



American Model United Nations
ECLAC

Economic Commission for Latin America and the Caribbean

**Report to the Economic and Social Council
on The Regional Conference For Women in
Latin America and the Caribbean**

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21 **Executive Summary**

22

23 Economic Commission for Latin America and the Caribbean (ECLAC) is pleased to
24 present to the Economic and Social Council its final report for the topic on the Regional
25 Conference on Women in Latin America and the Caribbean. The following report covers
26 a wide range of subtopics including: ending discrimination, ensuring maternal health,
27 providing sex education, and promoting gender equality and education.

28

29 Chapter one includes the four resolutions that have been passed by this committee. The
30 first resolution focused on education among women in matters of maternal health and sex
31 education for both women and men. Included were recommended measures that facilitate
32 the diffusion of the stigma of victims of domestic violence as well as the creation and
33 renovation of community facilities that house these victims.

34

35 The second resolution focuses on education of both men and women about the value of
36 women. It includes finding non-traditional ways to educate women, at a variety of times
37 including day and night, as well as technological investments that facilitate education in
38 every region and an implementation of universal primary and secondary education. The
39 resolution supports the use of scholarship programs to open avenues for higher education,
40 using funds from non-governmental organizations and from Member States when
41 possible. It also focuses on the need for equality between men and women in the areas of
42 wages and job availability and encourages government action and reform towards this
43 end.

44

45 The third resolution places emphasis on primary education that educates people of all
46 ages and gender. It encourages the use of campaigning to promote the education for
47 women, as well as incorporating the use of non-governmental organizations to solve
48 regional educational problems.

49

50 The fourth resolution urges governments to provide training in the teaching profession. It
51 suggest the formation of “Teachers Without Borders” with specific encouragement of
52 female participants to participate within limits set by each individual country. Aid for this
53 program would be provided by ECLAC and non-governmental organizations.

54

55 Chapter two covers the deliberations and proceedings of the ECLAC that produced this
56 proposal. It includes a brief summary of the relevant and significant debate on this topic
57 as well as the voting record for the resolutions presented in the report.

58

59 This report was accepted by ECLAC by consensus with no abstentions.

Chapter I
Matters calling for action by the Economic and Social Council or brought to its attention

Draft Resolution I

60 **The four prong system: education, finance, policy reform, and the expansion of the**
61 **work force**
62

The Economic and Social Council

1 *Reaffirming* the duty of all States to promote and protect human rights and
2 fundamental freedoms under the Charter of the United Nations (UN),
3

4 *Reaffirming* also the UN's decision in A/RES/58/142 to promote and protect the
5 right of women to participate in all levels of government, and the Universal Declaration
6 of Human Rights, which States that all people have the right to participate in his or her
7 country's government,
8

9 *Reaffirming* further the UN's decision in A/RES/59/164 to improve the status of
10 women in the United Nations system,
11

12 *Reaffirming* the International Covenant on Civil and Political Rights and the
13 International Covenant on Economic, Social, and Cultural Rights, which recognize that
14 every person in every State has certain rights that are superior to the domestic laws of the
15 State, and afford women equal working wages as men, as well as equal economic, social,
16 cultural, political, and civil rights as men,
17

18 *Reaffirming* also the Universal Declaration of Human Rights, which formally
19 recognizes the fundamental standards of human rights, and recognizes that said rights are
20 universally applicable across all States and people, without gender distinctions,
21

22 *Recalling* the Convention on the Elimination of All Forms of Discrimination
23 Against Women (CEDAW) and its commitment to taking active steps toward ending
24 discrimination against women and promoting gender equality through legislation, and
25 reorganization and establishment of institutions to ensure protection of women's rights,
26

27 *Recalling* also the aims of the Beijing Platform for Action in the areas of gender
28 equality and development,
29

30 *Recalling* further the Millennium Development Goals (MDGs) promotion of
31 gender equality and the empowerment of women, and of the need for protection of equal

32 rights and opportunities for women and men,

33

34 *Disappointed* that the goals of CEDAW, the Beijing Platform for Action, and the
35 MDGs pertaining to women have yet to be fully reached,

36

37 *Noting* that true gender equality requires equity in politics, the workplace, and in
38 society generally,

39

40 *Noting with regret* that women's participation and representation in political
41 institutions continues to be far lower than that of men,

42

43 *Noting with deep regret* that this unequal representation in political institutions
44 causes women to have much less influence on the legislation and decisions that affect
45 them directly,

46

47 *Recognizing* the positive effect that more women in politics would have on the
48 status of all women in the State and the subsequent need for a more proactive approach to
49 increasing and equalizing women's participation and representation in politics,

50

51 *Recognizing also* the necessity of increasing women's participation in all levels of
52 domestic and international political institutions to fully realizing the goals of past
53 resolutions on eliminating discrimination against women and promoting equality,

54

55 *Noting* that the detrimental effects of gender discrimination and inequity extend to
56 all aspects of society, and there are thus instrumental roles for both women and men,

57

58 *Noting* that attitudes toward women begin to formulate at a young age and that
59 gender sensitivity is not currently taught in schools,

60

61 *Believing* that educational reform would contribute greatly to improving the image
62 of women in society by encouraging children and all people to value women,

63

64 *Noting with regret* that the media currently perpetuates negative images of women
65 as secondary citizens,

66

67 *Convinced* that equity in the workplace is a necessary condition for improving the

68 status of women in society,

69

70 *Also convinced* that wage discrimination and poor working conditions based on
71 gender cannot remain if societies want to be free from gender inequality,

72

73 *Acknowledging* the importance of economic and political stability in the pursuit of
74 creating more gender equality,

75

76 1. *Realizes* the need for education regarding cultural awareness, including a
77 curriculum aimed at socializing males to value women more highly and empower
78 females;

79

80 2. *Recommends* the implementation of education on sexual violence;

81

82 3. *Encourages* the use of non-traditional educational practices in addition to
83 public schooling including:

84 (a) athletics;

85 (b) arts;

86 (c) vocational training;

87 (d) extracurricular academic activities;

88 (e) education regarding healthcare;

89 (f) education regarding cultural understanding;

90

91 4. *Supports* the scheduling of classes at a variety of times including day and night
92 classes;

93

94 5. *Calls upon* the technological investment to provide distance education for girls
95 and women in rural areas, especially indigenous women;

96

97 6. *Affirms* the implementation for universal primary and secondary education:

98 (a) defines primary education as schooling from grades 1-8;

99 (b) defines secondary education as schooling from grades 9-12;

100

101 7. *Urges* the opening of avenues towards achieving higher education through

102 measures such as scholarship programs;

103

104 8. *Invites* the creation of organizations to provide incentive and practical resources
105 for women to participate in the political process whether civil or governmental;

106

107 9. *Proclaims* the target of an increase in the percentage of women in the
108 workforce, public and private;

109

110 10. *Endorses* the implementation of anti-discrimination laws;

111

112 11. *Acknowledges* the necessity for maternal care, maternity leave and childcare in
113 the workplace;

114

115 12. *Further invites* economic incentives for compliance by corporations including,
116 but not limited to:

117 (a) tax breaks;

118 (b) subsidies;

119 (c) priority regards to government contracts;

120

121 13. *Encourages* the equality of wages between men and women;

122

123 14. *Confirms* the need for a widening of the workforce:

124 (a) Widening defined as an increase in the overall available employment;

125

126 15. *Reaffirms* the need for more variety in employment available to women:

127 (a) Variety defined as an assortment of shifts and required work hours including
128 part-time employment;

129

130 16. *Recognizes* the sovereignty of each Member State to implement policies with
131 their choice of private or public sources for said widening and variation;

132

133 17. *Urges* Member States to emphasize the importance of financing for the
134 aforementioned education from able-bodied States;

135

136 18. *Notes* the available financing from United Nations Fund for Women
137 (UNIFEM) and United Nations Children Education Fund (UNICEF) and encourages
138 States to seek outside funding sources;

139

140 19. *Urges* Member States to contribute financially when possible to the overall
141 development of gender equality in the region;

142

143 20. *Acknowledges* the private sector as an additional possible source of funding;

144

145 21. *Requests* an increase in reports regarding the progress of the accomplishment
146 of the aforementioned goals to a biannual schedule;

147

148 22. *Realizes* the result of said policies will be changes in societal attitudes.

149

150 **Draft Resolution II**

151 **Education for women and men including topics about: maternal health, sex, and**
152 **domestic violence.**

The Economic and Social Council

153 *Reaffirming* the Beijing Declaration and Platform for Action and the Convention
154 on the Elimination of all Forms of Discrimination Against Women (A/RES/62/218),

155

156 *Recognizing* the work of this Commission both previous and subsequent actions
157 taken towards promoting socioeconomic equality for women,

158

159 *Seeking* further progress in the implementation of programs and towards gender
160 equality,

161

162 *Noting with satisfaction* the high success and return rate of social and economic
163 programs for women,

164

165 *Aware of* the need for increased social and economic security for women,

166

167 *Realizing* that issues facing women vary throughout the region and only through
168 an integrated approach will any of these issues begin to be resolved,

169

170 1. *Expresses* its hope that Member States use all available outlets to end
171 discrimination on the basis of sex;

172

173 2. *Notes* that through comprehensive sex education for both men and women the
174 instances of sexually based offenses can be reduced;

175

176 3. *Endorses* increased support for maternal health in accordance with the
177 Millennium Development Goals;

178

179 4. *Encourages* the protection of a degree of sexual and reproductive rights,
180 combatting the spread of sexually transmitted infections, such as HIV/AIDS;

181

182 5. *Emphasizing* the importance of the creation and renovation of pre-existing
183 community facilities to house and provide security to victims of domestic assault and
184 abuse;

185

186 6. *Recommends* long-term regional campaigns that diffuse the stigma associated
187 with women who have been victims of domestic violence.

188

189

190 **Draft Resolution III**

191 **Primary education for all people regardless of age or gender.**

192

The Economic and Social Council

193 *Recognizing* the existent inequality between men and women at the workplace or
194 any other public spheres,

195

196 *Understanding* the importance of the education for women,

197

198 *Reaffirming* the goals of the ninth session of the Regional Conference on Women
199 in Latin America and Caribbean,

200

201 *Acknowledging* the previous efforts and recognizing the remaining obstacles
202 which challenge the Latin American region,

203

204 *Noting* that the sustainable change should be made upon this issue through short-
205 term programs which will result in a long-term economic success,

206

207 1. *Strongly places emphasis* on primary education by means of establishing
208 institutions that educate people of all ages;

209

210 2. *Reaffirms* the need for alleviating gender disparity in regards to literacy;

211

212 3. *Encourages* the utilization of an information campaign to promote the
213 involvement of women within their societies by:

214

215 (a) Calling for the distribution that perpetuates positive images of women
216 as role models in educational literature and textbooks;

217

218 (b) Promoting the implementation of ad-campaigns that include women
involvement in education and society the format of which will be left at the
discretion of the Member States;

- 219
220 4. *Incorporates* Latin American non-governmental organizations to solve regional
221 educational problems;
222
223 5. *Strongly urges* the establishment of centers as a means of an immediate course
224 of action for women with an emphasize on reaching out to the indigenous
225 population:
226 (a) Calling for centers to offer educational and employment opportunities;
227 (b) Promoting for center to act as shelters to provide information on sex,
228 abuse, and marital problems, and offer contact information for help;
229 (c) Utilizing these centers as a place to obtain information about the status
230 of women;
231
232 6. *Encourages* fairness in educational opportunities regardless of region to prevent
233 urban migration of labor;
234
235 7. *Encourages* the long-term stance of promoting higher education by establishing
236 bilateral exchange programs within education and the workforce;
237
238 8. *Recognizes* the importance of women not being overlooked from the workforce,
239 emphasizing the issue of empowering women by providing fair chance with men;
240
241 9. *Respecting* women's involvement to be committed by their own decision and
242 willingness to participate into the workforce in a deeper scale;
243
244 10. *Encourages* the companies to open seminars, professional trainings, or classes
245 for workers as the means of the vocational opportunities to get a more precise
246 education;
247
248 11. *Recommends* the use of incentives to private employers to allow their workers
249 to have vocational training;
250
251 12. *Suggests* that all nations cooperate and put the utmost efforts to ameliorate the
252 situation.
253

Draft Resolution IV
Teacher training and promotion of "Teachers without Borders"

The Economic and Social Council

- 254 *Noting with satisfaction* the existence of exchange programs within the teaching
255 profession that are trying to make a difference,
256
257 *Acknowledging* the professional exchanges in the medical field that are already
258 taking place between multiple Member States of ECLAC,
259

260 *Noting with regret* the absence of education in rural areas and in particular its
261 effects on the women and girls in the said areas,

262
263 *Recognizing* the difficulties faced by teachers in rural areas including but not
264 limited to the areas of economy and safety,

265
266 *Acknowledging* the benefits of comprehensive health-care education in rural areas,

267
268 *Reaffirming* every State's right to set curricula,

269
270 1. *Urges* individual governments to provide subsidies and free training in the
271 teaching profession;

272
273 2. *Suggests* the formation of a 'Teachers Without Borders' program that would
274 allow teachers to work comfortably in the rural regions of Latin America and the
275 Caribbean without restrictions imposed by national identity;

276
277 3. *Encourages* governments to train teachers in exchange for their agreement to
278 teach in rural areas;

279
280 4. *Recommends* that the individuals who participate in this project work for a term
281 limit that is designated by their own countries;

282
283 5. *Calls upon* ECLAC to work with other NGOs to aid in the organization and
284 actualization of this program;

285
286 6. *Suggests* that States actively recruit women into these programs.
287

Draft Resolution VI

The Economic and Social Council

288 *Reaffirming* the need for citizens to become more involved in local and regional
289 economies,

290
291 *Acknowledging* the positive effects of education on the development and
292 diversification of the economy,

293
294 *Realizing* that education fosters innovation which results in entrepreneurial
295 activity and the further development of existing industries,

296
297 *Understanding* that higher levels of education will bring enhanced comprehension
298 of economic policies and situations,

299
300 *Realizing* the disparity caused by socio-economic situations to the access of
301 education of the peoples of Latin America and the Caribbean,

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Noting the particular deficiency of education in rural and indigenous populations,

Emphasizing the work within the body towards the advancement of women's education,

Expressing deep concern of the outflux of highly skilled and educated professionals from Latin America and the Caribbean,

Reaffirming the propositions set forth by the Millennium Development Goals in regard to education of the youth with extension to higher education,

1. *Encourages* the formation of a medium to facilitate the union of resource and need in reference to vocational search;

2. *Calls for* the expansion and creation of exchange programs, with the stipulation that participants in the exchange programs must return to work within their home country's economy;

3. *Urges* the creation of a regional scholarship fund which welcomes contributions from both private and public entities;

4. *Supports* programs and seminars that provide education of sustainable consumption and investment practices;

5. *Solemnly affirms* the work of this body in reference to primary and secondary education;

6. *Encourages* the diffusion of knowledge regarding educational opportunities through an information campaign;

7. *Endorses* the benefits of education at all ages;

8. *Encourages* government incentives for private enterprises that offer time off to workers in the pursuit of educational opportunities, especially, to those employers who allow unskilled workers to garner a primary and secondary education;

9. *Graciously welcomes* the implementation of distance learning programs in areas where infrastructural limitations hinder the traditional classroom method of pedagogy.

341 **Chapter II**
342 **Consideration of the Regional Conference on Women in Latin America and the**
343 **Caribbean**

344
345 **A. Deliberations**
346

347 Representatives stressed the importance of education as the foundation for combating the
348 gender discrimination in work fields, governments, and society as a whole. Calling for
349 integrated education including cultural aspects, vocational training, and academic focus to
350 contest the disparity among the genders, the Commission urged for the redefinition of
351 societal roles through non-traditional programs within and outside the school systems.
352 Furthermore, great focus was given to the promotion of health, sexual, and gender based
353 violence education as a means of advancing the social status of women. Some of the
354 delegations strongly favored the implementation of information campaigns on a regional
355 and a national level that will promote cultural appreciation and involvement of women in
356 society. The Member States sought to heighten the value of women in society by revising
357 textbooks and school curriculum to encompass a more equitable representation of women
358 in society at a national level. A number of representatives promote the creation of
359 community centers for women. In these centers, women would receive the
360 aforementioned non-traditional forms of education, vocational and self-preservation
361 training. The representatives encourage these centers to be established by non-
362 governmental organizations.

363
364 By general consensus, primary education was found to be the cornerstone of the
365 furthering of women and female children in the economic, social, and political spheres of
366 our societies. In addition, the topic of continuing education was discussed, though no
367 agreement was reached on implementation of proposed solutions and alternatives. A
368 select amount of representatives encouraged the creation of higher education exchange
369 programs among nation Member States.

370
371 Recognizing the accessibility barriers presented by the amount of rural area in Latin
372 America and the Caribbean, the Commission found that the use of distance learning
373 programs with improved technology would be essential to fill the existing gaps in
374 education. Many delegations expressed deep concern about the specific isolation of
375 indigenous women populations within their national borders and were content with the
376 emergence of the distance-learning program as a probable solution.

377
378 On acquisition and allocation of capital, the use of microfinancing was widely discussed
379 but a consensus was not reached. Microfinancing could be used in this particular case as
380 small loans given to groups or communities to create entrepreneurial opportunities for
381 women. On the particular issue of funding, the Commission looked beyond their national
382 governments to pre-existing monetary resource organizations, namely United Nations
383 Fund for Women (UNIFEM) and United Nations Child and Education Fund (UNICEF).
384 In addition to the use of these external sources, the representatives of the Commission
385 urge one another to consider multilateral collaboration with resources that Member States
386 cannot provide themselves internally.

387

388 Also related to the financing debate, the Official Development Assistance (ODA) was
389 mentioned. A large number of representatives expressed their desire to see ODA
390 commitments fulfilled, specifically by increased contributions by the Member States of
391 the Commission. No decision was reached for this discussion.

392

393 A select few members of ECLAC emphasized the importance of existing scholarships
394 for higher education at a national or exchange level, encouraging developed States to
395 make such available.

396

397 The Commission was in support of promoting government incentives to corporations and
398 other organizations that fulfill gender targets and educational goals, thus encouraging
399 such organizations to be more participatory in the accomplishment of said objectives.

400

401 Member States not only supported the integration of women and female children into the
402 educational system but also their full incorporation into the work force. In order to
403 accomplish this, the body concentrated their efforts on promoting governmental reward
404 systems that will encourage the fulfillment desired gender targets in the workforce. As a
405 means of achieving these objectives, representatives emphasized the necessity of the
406 expansion of workforces in our respective Member States to allow greater availability of
407 employment, particularly for women. Furthermore, it was thought that a widening of the
408 workforce should lead to a greater flexibility overall.

409

410 On the issue of vocational training for women, a small amount of disagreement existed
411 within the Commission in regards to who should receive this training. Yet the overall
412 opinion rose to be that this vocational instruction should be offered both in the
413 educational system and the private sector.

414

415 For the most part, the representatives strongly accentuated the importance of achieving
416 equal treatment, access, and opportunity for women in the workforce above all other
417 concerns within the larger labor issue.

418

419 The Latin American and Caribbean nations realized the inherent necessity of addressing
420 the issue of women's greater societal status and importance specifically in regards to their
421 own governmental policies and actions that directly and indirectly affect women. Having
422 evaluated the current political participation levels of women in each respective Member
423 State, the Commission urged the formation of policies and organizations to further propel
424 women toward achieving a higher level of political relevance. ECLAC felt that gender
425 mainstreaming would be sufficiently addressed through these political encouragements
426 toward improvement.

427

428 It was proposed that Member States look to their national allocation of funds for any
429 needed resources before seeking external funding. It was also assumed that these
430 governments should take full responsibility for implementing the economic incentives
431 mentioned earlier in the Commission for private industries.

432

433 As a final outlook on the advancement of women, the representatives considered the
434 necessity of encompassing health into the deliberations. The concern of maternal health
435 care was brought to the attention of the Commission and a rapid consensus was realized
436 on the issue.

437
438 The protection of reproductive rights was a sensitive issue for many countries at the
439 onset. However, once the proposal was more narrowly defined wide support was quickly
440 galvanized with few objections.

441
442 The representatives insisted on the accountability necessary for the agreed upon goals and
443 frameworks to fully come into effect. The body called upon its members to hold each
444 other accountable.

445
446 The sustainability of the discussed points and their true effects on the national, regional
447 and global economy were discussed at large. Great concern was expressed for the need
448 that sustainability be more concretely realized. The Commission as whole was pleased
449 with the prospective level of sustainability in the outlined proposals.

450
451 Throughout the entire session on the advancement of women, incredible concern was
452 taken in regards to protecting the unalienable sovereignty of each Member State.
453 Ultimately, there was a unanimous regard for avoiding policies that would
454 inappropriately impede upon the ability of any State government to freely and actively
455 pursue what would be in the best interest of their citizens.

456 457 **B. Action taken by ECLAC**

458
459 At its meeting on November 22 -25, 2008, the Commission approved for
460 recommendation for adoption by the Economic and Social Council four resolutions. The
461 first passed draft resolution, II/1, seeks to address health needs, sexual education, and
462 reproductive rights for women in Latin America and the Caribbean, and was sponsored by
463 Dominican Republic, Argentina, Costa Rica, Ecuador, Barbados, Brazil, Jamaica, Chile,
464 Netherlands Antilles, Paraguay, Colombia, Haiti, and Venezuela. The resolution was
465 amended and passed with a roll call vote (for resolution text, see Chapter I, Draft II).

466
467 Second, the Commission approved draft resolution II/2 as an overview of what needed to
468 be addressed in all of Latin America and the Caribbean through education, expansion of
469 the workforce, financing, and government reform This resolution was sponsored by
470 Republic of Korea, Haiti, Mexico, Dominican Republic, Japan, Bolivia, Venezuela,
471 Guyana, Uruguay, Costa Rica and Chile. This resolution was amended and approved by
472 consensus with eleven abstentions (for resolution text, see Chapter I, Draft I).

473
474 The Commission moved on to consider draft resolution II/3 on the strengthening of
475 primary education, the utilization of information campaigns and the creation of centers
476 for women which was sponsored by France, Germany, Uruguay Aruba, Haiti, Venezuela,
477 Canada, Paraguay, Ecuador, United States of America, and Puerto Rico. No amendments
478 were made and the resolution was passed by placard vote. (for resolution text, see

479 Chapter I, Draft III)

480

481 The Commission finalized the debate and work on the advancement of women with the
482 passing of draft resolution II/4 calling for the formation of the “Teachers Without
483 Borders” program to further education in Latin America and the Caribbean as sponsored
484 by Venezuela, Aruba (Netherlands), Costa Rica, Cuba, Germany, Haiti, Japan, Portugal,
485 and Uruguay. This resolution was amended and passed through a roll call vote (for
486 resolution text, see Chapter 1, Draft IV).

487 **Chapter III**

488 **Adoption of the report of the Commission**

At its meeting on November 24, 2008, the draft report of the Commission was made available for consideration. The Commission considered the report, and with no amendments, adopted the report by consensus.