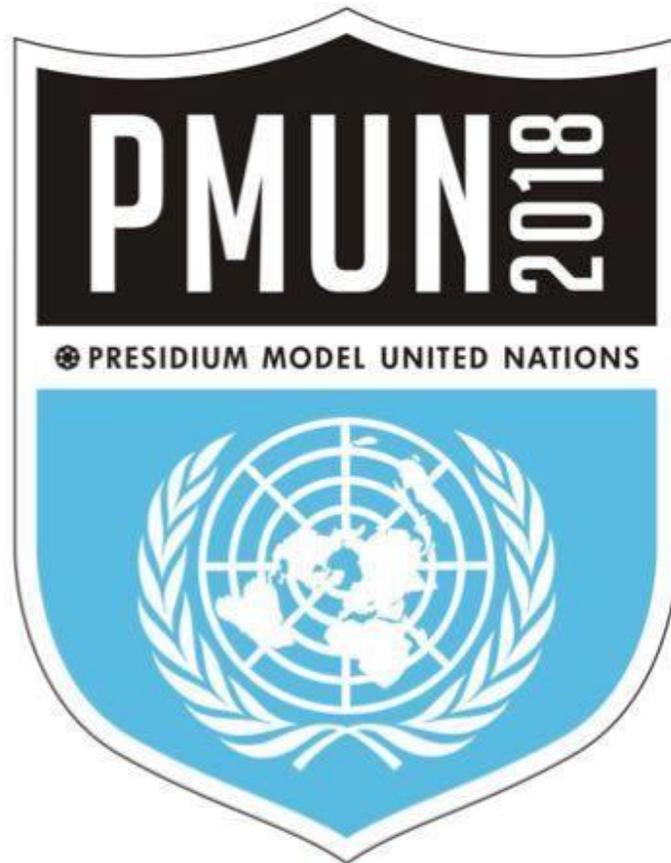


PRESIDIUM MODEL UNITED NATIONS CONFERENCE 2018

“Discussing the promotion of gender equality and education for supporting youth empowerment”



**PRESIDIUM *for*
YOUTH EMPOWERMENT**

**UNITED NATIONS WOMEN (UNW)
TOPIC STUDY GUIDE PREPARED FOR PMUN 2018**

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Part I: How to prepare for the committee

One of the major misconceptions about the concept of MUN's are that you just research from the internet and speak in the committee. However, that's not the only thing you do, you are required to research for the committee **AND ANALYSE** whatever you've studied. When it comes to the term analysis, a lot of people don't know what it means so **for example**:

You see someone's marksheet and see that person has scored 90+ out of 100 in 4 out of 5 subjects however in the 5th subject, the person has scored just 53 out of 100. The part till here is called your research, this is something you've found out by searching somewhere.

When it comes to analysis, analysis means interpretation, now for example in the above example a good analysis would be finding out that the person if gives more time to the 5th subject rather spending so much time on other subjects, his/her marks in the individual subjects might fall a bit but he/she would improve overall because now that person would be scoring well in 5th subject as well. This is what the analysis part is.

In simple language, analysis means to interpret and understand what you've research and being able to present it as an argument in the committee which will help in the flow of the debate. So for 2 days of the conference you'll be **marked upon following things**:

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1. **Verbatim (3+3+2+2)**- Research (3), Analysis (3), Foreign Policy (2; Explained below), Guidance of Debate (2; Explained Below)
2. **Chits (3+3+2)**- Research (3), Analysis (3) and Foreign Policy (2)
3. **Guidance of debate**- Being able to lobby in the committee and ensuring your points in the committee are creating good arguments and ensuring debate in the committee including in the unmoderated caucuses;
4. **Foreign Policy** - Ensuring the fact that the statements made by a delegate in the committee in the verbatim or chits are in line with the their foreign policy; which basically means that your statements should not oppose something which has been said by high positioned representatives of your state/country;

Substantive Chits shall be holding EQUAL RECOGNITION in terms of marking for Research, Analysis and Foreign Policy, however they won't be given marks for Guidance of Debate, hence the overall marking for verbatim and chits won't be equal. Also, we understand that since the chits would be of equal recognition in the committee, that doesn't mean that you bring a pack of substantive chits written from home. Only those chits will be marked which would be related to the topic being discussed.

Chits

Chits play an important role in conveying messages in the committee to delegates and the executive board. Now the chits can be used in 2 ways:

1. Lobbying by asking questions and sending points to other delegates
2. Display of substantive knowledge by sending chits to the Executive Board

Now when it comes to Substantive chits, they can be used to display your research and analytical skills. The only thing it won't help you in is your guidance of debate as the matter which you'll send would be only known to the Executive Board and you.

A few tips before sending substantive chits:

- NEVER EVER write long paragraphs
- Underline/Highlight your main point which you want to convey (Display of research)

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- No need to write much of substantive matter, in fact, just make sure the substantive matter being written is important and relevant
- Try to concentrate on the analysis part. Which basically means what you interpret from the research you have done, what are things being conveyed by the substantive matter which you are giving to us? What do we do with the substantive matter? Research can be found anywhere on the internet, but what matters is how you interpret and analyse it while keeping your foreign policy in mind. That is when you need to carefully use your brain.
- Whatever research you do, try to find the application of it. As in, why is this substantive matter needed in the committee? How is it relevant? How can it help?
- A chit is meant to be short, crisp and detailed at the same time. So always try to keep it brief and to the point.

How to research?

Whenever you start your research, first try understanding the meaning of research and what do you plan to do in the committee. In our case try understanding Gender equality, education and youth development as basic terms followed by understanding the relation between education and youth development.

Write the agenda somewhere on your electronic device or a notepad and try to break it into parts. As you break it into parts try coming up with topics which can be discussed in the committee. After writing the agenda and breaking it further, search about the sub-topics on the internet and find more information about such as legal aspects, government implication etc. It's not necessary that you are able to find your sub-topics without starting your basic research, as you start your basic research you'll be coming across problems which are being faced across the world from which you can derive your sub topics.

After coming up with your topics and researching on them; find out what all other committees and bodies exist (National and international both) apart from UNCSW which are taking actions on this agenda. In our case, NGO's suggestions can be also considered to provide solutions. Go thru the reports, suggestions, and actions taken by those bodies and those given in national and UN

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documents for eg. Secretary General Report till date on the agenda and try to analyze the problem and solution both and give your own input.

After going thru the National and International reports, do go thru the secretary general report on the agenda which'll tell you about ALL the progress which has been related to the agenda.

After you're done with the above things, try to pick up case studies and find the problems in it and how can they be improved (which'll test your analytical skills) and being able to implement the solution for that problem will help you in your application skills.

The above is just one of the many ways of research, and one can differ as well. But in the end, just ensure that you understand what the agenda means and what all requires to be done in order to have a successful result.

[What all this background guide consists and how to use it?](#)

This background consists the mere basic research to help you start your reseach, the PART III of this background guide consists the complete gist of the agenda in a detailed manner. However, in between the PART III there are a few references and hyperlinks which shall help you in better understanding of the agenda. We expect you to go through the background guide properly because it shall help you understand the basics of the agenda before you move to the extra links given in the end for further research.

[PART II: Valid source of proof in the committee](#)

Evidence or proof is from the following sources will be accepted as credible in the UNHRC:

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1. **State-operated News Agencies** – These reports can be used in the support of or against the State that owns the News Agency. These reports, if credible or substantial enough, can be used in support of or against any country as such but in that situation, they can be denied by any other country in the council. Some examples are,

- i. RIA Novosti (Russia) [<http://en.rian.ru/>]
- ii. IRNA (Iran) [<http://http://www.irna.ir/en/>]
- iii. BBC (United Kingdom) [<http://bbc.co.uk/>]
- iv. Al Jazeera (Qatar) [<http://www.aljazeera.com>]
- v. Xinhua News Agency (PR China) [<http://www.xinhuanet.com/english/china/>]

2. Government Reports:

These reports can be used in a similar way as the State Operated News Agencies reports and can, in all circumstances, be denied by another country. However, a nuance is that a report that is being denied by a certain country can still be accepted by the Executive Board as credible information. Some examples are,

- i.) **Government Websites** like the State Department of the United States of America [<http://www.state.gov/index.htm>] or the Ministry of Defence of the Russian Federation [<http://www.eng.mil.ru/en/index.htm>]
- ii.) **Ministry of Foreign Affairs** of various nations like India [<http://www.mea.gov.in/>] or People’s Republic of China [<http://www.fmprc.gov.cn/eng/>].
- iii.) **Permanent Representatives to the United Nations Reports**
<http://www.un.org/en/members/> (Click on any country to get the website of the Office of its Permanent Representative.)
- iv.) **Multilateral Organizations** like the NATO [<http://www.nato.int/cps/en/natolive/index.htm>], ASEAN [<http://www.aseansec.org/>], OPEC [http://www.opec.org/opec_web/en/], etc.

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3. United Nations Reports:

All UN Reports are considered are credible information or evidence for the Executive Board of the NSG.

- i) **UN Bodies** like the UNSC [<http://www.un.org/Docs/sc/>] or UNGA [<http://www.un.org/en/ga/>].
- ii.) **UN Affiliated Bodies** like the International Atomic Energy Agency [<http://www.iaea.org/>], World Bank [<http://www.worldbank.org/>], International Monetary Fund [<http://www.imf.org/external/index.htm>], International Committee of the Red Cross [<http://www.icrc.org/eng/index.jsp>], etc.
- iii.) **Treaty Based Bodies** like the Antarctic Treaty System [<http://www.ats.aq/e/ats.htm>], the International Criminal Court [<http://www.icc-cpi.int/Menus/ICC>]

NOTE — Sources like Wikipedia [<http://www.wikipedia.org/>], Amnesty International [<http://www.amnesty.org/>], Human Rights Watch [<http://www.hrw.org/>] or newspapers like the Guardian [<http://www.guardian.co.uk/>], Times of India [<http://timesofindia.indiatimes.com/>], etc. are typically not accepted as PROOF/EVIDENCE. However, they can be used for better understanding of any issue or on rare occasions, be brought up in debate if the information given in such sources is in line with the beliefs of a Government.

Further, the information submitted as evidence citing reportage from sources such as specified

in this note may be at best, treated as having significance in terms of persuasive value - e.g. to cement one’s assertions, but never as binding, indisputable fact.

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PART III: Agenda Description

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“With guns you can kill terrorists, with education you can kill terrorism”

- Malala Yousafzai

When it comes to the fact that you’re attending a CSW session, the part which needs to be kept in mind is gender equality. We as citizens of the world neither want anyone to overpower nor want to succeed together at the same time, which is very hypocritical on our part. Hence, every time we meet for a CSW session it’s important for us to understand that equality is something which needs to be established, it’s not something which can be forced. So, it is important for us to understand that gender equality needs to be established before we try and develop the youth. The youth needs to understand that all genders are equal and every gender deserves equal opportunity.

Importance of Education

Education is something which is very important in today’s world. Without education you can’t expect a country to progress further. It’s education provision which helps in deciding how much a

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country can develop. Educated people are aware of the socio-economic scenario of the country and can help in the progress of the country. Whether it is a simple thing like using water sparingly or taking a bus to work instead of using the bike or car in order to save fuel, the educated mass somehow or the other knows how to contribute towards the country's well-being. One of the reasons for their awareness is because they have been taught these values in school, colleges and work places. Education helps in other aspects as well, like getting a job, bringing up a family, understanding the importance of voting etc.

It's important to understand how provision of education can have a major impact.

Importance of Youth Development

The way we engage young people today will determine the prospects for sustainable development and peace. Young people, who represent a majority of the population in most developing countries, are today visibly contributing as political actors, innovators, entrepreneurs and peacebuilders. At the same time, youth face disproportionate social, economic and political barriers which prevents them from unleashing their full potential.

To utilize young people's potential as agents of change, requires involving and empowering them in development, policies and supporting their participation at all levels. UNDP partners with young people, youth organizations and actors from civil society and private sector to governments, and members of the UN family to promote youth-focused and youth-led development. With the 2030 Agenda as a guiding thread, we work to advance young people's participation in civic and political life, their economic empowerment and their role as peace- and resilience-builders.¹

It's important we realize, that it's the youth which decides who shall play an important role in deciding the future of the country. It's necessary that quality education is provided in order to properly develop a country.

¹ <http://www.undp.org/content/undp/en/home/democratic-governance-and-peacebuilding/empowering-youth.html>

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PART IV: Agenda Analysis

How can gender equality be maintained?

Three years after the adoption of Sustainable Development Goal 4 (SDG 4) and the promise to provide universal primary and secondary education, there has been no progress in reducing the global number of out-of-school children, adolescents and youth. As the SDG 4–Education 2030 Steering Committee meets in Paris, the UNESCO Institute for Statistics (UIS) has released this fact sheet, highlighting trends at the global and regional levels, to inform discussions and provide stakeholders with the data needed to target policies, strategies and resources to get all children, adolescents and youth in school and learning.

In 2016, 263 million children, adolescents and youth were out of school, representing nearly one-fifth of the global population of this age group. The number of children, adolescents and youth

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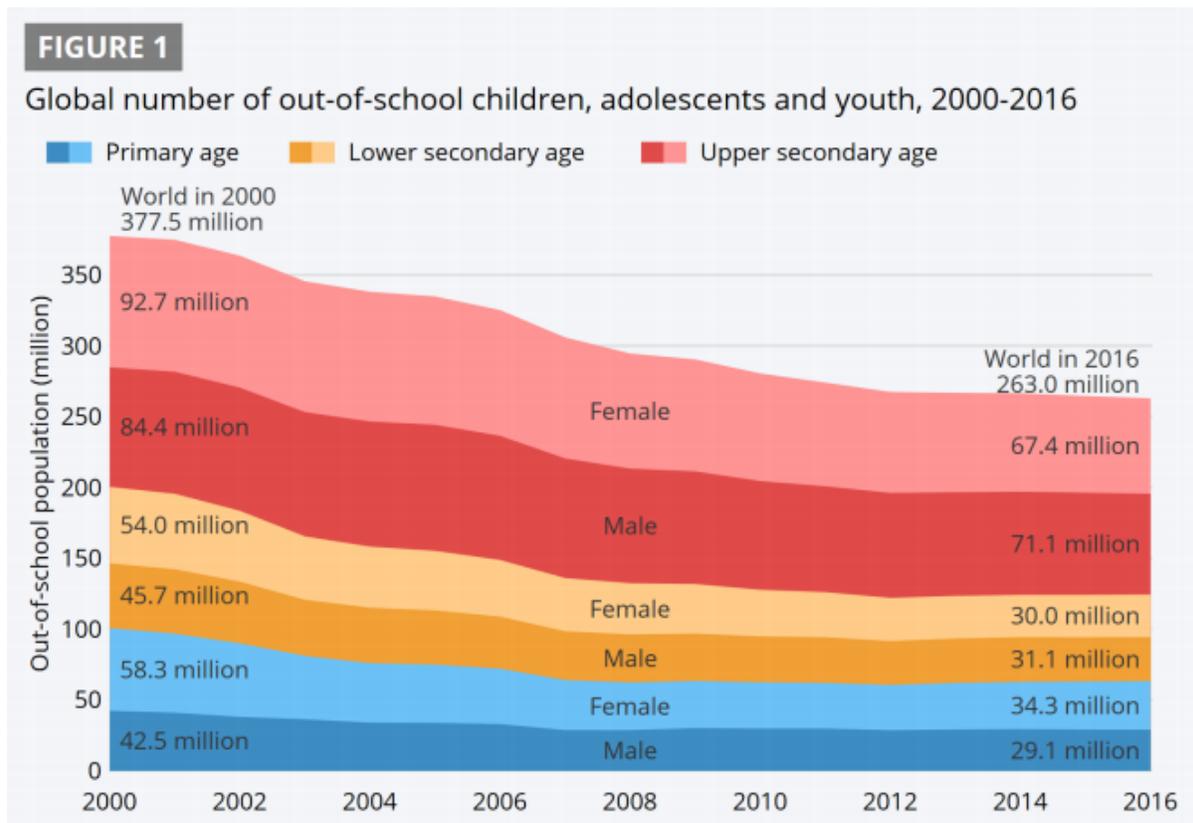
who are excluded from education fell steadily in the decade following 2000, but UIS data show that this progress essentially stopped in recent years; the total number of out-of-school children and youth has declined by little more than 1 million per year since 2012. Some 63 million, or 24% of the total, are children of primary school age (about 6 to 11 years old); 61 million, or 23% of the total, are adolescents of lower secondary school age (about 12 to 14 years old); and 139 million, or 53% of the total, are youth of upper secondary school age (about 15 to 17 years old).

The world is moving towards gender parity in out-of-school rates, although inequalities persist at regional and country levels²

The decline in out-of-school rates and numbers over the past one and a half decades occurred with a reduction in gender disparity at the global level. Historically, girls and young women were more likely to be excluded from education. However globally, the male and female out-of-school rates for the lower secondary and upper secondary school-age populations are now nearly identical, while the gender gap among children of primary school age dropped from more than five percentage points in 2000 to two percentage points in 2016.

² <http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf>

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Gender Parity Index

The Gender Parity Index (GPI) is a socioeconomic index usually designed to measure the relative access to education of males and females. This index is released by UNESCO. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary, etc.). It is used by international organizations, particularly in measuring the progress of developing countries. The Institute for Statistics of UNESCO also uses a more general definition of GPI: for any development indicator one can define the GPI relative to this indicator by dividing its value for females by its value for males. For example, some UNESCO documents consider gender parity in literacy.

A detailed report has been report has been prepared by UNESCO to understand the actions taken by countries in order to provide equal education: **(Important to read to understand the problems and solutions which you’ll formulate)**

<http://unesdoc.unesco.org/images/0026/002615/261595E.pdf>

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Sustainable Development Goal 4

‘Quality Education’, named as just one of the 17 development goals (SDG Goal 4) has been defined as ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ But the 2030 Agenda also places education at the center of the realization of many of the other sustainable development goals, including Goal 3 Health and Well-being, Goal 5 Gender Equality, Goal 8 Decent Work and Economic Growth, Goal 12 Responsible Consumption and Production and Goal 13 Climate Change Mitigation. Arguably, the conception of education in these different goals draws on the underlying values of much adult and lifelong education and learning practice. For example, the UNESCO guidelines on how to unpack education within the 2030 agenda identify three underlying principles as follows:

1. ‘Education is a fundamental human right and an enabling right’
2. ‘Education is a public good’
3. ‘Gender equality is inextricably linked to the right to education for all’.³

Gender Equality and Youth Development

The promotion of gender equality and the empowerment of young women is central to UNDP’s mandate and intrinsic to its development approach. This effort includes advocating for women’s and girls’ equal rights, combating discriminatory practices and challenging the roles and stereotypes that affect inequalities and exclusion.

UNDP promotes the empowerment of young women through programmes across its global network, which spans more than 170 countries and territories. [UNDP’s Youth Strategy 2014-2017: Empowered Youth, Sustainable Future](#), sets out the vision for our work on youth, while UNDP’s “Gender Equality Strategy 2014-2017” aims to integrate gender equality and the empowerment of women into every aspect of our work.

In July 2016, UNDP launched its first [Youth Global Programme for Sustainable Development and Peace – Youth-GPS \(2016-2020\)](#), a 5-year global programmatic offer on youth empowerment.

³ <https://www.tandfonline.com/doi/full/10.1080/02601370.2017.1398489>

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Recognizing the importance of both young women and young men to make progress on both the youth, and the broader development agenda, Youth-GPS mainstreams gender equality throughout its outputs and features a dedicated window on supporting young women’s empowerment.⁴ It’s hence important that we understand that gender equality and youth development takes place simultaneously.

Gender Equality, Education and Youth Development

All in all, we need to understand the following thing:

If all genders are treated equally and provided equal and QUALITY education, then only development will take place. It’s important for the 3 things to happen simultaneously for the world to move in a positive direction with no discrimination. It’s not something which needs to be proved statistically or theoretically, it is something which should be understood by everyone.

Part V: Summary

In the end, the main point of this agenda is that we need to understand the actions being taken by countries around to world to tackle gender inequality, and properly implement quality education. Youth development is a sub part to this agenda but still important because, the development of youth is what is in our hands, the youth are in our hands and the education they’re provided is something we can still improve so that they can help develop their respective countries with proper education irrespective of their sex.

In Part VI of this agenda you’ll have a few questions which needs to be answered in the committee and Part VII shall contain a few links divided into BASIC and ADVANCED categories so that you can research further upon this agenda.

⁴ http://www.undp.org/content/undp/en/home/librarypage/results/fast_facts/fast-facts--youth-and-gender-equality.html

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Part VI: Questions to be answered

The following questions have been framed to help you decide your moderated caucus topics and help you in guiding the flow of the debate:

1. What does youth development mean to you and how are women an important part of it?
2. Will only provision of education help in youth development?
3. How can gender inequality around the world be tackled?
4. Do we need a proper document to provide uniform education and gender equality around the world?
5. How are SDG's an important part of this agenda?
6. What all actions can international blocs and countries can take to tackle the agenda?
7. Will development of youth ensure eradication of gender inequality?
8. What kind of framework can UNCSW suggest a proper implementation of quality education and gender equality?
9. Have past CSW meetings or similar bodies have taken any action on this agenda? If yes, how is it progressing? (**Hint: Beijing platform for action**)

Part VII: Links for further research

Basic links (For basic research and understand the concept)

1. https://en.wikipedia.org/wiki/Gender_equality
2. <http://theconversation.com/to-achieve-gender-equality-we-must-first-tackle-our-unconscious-biases-92848>
3. <https://www.youtube.com/watch?v=4viXOGvvu0Y> (Current situation of gender inequality)
4. <https://www.youtube.com/watch?v=JIMkBNVfAxE> (Gender equality and education)
5. <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-education.pdf> (Youth and education)
6. <https://www.un.org/development/desa/youth/world-programme-of-action-for-youth.html> (World programme of action for youth)
7. <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf> (Dakar framework for action)

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Advanced Links (READ AFTER YOU HAVE READ THE BASICS)

1. https://sustainabledevelopment.un.org/content/documents/1900unwomen_surveyreport_advance_16oct.pdf
2. [https://www.oecd.org/gender/C-MIN\(2013\)5-ENG.pdf](https://www.oecd.org/gender/C-MIN(2013)5-ENG.pdf) (OECD report on the agenda)
3. <https://www.oecd.org/education/school/39989494.pdf> (How can education structure be improvised?)
4. <http://www.un.org/esa/socdev/unyin/documents/wpaysubmissions/tadjikistan.pdf> (ACTIONS TAKEN BY TAJIKISTAN; CASE STUDY)