



American Model United Nations

Economic and Social Council

ECOSOC/IV/4

SUBJECT OF RESOLUTION: Report of the Commission on the Status of Women

SUBMITTED TO: The Economic and Social Council

SUBMITTED BY: The Commission on the Status of Women

The Economic and Social Council

1 *Recalling* the commitments of the Beijing Declaration and Platform for Action
2 (A/52/231) as well as those contained in the outcome document of the twenty-third
3 Special Session of the United Nations General Assembly entitled “Women 2000: Gender
4 Equality, Development and Peace for the Twenty-First Century” (A/S-23/10/Rev.1)
5 which encouraged men to participate fully in all actions towards gender equality and
6 urged the establishment of principle of shared power and responsibility between women
7 and men at home, in the community, in the workplace and in the wider national and
8 international communities,

9
10 *Guided by* the generational differences between men and boys,

11
12 *Convinced* that men will benefit from broad social and cultural changes associated
13 with gender equality, which are characterized by less rigidity and stereotyping of
14 masculinity, that will increase options for men and will likely yield benefits in mental
15 health and psychological well being,

16
17 *Acknowledging* the difficulties posed by differences in socioeconomic status of
18 various nations and their citizens,

19
20 *Aware of* economic burdens many states face that hinder the implementation of
21 educational programs,

22
23 *Emphasizing* the need to preserve the individual cultural identity of specific
24 nations,

25
26 *Realizing* that gender inequalities are prominent in the workplace,

27
28 *Bearing in mind* that educational curriculum involving gender sensitivity training
29 is beneficial to both boys and girls,

30
31 *Recognizing* the need for training teachers and other personnel dealing with
32 children to promote ways to engage boys and young men in gender equality,

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34 1. *Affirms* the necessity of mainstreaming gender issues within the educational
35 curriculum of member nations;

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37 2. *Recommends* that member nations study socialization and learning processes
38 through which men learn about gender issues and among different ethnic groups and
39 social classes;

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41 3. *Welcomes* efforts to reduce gender segmentation in the workplace both in the
42 public sector and in the private sector;

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44 4. *Encourages* member states to work with mass media to communicate messages
45 about broader, less segregated economic goals for both men and women;

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47 5. *Further invites* the creation of educational programs that give men and boys the
48 skills and knowledge to take on new roles in households, families and the domestic
49 sphere, including such programs as:

50

51 (a) School based life skill courses,

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53 (b) Adult education programs directed at men and boys on the community
54 level,

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56 (c) Programs to inform teachers about gender education for boys and girls;

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58 6. *Endorses* the collaboration of national governments and non-governmental
59 organizations (NGOs) in developing specific-purpose programs for boys in academic and
60 community based settings covering issues of masculine identity, friendships, family
61 structures, sexuality and violence which would transcend institutional formality to make
62 effective informal links between adults and youth;

63

64 7. *Requests* the use of and promotion of youth activities and informal education
65 including programs outside school and colleges that will improve men's gender sensitivity
66 and allow them to become better gender educators;

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68 8. *Recognizes* the authority of member states and their right to national
69 sovereignty in achieving these goals.

Passed, Yes: 18 / No: 1 / Abstain: 6