



Commission on the Status of Women

“Access and participation of women and girls to education, training, science and technology in Middle Eastern countries”



Moderator: Alejandro Nuñez

President: Isabella Antúnez

Dear Delegates, it is with deep pleasure that we welcome you to the Commission on the Status of Women. In this new edition of NICMUN 2025, you will discuss and debate world-class problems in oughts to find a solution. Allowing you to develop critical thinking, communication, and collaboration skills in the process. As chairs we urge you to be mindful of these skills and make use of them to their finest extent in the days prior to and during the debate, also remember to use a variety of trustful sources to develop well structured arguments that will allow a better flow of the debate, as it is expected for you to avoid any use of AI during this process. Also, remember to use a variety of trustworthy sources to develop well-structured arguments that will allow a better flow of the debate. It is a great honor to be able to work with every single one of you. Please make sure to use this document for reference during your preparation, and feel free to contact us for any further inquiries.



Committee History



The Commission on the Status of Women (CSW) is a key body within the United Nations Economic and

The Social Council (ECOSOC) focused on advancing gender equality and empowering women globally. Established by ECOSOC resolution 11(II) on June 21, 1946.

The CSW's role is to develop

recommendations on enhancing women's rights across political, economic, civil, social, and educational spheres. It also monitors and evaluates progress and challenges in implementing the Beijing Declaration and Platform for Action from 1995, as well as the outcomes of the twenty-third special session of the General Assembly in 2000. Additionally, the CSW supports gender mainstreaming efforts and contributes to advancing the 2030 Agenda for Sustainable Development to further gender equality and the empowerment of women and girls.

Gender inequality is one of the oldest and most deeply rooted forms of inequality in the world. It deprives women of their voice, devalues their work, and puts them at a disadvantage compared to men both at home and on a national and global level. Despite some important progress in recent years, there is no country in the world where there is economic equality between men and women, and they are still the most likely to live in poverty.

Women face higher poverty rates compared to men. In 2018, 12.9% of women lived in poverty, compared to 10.6% of men. Additionally, nearly 10 million women were in deep poverty, which is defined as living below 50% of the federal poverty line. Women of nearly all races and ethnicities face higher rates of poverty than their male counterparts. (see Figure 1) The highest rates of poverty are experienced by American Indian or Alaska Native (AIAN) women, Black women, and Latinas. About 1 in 4 AIAN women live in poverty, the highest rate of poverty



among women or men of any racial or ethnic group.

Even when some women do end up getting employed, they tend to earn a lot less than men for similar work. Right now, the global gender pay gap still remains around 20% according to UN Women. This wage disparity is due to occupational segregation, undervaluation of work typically performed by women, and outright discrimination. Women are more likely to be employed in lower-paying sectors such as caregiving, education, and domestic work, which are all under-evaluated despite their very critical help and contributions to society.

Factors like lack of education, especially in young girls and women, are something that severely impacts the way they work; the lack of education limits women's job prospects and earning potential. The United Nations estimates that women perform three times more unpaid care work than men globally, which also limits their time and energy for paid employment and professional advancement.

Without addressing these underlying issues, poverty among women will continue to be a significant challenge, especially in regions where there is gender inequality. To combat this, it is needed to promote equal access to education, fair wages, financial resources, and employment opportunities for women while also addressing the unpaid labor that disproportionately affects them.



Committee Faculties

Committee faculties refer to the limits delegates will have in the process of writing the resolutions. These go according to the actual faculties of UNCSW, meaning delegates are expected to follow them precisely.

The CSW is a functional commission of ECOSOC, meaning that it must operate under ECOSOC guidelines. This means that any resolution agreed on by the committee is non-binding to any state. The committee consists of 45 member states, divided equitably throughout the 5 continents, and these are elected by ECOSOC. Each and every member has a right to vote to pass resolutions in the committee, although resolutions usually pass through exclusively with no objection from any member, a vote may also be conducted on them. Members of the committee are allowed to extend recommendations on actions, policy changes, or thematic issues to ECOSOC, specifically about gender equality and women's rights, as well as collaborate with diverse NGOs or UN committees. Members, however, can not sanction or punish any state for not complying with these recommendations, or impose its policies on other member states, since the take of action in policies agreed on by the committee may be affected by national laws or policies, cultural or religious values, and political ideologies.



Introduction to the Topic

Education is crucial for strategies to improve individuals' well-being and societies' economic and social development. In the Middle East, access to education has improved dramatically over the past few decades, and there have been a number of encouraging trends in girls' and women's education. Primary school enrollment is high or universal in most Middle East countries, and gender gaps in secondary school enrollment have already disappeared in several Middle East countries. Women have also become more prone to enroll in universities than they were in the past.

Middle East countries generally have lower levels of women's education and labor force participation than other regions with similar income levels. The interaction between the region's economic structure and its conservative culture, in which traditional gender roles are strongly enforced, is largely responsible. Men in the Middle East region are more likely to have direct access to wage employment and control over wealth, while women are largely economically dependent upon male family members.

Efforts to improve female education in Middle East countries need to go beyond rhetoric and should involve policies and programs with measurable results. Governments can start by making the MDGs part of national development plans and monitoring progress toward those goals. Governments also need to make an extra effort to ensure that education is more accessible to low-income families and rural populations, with special attention to the quality of the education provided and the need for girls to complete school.

Wealthier countries, both inside and outside the region, are encouraged to help low-income countries improve their educational systems and collect data on their progress. Improving access to and the quality of education is the most rewarding investment a country can make. Investing in female education will accelerate the Middle East region's economic and social development by enhancing human capital, slowing population growth, and alleviating poverty.



Background Information of the Topic

Historically, women have faced systemic barriers to education rooted in social, cultural, and sometimes religious traditions. To this day, there are still countries that do not allow women to have a good education, and cases in which families, often lacking resources, view education as a waste of money or time and decide not to allow their women to educate themselves. In some regions, including parts of the Middle East, cultural or religious interpretations have limited women's access to education. Due to these reasons, the UN is trying day to day to solve these problems because some of these women are not allowed to use their voice and fight for their rights, which includes their education, some women die without even knowing how to write, read, or even do the simplest mathematical calculation due to a lack of equality, security, and freedom.

Globally and historically, women have contributed to accomplish great contributions to the history of the world with the transmission of the knowledge of food, herbs use as much as in cooking as in health care. The role of women has been so important in the world's history that they've gone from caretaker to revolutionary, human rights advocates, actions that would never have been achieved if they didn't have freedom and education, pillars that created the impulse for them to make those great changes for humanity.

When women have access to education, families make more money, kids stay healthier, and communities are strengthened. Education transforms both society and the economy. A woman's income can rise by as much as 20% for every year of education. Schools, secure learning spaces, and teacher preparation are all areas that require government investment. This is important because education gives women the means to improve their communities and their own lives. Women who receive education become more independent, have greater access to employment opportunities, and are more knowledgeable when it comes to decision making. Everyone benefits from more stable and robust societies that are built on equitable education.



In the Middle East, women face significant obstacles in the fields of science, technology, and education. Many girls are compelled to a young marriage, which puts an end to their education before it even starts. Moreover, cultural customs and restrictive laws frequently prevent them from going to school or pursuing careers in technical fields. This hinders their ability to personally develop and keeps their nations from taking advantage of their skills.

The difference between a nation that encourages women to pursue higher education is notorious. This success demonstrates that when barriers are removed, women directly contribute to national development. Any country that wishes to grow must follow this and ensure that girls continue their education. In the United Arab Emirates, women make up more than half of university graduates in science and technology. These women become engineers, researchers, and innovators who boost their country's economy.

Science and technology are quickly developing, and women must contribute to this advancement. In the Middle East, teachers frequently encourage boys to study math and science while directing girls toward household duties. Girls are underrepresented in STEM in many Middle Eastern nations. Early promotion of STEM fields in boys and girls is essential.

Practical job skills are currently not emphasized in women's training in the Middle Eastern nations. Programs in coding, engineering, and entrepreneurship prepare women for real opportunities, but many young women in the Middle East struggle to find employment after completing their education because it does not align with market demands. Women who receive technical training join sectors that spur innovation and generate new employment opportunities. This promotes long-term growth and lessens poverty.

Equally important to policy reform is the transformation of social attitudes. Women's rights to education and employment must be supported not only by governments but also by families and local communities. Religious and community leaders play a crucial role in promoting education as a moral and social responsibility. Valuing women's education fosters



respect, collaboration, and inclusive development. This cultural shift often begins within households, where decisions about girls' education are first made. Each of these decisions collectively shapes the future of a nation.

This goal is strongly supported by the Commission on the Status of Women. It gives nations a forum to exchange concepts, information, and tactics. Additionally, the Commission keeps an eye on developments and backs initiatives that increase access to training and education. Governments, educational institutions, and the private sector must work together.



International Actions

Many international commitments support women's economic empowerment, including the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women and a series of International Labour Organization conventions on gender equality. UN Women supports women's economic empowerment in line with these, and with the growing body of evidence that shows that gender equality significantly contributes to advancing economies and sustainable development.

The Commission on the Status of Women (CSW) is the principal global intergovernmental body exclusively dedicated to the promotion of gender equality, the rights and the empowerment of women. A functional commission of the Economic and Social Council (ECOSOC), it was established by ECOSOC resolution 11(II) of 21 June 1946.

The CSW is instrumental in promoting women's and girls' rights, documenting the reality of their lives throughout the world, and shaping global standards on gender equality and the empowerment of women and girls.

In 1996, ECOSOC in resolution 1996/6 (see p. 20) expanded the Commission's mandate and decided that it should take a leading role in monitoring and reviewing progress and problems in the implementation of the Beijing Declaration and Platform for Action, and in mainstreaming a gender perspective in UN activities.

During the Commission's annual two-week session, representatives of UN Member States, civil society organizations and UN entities gather at UN headquarters in New York. They discuss progress and gaps in the implementation of the 1995 Beijing Declaration and Platform for Action, the key global policy document on gender equality, and the 23rd special session of the General Assembly held in 2000 (Beijing+5), as well as emerging issues that affect gender equality and the empowerment of women and girls. Member States agree on further actions to accelerate progress and promote women's and girls' enjoyment of their rights in political,



economic, and social fields. The outcomes and recommendations of each session are forwarded to ECOSOC for follow-up.

With a growing UN membership and mounting evidence in the 1960s that women were disproportionately affected by poverty, CSW focused on women's needs in community and rural development, agricultural work, family planning, and scientific and technological advances. It also encouraged the UN system to expand technical assistance to further the advancement of women, especially in developing countries. Advanced work in this regard, CSW also drafted the legally binding Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1979. During this decade, the UN declared 1975 the International Year of Women and convened the first World Conference on Women, held in Mexico. In 1977, the UN formally recognized International Women's Day, observed on 8 March. In 2010, after years of negotiations, the General Assembly adopted a resolution consolidating the Organization's related sections and departments into the UN Entity for Gender Equality and the Empowerment of Women (UN Women), which continues to collaborate closely with the Commission. Climate change has made the life of women farmers more difficult in recent years.



Recommendations for further investigation

In order to have a thorough and effective preparation for the debate, delegates are strongly encouraged to research not only on their own country's position but also on the positions of other member states participating in the committee and analyze potential alliances that may emerge based on shared perspectives or interests regarding the agenda topic, as it will be helpful for the elaboration of arguments, and resolutions. Keep in consideration that often even allied countries might disagree on specific factors, preventing the possibility of joining forces. In addition, focus on past resolutions or agreements passed by the committee itself, or others that might contribute to the topic, either positively or negatively.

Each country upholds a defined position. This position must be defended with clarity and conviction, while remaining prepared to counter opposing arguments in order to reinforce it throughout the debate. Be confident, and research other countries, specifically countries with opposing arguments, and the effect the topic has on each of them.



Recommendations to do Resolution Paper

Delegates can use websites to receive support to elaborate a resolution paper. Some of the recommendations found are:

1. Find solutions that fit all the previous laws.
2. Use proper language and express your delegation's ideas in an extended way.
3. Use preambulatory and operative phrases.
4. Seek for sponsors to support your delegation's solutions.
5. Consider Non-governmental Organizations (NGO's) to support your solutions.
6. Always maintain your country's position and abstain from contradicting yourself.
7. Specify the worldwide planning committee reached and make it realistic.

Sample Preambulatory Phrases

Affirming	Expecting	Having studied
Alarmed by	Expressing its appreciation	Keeping in mind
Approving	Expressing its satisfaction	Noting with regret
Aware of	Fulfilling	Noting with deep concern
Bearing in mind	Fully alarmed	Noting with satisfaction
Believing	Fully aware	Noting further
Confident	Fully believing	Noting with approval
Contemplating	Further deploring	Observing
Convinced	Further recalling	Reaffirming
Declaring	Guided by	Realizing
Deeply concerned	Having adopted	Recalling
Deeply conscious	Having considered	Recognizing
Deeply convinced	Having considered further	Referring
Deeply disturbed	Having devoted attention	Seeking
Deeply regretting	Having examined	Taking into account
Desiring	Having heard	Taking into consideration
Emphasizing	Having received	Taking note
		Viewing with appreciation
		Welcoming

Sample Operative Phrases

Accepts	Encourages	Further recommends
Affirms	Endorses	Further requests
Approves	Expresses its appreciation	Further resolves
Authorizes	Expresses its hope	Has resolved
Calls	Further invites	Notes
Calls upon	Deplores	Proclaims
Condemns	Designates	Reaffirms
Confirms	Draws the attention	Recommends
Congratulates	Emphasizes	Regrets
Considers	Encourages	Reminds
Declares accordingly	Endorses	Requests
Deplores	Expresses its appreciation	Solemnly affirms
Designates	Expresses its hope	Strongly condemns
Draws the attention	Further invites	Supports
Emphasizes	Further proclaims	Takes note of
	Further reminds	Transmits
		Trusts



Questions to consider while creating your resolution

1. How can your delegation express a solution that is fair for all the countries?
2. Where does your country stand while disputing the best quality of security systems?
3. How can you get a solution where all border countries win something?
4. Consider short and long term solutions. What can you do to improve your short and long term solutions so they can be successful?
5. Who should be involved in your solution?
6. Are there any monetary funds or NGO's considered for your solution?
7. How could you convince the delegations that they are against the solution?
8. Do you have any type of back up plan that will reinforce your plan?

Research and preparation questions

- What's your country's position on the topic?
- How is your country affected by this problem?
- How is your country trying to solve this problem?
- Does your country have received help from other countries?
- Does your country have helped others?
- What partnerships can emerge to secure the legal commerce of health products?
- Which activities can be promoted by the citizens of your country to reach a solution?



Bibliography

- Center for Global Justice. (n.d.). *Commission on the Status of Women*. <https://cglj.org>
- *CSW67 (2023)*. (n.d.). UN Women – Headquarters. <https://www.unwomen.org>
- *Empowering Women, Developing Society: Female education in the Middle East and North Africa*. (n.d.). PRB. <https://www.prb.org>
- Encyclopaedia Britannica. (n.d.). *Economic and Social Council (ECOSOC)*. <https://www.britannica.com/topic/Economic-and-Social-Council>
- UNDP. (s. f.). *UN Women*. United Nations Development Programme. <https://www.undp.org>
- United Nations. (n.d.). *Coordination within the United Nations System*. <https://www.un.org/en/content/ecosoc-coordination/>
- United Nations. (n.d.). *Everything you need to know about CSW | Naciones Unidas*. <https://www.un.org>
- United Republic of Tanzania Permanent Mission to the UN. (n.d.). *Commission on the Status of Women (CSW)*. <https://www.un.tzembassy.go.tz>