The General Assembly Second Committee,

Trusting that the promotion of women’s education internationally will provide women with more ample economic opportunities and contribute to the expansion of economic welfare globally,

Understanding the importance of education as a building block of society as stated in Article 26 of the 1948 Universal Declaration of Human Rights,

Affirming the paramount importance of state sovereignty, religious awareness, and culturally-sensitive policy to achieving global cooperation on the issue of women’s education,

Recalling the Beijing Platform for Action of 1995 and its recognition that “[w]omen’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development, and peace,

Reaffirming Article 10 of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which calls for Member States to provide women with “[t]he same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas’,

Reiterating Article 13 of CEDAW, which calls for Member States to ensure that women have the right to family benefits, bank loans, mortgages, and other forms of financial credit, and inclusion in all aspects of cultural life,

Recalls Article 1.4 of the United Nations Charter, which stipulates that the United Nations is ‘to be a centre for harmonizing the actions of nations in the attainment of these common ends,

Echoing the findings of the United Nations Women’s Strategic Plan 2022-2025 in formulating key strategies to discuss gender equality, empowerment, and rights,

Guided by the United Nations’ Sustainable Development Goal 5.5, which seeks to “ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life’,

Keeping in mind that every state has an opportunity to improve women’s opportunities to develop economically through increasing literacy and employment rates while decreasing the wage gap,

Believing the progress of promoting women to succeed both socially and professionally will create a united front and contribute to a global improvement in the development of women,

Concerned by the lack of attention dedicated specifically to the education of young women within the United Nations,

Understanding the importance of raising awareness on gender financial management, economic empowerment, and gender lens investing in sustainable economic activities and services,

Desiring a varied approach that supports women in development at all stages of their educational, professional, and personal lives,

1. Invites the use of gender-responsive budgeting in coordination and cooperation with UN Women and the UNDP:

(a) Defining gender-responsive budgeting as a way to assess the gender funding gap, close it, and ensure that local and national gender objectives are sufficiently funded;
(b) Affirms the actions of already existing NGOs that provide humanitarian aid to women and children in conflict-ridden areas;

(c) UN Women and the UNDP will offer their services, if the countries wish to accept, as a technical advisory role;

(d) All final decisions with regard to gender-responsive budgeting are at the discretion of the relevant Member State;

2. Urges Member States to develop domestic policies to promote the education, upskilling, and reskilling of women and girls both generally and more specifically in areas including but not limited to entrepreneurship, leadership, and financial literacy:

(a) Further affirms that financial literacy is an essential component of promoting gender parity and ensures that financial literacy resources reach rural areas, where financial literacy needs the most improvement;

(i) Makes contingent the provision of financial literacy resources on state governments committing to prioritizing rural areas in its implementation;

(ii) Endorse collaboration with the World Bank on data collection for access to financial literacy education in rural areas to monitor progress on this program;

(b) Urges an increase in domestic and local financial support for transportation for girls who live in rural or impoverished areas to get to school;

(i) Promotes a collaboration with local communities to provide girls in rural communities with bicycles and other means of cheap, scalable transportation;

(ii) Supports the creation of a division of the UNGEI to establish temporary schools in areas where schools are not within a reasonable distance for young girls to travel;

(c) Endorses the use of UNGEI funds to provide scholarships to young women from conflict-ridden areas;

(i) These funds will be used at the discretion of UNGEI leadership;

(ii) Focus funds on students who study abroad and intend to return to their country of origin to promote development;

(iii) Stress the importance of maintaining cultural sensibilities for young women involved in the program;

3. Affirms that in regards to education, a regionally appropriate and culturally sensitive policy is essential, and emphasizes state sovereignty in decisions regarding education;

4. Resolves to promote the economic empowerment of women using a variety of different methods that target underrepresented women and those who are disadvantaged by long-standing inequality:

(a) Recommends funds to be used to support women in or from conflict-ridden areas engaged in research or hoping to gain a patent for an existing product in partnership with the World Intellectual Property Organization (WIPO) to promote development and innovation;

(b) Calls for an expanded system of accountability within the UNGEI designed to report on the progress of women’s education in given Member States to the United Nations;

(c) Implores Member States, with assistance from the UNDP and ILO, to protect women-led enterprises, including Small and Medium-Sized Enterprises (MSMEs), through local Member State policies focused on fair working conditions for women and bolstering the impact of indigenous women in the local economy;

5. Recommends the compilation of reliable NGOs that organize the provision of micro-loans to aid women and encourages Member States to sponsor international organizations which provide support and technical assistance to a global network of independent microfinance institutions:

(a) Further encourages Member states to utilize microloans to aid women in establishing businesses so that they can achieve financial independence;
(b) Additionally recommends that applicants for funds are prioritized if they are low-income or from a conflict-ridden areas;

6. Calls for the creation of the International Initiative for the Empowerment of Women (IIEW), a slate of regional initiatives focused on developing culturally relative policies that address societal norms limiting economic status of women, under the United Nations Girls Education Initiative (UNGEI):
   (a) Affirms that different values and cultures give diverse contexts to this issue and expresses an interest to work for progress within any and all contexts;
   (b) Encourages international cooperation and coordination to economically empower women while maintaining and supporting distinct cultural values;
   (c) Endorses closer coordination and cooperation between the IIEW, UNGEI, and United Nations Educational Scientific Cultural Organization (UNESCO);

7. Promotes the UNGEI and creates a new initiative under this organization aimed at ensuring every woman is provided the opportunity to obtain a basic education, including basic literacy, as well as specialized training programs and family planning resources, to allow for women to build marketable skills and succeed economically on their own:
   (a) Calls for Member States’ education agencies and relevant international government organizations to lead targeted efforts to improve girls’ attendance;
   (b) Recommends the collection and sharing of data on school attendance for, aggregated at the school level to keep individuals anonymous, to coordinate allocation of resources so that school administrators can improve girls’ school attendance;
   (c) Endorses closer coordination and cooperation between the UNGEI, UN Women, and UNESCO, especially with regard to the economic development of women;

8. Further calls for improved access to infrastructure and professional services for women entrepreneurs and rural women through ways such as but not limited to:
   (a) Participation in the eTrade for Women initiative, which amplifies the voices of female digital entrepreneurs in high-level political forums;
   (b) Increasing transportation options for women in rural areas to access professional opportunities;
   (c) Adding periodical collaborative monitoring efforts between recipients of loans from NGOs and governmental financial organizations over the course of the loan length to mitigate both the risk of default and debt collapse for loan recipients;
   (d) Sponsoring domestic and international mentorship networks for women entrepreneurs, to access advice and networking opportunities;
      (i) Resolving that community support is just as important as national and international support in providing women with access and resources to improve their financial status;
      (ii) Encouraging the establishment of local mentorship networks composed of experienced women to assist in financial development and provide locally relevant experience and knowledge that will be available to women who need them.

Passed, Yes: 61 / No: 10 / Abstain: 9