



SHISHUKUNJ MUN

INDORE

2021

Study Guide

UNWOMEN

**Agenda: Achieving SDG 5 Gender Equality
and Empowerment of All Women and Girls**

Bureau: Tamanna Chhabra | Khushi Khanna | Nisreen Malik

INDEX

1. Letter from the Bureau.....	2
2. Introduction to the Committee.....	3
3. Introduction to the Agenda.....	5
4. Key terms related to the agenda.....	7
5. History of the Agenda.....	9
6. Current scenario.....	11
7. Education.....	12
7.1 Primary and Higher Education	12
7.2 Vocational and Skill Development Training	13
7.3 The Right to Education for Women in International Law.....	14
7.4 Case Studies- Afghanistan and Pakistan.....	15
8. Employment.....	17
8.1 Gender Pay Gap.....	17
8.2 Non-Wage Benefits.....	17
8.3 Small Businesses.....	18
8.4 Case Studies- Japan and Bangladesh.....	19
9. Political Participation.....	20
9.1 Executive positions.....	20
9.2 National Parliament.....	20
9.3 Case Studies- Finland and India.....	22
10. Conclusion.....	23
11. Questions a Resolution must answer.....	24
12. Bibliography.....	25

LETTER FROM BUREAU

Distinguished delegates,
Namaste!

It is an honour to welcome you to The Shishukunj International School Model United Nations 2021, and to the UN Women Committee. Through this study guide, you will get an introduction to the topics that will be discussed within our committee. There is a vast scope of discussion regarding the agenda, wherein in many countries, women do not even have basic rights like education. We have also added a lot of case studies for you to understand the stance and the plight of different countries.

Your task will be to represent your country's policies diligently and accurately and to negotiate for solutions that align best with your country's interests. The study guide is just a starting point for your research so do not hesitate to use additional resources. As this is a junior committee and a lot of you are first-timers, we encourage you to participate in the committee as your best selves.

If you have any doubts or queries regarding the agenda or the committee in general, please feel free to contact us anytime.

Can't wait to see you in October! All the best!

Best regards,

Tamanna Chhabra, Chairperson

Khushi Khanna, Vice-Chairperson

Nisreen Malik, Rapporteur

INTRODUCTION TO THE COMMITTEE

The United Nations Entity for Gender Equality and Empowerment of Women, commonly known as the UN WOMEN, was established by the United Nations General Assembly in July 2010.

It has been built on the important work of four previously distinct parts of the UN system, which focused exclusively on gender equality and women's empowerment: Division for the Advancement of Women (DAW), International Research and Training Institute for the Advancement of Women (INSTRAW), Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI), United Nations Development Fund for Women (UNIFEM).



United Nations Entity for Gender Equality
and the Empowerment of Women

In 2010, the General Assembly resolution 64/289 titled "System-wide coherence" in its operative clause 49 stated that "to strengthen the institutional arrangements for the support of gender equality and women's empowerment, the present mandates and functions of the above mentioned 4 groups have to be consolidated and transferred to one entity"; the UN Entity for Gender Equality and the Empowerment of Women (UN Women).

This entity will contain an Executive Board which will work on a national level and will provide intergovernmental support and will also have the duty to monitor all its functions and operational activities. By doing so, the UN member states took a step towards hastening the organisation's objectives on gender equality and also the empowerment of women.

As stated by the General Assembly Resolution 64/289, the ECOSOC will be responsible for the selection of representatives from 41 member states by a fair process of election, these UNWomen Executive Board members will have a duration of 3 years and representation from all regions will be ensured.

The main motive behind the formation of this organisation was to look after the needs of women and bring a change in their condition by setting global standards and also by providing them with various resources, to bring an end to discrimination and stereotypes, create a safe and decent environment for women and girls worldwide, also to achieve the Sustainable Development Goals based on gender equality and

2

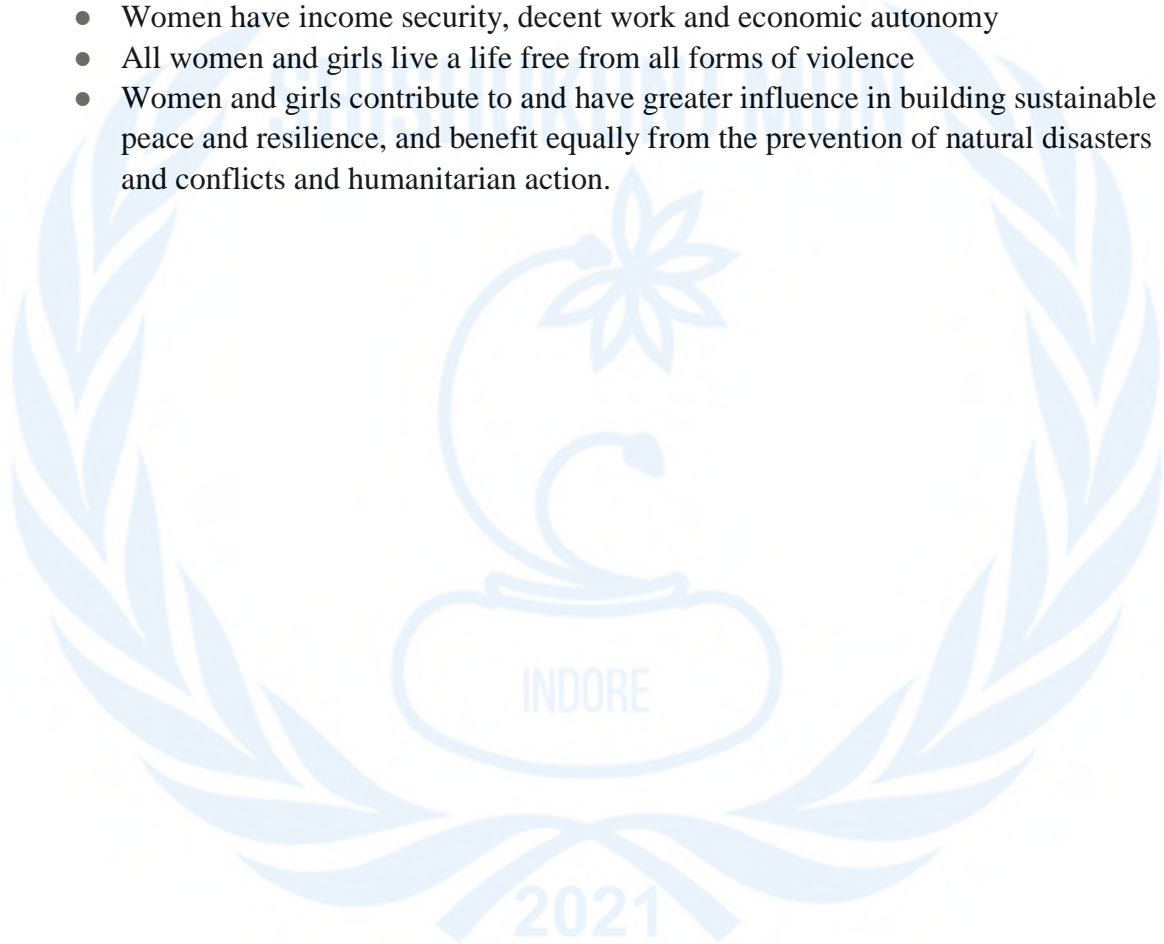
empowerment. It works with different governments, organisations and civil societies in order to create different laws, mandates, programmes, schemes, opportunities, policies and services which are beneficial and also to ensure that all these things are implemented systematically and properly and are effective.

The current roles performed by UN Women include:

- Offering support to inter-governmental bodies, such as the Commission on the Status of Women, in their formulation of policies, global standards and norms.
- Helping the Member States to implement these standards, standing ready to provide suitable technical and financial support to those countries that request it, and to forge effective partnerships with civil society.
- Upholding the UN system accountable for its commitments on gender equality, including regular monitoring of system-wide progress.

Also, the UN Women focuses on the following 4 strategies, which are currently its key priorities:

- Women lead, participate in and benefit equally from governance systems
- Women have income security, decent work and economic autonomy
- All women and girls live a life free from all forms of violence
- Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action.



INTRODUCTION TO THE AGENDA

“Feminism isn’t about making women stronger. Women are already strong, it’s about changing the way the world perceives that strength.” - G.D. Anderson

The Sustainable Development Goals act as a map to achieve a better future for tomorrow. The 2030 Agenda for Sustainable Development to promote gender equality and empower all women and girls (goal 5) not only focuses on ending discrimination against women in all forms but also eradicating stereotypes which the society has created and ensuring that women are not segregated from various activities on the bases of their gender. Women help in flourishing the economy and society in a better way. Providing equal opportunities is a key feature of the goal, the rest of the goals are likely to fail too if gender inequality is not dealt with in a proper way.

The World Economic Forum’s 2021 Global Gender Gap Report estimates that on average it is 135.6 years more until we can achieve full gender equality. We should not have to wait that long. Physical and cultural differences have been the source of discrimination in every society around the globe, but the biggest source is gender.

There is no country in the world that has achieved full gender equality yet. Numerous barriers counteract women from realising their true potential and prevent them from actively participating in society and the economy.

According to UNICEF, there are about 129 million girls out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. Investing in a girl’s education is not only about sending them to school, but ensuring that they learn in a safe environment. Many barriers stop girls from having access to education: poverty, violence, lack of hygiene and safe environments, and many more. Educated women are the keys to opening new economic opportunities, reducing poverty, and a better life for themselves and the next generation. Education is not the only area where women and girls face inequality. According to the data given by UNWOMEN only 63% of women aged between 25-54 participate in the labour market when compared to men which are 94%. In addition, women are paid less as compared to men for the same position/job in most of the sectors around the world.

Even in the political sector women are treated as unequals. It has been proven that women participating in politics help strengthen cooperation in the party, still only according to the data from UNWOMEN only 22 countries have women as the head of their governments whereas 119 countries never had a women leader.

Gender equality is a matter of human rights. In our society, harmful stereotypes determine what a woman's role in society is, it places all kinds of restrictions on them. For this, it is very important to promote gender equality and empower women and girls via the achievement of goal 5 of internationally agreed Sustainable Development Goals.



NOTE: The Case Studies given throughout the document are just for reference and shall only be used as examples. They shall not be discussed in the committee.



KEY TERMS RELATED TO THE AGENDA

Sustainable Development Goals: The Sustainable Development Goals are 17 interdependent goals designed by the United Nations in 2015 as a “blueprint to achieve a better and more sustainable future for all.” These goals have been adopted by all nations around the world and are to be achieved till the year 2030.

Gender discrimination: It describes any form (either a law (de jure) or a practice (de facto) of distinction, exclusion or restriction related to one person’s sex. Gender discrimination is opposed to the recognition and exercise of fundamental freedoms and human rights in political, economic, social and other fields.

Gender equality: Gender equality is one of the most fundamental human rights and simultaneously is considered as both between women and men. It is when people of all genders have equal rights, responsibilities and opportunities

Gender equity: Gender equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Also, focus on fairness and justice regarding benefits and needs for women and men, girls and boys. It refers to the equal distribution of resources based on the needs of different groups of people.

Many confuse the terms “gender equality” and “gender equity”.

Although the two terms are interrelated, they are not synonyms. “Gender equality” constitutes the desired result while “gender equity” consists of the means to achieve this goal.

Glass Ceiling: This term is a metaphor that has often been used to describe invisible barriers (“glass”) through which women can see elite positions, for example in government or the private sector, but cannot reach them. The result of this phenomenon is that the vast majority of women are usually prevented from obtaining the most powerful and highest-paying positions in the workforce.

Women Empowerment: Women Empowerment refers to the promotion of the sense of self-worth in women; it is the ability to accept their viewpoint, raise the status of women and uplift the lives of women and provide women with equal rights and opportunities as men.

6

Stereotype: a stereotype is a generalized belief about a particular category of people. It is an expectation or idea that people might have about every person of a particular group; it could also be a widely held but fixed and oversimplified image.

Segregation: the action or state of setting someone or something apart from others; isolate or divide.



HISTORY OF THE AGENDA

Political

Women before the french revolution did not have rights and chose to fight for them. During the first phase of the revolution, which was from 1789 to 1793, women were able to achieve basic rights such as civil status: civil rights and legal identity of their own.

The feeling of feminism started to come up in the women of Paris, where they demanded equal social and political rights and the end of male domination. New ideas emerged and women's clubs such as the Society of Revolutionary Republican Women were formed in order to achieve the targets. Even though the leaders of the club were arrested in October 1793 and the movement was put to an end, women around the country were highly inspired.

After continuous movements women were able to achieve three essential rights: universal suffrage, education and employment but still suffered a lot in the political world especially for the rights of voting.

This part of the revolution did not go unnoticed and was given a lot of attention, women from all parts of the world, especially Europe, understood the importance of equality and chose to fight for the rights they deserved. New Zealand in 1893 gave women voting rights, becoming the first country to do so in history, strengthening their stance in politics and giving recognition to their struggle which had been going on for years.

In 1918 the Representation of Peoples Act was brought into consideration in the UK and women over the age of 30, who met some kind of qualification were given the right to vote. However, just 10 years later in 1928 "The Representation of the People (Equal Franchise) gave all women the right to vote in the public elections from the age of 21, giving them equal electoral rights as men. Around the same time in 1902 women had gained the right to vote in Australia, in 1906 in Finland, in 1913 in Norway. While in the United States of America and Sweden women only had voting rights in some local areas. Since the 1960s, many countries around the world gave the

7

right to vote for women, but it was until now that a new phase emerged, giving birth to a "second-phase" feminism movement, which challenged all kinds of stereotypes and social restrictions which impacted the lives of the women. The movement started in America and took over the Western World under its influence. It brought unprecedented changes in the society, fought for economic, political and social rights, trying to eradicate gender inequality and biased customs.

Employment

In 1970, a movement took place known as the "Women Liberation Movement". Women were usually discriminated against in the work areas and did not have decent work conditions while working in certain sectors. This movement was brought to bring a change in society and challenge the system that existed. Due to this movement, a lot of women became aware and conscious about their human rights and how they should be treated respectfully and

equally. Since 1975, many laws were brought in order to protect women from working in an unsafe environment, from getting exploited to making sure that they were treated equally. During the 2000s, in many parts of the world women constituted a larger proportion than men in the workforce, and due to this, the movement gained more attention and power as they were able to raise their voices and opinions.

This was just an example of a case in the Western world, but in many countries, conditions are not up to the mark, while a feeling of danger remains. “Women’s rights in regards to safety and fairness at workplaces might have come a long way, but still require action to achieve global equality.”

Education

Schooling for women dates back to European Revolutions witnessing the demands for the same in the early 19th century. Sociologists believe that the educational mechanism for women evolved gradually as male education dominated more attention and budgeting. The matter of higher education for women was considered a delicate matter both in the American and European circles then. The Protestant Reformation emphasized the need for education for both men and women to understand the religious scriptures. Growing colonial economies also required women to participate as educated partners in the 20th century leading to limited admissions to reputed colleges. These single Gender colleges in the Western world transited to become Co-Educational institutes later. Seminaries and Churches played a significant role in Women education and nurturing them as teachers. However, this did not mean equal opportunity for women in all courses. Discrimination in admissions, selection of subjects and vocation was a common thing.

The Common School Movement started in the 1800s in the United States when schools of every community were funded by common dollars where the people were just not educated but were also taught about the moral values of their culture and even the basics that every citizen should be aware of such as participation in democracy. They also made sure that the right to education was equally available to every person regardless of their gender. Many other states as well as other movements got inspired by this movement and took these values in.

This movement not only helped the citizens of the country but it brought many new opportunities for women from being teachers and advocates to be able to secure higher education.

CURRENT SCENARIO

All the countries have made great improvements in terms of gender equality. In today's time, comparatively more girls have access to primary education than they had before but still out of 4 girls aged between 15-19 are in neither education, employment nor training, compared to 1 in 10 boys. However, this isn't enough to meet the SDGs by 2030.

Guaranteeing the rights of girls and giving them opportunities to achieve their full potential is critical not just for attaining gender equality, but also for meeting a good range of international development goals. Empowered women and girls devote themselves to the health and productivity of their families, communities, and countries, creating such an effect that assists everyone.

Approximately one-quarter of girls within the developing world don't attend school. Typically, families with limited means who cannot afford costs like school fees, uniforms, and supplies for all of their children will prioritize education for his or her sons. An educated girl is most likely to be efficient in family management, have healthier children, and promote the education of her children. She has more opportunities to earn an income for the family and to participate in political activities.

A final area of focus in achieving gender equality is women's economic and political empowerment. Though women comprise over 50% of the world's population, they only own 1% of the world's wealth. Iceland has closed almost 88% of its gender gap and increased its lead over second-ranked Norway.

The global gender gap – which is measured across four key areas: health, education, work and politics – has narrowed slightly to 68.6%. The average gap left to close is now 31.4%, compared to 32% last year. The most-improved countries are Albania, Ethiopia, Mali, Mexico and Spain. This year's overall improvement was mostly the result of progress in politics, as the number of women in parliaments around the world increased.

EDUCATION

Education, one of the most important parts of one's life. Due to different reasons, such as gender discrimination, stereotype, social and cultural laws, etc. many women in several parts of the world do not have access to education around the world are not able to and we must ensure that all women around the world have equal rights to education as men. Also, as a society, it is our responsibility to ensure that education is provided to women but with decent conditions and a safe and secure environment. Education is very important but with education, vocational training should also be promoted as this type of skill development will help women if they are not able to access education or cannot be a part of such jobs that require proper degrees.

Primary and Higher Education

According to World Vision, 130 million girls between the ages of 5-17 are out of school and 15 million primary school-aged girls will never be able to step inside a classroom in their entire lifetime. There are many factors due to which girls in different parts of the world are unable to access education and why the ratio of boys is comparatively much larger than that of girls. To name a few, we have:-



- 1) People from the low-income groups do not have enough resources and so are not able to afford the basic requirements to provide their children with proper education, therefore families with multiple children choose to invest in their son's education compromising their daughter's.
 - 2) Distance from home is also one of the factors where the schools are located far away from the home of the student and so parents are afraid to send their girl child to faraway schools.
 - 3) Child marriage is another major reason. In various parts of the world girls are forced to get married at a very young age which happens to be the time to get them educated, a girl who is married at such an age is most likely to stay at home rather than go to school for education. This not only destroys their dreams but also their future but also prevents a country as a whole from growing economically.
 - 4) Lack of decent health-sanitation facilities and an insecure and unsafe environment inside and around the campus are also hindrances. In certain countries, schemes and policies about compulsory education till a fixed age have been introduced, but the condition doesn't seem to get any better as many barriers still exist.
- “Myths about ‘gendered’ learning gaps have persisted for centuries and continue.”; a stereotype thinking which the society has created continues. Such biases create a negative, deep-rooted and conservative approach which has an adverse impact on society and education for girls.

Vocational and Skill Development Training

These types of training prepare people for occupations that need a special kind of skill, here the importance of skilled and manual labour is more than an educated and mental one. Many women around the world are not educated and so cannot be a part of jobs that require education but promoting vocational and skill development training will encourage women to start a small business and assist in different kinds of workplaces resulting in being independent. Also, they will devote themselves in order to improve their poor quality of life.

Training in such fields should be given importance: Office Management, Electronics, Secretarial Practice, Architecture, Computer, Desktop Publishing, Technology, Travel & Tour.



INDORE

2021

The Right to Education for Women in International Law

The Right to Education based on equality falls under the category of Right Under Human Rights Law. International Treaties signed by several countries contain provisions of Gender Equality in Education.

All provisions associated with non-discrimination, require immediate attention and are considered as core obligations. Meaning “states should take deliberate, concrete, and targeted steps, according to maximum available resources, to move expeditiously and effectively towards the full realisation of the right to education.”

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is the only treaty at the international level which mainly focuses on women’s rights. Article 10 of the CEDAW is the most widespread and well-defined provision that constitutes the Rights for women and Girls in Education in International Law. It puts forward the content related to eliminating discrimination against women and ensuring equal rights as of men in the realm of education.

The UNESCO Convention Against Discrimination in Education (CADE) forbids all kinds of discrimination in the area of education.

As per Article 1 of CADE, it is not only important to provide access to education to all but it is also a responsibility to ensure the quality of education.

Article 4 of CADE states that primary education should be free and secondary and higher education should be affordable. It mentions that the quality and standards of education in the public institutions of the same level should not be below. It suggests that the ones who haven’t received or completed primary education could start and continue it from another level based on their capability.

Case Studies

Afghanistan

There are few female teachers in Afghanistan, and the lack of female teachers is an important barrier to the enrolment of girls, especially in conservative areas where parents may be uncomfortable having their daughters in contact with a male teacher. Because few girls finish high school, they aren't eligible to study at government teacher training colleges - which means that it's difficult to increase the number of female teachers.

STAGES project partners Save the Children and the Aga Khan Foundation developed the GLTTA (Girls Learning to Teach Afghanistan) programme to prepare young women to enter the teaching profession.

Shamila, a GLTTA graduate, talks about her experience. "I studied at a government school until Grade 12. My father and mother are illiterate but they believed in the benefits of being able to read and write. They supported me during school and encouraged me to be a useful person during my life for my community and my country.

"The first time I heard about GLTTA training I had a lot of questions. I wanted to know how long the training would last and if it would help me become a teacher. I shared information about GLTTA with my family and they allowed me to enrol, and now I've graduated. I thought GLTTA was valuable and effective for girls and women who want to be professional teachers in the future. I learned how to teach and write lesson plans. I learned about children's rights and how to teach children too."

Shamila reports that she is more confident because of this opportunity to practice new skills in a real-life classroom. "Now I am a teacher in a school and teaching first-grade students. It's an honour for my family and me. I fulfilled my family's dreams and mine."

Talibani forces acted as another hindrance to the education of girls. During their brief rule over the Swat Valley, the Taliban destroyed more than 400 schools. More than half of these were girls' schools. They argued that women (and girls) should stay in the home. The European Parliament stated in a 2012 resolution that violent extremism in Pakistan continues to impede the rights of girls. Since the government regained control of the region in 2009, it has rebuilt most of these schools, but there is still high inequality: there are 717 primary schools for boys, but only 425 for girls.

Since the Taliban seized control of Afghanistan again on 15th August 2021, many rights of women and girls have been snatched away from them, especially their right to education. Even though primary school girls can go back to classes and women can go to universities to get their degrees, high school's for girls will remain closed. The new fundamentalist government has made it compulsory for universities and schools to teach in gender-segregated classrooms where male teachers will teach male students, and female teachers will teach female students, and where women will have to cover their faces with hijab veils. Numerous promises have been made by the Taliban to protect all the rights of women and girls, but they will be in accordance with Islamic laws.

Pakistan

Pakistan is the country with the second-highest number of children out of school, according to UNESCO. Two-thirds (over 3 million) of these are girls compared to other lower-middle-income countries, Pakistan has a low primary enrolment rate.

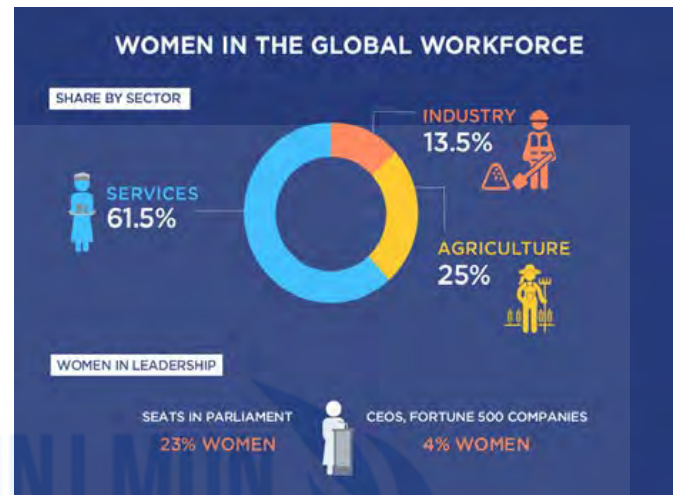
Only 54% of girls are enrolled in primary school, which drops to 30% for secondary school. Girls are also more likely than boys to drop out of primary school, mainly owing to poverty. Although gender parity in education improved from 2001 to 2011, the World Bank still reports a ratio of 79 girls to 100 boys in primary and secondary schools. Poverty is an obvious adverse factor for girls' schooling. When large families can only afford school for some of their children, daughters often lose out to sons. Other factors hindering girls' education identified by researchers from the Pakistani Population Council include access and long distances to school (with dangers of sexual violence), cultural constraints, early marriage and/or pregnancy, and lack of water and sanitation in schools. Some Pakistani religious representatives stated in interviews that girls should not receive the same education as boys, but be prepared to become 'obedient wives and mothers'.



EMPLOYMENT

As of 2018, women contribute to 48.5% of the workforce around the world and so it is very important to improve the condition of workplaces and the way they are treated in many places.

Gender discrimination being the major factor exists in a large part of the world and so women face a lot of difficulties such as the gender pay gap where they are comparatively paid less as compared to men for performing the same job. Also, non-wage benefits are a requirement as women need to take care of themselves. Even in today's time, not everyone is educated and in order to support women financially, we need to promote small businesses so that they could be financially independent.



Gender Pay Gap

The gender pay gap is the difference between the distribution of earnings given to the employees based on gender. In many workplaces around the world, we can observe that women are paid less than men for doing the same job. Now when we are talking about the gender pay gap, it is important to pay attention that women might be discriminated against and paid less as compared to men but in some workplaces women of a certain race, ethnicity and colour suffer more than others.

Example:-

Women of all races earned, on average, just 82 cents for every \$1 earned by men of all races. This calculation is the ratio of median annual earnings for women working full time, year-round to those of their male equivalent, and it translates to a gender wage gap of 18 cents.



Non-Wage Benefits

Providing Non-Wage benefits, for example, paid maternity leaves will help in women empowerment by allowing mothers to support themselves while raising a newborn and it will also help them recover in the given time.

These leaves could be given to an employee before or after pregnancy as per their choice.

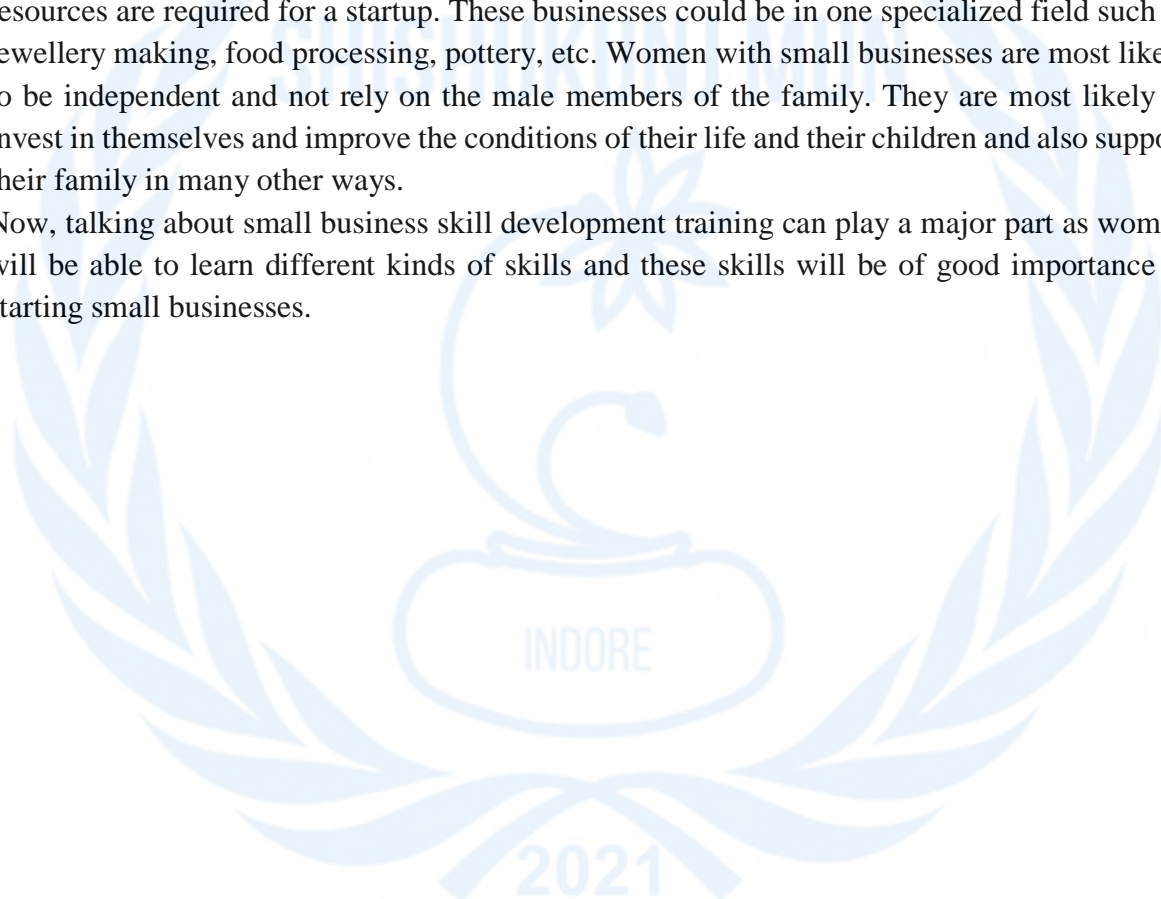
Under the family and medical leave act of the United States, employees are allowed to take time off for 12 weeks after giving birth but the leave is unpaid. The parents who rely on day to day paychecks might face a problem in order to meet their ends and fulfil their requirements.

If these leaves are paid, parents will be able to raise their children in a better way and it might benefit the economy, will increase the number of women in the workplace, help low income earning and women of colour, as per a survey it also improves employee productivity as they are happier and work more productively. Keeps families' economy self-sufficient as it helps the families to be financially stable, and according to a study it reduces infant mortality rate as babies are born much healthier when the parent is given required rest and help their employees get better in time.

Small Businesses

These are small and privately owned corporations owned by a single person or a small group of people which has fewer workers, there is less amount of revenue produced and not many resources are required for a startup. These businesses could be in one specialized field such as jewellery making, food processing, pottery, etc. Women with small businesses are most likely to be independent and not rely on the male members of the family. They are most likely to invest in themselves and improve the conditions of their life and their children and also support their family in many other ways.

Now, talking about small business skill development training can play a major part as women will be able to learn different kinds of skills and these skills will be of good importance in starting small businesses.



Case Studies

Japan

In the 1990s, Japan's female labour force participation rate was among the lowest in the developed world. In 2013, recognizing the power of women's economic participation to mitigate demographic challenges that threatened the Japanese economy, Prime Minister Shinzo Abe proposed to adopt so-called womenomics as a core pillar of the nation's growth strategy. Womenomics—a concept coined by Kathy Matsui, chief Japan strategist for Goldman Sachs—is a policy strategy based on research demonstrating that closing the gender gap in formal labour force participation would counter Japan's ageing workforce and boost GDP by 13 to 15 per cent.

Initially, the country's female labour force participation rate continued to lag behind that of peer nations, including other Group of Seven nations, and critics expressed scepticism that top-down political reforms would have a lasting benefit. By 2016, female labour force participation had risen to 66 per cent, surpassing that of the United States (64 per cent). Analysis of the success of womenomics finds areas of progress but also persistent challenges. Government policies to increase women's labour force participation have had a little immediate effect on the strong cultural pressures that dissuade many Japanese women from staying in the workforce. And although Japan offers one of the world's most generous gender-neutral parental leave policies, only 2 percent of fathers take any leave, compared with 83 percent of mothers. Those women who do remain economically active are significantly more likely to pursue part-time or irregular work, a practice that hampers their career development; even in 2014, only 1 percent of executives in Japan's top twenty companies were women. In light of these trends, the government has pledged to amplify policies to incentivize the use of gender-neutral leave policies, allow for flexible work environments, reform the tax code to reward dual earners, and combat workplace discrimination.

Bangladesh

With 47 million people (31 per cent of the population) living below the poverty line, the Government of Bangladesh has recognized the contribution of women to national economic development and the consequent significance of promoting their economic participation, as evidenced.

As stated in the implementation plan for Bangladesh Vision 2021 is a commitment to women's economic empowerment: "Due attention will be given to enhancing the participation rate of women in the labour force from 29 per cent to at least 40 per cent by 2021."

As well as mainstreaming gender, the Sixth Five-Year Plan includes specific measures to increase women's labour force participation, employment and enterprise development, in the context of "the mission... to ensure women's advancement and rights in activities of all sectors of the economy".

POLITICAL PARTICIPATION

Women have always been seen as someone who is incapable of making decisions and so have a hard time getting a seat at the table. Society does not understand that having women in such higher positions is of great importance and also that they can be huge assets for the nation. Many women around the world, in different countries, face different challenges and if women are given seats with the power they will be able to understand the actual problems faced by their people and will be able to bring a change in society. Also, having a combination of both genders, male and female, there would be the innovation of new and different ideas which could help the country in many ways.

Executive Positions

Looking at the records we can observe that only 22 countries have had women as the Heads of State or Government and around 119 countries have never had women in these positions to date. It is said that 130 more years could take for this to happen. Only 21% of women serve as government ministers with only 14 countries having achieved 50% or more women as cabinet ministers, with this rate it is not possible to have women as ministers before 2077. The most common positions held by women are social affairs; Environment/natural resources/energy; labour/vocational training, and Women affairs/Employment/ gender equality. Having women at executive positions in the parliament will be of great importance as holding such powers in their hands these women would try to help their people who still face discrimination in their country and they will also try to improve their condition as being women they will understand the actual problem.



National Parliaments

2011 UN General Assembly notes, “Women in every part of the world continue to be largely marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care and the disproportionate effect of poverty on women.” Worldwide, women are under-represented in politics when compared to men. Women continue to experience discrimination related to their participation in political activities. Participation of women in decision-making has only brought an increase in mainstreaming gender in all areas, however in many societies, women belong to the minority in such fields. In 2018, the number of women presiding over houses of national parliaments was 55 (of the 279 posts worldwide). Structural barriers through discriminatory laws and institutions still limit women’s options to run for office. According to UNWOMEN at the current rate gender parity in national legislative bodies will not be achieved before 2063.

Shishukunj Model United Nations
October 10-11, 2021

Their full integration into political affairs is necessary for them to be emancipated and enjoy their fundamental human rights.



Case Studies

Finland

In 1906, Finnish women became the first in the world to have unrestricted rights to vote and run for parliament. The Finnish national quota law, introduced in 1995, mandates that among all indirectly elected public bodies, neither sex in the governing body can be under 40%. The effect of this law can be seen by the proportion of women on municipal executive boards increasing from 25% in 1993 to 45% by 1997. The quota law also affected gender segregation in local governance: before the passage of the law, there had been a gender imbalance in terms of female overrepresentation in “softer” domains, i.e. those concerned with health and education, and female underrepresentation in “harder” domains, i.e. those concerned with economics and technology. By 1997, these areas were balanced horizontally but areas not subject to quota laws continue to be imbalanced. In 2003, it was determined that only 16% of the chairs of municipal executive boards are female—chair positions in this area are not quota-regulated. This shows that despite progress, there is still work to be done.

India

Pratibha Devisingh Patil was the 12th President of India. She is the first woman and the first Maharashtrian to hold this post. Patil, a member of the Indian National Congress, was nominated by the ruling United Progressive Alliance and Indian Left.

She made history as she took oath as India’s first woman President on July 25, committing herself to work for the well-being of its citizens and setting an agenda for the nation on issues such as women’s empowerment, modern education and inclusive growth.

“It should be our combined endeavour to sustain (economic) growth and ensure that it is socially inclusive. We must ensure that every section of our society — particularly the weak and the disadvantaged — are equal partners in, and beneficiaries of the

development process.” In a tacit admission that her journey to Rashtrapati Bhavan has been sudden and unexpected, she said: “I am fully aware of the great responsibilities placed on my humble shoulders.” Calling India “an ancient civilisation but a young nation”, she said: “We must all stand united in the fight against such divisive and destructive tendencies as communalism, casteism, extremism and terrorism.” The new President emphasized the spread of education. “To realise the full potential of our people, we must invest in their capabilities and empower them with modern education and comprehensive health care. “We must ban malnutrition, social evils, infant mortality and female foeticide. I wish to express my full commitment to the protection of child rights,” she said. Patil stressed the need to protect the planet and the environment. “I am deeply committed to the cause of education and would like to see every person, man and woman... be touched by the light of modern education. Empowerment of women is particularly important to me as I believe this leads to the empowerment of the nation.”



CONCLUSION

Historically women have faced a lot of challenges and continue to do so, even though we have made a lot of progress in the past few years, still, there is a need for change.

The debate and discussion here have to focus on the solutions and efforts that could be made in order to make a change and provide women with equal rights as men, end discrimination and build a safe environment around them. It is necessary to ensure that women get to play an equal role in economic and political decision making, providing them with access to education and new opportunities at workplaces will lead to long term sustainable changes and solutions. With the consideration of these points, women would be able to help in the growth of the country and contribute to the economy and also will be able to live in a world that is free of any stereotype.



QUESTIONS A RESOLUTION SHOULD ANSWER

1. What kind of support can be provided for post-conflict countries for the promotion of women's education?
2. How can the factors that prevent women from engaging more actively in politics be eradicated?
3. What are the main policies that should be implemented in order to encourage the political participation of women?
4. How can we get rid of the negative factors affecting women's participation in primary and higher education?
5. What would be the benefits of prioritization regarding women's economic participation?
6. How can the developed nations involve the less developed nations in achieving the sustainable development goal 5?
7. What steps can be taken to ensure that women receive non-wage benefits at workplaces?
8. What kind of attempts are required to provide strong progress in the countries which have a slow rate of women's participation in executive positions?
9. What are encouraging strategies to make sure that all countries take The Right to Education based on equality as a Right Under Human Rights Law?
10. What steps can be taken so that women all around the world can break the glass ceiling that surrounds them?

BIBLIOGRAPHY

http://studyhallfoundation.org/prerna-girls/case_studies.php

[Girls' Education Challenge: Case Studies June 2016https://www.cfr.org/womens-participation-in-global-economy/case-studies/japan/](https://www.cfr.org/womens-participation-in-global-economy/case-studies/japan/)

[THE 17 GOALS | Sustainable Development](#)

<https://www.unwomen.org/en/about-us/about-un-women>

[Women and girls | Right to Education Initiative](#)

[UN-Women Executive Board: Members | UN Women – Headquarters](#)

[The History of Women in Education - HEPG](#)

<https://womendeliver.org/2018/why-women-in-politics/>

[Facts and figures: Women's leadership and political participation | What we do | UN Women – Headquarters](#)

[Highlighting Importance Of Women Leadership In Your Organization - WITI](#)

<http://news.bbc.co.uk/2/hi/europe/5036602.stm>.

https://www.unescap.org/sites/default/files/SDPB%202019-03_Political%20Participation_1.pdf

<https://www.un.org/sustainabledevelopment/gender-equality/>
<https://sdgcompass.org/sdgs/sdg-5/>

<https://www.ipu.org/news/case-studies/2021-03/women-in-politics-in-new-zealand-heres-what-they-are-doing-right>

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_173293.pdf

[Common School Movement - Colonial and Republican Schooling, Changes in the Antebellum Era, The Rise of the Common School - StateUniversity.com](#)

[United Nations Resources - American Women: Resources from the Serial & Government Publications Collections - Research Guides at Library of Congress](#)

<https://www.un.org>

<https://www.ipu.org>

<https://www.smilefoundationindia.org/blog/equality-and-education-for-girl-child/>

www.thehighereducationreview.com

<https://www.brookings.edu/essay/the-history-of-womens-work-and-wages-and-how-it-has-created-success-for-us-all/>

<https://www.thebalancecareers.com/sick-leave-is-an-appreciated-employee-benefit-1918263>

[Taliban ban girls from secondary education in Afghanistan | Afghanistan | The Guardian](#)

[Education, Social Restrictions, and Justice in Taliban-Held Afghanistan | HRW](#)

[Afghanistan's Taliban Prohibit Girls From Attending Secondary School - WSJ](#)

[Afghanistan: Taliban announce new rules for female students - BBC News](#)

[SDG 5: Achieve gender equality and empower all women and girls – SDG Compass](#)