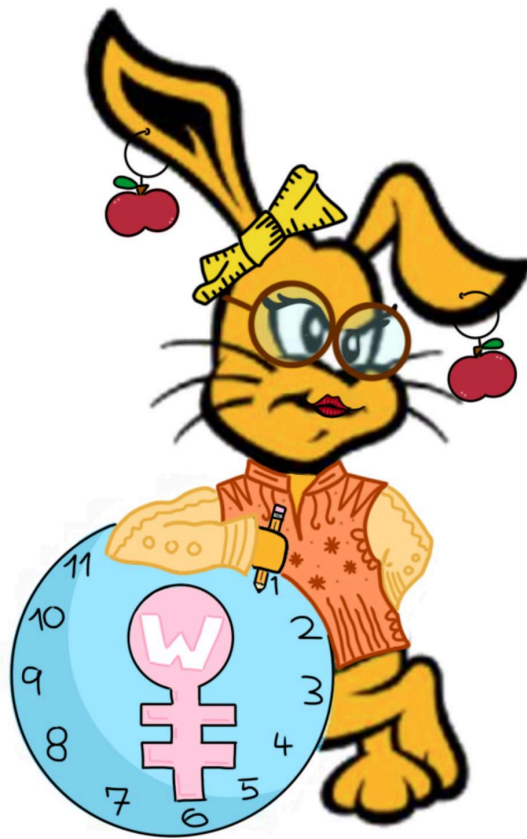


UN Women: Educating Women and Girls in Developing Nations



BunnyMUN III

L.B. POLY - October 25, 2025

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HEAD CHAIR LETTER

Hey Delegates!!

My name is Bella Ferrera, and I'm ecstatic to be one of your Co-Chairs for the Bunny MUN IV UN Women committee. I'm a sophomore in PACE at Poly High School. This is my 2nd year in Model UN. I love MUN and how it allows me to practice research and debate skills in a safe space. Through attending conferences, I have gained a broader perspective of the world, and I hope the same happens for you!

Outside of MUN, I do a bunch of things, mostly theatre. I'm in the Theatre class, as well as a part of the improv team here at Poly (Polyesters). I enjoy doing musicals and hopefully will do more this year. Outside of school, I crochet, do creative writing, painting, and poetry. I also enjoy walking in nature, history, and probably like all of you, doomscrolling.

When I started doing MUN, I was really nervous to speak and overall just unsure of what was happening (I *really* didn't understand Model UN). But just trying and asking others helped a ton. What I'm getting to here is that your peers and the dais are here to help. Feel free to email me or anyone else on the dais with any questions. I'm extremely excited to have you guys at Bunny MUN, and good luck and have fun!!

Best Wishes,

Bella Ferrera

UN WOMEN | Co-Head Chair | bella.ferrera2314@gmail.com



HEAD CHAIR LETTER

Hi Delegates!

My name is Sohl Vadecha, and I am so excited to be one of your co-chairs for Bunny MUN IV UN Women! I am a sophomore in PACE at Long Beach Poly High School. Even though it is only my second year in the program, MUN has given me so much more confidence in how I speak and has given me opportunities to meet some of my closest friends.

Outside of MUN, I enjoy being active, and I am on the varsity basketball, track and cross country teams here at Poly. I am also president and founder of the Athletic Leadership Committee. Outside of school, I love to read, spend time with friends, go to the beach, and play pickleball. I love listening to music, and Tame Impala and Childish Gambino are some of my favorite artists.

I remember going to my first Model UN conference and being so nervous and not knowing what to expect. My advice to you is just to put yourself out there and give your all at conferences; you really never know how it will be unless you try. If you have any questions at all, please do not hesitate to reach out. I am extremely excited to meet you all and to have a great Bunny MUN IV!

Sincerely,

Sohl Vadecha

UN Women | Co-Head Chair | sohlvadecha17@gmail.com



VICE CHAIR LETTER

Dear Delegates,

Hi there! My name is Soli Nickerson, and I'm so excited to be your vice-chair for this UN Women committee! I've been a part of MUN for all 4 years of high school and am the President of our club here on campus! This is my 3rd Bunny MUN, and I'm honored to meet you all!

Outside of MUN, I spend my time doing theater, singing, Mock Trial, and just enjoying my senior year. In my free time, you can catch me playing video games, walking around with my friends, or listening to Buck Meek, Phoebe Bridgers, or Laufey!

It can be REALLY nerve-wracking doing Model UN (I would know; I haven't talked to a single BunnyMUN delegate who isn't a bit nervous before they come), but I promise we're here for you! Just research, breathe a little, and have fun! I'm so excited to see you. Please reach out if you need anything. Go Jackrabbits!

Sincerely,

Soli Nickerson

UN Women|Vice Chair| solinick28@gmail.com



HOW TO MUN

So, you're probably wondering: How do I prepare for debate? Well, here are some starting points to begin your country research!

1. Read through this background guide,
 - a. find your country in Bloc Positions (pg. TKTK) and read that paragraph
2. Look for information on your country in the CIA World Factbook and BBC Country Profiles, linked here:
 - a. <https://www.cia.gov/the-world-factbook/countries/>
 - b. http://news.bbc.co.uk/1/hi/world/europe/country_profiles/default.stm
3. Look at the Questions to Consider (pg. TKTK) and try to answer them (do some research on the internet!)
4. Do more research on the internet for:
 - a. previous country actions
 - b. previous NGO and United Nations actions
 - c. possible solutions

During the committee, all delegates will present an “opening statement.” This is a short introductory speech and will only last about 30 seconds to 1 minute—nothing too bad! You can practice and time your speech using a timer.

These opening statements are written beforehand. They don't have to be memorized, either. You can print or write your speech, then read off the paper.

Your opening statement should include:

1. Your country's position on the issue at hand
2. What your country has done in the past
3. Possible solutions that align with your country's position
 - a. This is what you will discuss in the main part of the committee! Including this in your opening statement is a great way to let other delegates know where you stand.

COMMITTEE DESCRIPTION

UN Women was founded in 2010 to create a world in which all women and girls can thrive and fulfill their potential, empowering them to take charge of their lives. The committee aims to advance women's rights and promote gender equality, working directly in 109 countries to fight for equal political, educational, and humanitarian aid for all women, as well as addressing gender-based violence across the world. UN Women serves to set standards across the world for equal rights toward all, regardless of gender, and serves the whole population of women wherever they are, regardless of ethnicity, socioeconomic status, religion, or worldview. Working to uplift women everywhere, UN Women is dedicated as an organization to being for every woman.



TOPIC SYNOPSIS

Over 119 million girls worldwide are removed from education systems before age 17, and even more will never be given the chance to go into education beyond high school. The opportunity for education is often denied to girls in favor of homemaking skills, with the assumption that they will never make use of their education and that their husbands are the only ones needing to provide. Some women are never safe to even attend school at all. Without education, many of these women will never become literate, are more likely to enter child marriages, and are at greater risk of impoverishment. Despite these alarming ramifications, women's education is not a top priority for many countries, and even those that have the ambition often lack the necessary funding and infrastructure. Others come from places that are far too war-torn for any child, regardless of gender, to be safe attending school. No matter the reason, it is imperative that all women and girls, no matter their age, have the opportunity to further their schooling. Together, delegates must work to gather funding, materials, and support to achieve greater gender equality in education.



BACKGROUND

History of Women's Access to Education

In significant portions of the world, women have historically had a more difficult time getting an education than men, and currently, that still stands true. Education was mainly focused on men and developing their skills, and if women were educated, it tended to be in domestic skills such as cooking, cleaning, and house management. Patriarchal power structures have had a massive effect on education as a whole, blocking women from receiving a proper education with the belief that they control a separate sphere of influence.

Lower/elementary education tended to be more accessible to women, especially those who had social or economic power. In the mid to late 1800s, girls in the United Kingdom in upper or middle-class families would be either homeschooled or tutored for their primary education. Although there were also about a dozen schools in England and Wales, they were far apart. Even if they were able to get an education, limited reading and writing skills were taught in favor of skills such as sewing and childcare.



In the early days of the United States, elementary education was similar to the UK, where most of the skills taught were domestic skills: cooking, cleaning; however, the schools were also devoted to religious training alongside these skills. These schools

created a foundation for women's education, and many of the early schools became women's colleges.

Women Leaving Education under 17

According to statistics taken in 2023, although there is an ever-growing increase in the number of girls getting an education, 122 million girls remain out of school. Many parents will allow their girls to go to school when they're young, but these girls drop out early because of a myriad of reasons. Firstly, girls are at an increased risk of child marriage, with 12 million underage girls being married off each year. With this early exit into marriage, girls are expected to leave education to have children or take care of the household. Even if this is not a planned marriage, many girls, about 13% in 2023, will give birth before 18. Early pregnancies like this cause about 30% of girls globally to leave education early.



Issues affecting all are also often reasons for girls to leave school early, as girls' education gets put on the back burner during times of need. Many schools that have low funds for education have school fees to send their children through school, and if a family has multiple children and cannot afford these fees, they are much more likely to send their boys and drop out their girls. Sexism fuels this decision; when many families only envision their girls ending up as housewives, they do not see an advantage to supporting. During conflict, women's education is especially at risk, with child marriage increasing during these periods. Many families will marry off their daughters for financial stability, as the arrangement can provide them with money during an economically unstable period. Additionally, routes to school are often unsafe, and schools are even destroyed during these periods. This affects all children,



but girls are particularly affected as they are 20% less likely to have access to an internet connection to do distance learning. Even in small ways, women's education is often just not as prioritized in times of war as it is in times of peace, and so this equity falls by the wayside, with girls being 2.5 times more likely to be out of school during conflict zones than boys.

Women's Access to Higher Education

Women in education have increased exponentially over the last century. Globally, women now make up the majority of those pursuing higher education in 114 countries, whereas men make up the majority in 57 countries. However, even though women are more likely to get their bachelor's and master's degree than men; however, men are more likely to earn a doctorate.

Most women go overseas or abroad to pursue higher education rather than studying in their home country, with some exceptions like Latin America and the Caribbean. There are many factors that lead women to study abroad, such as economic development and social/cultural norms. Rapid economic growth in countries like India and China is linked to sending more students abroad to places like the US, as many people are seeking education at a more rapid rate, and the United States schools are more suited to this demand. This economic growth is also linked to the growing number of women pursuing higher education. In countries like Iran, which deters women from seeking higher education, women are likely to seek out specialized education or training abroad as they are unable to in their home country.



Women who are pursuing higher education face additional challenges even after they arrive. In many colleges and universities, there are twice as many male professors



as female ones, limiting the amount of representation that women have in their fields. Across the board women are underrepresented within academia, specifically in STEM fields. These areas being so male-dominated can deter women from furthering their educational pursuits due to intimidation and a lack of sense of belonging. Due to this lack of representation, many are deterred from even trying to pursue careers in STEM fields. As an added factor, women, on average, take on \$7000 more in debt than their male counterparts. This is likely due to the economic issues of women gaining education in the first place, which presents another dimension to the lack of women in higher education.

Discrimination Against Women

Girls also face many other barriers in regards to education. Dropping out of school young impacts the level at which women enter the workforce, with lower-level jobs paying less and keeping women out of powerful positions. If girls do not drop out of school, they are also at risk of simply being pushed to the side, as only 33% of countries have explicit protection of women and girls' right to an education, whilst pregnant or married. Turning a blind eye to women's struggles and neglecting creating solutions are another manifestation of sexism, which particularly affects education.

Gender norms and biases are one of the main barriers for women and girls pursuing an education. In patriarchal societies, boys are seen as leaders and the heads of the family and society, and so families will prioritize their sons' education. In comparison, girls are expected to reinforce the power of men, and follow the power structure in which men sit on top. Additionally, women often face harassment and discrimination in places of education. In 2020, schools in over 20 countries experienced targeted attacks. These attacks disproportionately affected the



female populations at schools. Attacks have included bombing, sexual violence, and abductions. These attacks only further emphasize the difference in access to resources that women face in many countries while getting an education. They only reinforce the ideology that has been forced onto many young women and girls, that they are not expected or supposed to attain an education.



UN INVOLVEMENT

One of the UN's top priorities at the moment is equitable education for all, especially for vulnerable groups like women. This is reflected in Sustainable Development Goal Number 4, which seeks to spread equal, quality, and inclusive education to everyone regardless of gender, race, religion, outlook on life, or economic background.

UN Women specifically aims to train teachers to create equitable learning opportunities for students of any gender. Countries with low women's education rates tend to have higher rates of harassment and violence towards women, so UN Women also works to make schooling and life safer for these girls by training their teachers on these issues. Although many UN organizations focus mainly on K-12 education, UN Women has created initiatives such as the Second Chance Initiative to help women return to education, and is a part of the Joint Programme on Education with UNESCO and UNFPA to provide support for education for women in conflict zones all around the world.

UNESCO works specifically to bring education to young girls through their work by prioritizing girls' education, analyzing gender stereotyping in textbooks, and eliminating gender gaps in learning. Initiatives like Skills4Girls and Women in Learning Leadership aim to teach girls STEM skills and get more women teachers, respectively.

In addition, to target women's issues more directly in regards to education, the United Nations Girls' Education Initiative (UNGEI) was created



under the United Nations Children’s Fund Committee, which attempts to “close the gender gap” in education. It launched in 2000 and works directly with country leadership to address divisions in addressing the education crisis across genders.



BLOC POSITIONS

Africa Bloc

The African Bloc believes that there needs to be higher education provided to women and girls across the continent. As women gain greater access to education, child marriage rates would decrease and boost countries' economic development. Until recently, it was uncommon for many women to attend school, which is reflected in a lack of material catered to girls, which then translates to a lack of interest in learning for many girls. Africa is seeing gender gaps in the number of adolescent girls completing secondary school due to women dropping out.

Asia Pacific Bloc

The Asia Pacific Bloc believes that education is important for a woman's livelihood and well-being, with countries within the bloc such as Japan boasting some of the highest education rates worldwide. However, Asia's main concern with the condition is making it accessible to all parts of the continent, as less developed countries in areas such as South and Southeast Asia are more prone to sexism within their educational frameworks. Additionally, traditional collectivist mindsets resist social change, and thus quieter problems such as microaggressions go untouched.

Eastern European Bloc

Education in Eastern Europe has seen significant progress. However, with progress, it always comes with its own challenges. The women's educational system is starting to evolve to create more diversity in career paths within school communities, which makes it difficult to accommodate all. This problem appears to be a common issue among other nations as well. Women in Eastern Europe have, however, seen an increase in taking STEM jobs.



Middle Eastern Bloc

The Middle East Bloc sees education as a potential to enhance economic and cultural development. The Middle East believes that more educated women in developing nations can lead to global success, as having all people educated, regardless of gender, allows for more productivity. However, the Middle East struggles to protect education in conflict zones, with day-to-day survival being prioritized over other learning in active warzones. On top of this there are issues of teacher training, resources, and cultural and societal factors, such as traditional mindsets that prioritize womens' roles as homemakers.

Latin American Bloc

Education in Latin America has seen a trend of young women succeeding, with the overwhelming majority of young girls attending school and 60% of women attending college, a significantly higher figure than men. However, there are still issues with representation as women are often sidelined in STEM fields. Although gender gaps are not as prominent, income status and race/ethnicity are becoming more relevant problems in education. Many school boards have attempted to create more of a diverse school community in hopes of combating these demographic gaps.



QUESTIONS TO CONSIDER

1. How can you create a plan that many countries can apply?
2. How are you addressing the main issues facing women pursuing education, including war, poverty, and cultural norms?
3. How would the other countries in your bloc react to your plan?
4. What are the differences in the needs for women under 17 and women pursuing higher education?
5. How do the differences in the percentage of women in school in each country affect your solution?
6. Is your plan feasible to achieve?
7. How much outside funding would your plan require?
8. Who do you hope to align yourself with in your plan?
9. How will your plan bring countries together?
10. How are you addressing the difficulties of access to education vs discrimination?



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