**FORUM:** The Human Rights Council

**QUESTION OF:** Broadening the scope of women's citizenship, leadership, and political participation in Less Economically Developed Countries (LEDCs)

**MAIN SUBMITTER:** The United States of America

**CO-SUBMITTERS:** The Republic of Haiti, The Republic of Ghana, The Russian Federation

The Human Rights Council,

*Having heard* of that United Nations Educational, Scientific and Cultural Organization (UNESCO) and the African Union urge governments in Africa to place equity at the heart of education policy,

*Fully aware* that globally, 118.5 million girls and 125.5 million boys are out of school, yet women still account for almost two-thirds of all adults unable to read,

*Deeply concerned* about the stigma against roles involving woman taking important political roles in many LEDCs despite the useful information that women can provide in multiple aspects of society and politics,

*Noting with regret* that in 2021, women in the developing world only earned 82% of the average man’s salary and that in the United States, only 28.6% of people in congress and 25% of people in the House of Representatives are women,

*Recognizing* as part of broader momentum for reform across the Arab states, and towards institutionalizing gender in governance, we assist efforts to make national plans and budgets fully supportive of gender equality commitments,

*Guided* by the Universal Declaration of Human Rights, the International Covenants on Human Rights, and other relevant agreements and conventions, including the Convention on the Elimination of all forms of Discrimination against Women (CEDAW),

1. Asks member states to take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development, including but not limited to:
	1. Giving access to adequate healthcare facilities, including information, counselling, and services in family planning,
	2. Removing barriers to all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency, such as but not limited to:
		1. Providing financial support for women to run for political office,
		2. Supporting women-owned businesses through investments and funding
		3. Strengthening collaboration and coordination among national, regional, and international stakeholders for women’s opportunities,
	3. Organizing self-help groups and co-operatives to enable women to gain the knowledge and necessary skills to acquire a job that can support themselves in the workforce,
	4. Supplying women with equal access to agricultural credits and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement plans,
	5. Providing acceptable living conditions, particularly in relation to housing, sanitation, electricity, water supply, transport, and communications,
	6. Embodying the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;
2. Requests member states to provide steps towards assisting women in LEDCs and around the globe, such as but not limited:
	1. Giving women equal opportunities as men by abolishing social stigmas against women through ways, including but not limited to:
		1. Promoting healthy and positive ideals about women in public,
		2. Discouraging the use and mention of negative, inappropriate, and inaccurate stereotypes of women, such as women being weaker than men,
	2. Establishing affirmative action and similar policies regarding roles and rights of women in politics such as but not limited to:
		1. Quotas of women’s political roles so that there has to be a specific number of women in politics,
		2. Encouraging LEDCs to ensure women's meaningful participation in peace and security processes, including in-conflict prevention and resolution efforts, and in post-conflict reconstruction and reconciliation processes,
		3. Ensuring that in public, women have just as many rights and opportunities as men have to assure that the balance between genders is maintained;
3. Asks for member states to educate their citizens about women’s roles in society and their importance to modern day politics and such so governments may listen to the general public through methods including but not limited to:
	1. Educating students around the world and especially in LEDCs about the importance and necessity for women’s roles in society and politics through ways such as but not limited to:
		1. Giving lessons to young children on the importance of women’s roles in our modern day,
		2. Educating students about the urgent necessity for women’s roles in our current societies,
	2. Educating people through online platforms on the need for women’s roles in politics and society through ways including but not limited to:
		1. Using social media to educate people about women’s roles and also challenge existing gender stereotypes as social media platforms receive vast amounts of internet traffic,
		2. Employing advertisements to enable people to learn about women’s roles due to the incredible numbers of advertisements on various websites,
		3. Creating websites that would educate people about ideals regarding supporting women and combatting oppression such as misogyny,
		4. Collaborating with global broadcasting companies and newspaper companies to create reports, that shows the recent issues and problems of the women’s rights,
	3. Making posters or using billboards in real life to provide links to information online that can provide information about topics such as toxic masculinity;
4. Recommends MEDCs to assist LEDCs in creating more assisting campaigns like the African Union (AU) and aiding existing campaigns that will launch initiatives to promote women’s rights through ways such as but not limited to:
	1. Providing necessary funding for creating, managing, and running these campaigns to ensure that these campaigns will be successful,
	2. Starting campaigns within MEDCs and extending their spheres of influence to LEDCs to allow for an increase in campaigns assisting and promoting women’s rights and roles throughout society;
	3. Establishing more advanced educational curriculum in Africa countries, to provide all children, especially girls an equal education, to give more convenient process to girls to go to college, such as but not limited to:
		1. Building institutions that provide a higher level of education such as universities and colleges,
		2. Hiring teachers that have received higher education in more economically developed countries (MEDCs);
5. Suggests member states to work with United Nations Educational, Scientific and Cultural Organization (UNESCO) and African Union to build schools in LEDCs women that are appropriate for every gender of students to attend to combat the lack of education for, but not limited to:
	1. Create appropriate school enrollment procedures for women so that they can have the same relatively streamlined process for entering institutions that men may,
	2. Establish schools, colleges, and universities that fully accept the works and investigations created by women instead of only accepting those created by men,
	3. Ensure fully welcoming school environments for women that would encourage their learning;
6. Urges LEDCs to provide training programs to women interested in pursuing leadership positions and political careers, especially in rural and marginalized areas, using methods such as but not limited to:
	1. Establishing designated areas in LEDCs to construct training programs,
	2. Requiring all states that have yet to sign CEDAW to do so to prevent future discrimination against women,
	3. Creating training programs specialized for women in LEDCs where oppression is prevalent so that women can have a training program where they can be understood.