

CSW65 NGO CSW Advocacy Research Group on **Social Norms**

Consider:

What is the primary source of social norm and narrative perpetuation that precludes women from assuming leadership roles?

A Key Critical Issue:

A Lack of Community Engagement and Education (from classrooms to PSAs)

Advocate for Action:

Member States commit significant funds to engage and educate men, women, boys and girls on the human rights of women, utilizing communications technologies, media, social media and public school curricula.

Evidence

European Parliament Briefing, May 2019, [Women in politics in the EU State of play](#), page 6.

“ Under the influence of gender stereotyping, obstacles to women's participation in politics can start at a very young age, with the shaping of different career aspirations for girls and boys in school. Part of this stereotyping can be a message that women 'are not made for' politics or are not 'legitimate' political actors. Although women now sit alongside men in parliaments and government, powerful women – and the association of women with power – continue to elicit strong, negative reactions, which remain a barrier to women wishing to enter – and thrive – in politics and other areas of leadership. The **level of abuse and violence** directed at women in politics and public life because they are women, and sometimes because of their increased presence, is a growing concern in itself. There is also a risk that it will deter women from engaging in politics because they find the environment too toxic.”

Supporting UN Documents

CSW45, 2001, [Agreed Conclusions 2001/5](#), on thematic issues, paragraph 3. *Change attitudes and eliminate stereotypes and prejudice:* Section(d)

“Ensure that education and training, especially teacher training, promote respect for human rights, the culture of peace, gender equality and cultural, religious and other diversity, and encourage educational and training institutions and organizations to adopt policies of equal opportunities and follow up their implementation with the participation of teachers, parents, boys and girls and the community”

CSW60, 2016, [Agreed Conclusions on Women's empowerment and the link to sustainable development](#), paragraph (kk)

“Increase resources and support for grass-roots, local, national, regional and global women's and civil society organizations to advance and promote gender equality and the empowerment of women and the human rights of women and girls.”

Good Practices

[Geena Davis Institute on Gender in Media](#) offers gender equality lessons for schools.

Forum for African Women Educationalists, 27 January 2020, [FAWE Gender Responsive Pedagogy Toolkit for Teachers and Schools 2nd Edition](#). This toolkit targets teachers and all other practitioners who deal with students. It is a practical guide that can be adapted to any context and the related needs as well as a source of ideas and resources that individual teachers and school leaders can put to immediate use in their classrooms and schools.

CSW65, March 2021, E/CN.6/2021/4 Report of the Secretary-General, [Review of the implementation of the agreed conclusions of the sixtieth session of the Commission on the Status of Women](#) “Reporting Member States have acted to stem the shadow pandemic of violence against women and girls through the provision of essential services, including innovative technology to facilitate access thereto by women and girls. In addition to awareness-raising campaigns (Colombia, Cyprus, Ghana, Greece, Kyrgyzstan, Mongolia, Morocco, Mozambique, Myanmar, Portugal and Sudan), services cover guidance for women experiencing violence and their families (Bolivia (Plurinational State of) and Peru).....” (pp 9-10, section 31)