

CSW67 Recommendation Briefs
NGO CSW Global Advocacy & Research Group

1. Digital Education & STEM

*Invest in and strengthen gender-responsive policies, programs and laws that prioritize girls and women in all their diversity. Eliminate the digital gender gap by providing them with **critical digital fluency skills**, ranging from basic digital literacy to advanced technical skills in science, technology, engineering and mathematics (STEM) and in information and communications technology (ICT).*

Relevant UN Precedent Language

The importance of decreasing the gender gap in digital education and STEM has been mentioned throughout multiple United Nations reports and documents, including numerous CSW agreed conclusions. In the past years, critical language has been adopted toward reaching this goal but the elimination of the digital gender gap has a long way to go. The precedent language from various UN reports below shows the progress made and reinforces the importance of continuing the work toward ensuring universal basic digital literacy for women and girls of all ages and diversity and decreasing the barriers for women and girls to pursue education and careers in STEM.

[A/HRC/50/50](#) Impact of the COVID-19 pandemic on the realization of the equal enjoyment of the right to education by every girl. Report of the United Nations High Commissioner for Human Rights May 2022

3. For 75 years, the right to education has been recognized as a multiplier right that empowers all women and girls to claim their human rights, including the right to participate in the conduct of public affairs as well as in economic, social and cultural life, and to fully, equally and meaningfully participate in the decision-making processes that shape society. The right to education, including its equal enjoyment by every girl, is universally recognized and guaranteed under international human rights law and is an integral part of the 2030 Agenda for Sustainable Development.

[Report of the World Conference of the International Women's Year \(Mexico\)\(1975\)](#)

1(a) pp100) 8(pp 55). As early as 1975, the Women's World Conference in Mexico affirmed that fundamental education, including functional literacy, basic skills and science and technology should be provided for all as soon as possible. This included all forms of mass communication and technology as they were to be used to expand the educational opportunities for women as well as men. In 1975, Governments were to also provide special incentives and facilities for women to encourage their participation in technological and scientific skills.

[CSW 66 Agreed Conclusions \(2022\)](#)

51, 54, 62(ee). In 2022, the Commission underscored the rapid technological change, including new and emerging digital technologies and expressed concern regarding the presence of discriminatory social norms and persistent gender gaps and inequality in education at all levels

and vocational training in science, technology, engineering and mathematics and occupational segregation which kept women from attaining and retaining decent work and quality jobs in sustainable economies and in the context of climate change, environmental and disaster risk reduction policies and programmes.

51 & 54. The Commission emphasized that closing gender gaps, including in digital and financial literacy and ensuring full and equal access to quality education, training, information, skills development, leadership and mentorship programmes, and technical and financial support, was key to increasing women's and girls' resilience and empowering them as agents of change in climate action.

62(ee). In 2022, the Commission also focused on other vulnerable groups. The Commission urged states to promote and invest in gender-responsive, quality and inclusive education, lifelong learning, reskilling and training, including in science, technology, engineering and mathematics, for women and girls, including pregnant adolescents and young mothers, as well as single mothers, to enable them to continue and complete their education and to acquire the knowledge and skills that can strengthen their resilience and adaptive capacities in order to attain high-quality jobs in the sustainable economy.

62(kk). The Commission also addressed bridging the digital divide, including the gender digital divide when dealing with early warning systems in order to enable women and girls equal access to risk-informed information, knowledge and communications...by states providing concrete measures to promote equal access for all women and girls to digital training, capacity-building, forecasting and preparedness, including early warning systems, through equal access to information and communications technologies and digital literacy and enable them to develop the skills needed to better cope with the adverse effects of climate change, environmental degradation and disasters, in particular for poor women, women in rural and remote areas, and women farmers and producers.

In multiple other CSW agreed conclusions it has been recognized that advancements in technology are transforming the labor market and offering various employment prospects that necessitate women and girls to develop a range of skills, from fundamental digital literacy to more advanced technical expertise in STEM and ICT fields. Many CSW agreed conclusions call for incorporating a gender perspective into education and training programs, particularly in STEM fields (CSW 55 Agreed Conclusions (2011) Para 22(g); CSW 61 Agreed Conclusions (2017), Para 24, Para 40(rr) and 40(ss), Para 40(I), Para 29 and 40(d); CSW 62 Agreed Conclusions (2018), Para 20, Para 46(cc), Para 46(pp) and 46(ppp) etc.).