



# JNAMUN 2026

## COMMISSION ON THE STATUS OF WOMEN

*CSW*

### AGENDA ITEM:

**Promoting gender equality  
and empowering girls to reach  
their goals**

USG: Zeynep Nazlı Özdemir

Chair: Demir Duran

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# COMMISSION *on the* STATUS OF WOMEN





## Letter from the Secretary General

*Most honourable participants of Junior Nesibe Aydın Model United Nations 2026 (JNAMUN'26),*

*It is my great pleasure to welcome you all to JNAMUN'26, which is organized by the hardworking and talented middle school students of Nesibe Aydın Gölbaşı Campus. I extend my sincere thanks to our academic team, who have researched every detail with great care to ensure that you enjoy such a prestigious and diplomatic conference. I also offer my appreciation to our organisation team for planning activities that will allow you to build friendships and collaborate with fellow delegates while having an enjoyable and memorable experience.*

*As the JNAMUN'26 team, our mission is to support our delegates in every respect, to help you gain insight into diplomacy, to develop your public speaking abilities, and to strengthen your language skills. Another valued aspect of attending JNAMUN'26 is the opportunity to form lasting friendships and create memories that will stay with you. Both our academic and organisation teams have worked with dedication to offer you the most enriching Model United Nations experience possible.*

*This year in JNAMUN'26 we are hosting nine committees which are **UNHCR** (United Nations High Commissioner for Refugees), **FAO** (Food and Agriculture Organization), **WHO** (World Health Organization), **UNESCO** (United Nations Educational, Scientific and Cultural Organization), **CSW** (The Commission on the Status of Women), **UNICEF** (The United Nations International Children's Emergency Fund), **DISEC** (Disarmament & International Security Committee), **ECOSOC** (Economic and Social Council), and **SPECPOL** (Special Political and Decolonization Committee). The agenda items for each committee have been selected in line with the policies of their respective United Nations bodies.*

*We wish you an exceptional Junior Nesibe Aydın Model United Nations experience. As the JNAMUN'26 team, we look forward to meeting you and supporting you as you achieve your goals to the very best of your ability.*

*Best of luck,*

**Mustafa COŞKUN**

**Secretary General of JNAMUN'26**



## 1. Introduction to the Committee

The Commission on the Status of Women (CSW) is the United Nations' principal intergovernmental body dedicated to advancing gender equality and the rights and empowerment of women and girls worldwide. It is a functional commission of the UN Economic and Social Council (ECOSOC), created in 1946, and it serves as a global policy platform where Member States evaluate progress, identify gaps, and agree on actions to improve laws, institutions, and outcomes for women and girls.

CSW's work is policy driven and negotiation heavy. Each year, governments meet to review global trends and negotiate "Agreed Conclusions" that set priorities and recommended actions for states, UN agencies, and civil society. These outcomes are not legally binding like treaties, but they strongly shape national policies, donor priorities, UN programming, and international expectations. CSW also monitors implementation of key international frameworks such as the Beijing Declaration and Platform for Action, and it helps keep women's rights central across the broader UN development and human rights agenda.





CSW connects research and evidence with practical governance. Delegations debate how to translate commitments into measurable change across education, health, economic participation, political representation, legal protections, and freedom from violence. The commission's discussions emphasize structural barriers that hold girls back, including discriminatory laws, unpaid care burdens, harmful social norms, poverty, lack of safe schooling, early and forced marriage, gender based violence, digital exclusion, and unequal access to resources like land, finance, and technology. Because these barriers cut across sectors, CSW inherently demands coordinated policy across ministries such as education, justice, labor, health, social protection, and digital governance.

CSW's mandate aligns directly with the 2030 Agenda, especially SDG 5 (Gender Equality), and it also supports progress on poverty reduction, health, education, decent work, reduced inequalities, and peaceful institutions. In this committee, we will focus on "Promoting gender equality and empowering girls to reach their goals (SDG 5)" by designing national and international policies that remove legal and social barriers, protect girls' rights and safety, expand equal access to quality education and opportunities, and ensure that empowerment is real in everyday life, not only promised in statements.

## **2. Introduction to the Agenda Item**

"Promoting gender equality and empowering girls to reach their goals (SDG 5)" focuses on removing the barriers that prevent girls from having the same freedom, safety, and opportunities as boys, and making sure girls can turn their ambitions into real outcomes in education, health, work, leadership, and personal choice. Gender equality here is not a slogan, it is a measurable shift in power and access: whether girls can stay in school, move safely in public and online spaces, access services without discrimination, control decisions about their bodies and futures, and participate in economic and civic life on equal terms.

Empowerment starts with rights and protection. Many girls face obstacles that block goals before they even form, including gender based violence, harassment, trafficking risks, harmful practices such as child marriage and female genital mutilation, and legal discrimination in areas like inheritance, nationality, or family law. When safety is not guaranteed, education, employment, and participation collapse. This agenda item therefore treats prevention and protection systems as foundational, including effective laws,



enforcement capacity, survivor centered justice, child protection, safe reporting channels, and community level norm change that reduces acceptance of violence and coercion.



Education and skills are the strongest multipliers, but only if access is truly equal. Barriers include school fees, distance, unsafe travel, lack of sanitation and menstrual health support, discrimination against pregnant girls, exclusion of girls with disabilities, and underinvestment in girls' secondary education. Beyond access, quality matters: girls need pathways into future oriented skills, including STEM, digital literacy, language, leadership, and entrepreneurship, not only traditional tracks shaped by stereotypes. If girls leave school early or graduate without relevant skills, empowerment becomes symbolic rather than economic.

Economic empowerment is a second pillar, because goals often require resources. Girls and young women face structural constraints such as unpaid care burdens, restricted mobility, lack of assets, limited access to finance, barriers to decent work, and workplace harassment. Policies here include social protection for families, childcare supports, equal pay enforcement, safe transport, fair hiring and apprenticeship systems, and youth employment programs that connect girls to real labor market demand. Empowerment also includes



financial capability, savings access, and rights to own and inherit property, because dependence increases vulnerability.



Finally, modern empowerment includes digital equality and representation. The online environment can expand learning and opportunity, but it also concentrates risks such as harassment, doxxing, sextortion, and algorithm driven discrimination. Closing the digital gender gap requires affordable access, safe digital spaces, strong privacy protections, and education that builds both technical and critical thinking skills. Representation matters as well: when girls see women in leadership, science, sports, and public life, aspirations expand, and when decision making includes girls' voices, policies become more realistic. In this committee, delegates will design policy packages that combine legal reform, safety, education access and quality, economic pathways, digital inclusion, and accountability mechanisms aligned with SDG 5, with a focus on actions that can be implemented and measured rather than only announced.



### 3. Keywords & Definitions

#### 1. **Gender Equality**

Equal rights, responsibilities, and opportunities for all genders, meaning outcomes are not limited by gender norms, discrimination, or unequal power.

#### 2. **Gender Equity**

Fairness in policies and resource allocation that accounts for different starting conditions, often requiring targeted support so equality becomes real in outcomes.

#### 3. **Empowerment**

Expanding girls' ability to make choices and turn them into actions and results, including control over resources, voice in decisions, and freedom from coercion.

#### 4. **Discrimination**

Unequal treatment based on gender that restricts access to education, work, services, justice, or participation, whether through law, policy, or practice.

#### 5. **Gender Norms**

Social rules and expectations about how girls and boys “should” behave that shape opportunities, safety, and life choices, often enforced by families, peers, and institutions.

#### 6. **Patriarchy**

A social and institutional system where power is disproportionately held by men and masculinity is treated as the default standard for authority and value.

#### 7. **Gender Stereotypes**

Oversimplified beliefs about abilities or roles, such as “girls are not good at STEM,” which influence education, hiring, leadership selection, and self confidence.

#### 8. **Intersectionality**

How gender combines with other identities such as disability, ethnicity, migration status, religion, or poverty to create distinct patterns of advantage or disadvantage.

#### 9. **Gender Based Violence (GBV)**

Harm directed at a person because of gender, including physical, sexual, psychological, or economic abuse, in public, private, or online settings.

#### 10. **Sexual Harassment**

Unwanted sexual behavior that creates intimidation or humiliation, including in schools, workplaces, public spaces, and online platforms.



### **11. Child Marriage**

A formal or informal union where at least one party is under 18, often ending education and increasing health risks and dependency.

### **12. Female Genital Mutilation (FGM)**

Procedures that intentionally alter or injure female genital organs for non medical reasons, a harmful practice with serious health and rights impacts.

### **13. Human Trafficking**

Recruitment or movement of people through coercion or deception for exploitation, including sexual exploitation and forced labor, with girls at high risk.

### **14. Child Protection Systems**

Laws, institutions, and services that prevent abuse and exploitation and ensure safe reporting, case management, and support for children.

### **15. Safeguarding**

Practical measures that protect children and adolescents from harm in schools, sports, community programs, and online environments.

### **16. Consent**

A clear, informed, voluntary agreement to participate in an act or decision, which must be freely given and can be withdrawn at any time.

### **17. Bodily Autonomy**

The right to make decisions about one's own body and health, including protection from coercion, violence, and forced practices.

### **18. Sexual and Reproductive Health and Rights (SRHR)**

Access to accurate information and services to manage reproductive health safely, including contraception, maternal care, and protection from forced pregnancy.

### **19. Comprehensive Sexuality Education (CSE)**

Age appropriate, evidence based education on relationships, consent, safety, health, and rights, designed to reduce harm and improve informed decision making.

### **20. Girls' Education**

Ensuring girls can enroll, attend, and complete quality schooling, including addressing costs, safety, discrimination, and learning outcomes.

### **21. STEM Inclusion**

Policies and programs that increase girls' participation and success in science,



technology, engineering, and mathematics through access, mentoring, and bias reduction.

**22. Digital Gender Divide**

Gaps between girls and boys in access to devices, internet, skills, and safe participation in digital spaces.

**23. Digital Safety**

Protection from online harms such as harassment, grooming, sextortion, doxxing, and non consensual sharing of images, supported by law, platforms, and education.

**24. Unpaid Care and Domestic Work**

Household and caregiving labor done without pay, disproportionately carried by women and girls, limiting time for education and paid work.

**25. Economic Empowerment**

Improving girls' and young women's ability to earn income, own assets, access finance, and enter decent work free from exploitation and harassment.

**26. Equal Pay for Work of Equal Value**

A standard requiring that jobs requiring similar skill, effort, and responsibility receive equal pay regardless of gender.

**27. Labor Force Participation**

The share of a population that is working or actively seeking work, often lower for women and girls due to norms, care burdens, and discrimination.

**28. Social Protection**

Public programs such as cash transfers, child benefits, health coverage, and food support that reduce poverty and vulnerability and keep girls in school.

**29. Social Norm Change**

Deliberate efforts to shift what communities consider acceptable behavior, often using community leaders, media, peer networks, and education.

**30. Legal Equality**

Removing discriminatory laws and ensuring equal legal status in areas like citizenship, inheritance, marriage, property, and access to justice.

**31. Access to Justice**

Practical ability to use legal systems, including affordable legal aid, survivor centered procedures, protection orders, and fair enforcement.



### 32. Women's and Girls' Leadership

Increasing meaningful participation and decision making power in politics, schools, workplaces, and community institutions, not only symbolic representation.

### 33. Accountability and Gender Mainstreaming

Embedding gender analysis into all policies and budgets, with targets and monitoring so equality commitments produce measurable results.





## 4. Historical Background

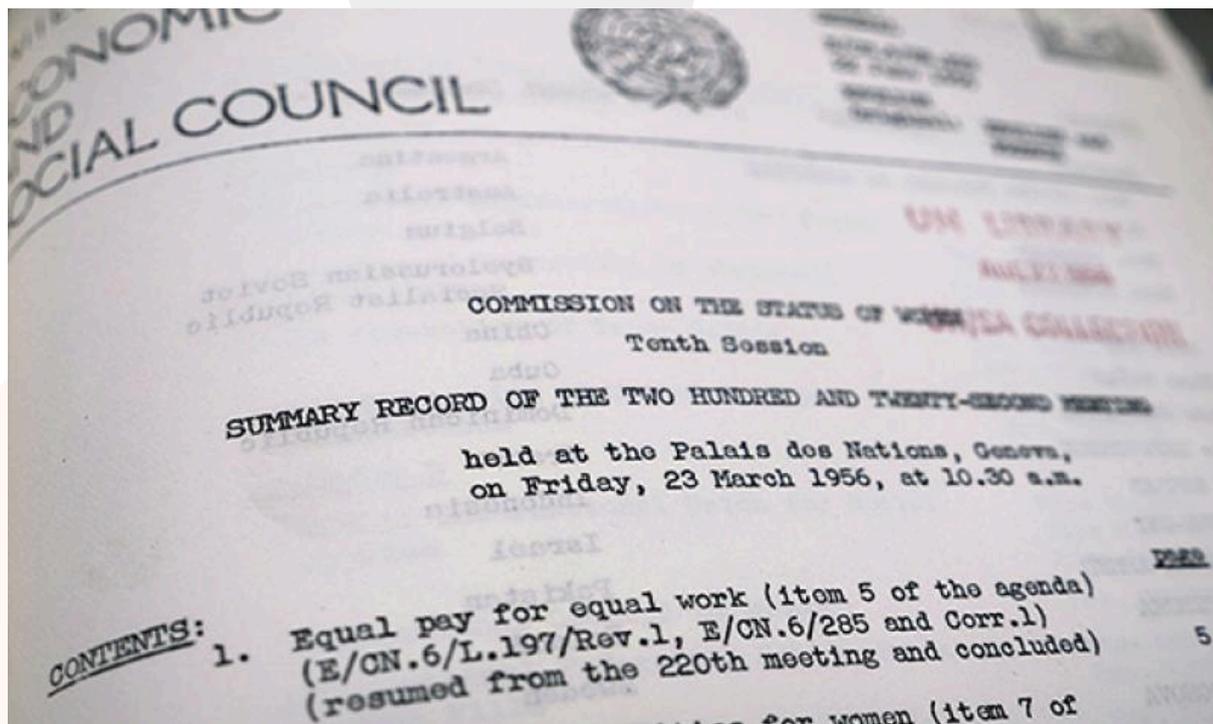
After World War II, the UN system was built around the idea that peace and development require human rights protections, including equality between women and men. In that context, the Commission on the Status of Women (CSW) was established in 1946 as an ECOSOC functional commission to promote women's rights and produce recommendations and reports for governments.



From the 1950s through the 1970s, the global women's rights agenda shifted from general equality principles toward binding legal standards and clearer state obligations. The major turning point was the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 and entering into force in 1981, which defined discrimination and required states to take action across political, social, educational, and economic life. This period helped move “girls’ opportunities” from charity framing to enforceable rights and state responsibility.



In the 1990s, women's rights became more explicitly connected to development outcomes and to the idea that structural barriers, not individual effort, explain many gender gaps. In September 1995, the Fourth World Conference on Women in Beijing produced the Beijing Declaration and Platform for Action, adopted by 189 countries, which set a comprehensive agenda across 12 critical areas, including education, violence, health, the economy, power and decision making, and the girl child. CSW later became a central arena for monitoring progress and pushing implementation of these commitments through negotiated outcomes.





In the 2000s, the international approach increasingly emphasized measurable targets, national action plans, and multi sector policy. The core idea matured: gender inequality persists because laws, institutions, budgets, and norms distribute power and resources unevenly, and those systems must be redesigned. Girls' empowerment gained sharper focus as evidence accumulated that barriers often intensify at adolescence, when risks like school dropout, early marriage, violence, and restricted mobility rise, and when future economic pathways start to close if skills and credentials are lost.



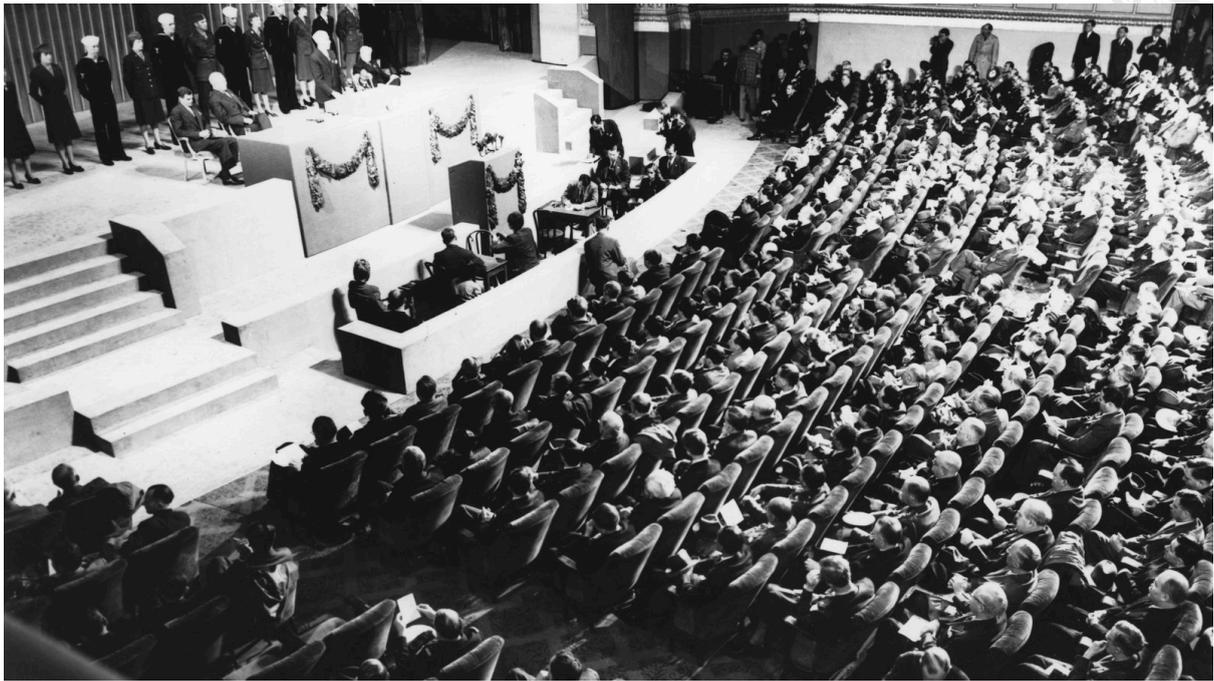


In 2015, the 2030 Agenda anchored gender equality as a standalone global goal through SDG 5, with targets spanning discrimination, violence, harmful practices, unpaid care, participation and leadership, and access to reproductive health and enabling technology. This strengthened CSW's role as a political engine for translating global goals into national policy choices, budgets, and accountability mechanisms.

Over the last decade, the agenda has expanded to include modern constraint systems that shape whether girls can reach their goals: online harassment and tech enabled abuse, digital access gaps, algorithmic bias, and the way economic shocks, conflict, and climate impacts increase vulnerability and reduce schooling and safety. At the same time, global debates have grown more polarized, with documented concerns about backlash against gender equality and attempts to roll back protections, which makes CSW negotiations and implementation strategies more politically contested and more important.

This history matters for your agenda because it shows the trajectory from recognition to law, from law to comprehensive policy frameworks, and from frameworks to measurable delivery. “Promoting gender equality and empowering girls to reach their goals” is the current test of whether the commitments made through CSW, CEDAW, Beijing, and SDG 5 become practical systems that keep girls safe, in school, digitally included, economically capable, and able to choose their futures without coercion.





# GENERATION EQUALITY

REALIZING WOMEN'S RIGHTS FOR AN EQUAL FUTURE

**MARCH 2023**

## Recommendations FOR THE Zero draft — CSW67 —

**NGO CSW FORUM 67**  
NEED FEMINIST INTERNET!

**"LISTEN TO girls & women"**

**1** FEMINIZE DIGITAL ECONOMY!  
INTEGRATING HUMANITIES & STEM TO DRIVE CHANGE  
NOT AS A TOKEN!

**2** DIGITAL EDUCATION and STEM  
IMPACT of TECH. on HUMAN RIGHTS  
SAFE SPACES!

**3** "WOMEN ARE missing out WITHOUT TECH"  
"I WANT TO BE IN MY OWN STORY"

**4** ACCESS to TECH  
WOMEN with DISABILITIES  
RURAL COMMUNITIES  
OLDER WOMEN

**5** FINANCIAL RESOURCES for WOMEN for TECHNOLOGY  
ENGAGING private sector  
5Ps PEOPLE PRODUCT PLATFORMS PROFIT PHILANTHROPY  
... BUT THERE'S NO FINISH LINE

**CONSULTATION DAY 2023**

**SPEAKER feedback**  
AMANDEEP SINGH GILL,  
EMMA GIBSON, SIA NOWROJEE,  
FERNANDA VAZQUEZ,  
PASHTANA DURRANI

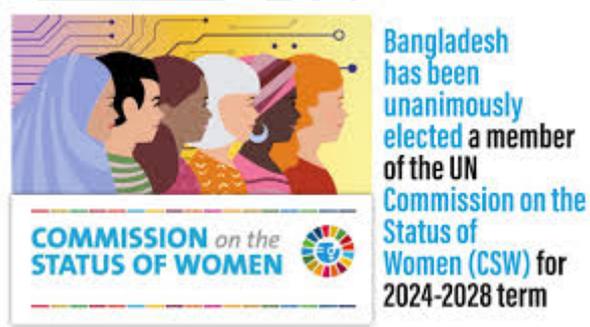
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## 5. Examples of the Topic

Countries use different approaches to remove barriers that block girls' education, safety, and opportunities, combining legal reform, social protection, education system design, labor market standards, and norm change.

In Bangladesh, the Female Secondary School Stipend and Assistance Program used stipends to keep girls in secondary school, with long term evidence linking it to more schooling and later marriage. The lesson is that targeted financial incentives can change household decisions at scale when they are predictable, easy to access, and tied to attendance and progression.

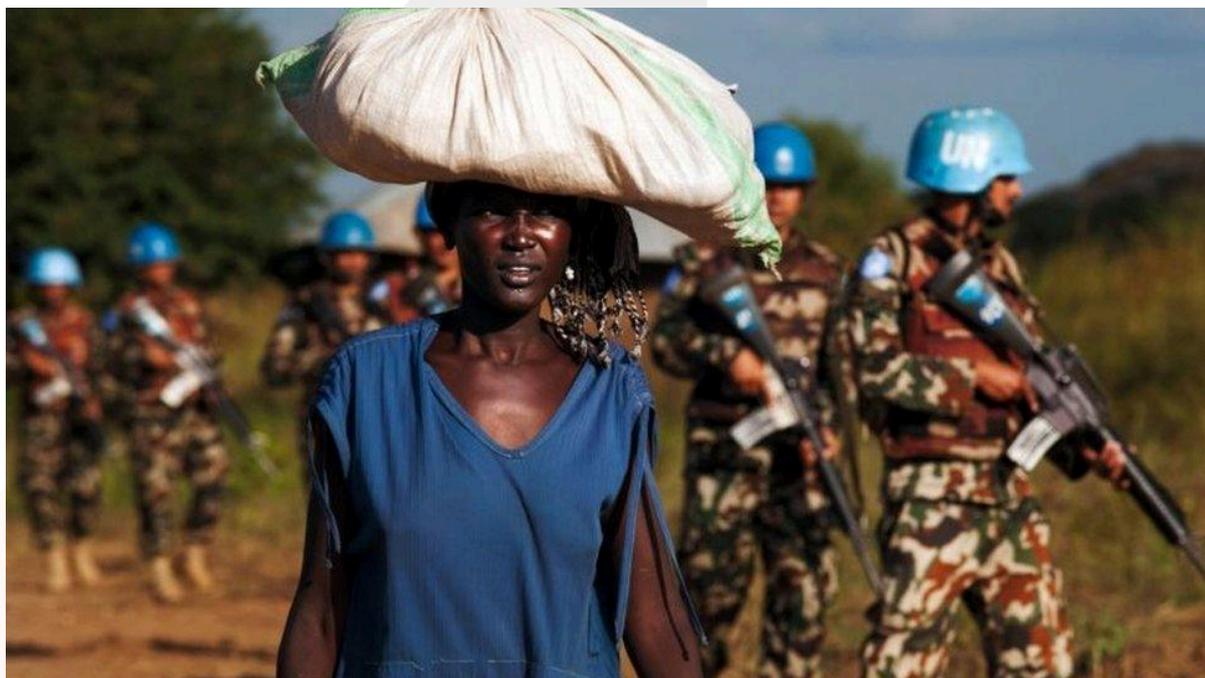


In Malawi, the Zomba cash transfer experiment tested cash support for adolescent girls and measured outcomes like school participation, early marriage, and pregnancy. The lesson is that poverty relief can reduce pressure toward early dropout and risky pathways, but program design matters, especially whether transfers are conditional, who receives the money, and how payments interact with local norms and schooling quality.



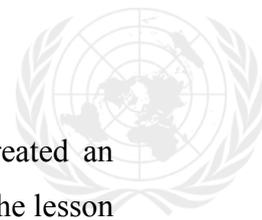


Across multiple countries, the UNFPA and UNICEF Global Programme to End Child Marriage works with governments and communities to shift norms, keep girls in school, and strengthen services that let girls delay marriage and pregnancy. The lesson is that ending child marriage requires a full system response, not only a law, including social protection, education access, and community level norm enforcement.



In Kenya, a legal amendment required provision of free, sufficient sanitary towels for girls in public basic education and a safe disposal mechanism. The lesson is that “small” infrastructure and dignity supports can be structural equality policy, because attendance and performance drop when puberty needs are treated as private problems rather than public provision.

In Finland, the KiVa anti bullying program scaled nationally with structured tools to reduce bullying and victimization. The lesson is that girls’ empowerment depends on school safety and belonging, and that prevention programs work when they change peer incentives and bystander behavior, not only punish individual bullies.



In Spain, the Integrated Protection Measures against Gender Violence law created an integrated approach combining prevention, protection, and assistance for victims. The lesson is that violence policy is stronger when it links criminal justice with social services, legal aid, and coordinated institutions, because victims often lose cases and drop out when systems are fragmented.



In Rwanda, constitutional and institutional measures helped build one of the highest shares of women in parliament, reinforcing women's presence in decision making. The lesson is that representation is not only symbolic, it changes policy priorities, creates role models for girls, and can normalize women's leadership, though outcomes still depend on broader enforcement and services.

In the garment sector, the ILO and IFC Better Work programme supports factory level systems that address pay gaps, progression barriers, and workplace abuse, including mechanisms to report harassment. The lesson is that economic empowerment collapses when workplaces are unsafe, and that standards and reporting channels are practical equality infrastructure, not optional ethics.



In Rwanda, Girls in ICT initiatives run campaigns and mentorship that expose schoolgirls to STEM careers and role models. The lesson is that closing the pipeline gap is not only about scholarships, it is about early exposure, mentorship, and making technical spaces feel like they belong to girls.

At the norms level, UN Women's HeForShe mobilizes men and boys to challenge harmful masculinity expectations and support equality commitments. The lesson is that empowering girls is faster when boys and men are part of the accountability loop, because many barriers are enforced through peer culture, institutions, and informal power, not only through laws.

A graphic banner with a background of overlapping colorful shapes in shades of pink, purple, and blue. The banner contains the following text and logos:

- Top left: **BEIJING 30** logo with a colorful circular icon.
- Top right: United Nations logo, **CSW69**, and **COMMISSION ON THE STATUS OF WOMEN 10-21 MARCH 2025**.
- Center: **FOR ALL WOMEN AND GIRLS** in large white capital letters.
- Bottom: **Rights. Equality. Empowerment.** in white text.



## 6. Questions to be Addressed

1. What legal reforms are most urgent to remove discrimination against girls, including in marriage, inheritance, citizenship, and access to justice?
2. How can countries enforce minimum age of marriage laws effectively when families use informal or religious marriages to bypass the state?
3. What policy mix best keeps girls in secondary school: cash transfers, fee removal, transport support, school meals, or conditional stipends?
4. How can education systems protect pregnant girls and young mothers from expulsion and ensure re entry without stigma?
5. What minimum standards should every school meet for girls' safety, including prevention of harassment, safe reporting, and accountability for staff?
6. How can countries reduce bullying and gender based violence in and around schools without relying only on punishment after harm occurs?
7. What policies most effectively prevent and respond to sexual violence, including survivor centered policing, evidence collection, and trauma informed courts?
8. How can child protection systems be strengthened so reporting abuse leads to safety and services rather than retaliation or silence?
9. How should governments fund and scale menstrual health support, including products, sanitation facilities, and accurate education?
10. What are the most effective strategies to shift harmful gender norms in communities while avoiding backlash and token campaigns?
11. How can girls with disabilities access education, safety, and opportunities on equal terms, including assistive tech and inclusive school design?
12. How can governments close the digital gender divide in devices, connectivity, and skills, especially for rural and low income girls?
13. What rules should govern online platforms to reduce harassment, sextortion, and grooming of girls while protecting privacy and free access to learning?
14. What labor market policies best support young women entering work, including apprenticeships, equal pay enforcement, and protection from harassment?
15. How can unpaid care burdens on girls be reduced through childcare, water access, social protection, and norms that redistribute household labor?
16. What financing tools can sustainably support girls' empowerment, such as gender responsive budgeting, results based funding, and targeted social protection?
17. How can governments ensure girls from marginalized groups are prioritized, including refugees, minorities, and those in conflict settings?
18. How can girls' voices be included meaningfully in policy making so programs reflect real barriers rather than adult assumptions?



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