

Forum (Council, Committee, Assembly): Sustainable Development Goal 5

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TOPIC (1): The issue of equal gender access to quality education

I. Introduction to the Topic- together

As the world continues to face the problem of unequal gender access, affecting quality education for all genders, immediate responses are required. Recently, in certain countries, for instance, Afghanistan, girls throughout the country are experiencing unexplainable struggles, given that Afghanistan is one of the minimal nations that allows to restrain equal education amongst women and girls. Approximately half of young women lose their power over their rights and reproductive health as a result of a lack of education. 23.1% of the whole world is far away from providing education to women and girls and 61.5% of the world is.

II. Definition of Key Terms & Concepts -pri

Equality: Equality is the state of being equal, particularly in status, rights, and opportunities. Equality means that each individual or group of people has access to the same resources and opportunities regardless of each one's circumstances.

Discrimination: Discrimination refers to unjustly treating a group of people unequally. Women, individuals with disabilities, people of a certain color, etc are the most common targets of discrimination.

Inclusion: The activity or situation of including or being included inside a group or structure. The act of including a person or being included.

Literacy: Literacy is the ability to read, write, talk, and listen in a way that allows people to communicate properly and make sense of the world. Illiterate is the opposite of literacy referring to not being able to do any of these things.

III. Key Stakeholders - hyo

USA: According to the [‘Cepal’](#) site, 13 countries, USA, Sweden, Norway, Netherlands, Finland, Austria, France, etc have laws to prevent differences among genders and when they break the law they would get punished including courts, the police, etc. Even during the pandemic, the USA stayed committed to

achieving gender equity/equality through its policies. The USA had its first women vice president shortly after and the USA also released the umbrella strategies for domestic and foreign policy efforts on gender equality and rights.

Sweden: According to the [SDG](#) site, Sweden has been applying political commitment, delivery on leaving no one behind, diverse perspectives, going local and global, and financing for development. In December 2020, Sweden's parliament approved the government bill with the implementation of the 2030 agenda saying, Sweden will implement the 2030 agenda to achieve economically, socially, and environmentally sustainable development through the policies nationally and internationally.

Norway: The Norwegian Government has been promoting sustainable development goals and annually reports to their parliaments and also to the UN. Norway has targets/goals that they set up so they can achieve the SDG 5 step by step. For example, they set up the targets that all the ministries and sectors are responsible for promoting gender equality amongst genders. They aim to let women/girls have their rights and nothing different than men.

Netherland: The Netherlands supports and implements two main policies aimed at women's rights/equality, safety, political influence, and economic growth. This [site](#) shows that the Netherlands donated the most to health and gender rights/equality for women and girls. This approach strengthened the feminist foreign policy in 2022. The Netherlands also focused on gender programming to support women and girls and is partnering up with other countries like south Sudan, Uganda, Mozambique, Yemen..etc to empower and build a strong community for women and girls.

IV. Key Issues including Background Information 1,2 hyo 3,4 pri

Gender discrimination: As a result of some country's unstable and is financially struggling, many young teenage girls are exposed to being pregnant or in marriage at a young age, child labor/work, poor education, being unhealthy, unsafe environment, sexual abuse, and violence which can cause serious damage, physical or/and mentally, to such young girls. Some other examples are not getting enough chances to get a stable job, lack of religious freedom, or even lack of political freedoms.

Lack of Workspace: As a result, a great number of young girls and women are not able to attend school as they have to look after their kids and do the housework as well. According to [ilo.org](#), it shows that it is

harder for women to find jobs and get employed than it is for men. Even though the women get employed, they get to work in low-quality jobs in a poor environment. This is because some countries still believe that work is for men and women, it would be housekeeping, or in relative businesses.

Lack of Knowledge: As a result of many young girls and women not being able to attend school they are unable to learn and acquire common knowledge that any person should know. Without any understanding of how the world works or any specific thing, it becomes extremely hard or even almost impossible to find ways to get paid and earn money. Therefore most women have to depend on men, and that makes them obliged to spend many hours of their day doing chores, cooking, and caring for relatives while the men bring back minimum wages back to the families.

Curriculum-based Inequality: Normally girls and women are underestimated and referred to as incapable of doing specific things, and because of that it allows other men to have opportunities women barely get. A very obvious example would be how differently they are treated based on the education system in some parts of the world, they are not treated the same in different sorts of curriculum.

V. Timeline of Resolutions, Treaties, and Events - hyo

Date	Description of event
1848	Start of women's rights movement
1948	Gender equality was made part of international human rights law by the Universal Declaration of human rights.
1960	This was when the government was female for the first time in Sri Lanka and became a prime minister.
1980	This was when the president was a woman for the first time in Iceland which was the fourth president they had.

1998 Women made progress in areas addressed by Elizabeth Cady Stanton in her revolutionary declaration of sentiments. Women could vote and were able to be elected to any level of government.

VI. Possible Challenges & Solutions -pri

Lack of Knowledge: On this topic, the UN must work on two levels: first, at the government level (especially in underdeveloped/poor countries), and second, with the female gender itself. Gender discrimination must be justified by the government as an obstacle to their social and economic progress. On the other side, the female gender must be made aware of what is beneficial and disadvantageous to them.

Curriculum-based Inequality: Females must not be underestimated or discriminated against in schools, which can be done by setting up rules/guidelines each student must follow. Following that, they must restructure and develop new, more equal curriculums.

Lack of Workspace: Governments of these countries should, by themselves and also through different organizations create adequate job opportunities to employ the female population. They should focus on imparting the right education and training to the female population so that they can create workspaces on their own.

Gender discrimination: As a starting point the government should have some quota or reservation for the female population in every segment of society, for example, education, jobs, businesses, etc. Having defined reservations will help to facilitate the female population in getting popper opportunities and thereby reduce discrimination in society.

VII. Bibliography -together

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