal right to choose an occupation as men in collaboration with people who have graduated from a local high school and above;
20. *Stresses* the need for Member States to enact and enforce proactive laws which protect women and girls' economic empowerment in rural communities by emphasizing the importance of access to quality education and vocational training for

them with support from the *International Fund For Agricultural Development* (IFAD);

21. *Recommends* Member States to sign *CEDAW* that supports all national, regional and global efforts towards completing the women's liberation;
22. *Recommends* Member States to comply with the provisions of *CEDAW* fully and to implement the *Beijing Declaration and Platform for Action* to make sufficient contributions to promoting women's economic empowerment in the international community;
23. *Encourages* Member States to condemn supposition of industries and companies that do not respect the human rights of rural women and exploit them for the cheap labour by using sexual violence to dominate and restrict them from economic freedom;
24. *Suggests* Member States to establish systems to support access to official documents such as application forms for aid from the government for all rural women, which includes:
  - a. Literacy support for rural women through local government;
  - b. Free issuance of identification cards such as work identification, passports, and birth certificates;
  - c. Free guide books on how to fill out official documents for agricultural women;
25. *Requests* Member States to share the damages of climate change, especially with agribusiness, based on the report submitted to the *IPCC* to support women's agricultural business by addressing climate change damage more effectively;
26. *Suggests* all Member States to create or improve their national adaptation program, which reduces vulnerability to the harmful effects of climate change by enabling women to participate in the decision-making process in the program by cooperating with *Green Climate Fund (GCF)*.



28 June 2020  
Original: English

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**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,*

*Realizing* the vital roles of domestic workers are often undervalued due to the conventional views of many employers about their working relations and nature of their work that does not require any specific skills and seems insignificant,

*Recalling* the *Beijing Declaration and Platform for Action (1995)*, which acknowledges the lack of women's opportunity in decision making, and many of them struggle with low pay and poor working conditions that lead to gender-related barriers obstructing women migrants that include a high level of risk aversion and difficulties in balancing family responsibilities mentioned in the *Economic Development in Africa Report (2018)* by *United Nations Conference on Trade and Development (UNCTAD)*,

*Recalling* the *Convention on Domestic Workers (2012)*, which states that workers worldwide who care for their families and households must have the same fundamental labor rights as other employees,

*Emphasizing* that among 11.5 million migrant domestic workers (MDW) and 67.1 million domestic workers (DW) in the world, the percentage of female MDW is 73.4%, and female DW is 81.5%, according to the *International Labor Organization (ILO)* 2015 report on "*Global estimates on migrant workers*",

*Noting* documents from the *United Nations (UN)* such as the *Universal Declaration of Human Rights (UDHR)* which stresses faith in fundamental human rights and the equal rights of men and women,

*Recalling* the *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)*, adopted by General Assembly in 1979 which affirms acceleration in the elimination of discrimination against women and gender equality,

*Reaffirming* women's empowerment is the key to the process of economic development, and generator of change as described in the *Sustainable Development Goals (SDGs)* adopted in 2015 (A/RES/70/1), and recognizing the significant contribution of domestic workers to the global economy,

*Concerning the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) reports in 2016 that domestic workers provide invaluable services to families, and face many human and labor rights conflicts,*

*Emphasizing 1/13 working women are domestic workers, and 1/6 domestic workers are international migrants globally according to UN Women,*

*Expressing the concern about the fact that domestic workers and migrant domestic workers' lack awareness about their labor rights according to the Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA) November 2018-June 2019 in collaboration with the Global Alliance Against Traffic in Women (GAATW) and the International Domestic Workers Federation (IDWF),*

*Emphasizing that the rights of all domestic workers should be protected equally as other workers,*

*Expressing the concern about irregular migration which can cause drug and human trafficking, and smuggling where especially women domestic migrant workers can be easily targeted as mentioned by United Nations Office on Drugs and Crime (UNODC) (2020), in Human trafficking and smuggling of migrants,*

*Concerned by the fact that women with migration backgrounds cannot have equal access to occupations as men according to Facts and Figures: Economic Empowerment by UN Women (2018),*

*Realizing women with migration backgrounds face difficulties to find jobs due to the lack of language and vocational skills,*

*Taking into consideration women's wages are about 13% less than men on the world average,*

*Deeply concerned about the fact that due to the lack of support from governments for domestic workers, financial support for their families in their home country will never end,*

*Acknowledging the fact that there are Member States which have not ratified CEDAW established in 1979,*

*Taking into account the lack of empowerment policies to give equal pay and minimize gender-related discrimination in the workplace that often disadvantage female domestic workers,*

*Considering the current situation of inefficient manual labour affected by low hourly workload and low wages per person,*

*Deeply concerned about the fact that many women who work as domestic and migrant domestic workers have experienced sexual violence, non-payment of wages and lack of rest, according to a 2018 report from the ILO Recognizing the rights of domestic workers ,*

*Expressing concern* about the fact that only 29 countries have ratified the *ILO, Domestic Workers Convention No.189*, adopted in 2011 according to the data of *ILO Ratifications of C189 - Domestic Workers Convention, 2011 (No. 189)* updated in 2020,

*Guided* by the treaty of the *ILO, the Domestic Workers Convention, 2011 (No. 189)*, adopted on 16 June 2011, which recognizes domestic workers as legal workers and aims to improve their labor environment,

*Guided* by the treaty of *ILO, the Equal Remuneration Convention* adopted on 29 June 1951, which specifies the principle of equal remuneration for men and women workers for work of fair value,

1. *Requests* Member States to periodically examine the working conditions and publish reports on female domestic workers and migrant domestic workers with consideration of their privacy by frequently surveying their working environment;
2. *Suggests* Member States to organize pre-departure training which provides guidance on labor rights and contracts for migrant domestic workers so that they can acquire relevant skills of negotiation and the knowledge of destination countries' geography and culture to protect themselves by cooperating with international organizations such as *International Maritime Organization (IMO)* and *ILO*;
3. *Recommends* all Member States to legislate the social protection of domestic workers and give them the same entitlements to employment protection as other employees such as:
  - a. Unemployment protection;
  - b. Weekly rest and maternity/paternity/sickness leave;
  - c. Paid overtime work;
4. *Suggests* Member States to upgrade their migration data management systems and also reinforce the regulation of drug and human trafficking, and smuggling especially where women domestic migrant workers are easily targeted;
5. *Strongly recommends* Member States, following their national priorities, to establish facilities such as shelter for women domestic migrant workers that are victims of violence and other forms of discrimination at work to protect their labor rights and support their work, including:
  - a. The right to ensure personal safety and personal security;
  - b. The right to work safely despite their type of job and status as migrants or refugees;
6. *Encourages* improved cooperation between governments and Nongovernmental Organizations (NGOs) which work with the protection of the rights of women, and between UN entities such as *Universal Declaration of Human Rights (UDHR)*, and

*UN Women* to provide a wide variety of support, public awareness, help for women domestic workers and women migrant domestic workers in their language, depending on the national composition of migrants, to recognize their rights by:

- a. Providing shelter where victims can lodge anytime;
  - b. Offering psychological support through counseling services;
  - c. Setting up a hotline;
  - d. Holding workshops on:
    - i. Labor rights in cooperation with UN entities;
    - ii. Domestic and migrant domestic workers' working experiences to support each other;
7. *Recommends* Member States to promote activities for migrant domestic workers to prevent and respond to gender-based violence in the immigrant population by:
- a. Making undocumented migrant women visible in national legislation and designing strategies to address violence against undocumented women migrant workers;
  - b. Reviewing national policies, strategies, and plans about the provision of protection of migrant domestic workers to ensure undocumented women workers' have access to facilities, shelters, and support services;
  - c. Providing public platforms, which are provided by the local governments to make opportunities for information exchange between migrant women and the government;
8. *Strongly recommends* all Member States ensure the protection of entitlements of domestic workers by obligatory written contracts for employment of domestic workers and establishment of a registration system of domestic workers which includes:
- a. Obligating employers to report their employees' employment of domestic workers;
  - b. Registering identification information of employed domestic workers in the national database;
9. *Recommends* Member States to support companies which provide housekeeping services for migrant domestic workers and domestic workers;
10. *Recommends* Member States to implement *CEDAW* to eliminate discrimination against women, by promoting people's understanding of women's rights ;

11. *Requests* Member States to improve the system which domestic workers and migrant domestic workers can get information about other occupations to support them getting decent jobs quickly;
12. *Proposes* Member States to create or improve language and vocational skill training programs that provide and support to migrant women who work domestically;
13. *Suggests* all Member States to create a set of skill development programs for domestic workers that goes beyond the minimum knowledge in their field but also contributes to their personal growth;
14. *Advises* all Member States to implement regulations that can help improve the lives of female domestic workers by:
  - a. Implementing equal rights programmes that can invest significantly in promoting decent jobs, public policies, growth, and development of women as domestic workers;
  - b. Creating empowerment policies striving to raise the incomes of female domestic workers;
  - c. Deploying gender-sensitive economic policies to eliminate problems from the grass-root levels;
15. *Encourages* all Member States to provide guidance and assistance for domestic workers to help them improve their living standards by:
  - a. Providing access to financial support, such as information about retirement funds, insurance, funeral policies, and other forms of family support essential for their financial planning;
  - b. Access to public health institutes to help them improve their physical and mental well-being;
  - c. Introducing rules and regulations targeted at protecting domestic workers;
16. *Encourages* all Member States to ratify the 2011 *International Labor Organization (ILO) Convention No.189* by 2030 that ensures the law of women's equal rights for domestic workers by sharing set labor standards, especially:
  - a. Protection from abuse, harassment, and any violence in article 5;
  - b. Equal treatment with other workers regarding work and rest times as described in article 10;
  - c. Setting a minimum wage as described in article 11;

17. *Calls upon* Member States to take steps to adopt social protection systems that ensure domestic workers to be able to sustain their basic life;
  
18. *Requests* Member States to comply to *ILO* guidelines on social protection systems for migrant domestic workers.



28 June 2020  
Original: English

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**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,*

*Reaffirming* Article 5, 6 and 7 from Annex I of *The Beijing Declaration and Platform for Action* (1995) which emphasizes multiple economic and social constraints that are inflicted on low-skilled women coming from their role as homemakers and the lack of assistant services,

*Also Reaffirming* Article 32 of *the Beijing Declaration and Platform for Action* (1995), that calls attention to women's rights including that of low-skilled women to be protected by people from each community regardless of their religion, ethnicity, and culture,

*Bearing in mind* the Article 35 of *the Beijing Declaration and Platform for Action* (1995), that stresses the empowerment of women by giving them equal access to vocational training,

*Recalling* Article 7 and 8 of *the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* (1979) which promotes the equal participation of both men and women in publicly elected bodies such as government, non-governmental organizations (NGOs), and international organizations, in order to enhance low-skilled women's representativeness and autonomy in decision-making procedures,

*Appreciating* the cooperation of the *United Nations Girls' Education Institution (UNGEI)*, *the United Nations Educational, Scientific and Cultural Organization (UNESCO)*, and the *United Nations International Children's Emergency Fund (UNICEF)* by co-hosting the panel discussions toward women's empowerment,

*Recognizing* that women do not have enough chances to learn techniques and receive education to get decent jobs, according to the *Facts and Figures* (2012) of the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women),

*Having considered* the fact that there is still a high dropout rate of female students in all Member States, the lack of female teachers and the relatively low literacy rate of women means that structural and socio-cultural problems in these Member States are still unresolved, leading to struggles with low-skills and incompetency in the labor market according to *UNESCO* (2000), *Women as educators, and women's education in E-9 countries*,

*Affirming* the establishment of a public compulsory education system and promotion for a public compulsory education system will help families be independent economically,

*Acknowledging* that 12 years of quality education for girls could increase their average earnings by 44.8 percent in the future which has a 35-percent gap from having six years of education, according to the *UNGEI's* (2018) report *Missed Opportunities: The High Cost Of Not Educating Girls*,

*Also acknowledging* the urgency of the primary, secondary and tertiary levels of education from the *World Bank* (2011) report *World Bank Group Education Strategy 2020*, especially having 12 years of quality education in order to provide the opportunity for girls to develop skills such as literacy and numeracy skills,

*Noting with deep concern* that girls in poverty, low and the middle-income Member States, are likely to face inequities and affirms the role of early education which enable them to acquire long-term cognitive skills such as critical thinking and resilience to engage in skilled jobs in the future according to *UNICEF's* (2019) report *A World Ready To Learn: Prioritizing quality early childhood education*,

*Noting further* that the 20 percent of domestic investment for girl's education helps to empower girls having quality skills and noting with concerned that 1 in 3 girls from 20 percent of the poorest household drops out of school globally, according to *UNICEF's* (2020) *Girls' education*,

*Recognizing* low-skilled workers lack opportunities of promotion and many of them have low positions in work, according to the report *Getting Skills Right: Engaging low-skilled adults in learning* by the *Organization for Economic Co-operation and Development (OECD)* (2019),

*Also recognizing* the importance of soft skills training that leads to further opportunities for low-skilled women to acquire decent jobs in the Science, Technology, Engineering, and Mathematics (STEM) business area, according to the *International Labor Organization (ILO)* (2019) report, *Women and the future of soft skills training; An initiative and Women in STEM Workforce Readiness and Development Program*,

*Deeply concerned* that it is hard to count the exact number of enrollments of technical and vocational education and training and 125 Member States do not have vocational programs at an upper secondary level according to the International Project on Technical and Vocational Education's (UNEVOC) (2007) *Participation in Formal Technical and Vocational Education and Training Programs Worldwide - An Initial Statistical Study*,

1. *Suggest* all Member States to establish a free education system because there are still girls who cannot afford education due to poverty, by raising a budget for girls' education via the implementations of re-diverting a proportion of public expenditures and mobilizing financial assistance from the domestic and international corporations;
2. *Emphasizes* all Member States to provide free compulsory education, at least primary and secondary education which is directly connected to skills needed in society to work such as basic languages skills to advocate for their own rights in their

workplace, mathematics and statistic skills that would contribute to their finance management;

3. *Encourages* Member States to ensure the provision of basic literacy and numeracy skills throughout primary and secondary education such as 12 years of education for girls and continuation of standard school education to create more opportunities and decent jobs in the future;
4. *Also encourages* Member States to address barriers which prevent girls from acquiring their potential skills and having fundamental education in cooperation with *UNGEI, UNESCO* and *UNICEF* in order to:
  - a. Achieve the effective implementations of a *Fund for Girls* in areas where the rates of drop-out from primary education are 20% or more, which is the highest rates in all regions;
  - b. Discuss and agree to policy priorities related to education for girls;
  - c. Provide insights to policymakers on what aid is required;
  - d. Share best practices regarding girls' education;
5. *Suggests* Member States to provide technical skills training for low-skilled women on record keeping, marketing, and soft skills training for management or customer service for women in schools with a 12 years educational system to close the gender pay gap by cooperating with the *ILO*;
6. *Suggests* the government of each Member State to provide low-skilled women free vocational training such as business techniques as part of a training period;
7. *Recommends* enterprises to include soft skills training for women regardless of their economic background so that they are better informed about the workplace;
7. *Recommends* all Member States provide women entrepreneurs with no past experience with training:
  - a. In finance, issues that are happening in their society that need to be learned to generate income, or any other relevant knowledge that is needed in their careers, such as business registration cards, income tax, accounting, and loans;
  - b. That will encourage female entrepreneurs to join, training such as marketing, accounting, ICT, e-commerce, and management skills which must be provided systematically;
  - c. That is free and easily accessible for every woman who wants and needs it;
8. *Recommends* Member States to organize online skill training with the support of UN Women to increase the employment rate for women who lack Information and Communication Technology (ICT) skills;

9. *Affirms* Member States to lift the limitations of vocational and technical training to reflect the needs of the current labour market for single mothers or women who have no time to get education by reforming the system, such as providing community training courses that fit different lifestyles, such as door-to-door training with the cooperation of NGOs;
10. *Encourages* Member States to implement policies to ensure access to training for low-skilled women workers who lack basic skills in order to increase employment opportunities and protect their right of promotion by strengthening cooperation with OECD;
11. *Acknowledges* low-skilled women's rights regardless of their cultural backgrounds by:
  - a. Holding campaigns which reconsider cultural norms of women's rights to raise the number of working women with the support of NGOs;
  - b. Letting them know their rights to think and select where they want work and what they want for a job through vocational training and general education;
12. *Calls for* the immediate domestic efforts to enhance the accessibility to child care services by either providing free pre-schooling programs or reducing tuition fees for low-income parents in order to alleviate the financial and social constraints for low-skilled women, as well as to provide them with additional time for pursuing their personal goals either in education or vocational training for a stable career;
13. *Expresses its full support* for the establishment of public platforms under the assistance and supervision of local administration with the aims of:
  - a. Raising low-skilled women's awareness about the significance of their participation and contribution to the voting process of publicly-appointed governmental and non-governmental bodies;
  - b. Providing low-skilled women with practical activities to voice their opinions and perspectives on public affairs in legitimate ways by:
    - i. Improving low-skilled women's consciousness about current situations with frequent updates via accessible local media platforms and newspapers;
    - ii. Organizing temporary discussions on both local and national levels, with the guidance and supervision of experts, for low-skilled women to express their perspectives and exchange knowledge regarding public matters;

14. *Suggests* Member States reduce the gender pay gap by:

- a. Preparing education systems for low-skilled women;
- b. Holding workshops for low-skilled women with the cooperation of NGOs.



28 June 2020  
Original: English

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**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,*

*Bearing in mind* that maternity protection is a fundamental right enshrined in universal human rights treaties including the *Universal declaration of Human Rights*(1948), *the International Covenant on Economic, Social and Cultural Rights* (1966) and *the Convention for the Elimination of all Forms of Discrimination against Women* (1979), *International Labor Organization (ILO) Convention No. 183 and Recommendation No. 191* (2000), and *Resolution Concerning the Promotion of Gender Equality, Pay Equity and Maternity Protection* (2004),

*Affirming* that regulatory measures should be mutually strengthened in overcoming the challenges of gender inequality in the workplaces,

*Seriously concerned* about the low proportion of women in senior management positions, according to the report by *Women in Business*, which was 29% in 2019.

*Realizing* that according to *United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women)*, only 24.3% of all national parliaments were represented by women based on the data in February 2019, and further recognizes that only 11 women are in the position of the head of state,

*Believing* that improving education by each Member State and *United Nations Educational Scientific and Cultural Organizations (UNESCO)* will lead to give more educational opportunities for women in management positions,

*Deeply concerned* the lack of economic and social empowerment for women and the gender inequality related to the empowerment of women,

*Deeply concerned* that because of discrimination on work based on gender and nationality, women have few opportunities to improve their business careers,

*Recognizing* the importance of the report by the *International Labor Organization (ILO)* which indicates the importance for women to be included in management positions,

*Recognizing* that the implementation of the *Beijing Declaration and Platform for Action (1995)* in particular *Women in power and decision-making, Institutional mechanism for the advancement of women* and *Women and the economy(1995)*, that stated the importance of training in financial management and education of gender equality in workplaces at the national, regional and international levels,

*Recognizing* the report by *Global Financial Literacy Excellence Center (2017)*, stating although women tend to show lower confidence and literacy rate in the finance industry than men, women who have more confidence in their financial management skills possess more possibility that they can climb the corporate ladder,

*Taking into account* of the importance of the *Technical and Vocational Education and Training (TVET)* by *UNESCO and vocational education (UNESCO-UNEVOC)*, especially focusing on the empowerment of women, and the *UNEVOC TVET Leadership* program which enables participants to gain valuable knowledge, including gender equality and finance,

1. *Encourages* Member States, in accordance with their national priorities, to take into account the circumstances of women workers and the need to provide protection for pregnancy, maternity and paternity, and suggest the establishment of a supporting program following regulations and standards that:
  - a. Require employers to ensure women take maternity leave from work for not less than 14 weeks;
  - b. Make it unlawful for an employer to terminate the employment of women during their pregnancy or maternity leave;
  - c. Require employers to guarantee the right of women to return to the same position or an equivalent position paid at the same rate after their maternity leave;
  - d. Follows national laws and regulations, or in any other manner consistent with national practice, to provide cash benefits not less than 50% of the woman's previous earnings or of such of those earnings as are taken into account for the purpose of completing the benefits;

- e. Requires employers to allow women workers to lactate for not less half an hour twice a day during working hours for breastfeeding;
  - f. Conducts arrangements to raise awareness or provide information about maternity protection programs;
  - g. Conducts arrangements to raise awareness or provide information about maternity harassment in workplaces;
2. *Invites* Member States to prepare to establish systems or programs about paid parental leave, which gives male workers opportunity to take leave for taking care of children and for reducing the women's burden of child care and other housework;
  3. *Suggests* Member States to promote building facilities such as kindergartens as pre-educational facilities which can take care of children when their mothers are working;
  4. *Suggests* Member States to reduce maternity leave, but instead build more facilities such as kindergartens pre-educational facilities which can take care of children when their mothers are working via tuition fee reduction for financially disadvantaged parents and also by supporting them financially by avoiding a reduction of income through maternity leave;
  5. *Further recommends* all Member States to expand programs:
    - a. Which are supported by Non Governmental Organizations (NGOs) such as *Oxfam International and United Nations Development program (UNDP)* to improve women's transformative leadership;
    - b. Such as the *Female Future program*, which:
      - i. Is an 18-month training and networking program to identify and empower talented women to be allocated at high management positions in corporate;
      - ii. Conducts awareness programs and workshops to emphasize gender equality in every top management position and career path;
      - iii. Has branches of human resources departments focusing on hiring female workers;
    - c. Which are supported by international institutions like *UN Women* because long term women transformative programs especially in developing Member States need a sustainable sponsorship scheme;
  6. *Encourages* Member States to further promote quota systems to ensure at least 30% women are in top management positions by 2030 by:
    - a. Exchanging ideas to mitigate gender inequality of women in workplaces and political positions through :

- i. Annual sharing sessions by highlighting the promotion of a healthy quota system;
    - ii. Reviewing and amending articles of labour codes in accordance with *CEDAW*;
  - b. Promoting an awareness campaign of a quota system for women in managerial positions by cooperating with the *Forum for women and development*, which aims at promoting gender rights and equality globally to further bolster the effectivity of the awareness campaign;
7. *Recommends* improving educational systems by making more access to higher education for women to increase the number of women in management positions by:
- a. Providing education to women with children;
  - b. Providing science, technology, engineering and mathematics (STEM) education through teacher training, educational support and its pedagogy with *UNESCO*;
8. *Stresses* Member States to recognize the essential role of all workers perspectives on why they advocate for female leadership, and make recommendations from multiple viewpoints so that women will have more chances to improve their business careers;
9. *Suggests* Member States to be aware of not using women as tokens for political positions, rather empower them the same as men to include their opinion in the decision making;
10. *Suggests* Member States create systems that welcomes women in management positions in all fields such as by providing personnel training for future female managers to lead to a better environment for diversity on opinions from men and women;
11. *Encourages* Member States to:
- a. Remove all barriers that discriminate against the participation of women in economic and political fields by providing both women and men education about gender equality in workplaces;
  - b. Develop their capacity to analyze issues from a gender perspective and develop gender-sensitive election manifestos by adopting policies that strengthens the capacity of the governments,
  - c. Research women's political participation through women's groups or other organizations which encourage women's empowerment;
12. *Suggests* all Member States recognize that women in parliaments are important and to set a quota for female candidates in national elections to achieve 40 percent or more women in parliament by 2023;

13. *Suggests* each Member State to hold financial management skill training programs for women to improve the opportunity for them to be promoted to higher positions by collaborating with:

- a. *The Fund for Gender Equality* in terms of providing funding for the training program;
- b. *UN Women* and *ILO* in terms of providing training programs;
- c. *The World Bank* in terms of connecting with experts who have professional knowledge in financial management training from multinational companies to share knowledge at the training program;
- d. *UNESCO* and vocational education (*UNESCO-UNEVOC*) to train such experts to enrich the content of the programs.