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30th Annual
BRIGHAM YOUNG UNIVERSITY MODEL UNITED NATIONS CONFERENCE
Sponsored by the David M. Kennedy Center for International Studies
Friday, November 8th, 2019 – Provo, Utah

Dear Delegates,

I am thrilled to welcome you to Brigham Young University's 30th Annual Model United Nations Conference! My name is Kelsey Eyre-Hammond and I will be the Director of the United Nations Commission on the Status of Women (CSW). I have been involved in BYU Model United Nations since last year. During BYUMUN29, I chaired the General Assembly. Additionally, I have had the chance to represent BYU at two international conferences, including as Sudan in the General Assembly (GA) at the NMUN China Conference and Turkmenistan in the Conference on the Parties to the United Nations Framework Convention on Climate Change at the NMUN New York Conference.

I am a Junior studying Political Science with an emphasis in Global Development and pursuing a minor in Mandarin Chinese. I have also focused my most recent studies on how empowering women in developing countries helps those countries overcome economic, social, and political barriers. I hope to continue these pursuits in graduate studies.

This year, The Commission on the Status of Women will focus our discussion on the following two topics:

I.   Ensuring STEM Education is Accessible to Young Women in Developing Countries;
II. Involving Women in the Implementation of Worldwide Sustainable Maternal Health Practices.

The purpose of UN Women is to fight for the empowerment of women and girls throughout the world. I hope you will think deeply about these issues.

Sincerely,
Kelsey Eyre-Hammond
Director, UN Women
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Committee History

"In my moments of doubt, I told myself firmly, 'If not me, who? If not now, when?' If you have similar doubts when opportunities are presented to you, I hope those words will be helpful. Because the reality is that if we do nothing, it will take seventy-five years, or for me to be nearly 100 before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates, it won't be until 2086 before all rural African girls will be able to receive a secondary education."
— *Emma Watson, UN Women Goodwill Ambassador 2014 [1]*

Introduction

Until July of 2010, the United Nations General Assembly (UNGA) bore the burden of gender equality initiatives. Gender inequality encompasses a large number of global issues including but not limited to domestic violence, workplace inequality, lesser educational opportunities for women, lack of safe maternal healthcare, and financial inequality.

The United Nations recognized how these inequalities were affecting the economic and social wellbeing of women and men throughout the world and began to look for ways to overcome these barriers. They separated Gender Equality Initiatives into four distinct bodies: the Division for the Advancement of Women (DAW), the International Research and Training Institute for the Advancement of Women (INSTRAW), the Office of the Special Adviser on Gender Issues and Advancement of Women (OSAGI), and the United Nations Development for Women Fund (UNIFEM)[2]. While these efforts were valiant, a lack of funding and distinct gender-based leadership inhibited UNGA's progress. Member States hoped an auxiliary body to UNGA whose function was solely to support female empowerment initiatives would yield greater results.

Thus, in July of 2010, the UNGA created The United Nations Entity for Gender Equality and the Empowerment of Women, also known as UN Women. The Commission on the Status of Women (CSW) is the policy-making body of UN Women. In this Background Guide, the terms "UN Women" and "the Commission on the Status of Women" will be used somewhat interchangeably, as both organizations share the same mandate. Currently, UN Women's efforts are focused around Sustainable Development Goal Five in an effort to ensure improved efforts to uplift and empower women globally, as stated in Sustainable Development Goal Five (SDG5), "Gender Equality." The Goal Five targets include everything from ending "all forms of discrimination against all women and girls everywhere" to recognizing the "value of unpaid care and domestic work."[3]

Although UN Women and the Commission on the Status of Women are relatively new bodies of the United Nations, they stands as a beacon of hope to women internationally, regardless of their current economic situation or geographic location. UN Women has stated "UN Women is the

[1] "Emma Watson 2014 Speech on Gender Equality," *ThoughtCo*, updated 29 March 2019, accessed June 2019. https://www.thoughtco.com/transcript-of-emma-watsons-speech-on-gender-equality-3026200.
[2] "About Us," *UN Women*, accessed June 2019, http://www.unwomen.org/en/about-us/about-un-women.
[3] "Goal 5: Achieve Gender Equality and Empower all Women and Girls," *United Nations Sustainable Development Goals*, accessed 26 August 2019, https://www.un.org/sustainabledevelopment/gender-equality/.

United Nations entity dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN Women was established to accelerate progress on meeting their needs worldwide." Due to the UN Women's specific focus, their pointed efforts have led to more innovative and effective progress for the involved Member States.

Commission Structure, Functions, and Mandate

The Commission on the Status of Women is a functional, policy-making body that reports to the Economic and Social Council (ECOSOC). UN Women also conducts research that informs CSW's policy-making process, publishing reports such as "Progress of the World's Women" and "World Survey on the Role of Women in Development." Both UN Women's broader research efforts and CSW's tailored resolutions inform the deliberative process of the Security Council, evident in the rising discussion surrounding women, peace, and security (see Security Council resolution 1325), and the work of the General Assembly. The Commission also tackles gender issues on a more local front, implementing gender mainstreaming practices within the administrative processes (hiring, healthcare, leave, etc.) of the UN. However, the Executive Board organizes and implements the operational duties of UN Women. This division of labor ensures that CSW's role is focused solely on the creation of substantive international women's policy.

The Commission's role can be summarized into three main objectives; the first objective is "formulation of policies, global standards, and norms" purposed towards achieving SDG5. Global restrictions on women's rights come mainly from cultural and social norms. In many countries, there are laws in place that keep women from receiving the same opportunities as men. Until June of 2018, women in Saudi Arabia were not allowed to drive. Through UN Women, CSW encourages international bodies to acknowledge unequitable limitations on women and aids them in the development of remedial measures.[4] For example, in the most recent session of the Commission on the Status of Women, the UN Women resolved to set up "social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls."[5]

The second objective, found in UN Women's purpose statement is "To help Member States implement these standards, standing ready to provide suitable technical and financial support to those countries that request it and to forge effective partnerships with civil society." UN Women assists all willing Member States in implementing CSW's international norms in order to achieve gender equality worldwide. They have created 12 Flagship Programs such as "Women's Access to Justice," "Transformative Financing for Gender Equality," and "Women's Leadership Access, and Protection in Crisis Response." They focus mainly on helping women receive the same basic human rights as men. These 12 Flagship Programs are centered around achieving UN Women's 2018-2021 Strategic Plan.[6] The 2018-2021 Strategic Plan builds off of the 20-year review of the

[4] "How We Work: Intergovernmental Support," *UN Women*, accessed 10 June 2019, http://www.unwomen.org/en/how-we-work/intergovernmental-support.
[5] "The Commission on the Status of Women: Outcomes," *UN Women*, March 2019, accessed August 2019, https://www.unwomen.org/en/csw/outcomes#60
[6] "How We Work: Flagship Programs," *UN Women*, accessed 10 June 2019, http://www.unwomen.org/en/how-we-work/flagship-programmes.

Beijing Declaration and Platform for Action and *the 2030 Agenda for Sustainable Development* (the SDGs). The current Strategic Plan emphasizes the importance of cross-sector collaboration, poverty reduction, and taking into account Member State's "national realities, capacities and levels of development." [7]Another guiding normative framework of the Flagships Programming Initiatives (FPI) is the Outcome Document of the 57th meeting of the Commission on the Status of Women, which occurred in 2013. This document emphasized the creation of data-based implementation systems, addressing root causes of gendered violence, and ensuring the accessibility of resources for survivors of gendered violence.

The third objective of UN Women is "to lead and coordinate the UN system's work on gender equality, as well as promote accountability, including through regular monitoring of system-wide progress."[8] UN Women states that their mandate is "to lead, promote and coordinate efforts to advance the full realization of women's rights and opportunities."[9] In order to coordinate the efforts of the UN in Gender Equality, UN Women promotes accountability through a system called UN System-Wide Action Plan (UN-SWAP). This plan included steps for implementing accountability measures for all SDGs, including SDG5 for gender equality. Each step includes two processes: results-based management and oversight. All results-based management plans include a cycle of strategic planning, reporting results, and implementing evidence-based changes into programming. In the oversight phase, UN entities further evaluate results and audit both their data-gathering and programmatic processes.[10] The United Nations Evaluation Group's (UNEG's) Working Group on Gender Equality and Human Rights conducted an independent review of UN-SWAP, finding that it had increased UN entities' performance on several indicators of gender equality.

These processes make up the basic structure, functions, and mandate of UN Women.

Recent Impact

In recent years, UN Women has made the most progress in rural communities where the inequality of women affects the economy and livelihood of inhabitants in extreme ways. There have been efforts made to end childhood marriage, especially in countries where underage marriage is illegal yet sustained by cultural norms. The UN has a goal to end child marriage by the year 2030.[11] There have also been vast efforts to provide better maternal health and contraceptives to women who live in places where those are in short or no supply. Additionally,

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[7] "Strategic Plan 2018-2021," *Executive Board of the United Nations Entity for Gender Equality and the Empowerment of Women*, 30 August 2017, accessed 26 August 2019, https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2017/second%20regular%20session%202017/unw-2017-6-strategic%20plan-en-rev%2001.pdf?la=en&vs=2744.

[8] UN Women, "About Us."

[9] "How We Work: UN- System Coordination," *UN Women,* accessed 10 June 2019, http://www.unwomen.org/en/how-we-work/un-system-coordination.

[10] "How We Work: System coordination, Promoting UN accountability (UN-SWAP and UNCT-SWAP)" *UN Women*, accessed June 2019, http://www.unwomen.org/en/how-we-work/un-system-coordination/promoting-un-accountability.

[11] "New UN initiative aims to protect millions of girls from child marriage," *Office of the Secretary General Envoy on Youth,* 8 March 2016, accessed 10 June 2019, https://news.un.org/en/story/2016/03/523802-new-un-initiative-aims-protect-millions-girls-child-marriage.

CSW's most recent Outcome Document encouraged Member States to find a way for public services and protection systems to be equally accessible to men and women worldwide[12].

Conclusion

Melinda Gates, a champion for women's equality who has worked with the UN on multiple groundbreaking and innovative initiatives has said, "As women gain rights, families flourish, and so do societies. That connection is built on a simple truth: Whenever you include a group that's been excluded, you benefit everyone. And when you're working globally to include women and girls, who are half of every population, you're working to benefit all members of every community. Gender equity lifts everyone. Woman's rights and society's health and wealth rise together." The work that is done by CSW, and UN Women more broadly, truly has the potential to lift entire communities out of poverty and countries out of anarchy. As you continue your research, please take note of the people you are intending to help and the types of communities that will benefit from your ideas. This will encourage you to dig deeper into your research and further your knowledge to benefit the world around you.

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[12] "Commission on the Status of Women: Outcomes," *UN Women.*

Annotated Bibliography

"About Us." *UN Women*. **Accessed June 2019.** http://www.unwomen.org/en/about-us/about-un-women.

> *This article serves as an overview of the role of UN Women as a whole. Read this articled to better understand what they are and the purpose of our committee. This website is a no-brainer for finding information about UN Women and how they work. Refer to it frequently throughout your research to ensure you fulling understand what type of committee we are in.*

"Emma Watson 2014 Speech on Gender Equality." *ThoughtCo*. **Updated 29 March 2019. Accessed June 2019.** https://www.thoughtco.com/transcript-of-emma-watsons-speech-on-gender-equality-3026200.

> *This speech given by Watson brought great media attention to the importance of gender equality for men and women. This launched the "He for She" movement that encouraged men to become involved in the feminist movement. This article on ThoughtCo includes an introduction to the speech and Watson's role in the UN as Good-Will Ambassador.*

"Goal 5: Achieve Gender Equality and Empower all Women and Girls." *United Nations Sustainable Development Goals*. **Accessed 26 August 2019.** https://www.un.org/sustainabledevelopment/gender-equality/.

> *This webpage outlines the Goal 5 of the SDGs. It provides a well-developed overview of the SDG's targets as well as other resources for exploring the UN efforts made to achieve SDG 5.*

"How We Work: Flagship Programs." *UN Women*. **Accessed 10 June 2019.** http://www.unwomen.org/en/how-we-work/flagship-programmes.

> *Another explanation of the workings of the UN Women. This article explains specifically their flagship programs and the impact they make. This also explains what how they are organized.*

"How We Work: Intergovernmental Support." *UN Women*. **Accessed 10 June 2019.** http://www.unwomen.org/en/how-we-work/intergovernmental-support.

> *This is another part of the UN Women informational website that explains specifically how the UN Women works with government bodies to implement ideas for improvement of women's lives around the world. This article explains their specific role in this process.*

"How We Work: System coordination, Promoting UN accountability (UN-SWAP and UNCT-SWAP)." *UN Women*. **Accessed June 2019.** http://www.unwomen.org/en/how-we-work/un-system-coordination/promoting-un-accountability.

This is an extension of the last source, explaining specifically accountability within the UN systems. This explains the role that each body has in assisting others with accomplishing their goals.

"How We Work: UN- System Coordination." *UN Women.* **Accessed 10 June 2019.** http://www.unwomen.org/en/how-we-work/un-system-coordination.

This article explains specifically the need for coordination between the different UN Systems to accomplish each SDG. You will find how the UN Women works under the General Assembly and also the role that each individual system has.

"New UN initiative aims to protect millions of girls from child marriage." *Office of the Secretary General Envoy on Youth.* **8 March 2016. Accessed 10 June 2019.** https://news.un.org/en/story/2016/03/523802-new-un-initiative-aims-protect-millions-girls-child-marriage.

A report of the UN initiative to prevent childhood marriage in countries where culture encourages girls to marry young. This report outlines the steps that the UN has made with the help of UN Women to help young girls avoid childhood marriage. This helps outline the role of UN Women in UN initiatives.

"Strategic Plan 2018-2021." *Executive Board of the United Nations Entity for Gender Equality and the Empowerment of Women.* **30 August 2017. Accessed 26 August 2019.** https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2017/second%20regular%20session%202017/unw-2017-6-strategic%20plan-en-rev%2001.pdf?la=en&vs=2744.

This Strategic Plan guides the work of the Commission on the Status of Women for the 2018-2021 period.

"The Commission on the Status of Women: Outcomes." *UN Women.* **March 2019. Accessed August 2019.** https://www.unwomen.org/en/csw/outcomes#60.

This is a report of everything concluded from each session of the Commission on the Status of Women since its formation. I reference the most recent resolution but, this webpage includes the dates of the session as well as a brief summary of what was resolved in the session.

"We liked to be known as the clever girls. When we decorated our hands with henna for holidays and weddings, we drew calculus and chemical formulae instead of flowers and butterflies."
— *Malala Yousafzai*

Introduction

Sustainable Development Goal number 5 (SDG 5) focuses on bringing gender equality to all. Education is a large part of that effort.[13] Likewise, Sustainable Development Goal Four (SDG 4) focuses on "Ensuring inclusive and equitable education and promot[ing] lifelong learning opportunities for all."[14] The people who are most often deprived of "lifelong learning opportunities" are young girls in developing countries. Recent data from the United Nations shows that although seventy percent of primary-aged children worldwide are receiving an education. This access is segregated by gender; a report from the recent Programme "Empowering Adolescent Girls and Young Women through Education" reports that "only thirty-eight percent of countries have achieved gender parity in secondary education." [15] Further, only forty-one percent of children in Sub-Saharan Africa and fifty-two percent of Northern and Western Africa have access to an education.[16] Access to science, technology, engineering, and mathematics (STEM) education is a particular concern; only about forty-two percent of those children have reached proficiency in reading and mathematics. Ensuring that children, and especially girls, have access to an adequate education will substantially increase their quality of life and the prosperity of their home countries.

Impact of Educating Women

Many developing countries lack the infrastructure to provide education to their children and young adults. This creates a vicious cycle; when communities lack the education necessary to improve their infrastructure, education becomes harder to attain. Basic necessities, such as running water and paved roads, influence how many children can attend school. Either those children must be working to support the basic needs of the community, or the lack of resources otherwise inhibits the child's ability to attend school.

UN Women's 2014 "World Survey on the Role of Women in Development: Gender Equality and Sustainable Development" finds that the efforts of educated women, particularly the efforts of women with an understanding of STEM fields, are key to the development of green economies,

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[13] "Sustainable Development Goal 5: Progress and Info," *Sustainable Development Goals Knowledge Platform*, 2019, accessed 15 July 2019, https://sustainabledevelopment.un.org/sdg5.

[14] "Sustainable Development Goal 4: Progress and Info," *Sustainable Development Goals Knowledge Platform,* 2019, accessed 15 July 2019, https://sustainabledevelopment.un.org/sdg4.

[15] "Empowering Adolescent Girls and Young Women through Education," *UNESCO*, 2015, accessed 15 July 2019, https://unesdoc.unesco.org/ark:/48223/pf0000231944.

[16] "Empowering Adolescent Girls and Young Women through Education," *UNESCO*, 2015.

food security, and health care systems.[17] If developing countries invested in STEM education, many of their infrastructure problems could be mitigated. Not only will STEM fields benefit from an increase in female employees, new female experts will benefit from the profits of a lucrative field. STEM-based learning will help young girls move towards higher-paying jobs. A report from the Malala Fund and the World Bank has found that "if every girl worldwide received 12 years of free, safe, quality education, lifetime earnings for women could increase by $15 trillion to $30 trillion globally."[18] In her recent book *The Moment of Lift*, Melinda French Gates notes that "Tech is currently the world's largest industry and is projected to add half a million jobs in the next ten years." There are opportunities for women in STEM. Currently, women hold only fifteen percent of technical jobs and only three percent of those jobs belong to black women. As more women become involved in STEM fields, their families and communities will experience both physical and financial growth. Human capital is a primary source of wealth for developing countries; involving women in the workforce, especially in rapidly-growing STEM fields, can double a nation's human resources.

Not only does educating women improve the status of their countries, educating women also improves their interpersonal relationships. Family life is improved when women are educated. Educating mothers literally saves children's lives. Around seventy percent of the nine million infant deaths that occur yearly are suspected to be preventable with increased access to affordable healthcare practices.[19] Helping young women receive adequate education in science will lead to more female doctors and nurses, increasing women's access to gender-sensitive maternal healthcare. Mothers can only teach their children to read and write if they know how to themselves. Further, when women and men are given equal access to education, it evens the playing field. It helps men to see women as their equals, decreasing sexism and gendered violence. Increasing access to education for young girls helps them become better mothers, leaders, and forces for good in the world.

Reasons for a Gender Imbalance in Education

Unfair gender biases result in a lack of access to education for young women in developing countries. In many developing countries, young women are pulled out of school shortly after puberty so that they can be married and start their families. This often happens before it is safe for them to bear children and before they have sufficient education to sustain themselves.[20] Many developing countries, such as Pakistan and Nigeria, also lack the infrastructure to put laws in place that will ensure girls have access to education. Many of these developing countries also uphold traditions that value boy's education more than girl's education. When educational opportunities are scarce, they go first to the young boys and are often kept from the young girls. This assumption is particularly salient in STEM education. Research has found that gender bias

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[17] "World Survey on the Role of Women in Development in 2014: Gender Equality and Sustainable Development," *UN Women,* 2014, accessed 26 August 2019, https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2014/world-survey-on-the-role-of-women-in-development-2014-en.pdf?la=en&vs=3045.

[18] "Girls' Education," Malala Fund, 2018, accessed 26 August 2019, https://www.malala.org/girls-education.

[19] "Child Mortality," *World Health Organization*, 2011, accessed July 2019, https://www.who.int/pmnch/media/press_materials/fs/fs_mdg4_childmortality/en/.

[20] Melinda French Gates, *The Moment of Lift* (Deckle Edge: 2019), Chapter 6.

is causally related to women's lower rates of participation in STEM fields.[21] A study across forty-nine countries found that "girls are fifty-four percent less likely than boys to expect CE (Computing and Engineering) occupations." Access to STEM education is particularly important early on in a girl's life; that same study noted that "the size of the gender gap in expressed affinity for mathematics at the eighth-grade level is the most important predictor of gender segregation by field study."[22]

Girls Making a Difference

Despite the strong influence of gender biases on girls' ability to access equitable educational opportunities, women and girls have still found a way to improve their conditions. For example, KaKenya Ntaiya grew up in a village in Kenya that practices female genital mutilation (FGM) and encourages marriage around age 13. Kakenya was passionate about learning and convinced her father to allow her to stay in school after undergoing FGM. She went onto college, ultimately earning a Ph.D. in Education and returning to her hometown to build a school for girls. However, many of the village leaders thought it would be a waste of resources to build a school for girls. They felt that educating the boys would be of more value. However, Kakenya convinced them to help her build the school by reminding them that she had come back from America to help the community, while none of the men had. She built a school called the "Kakenya Center for Excellence" that has helped hundreds of girls receive an education they otherwise would not have received. When communities invest in women, women invest in communities. Educating women means educating generations.[23]

Another prominent example of girls fighting for their education and giving back to their communities is Malala Yousafzai. Malala is a famous activist from Pakistan who has fought for girls' educational rights in her country and across the globe. Although she was raised in a place where she was told she did not deserve an education, she still believed that she was entitled to the same education as the boys were receiving. Malala started a blog, extolling the importance of education for girls, which resulted in the Taliban threatening her life. She was shot in the head on her way home from school but survived. Even after the attack, she continued to speak out against gender inequality. After speaking in the UN and publishing a book about her experience, she was given the Nobel Peace Prize at age 17. Malala's organization, the Malala Fund, supports grassroots efforts to expand women's education in Afghanistan, Brazil, India, Nigeria, Pakistan, and the Syrian Region.[24] Although this organization does not partner with the UN, Malala's courage has resulted in an outpouring of support from the UN and many other organizations that advocate for gender equality in education. Further, Malala was designated a UN Messenger of

[21] Corinne A. Moss-Racusin, et. al., "Gender Bias Produces Gender Gaps in STEM Engagement," *Sex Roles*, Vol. 79, No. 11-12, pp. 651-670, https://link-springer-com.erl.lib.byu.edu/article/10.1007/s11199-018-0902-z.

[22] Seong Won Han, "National Education Systems and Gender Gaps in STEM Occupational Expectations," *International Journal of Educational Development,* Vol. 49, July 2016, pp. 175-187, https://doi.org/10.1016/j.ijedudev.2016.03.004.

[23] "Centers for Excellence," *Kakenya's Dream*, 2019, accessed July 2019, https://www.kakenyasdream.org/centers-for-excellence/.

[24] "Our Work," *Malala Fund*, 2018, accessed 26 August 2019, https://www.malala.org/gulmakai-network.

Peace in 2017.[25] UN Women should expand their partnerships with entities working towards gender equality in education, particularly STEM education, in order to center the empowerment of young girls in their work. [26]

UN Efforts

In 1998, under the leadership of the UN-Secretary General Kofi Aanan, the UN started an initiative called the United Nations Girls' Education Initiative (UNGEI) in an effort to address the gap between educational opportunities for boys and girls. This Initiative has four main goals, including: "enhancement of marginalized groups, prevention of gender-motivated violence in schools, a brighter future through education for girls and continuation of school for girls."[27] One part of the Initiative is the Global Working Group to End School-Related Gender-Based Violence (SRGBV). This working group ensured that SRGBV was addressed in both Article 8 of the *Incheon Declaration for Education 2030* and the *Sustainable Development Goals Framework for Action*. Currently, the Working Group's main focus is increasing educational resources and advocacy tools that will enable Member States and community organizations to end SRGBV.[28] In addition to organizing around issues, UNGEI also organizes around region. For example, the East Asia and Pacific Regional (EAP) UNGEI creates networks across Cambodia, China, Lao PDR, Mongolia, Papua New Guinea, the Philippines, Thailand and Viet Nam. These networks ensure girls' access to education is a topic of discussion at local meetings, develops advocacy tools, and strengthens data sharing capacity between Member States and NGOs.[29]

The Commission on the Status of Women's 2019 theme is "Social protection systems, access to public services and sustainable infrastructure of gender equality and the empowerment of women and girls."[30] The most recent resolution passed by the Commission on the Status of Women (CSW) stated that they planned to "[address] the multiple and intersecting forms of discrimination and barriers they face, including violence, ensuring access to quality and inclusive education, health care, public services, economic resources, including land and natural resources, and women's access to decent work."[31] The solutions that the UN Women develops should focus on the needs of women in developing countries.

[25] "Malala Yousazfzai Designated Youngest-Ever UN Messenger of Peace," *UN News*, 10 April 2017, accessed 26 August 2019, https://news.un.org/en/story/2017/04/555112-malala-yousafzai-designated-youngest-ever-un-messenger-peace.

[26] "Malala Yousafzi Biography," *Biography.com*, updated 21 August 2019, accessed 26 August 2019, https://www.biography.com/activist/malala-yousafzai#&gid=ci023a41e2f00027d8&pid=malala-gettyimages-158951630.

[27] Sloan Bousselaire, "What is the United Nations Girls' Education Initiative?" *Borgen Project*, 18 October 2017, accessed August 2019, https://borgenproject.org/united-nations-girls-education-initiative/.

[28] "School-Related Gender-Based Violence (SRGBV)," *UNGEI*, accessed 26 August 2019, http://www.ungei.org/srgbv/index.html.

[29] "EAP UNGEI: Background," *UNGEI*, accessed 26 August 2019, http://www.ungei.org/infobycountry/2253.html.

[30] "Commission on the Status of Women," *UN Women*, accessed 26 August 2019, https://www.unwomen.org/en/csw.

[31] "Social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls," *Commission on the Status of Women*, 25 March 2019, accessed 26 August 2019, https://undocs.org/en/E/CN.6/2019/L.3.

Innovative Solutions

The UN, Member States, global development organizations, and even individual people have increased women's access to STEM education. In 1997, the World Bank and the country of Mexico launched the "Oportunidades" Program, a program designed to help keep more children and youth in school. Research showed that families in Mexico needed their children to stay home and work in the farms in order to make enough money to sustain themselves. This program would provide children who attended a month of school with the amount of money they would likely make in a month of work. Additionally, they paid girls more than boys per month due to their higher drop-out rate. The amount of money they received increased each year as the value of their work and education increased. This program increased school attendance among girls by twenty percent and among boys by ten percent. Additionally, Mexico has an equal number of boys and girls in school and the highest percentage of computer science degrees awarded to women.[32]

A worldwide initiative called the "Technovision Challenge" has also had recent success in increasing women's access to STEM education. This program began in 2015 and encourages young women ages 10-18 to work in teams to use technology to solve problems within their communities. They create comprehensive solutions that include business plans and launching mobile applications. They enter into this yearly competition and can advance through the rounds hoping their project is chosen. The Technovision Challenge provides girls with an opportunity to express their passion for service, learn valuable technological skills, and explore future career opportunities. Many of these girls focus on SDGs in their brainstorming and try to find ways to help accomplish the SDGs in their communities. Hela Skhiri, the program coordinator for UN Women in Tunisia stated, "When we promote the interest and training of girls in coding, it helps in challenging social norms and stereotypes that traditionally keep girls and young women out of the emerging digital sector, by encouraging them to explore and learn to code, we are enabling girls to address the needs of their communities and develop technology that enhances their daily lives." UN Women's Technovision Challenge successfully encouraged girls to practice their creativity and problem-solving skills while learning about new technologies.[33] The Commission on the Status of Women should continue to find and support creative programs that provide girls with educational opportunities, particular STEM education opportunities.

Conclusion

In order for UN Women to make a lasting impact, changemakers must understand the cultural pressures and barriers that keep girls in developing countries from receiving an education. In some countries, it is due to a lack of economic capacity. In other countries, cultural traditions do not encourage or support the education of women. Sexual violence may also inhibit girls' educational opportunities, as it leads to pregnancy and mental health concerns. Each country faces different challenges. Through UN Women, the Commission on the Status of Women

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[32] "Mexico's Oportunidades Program," *World Bank*, accessed 15 July 2019, http://web.worldbank.org/archive/website00819C/WEB/PDF/CASE_-62.PDF.

[33] "Leveraging the Technovation Challenge, Tunisian girls start coding," *UN Women*, 30 April 2017, accessed 15 July 2019, http://www.unwomen.org/en/news/stories/2017/4/feature-leveraging-the-technovation-challenge-tunisian-girls-start-coding.

strives to find and support innovative and cost-effective solutions to ensure all girls, regardless of geography, have access to STEM education.

Questions to Consider

1. How can Member States incentivize local communities to involve women and girls in STEM industries?
2. How can cultural norms be changed to better support the education of women and girls while still respecting a Member State's heritage?
3. How can CSW best support the work of local activists?
4. What types of solutions will be both cost-effective and scalable?

Annotated Bibliography

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> *This is a brief explanation of the history and purpose of the United Nations Girls' Education Initiative. There are a lot of interesting links attached to it that you can go to get more information on the programs they started as well.*

"Centers for Excellence." *Kakenya's Dream.* **2019. Accessed July 2019.** https://www.kakenyasdream.org/centers-for-excellence/.

> *The Website for Kakenya's Dream, an organization that helps provide school to girls in Africa. This website includes how the foundation was started and how it works. This is a great example of a program that has been successful on a large scale.*

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> *This includes a report on child mortality rates in various countries throughout the world. This report also includes why certain countries struggle more than others and what keeps people in these countries from receiving the medical attention they need, leading to higher child mortality rates.*

"Commission on the Status of Women." *UN Women.* **Accessed 26 August 2019.** https://www.unwomen.org/en/csw.

> *This website provides an overview on the operations and mandate of the Commission on the Status of Women.*

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> *This webpage briefly describes the founding and programmatic goals of the East Asia and the Pacific United Nations Girls Education Initiative.*

"Empowering Adolescent Girls and Young Women through Education." *UNESCO.* **2015. Accessed 15 July 2019.** https://unesdoc.unesco.org/ark:/48223/pf0000231944.

> *This link directs the user to a PDF describing a Joint Programme by UNESCO, UN Women, UNFPA, and the World Bank purposed towards empowering girls. The briefing explains the importance, goals, partners and regional focuses of the Programme.*

Gates, Melinda French. *The Moment of Lift* **(Deckle Edge: 2019).**

The Moment of Lift by Melina Gates is an inspiring book filled with stories about young women and girls who have either risen out or been lifted out of difficult situations themselves. She shares about her work with the UN as well as other nonprofit organizations to assist women in receiving the aid necessary to improve the communities they live in. She shares many case studies about different practices that have worked in bringing people out of poverty.

"Girls' Education." *Malala Fund*. **2018. Accessed 26 August 2019.**
https://www.malala.org/girls-education.

This page describes how many girls lack access to an equitable education and the potential impact of providing girls with an education.

 "Guidance for Developing Gender-Responsive Education Sector Plan." *Global Partnership for Education: UNICEF, UNGEI*. **January 2017. Accessed August 2019.**
https://www.globalpartnership.org/sites/default/files/2018-02-gpe-guidance-gender-responsive-esp.pdf

This is a report and background for the UN Girls Education Initiative. The report includes suggestions for future improvements as well as reports on what has worked well in the past. They included reasoning for certain programs as well.

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This academic paper demonstrates that the type of educational system can influence the gender gap in STEM fields using a cross-national analysis.

"Leveraging the Technovation Challenge, Tunisian girls start coding." *UN Women*. **30 April 2017. Accessed 15 July 2019.**
http://www.unwomen.org/en/news/stories/2017/4/feature-leveraging-the-technovation-challenge-tunisian-girls-start-coding.

This UN Report that details the impact of the Technovation Challenge on the girls who have participated in it in recent years. The UN Reports on how many girls were involved as well as how the program helped them develop important life skills. This is an example of an effective program that created a lasting impact on girls who would otherwise not have received this kind of education.

"Malala Yousafzi Biography." *Biography.com*. **Updated 21 August 2019. Accessed 26 August 2019. https://www.biography.com/activist/malala-yousafzai#&gid=ci023a41e2f00027d8&pid=malala-gettyimages-158951630.**

This is a basic biography of the life of Malala Yousafzai, a girl who was shot by the Taliban for going to school and fighting for girls' rights to go to school. Her story also

includes the different programs she worked with to help girls gain access to education beyond their childhood.

"Malala Yousazfzai Designated Youngest-Ever UN Messenger of Peace." *UN News*. **10 April 2017. Accessed 26 August 2019.** https://news.un.org/en/story/2017/04/555112-malala-yousafzai-designated-youngest-ever-un-messenger-peace.

This article describes why Malala received the designation "Messenger of Peace" and what her role as a Messenger of Peace will be.

"Mexico's Oportunidades Program." *World Bank*. **Accessed 15 July 2019.** http://web.worldbank.org/archive/website00819C/WEB/PDF/CASE_-62.PDF.

This is a full report on the program mentioned in the guide that helped children (specifically girls) in Mexico receive equal education. The report includes how the program worked and the success that it had in helping girls receive education.

Moss-Racusin, Corinne A., et. al. "Gender Bias Produces Gender Gaps in STEM Engagement." *Sex Roles*, **Vol. 79, No. 11-12. Pp. 651-670,** https://link-springer-com.erl.lib.byu.edu/article/10.1007/s11199-018-0902-z.

This paper provides evidence that gender bias has a causal relationship to the gender gap in STEM.

"Our Work." *Malala Fund*. **2018. Accessed 26 August 2019.** https://www.malala.org/gulmakai-network.

This page describes the work of the Malala fund, specifically that of the Gulmakai Network—a program that supports the work of grassroots education activists across developing countries.

"School-Related Gender-Based Violence (SRGBV)." *UNGEI*. **Accessed 26 August 2019.** http://www.ungei.org/srgbv/index.html.

This page displays several infographics created by UNGEI that describe the scale and consequences of school-related gender-based violence.

"Social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls." *Commission on the Status of Women*. **25 March 2019. Accessed 26 August 2019.** https://undocs.org/en/E/CN.6/2019/L.3.

The most recent resolution made by the Commission on the Status of Women made in March of 2019. This resolution includes a lot of new ideas and focuses for accomplishing Sustainable Development Goal 5.

"Sustainable Development Goal 4: Progress and Info." *Sustainable Development Goals Knowledge Platform*. **2019. Accessed 15 July 2019.** **https://sustainabledevelopment.un.org/sdg4**.

>   *This is simply an explanation of Sustainable Development Goal number four to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The report includes the purpose of the goal as well as the reason we need it. Data on which countries need support in accomplishing this goal are also included.*

"Sustainable Development Goal 5: Progress and Info." *Sustainable Development Goals Knowledge Platform*. **2019. Accessed 15 July 2019.** **https://sustainabledevelopment.un.org/sdg5**.

>   *Similar to the above reference, this is an explanation of a Sustainable Development Goal. This one is of goal five to "achieve gender equality and empower all women and girls." This includes all initiatives that fall under the umbrella of gender equality. This page includes information on the importance of this goal and the potential outcomes of accomplishing this goal.*

"World Survey on the Role of Women in Development in 2014: Gender Equality and Sustainable Development." *UN Women*. **2014. Accessed 26 August 2019.** **https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2014/world-survey-on-the-role-of-women-in-development-2014-en.pdf?la=en&vs=3045**.

>   *This report discusses the role and potential of women in sustainable development projects, particularly those of the creation of green economies, ensuring food security, and sustaining population health.*

II.   Involving Women in the Implementation of Worldwide Sustainable Maternal Health Practices

"My friends: Health is one of the most important areas in which women encounter risks that are different from those faced by men, and they have a central role both in health services as well as in their communities and families."
— *Michelle Bachelet, Executive Director of UN Women*

Introduction

High levels of infant mortality in developing countries, especially in Africa and the Middle East, demonstrate a need for improved maternal health practices. Approximately 40 million women a year give birth without assistance, leaving room for much error during the childbearing process. The World Bank reports that in Pakistan, 61 out of every 1000 children born die within their first year. Similarly, 88 out of every 1000 children born in the Central African Republic die within their first year of life. To provide some context for these statistics, only three in every 1000 babies born die in Australia. Only five out of 1000 will die in the United States.[34] Maternal mortality is also a large issue in developing countries. In Sierra Leonne, approximately 14 mothers die for every 1,000 births in per year. In Canada, a more developed country, only seven mothers will die in 100,000 pregnancies. In the year 2015, just over 300,000 women died in child-birth world-wide and over two-thirds of these deaths occurred in Sub-Saharan Africa.[35]

Maternal and infant mortality are much larger threats to people who live in developing countries because they lack the economic and technological support to provide quality health care, especially to women in rural areas. Further, mothers in developing countries are at a far higher risk for complications in pregnancy and in nourishing their infants than people in countries with more established healthcare infrastructure. Improving the quality of and access to maternal healthcare in developing countries will address Sustainable Development Goal Three (SDG3) and Five (SDG5): Good Health and Well-Being and Gender Equality.[36]

Why Maternal Health?

Many scientific advances have already been made in maternal health care. In developed countries like Canada and Australia, infant and maternal mortality rates are low. Advanced preventative and responsive care practices have already been developed. For example, delivery kits have contributed to a decrease in maternal mortality rates.[37] Birth kits contain basic medical supplies needed for birth, such as soap, disposable gloves, cord clamps, a razor blade, and a

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[34] "Mortality rate, infant, male (per 1,000 live births)," *The World Bank*, 2019, accessed 15 July 2019, https://data.worldbank.org/indicator/SP.DYN.IMRT.MA.IN?end=2017&start=2017&view=map.
[35] Hannah Ritchie and Max Rosner, "Maternal Mortality," *Our World in Data*, 2019, accessed 15 July 2019, https://ourworldindata.org/maternal-mortality.
[36] "About the Sustainable Development Goals," *Sustainable Development Goals*, accessed 15 July 2019, https://www.un.org/sustainabledevelopment/sustainable-development-goals/.
[37] "Maternal Health: Investing in the Lifeline of Healthy Societies & Economies," *African Progress Panel*, September 2010, accessed 26 August 2019, https://www.who.int/pmnch/topics/maternal/app_maternal_health_english.pdf.

sterile plastic sheet.[38] However, thousands of mothers still lack access to these basic tools. The largest challenge that remains in improving maternal health in developing countries is to increase mothers' access to preventative care. The United Nations, and UN Women specifically, is a body that is well-suited to tackling implementation challenges. The Commission on the Status of Women has a responsibility to look for ways to bridge the gaps in healthcare that exist in developing countries.

Previous UN Women Efforts

In 2010, during its first session, CSW passed resolution 54/5 "eliminating preventable maternal mortality and morbidity and the empowerment of women." Eliminating maternal and infant mortality has been one of CSW's main priorities since its' founding. In March of 2011, an Under-Secretary-General and UN Women's Executive Director moderated a panel on the resolution. Panelists from the United Nations Population Fund, the High Commissioner for Human Rights, the Global Fund to Fight AIDS, Malaria and Tuberculosis, the World Bank, the World Health Organization (WHO), the United Nations Development Program (UNDP), and the Global Alliance on Vaccines and Immunizations participated, forging international and interagency cooperation on the issue.[39] WHO's Maternal Death Surveillance and Response (MDSR) program is crucial in informing the work of CSW. The 2013 MDSR Technical Guidance Report highlights the importance of a collaborative approach, noting, "The UN Commission on the Status of Women has an even more ambitious goal: the elimination of preventable maternal mortality and morbidity through universal access to family planning methods, skilled birth attendance, and basic and comprehensive emergency obstetric care. By providing information to guide corrective actions and monitoring of real-time numbers of maternal deaths, MDSR is an essential element of any strategy for eliminating preventable deaths."[40] In 2016, the report "Time to Respond: A report on the global implementation of Maternal Death Surveillance and Response" found that eighty-five percent of countries had a national policy to review maternal deaths, but only forty-six percent of countries had a maternal death review committee that met twice a year. The report recognizes that this may "suggest[s] a gap between policy and practice in some countries." Challenges of eliminating this gap include: "lack of political buy-in and long-term vision, under reporting of suspected maternal deaths due to inefficient and incomplete systems of notification, a blame culture in some places that inhibits health professionals and others from participating fully in the MDSR process, incomplete of inadequate legal frameworks, inadequate staff numbers, resources and budget," among other barriers. [41] The Agreed Conclusions of CSW's 63rd Session (March 2019) discuss a continuing concern over maternal and infant mortality, stating, "The Commission expresses its deep concern that, as a result of the lack of or limited access to essential health-care services and information

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[38] "Our Work: 'GHC's Clean Birth Kit Program,'" *Global Health Charities*, accessed 26 August 2019, http://www.globalhealthcharities.org/our-work/.
[39] "UN Women + New NCDs Report & Maternal Mortality Featured at UN CSW," *WHO's Partnership for Maternal, Newborn, & Child Health*, accessed 26 August 2019, https://www.who.int/pmnch/media/news/2011/20110304_uncsw_report_release/en/.
[40] "Maternal Death Surveillance and Response Technical Guide: Information for Action to Prevent Maternal Death," *WHO*, 2013, accessed 26 August 2019, https://www.unfpa.org/sites/default/files/pub-pdf/9789241506083_eng.pdf.
[41] "Time to Respond: A Report on the Global Implementation of Maternal Death Surveillance and Response," *WHO*, 2016, accessed 26 August 2019, https://apps.who.int/iris/bitstream/handle/10665/249524/9789241511230-eng.pdf?sequence=1.

and limited agency over their own lives, rural women experience significant disparities in health, including reproductive health outcomes, such as higher rates of maternal and infant mortality and morbidity and obstetric fistula, as well as more limited options for family planning, than women in urban areas. It expresses further concern that those disparities are exacerbated by multiple and intersecting forms of discrimination." [42]

Innovative Solutions

However, UN efforts have resulted in a decrease in infant and maternal mortality. One of the most effective programs UN Women has implemented in response to data on maternal and infant mortality is in Liberia. UNICEF reported that Liberia had one of the highest rates of maternal mortality in the world. One large contributing factor may be that the main hospital in Liberia does not have access to power at night. Doctors and nurses would often try to deliver babies with only the light from their cell phones or they would ask patients to bring gasoline to power a generator. This solution was expensive and not very plausible for the women giving birth in Liberia. UN Women partnered with Liberia's Ministry of Health to train health workers. In addition to training 768 healthcare workers in maternal, newborn and adolescent health practices, they also trained 115 of those healthcare workers to be able to maintain the solar power systems sent to the area. Sometimes, the problems developing countries face in supplying their citizens with healthcare can be solved without direct healthcare training or building hospitals. Often times, only daily necessities, like power and running water, need be supplied. In order to determine the most effective intervention for a specific region, UN Women must first listen to the experiences of women. UN Liberia Program Manager, Ghoma Karloweah, said "By listening to the stories of health workers and community members, especially women, you can see how excited they are about the improvements at their health facilities. The installation of the lights and the overall interventions under the project are gradually changing how healthcare services are provided and how people access these services."[43] Only by trusting local communities can international or local bodies create meaningful solutions to the challenges of maternal and infant mortality.

Another incredible example of successfully encouraging the implementation of maternal healthcare practices in developing regions is Dr. Vishwajeet Kumar's "Saksham" Program. Saksham means having an innate ability. Kumar named the program this because he felt that his fellow citizens in India were not bothered their country's eight percent infant mortality rate, even though it was much higher than the global average. Many infants were dying because of traditional childcare practices. For example, some women avoided skin to skin contact with breastfeeding newborn babies when they were cold or sick. Women believed that if an infant was sick, it was because they had an evil spirit inside of them; if the mother became too close to the child, she would put herself at risk. The Saksham Program trained healthcare workers in rural villages to make home visits to pregnant and nursing mothers. The Program decreased infant mortality by fifty-four percent in only 3 years.

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[42] "Social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls," *Commission on the Status of Women*, 25 March 2019, accessed 26 August 2019, https://undocs.org/en/E/CN.6/2019/L.3.

[43] "Maternal Health Gets a New Boost in Liberia," *UN Women*, 17 July 2017, accessed 26 August 2019. https://www.unwomen.org/en/news/stories/2017/7/feature-maternal-health-gets-a-new-boost-in-liberia.

A similar program, developed and implemented by Rwanda's Ministry of Health, significantly improved the country's maternal healthcare system after the genocide. Healthcare workers in Rwanda were fleeing the country for better work. The former Permanent Secretary and Minister of Health, Agnes Binagwaho, designed a program that sent three trained health workers to each Rwandan village. One of them was designated to improve maternal health in the area. The program decreased newborn mortality by sixty-four percent and maternal mortality by seventy-four percent. Now, developing countries around the world are looking to Rwanda's system as a model for improving healthcare in their own country.[44]

Conclusion

Healthcare is a complicated part of any country's infrastructure. UN Women's responsibility is to assist the governing bodies of the UN in implementing programs that will help struggling Member States to provide their citizens with helpful health practices. As the body researches and proposes innovative and inexpensive solutions, thousands of women and children will secure their right to a healthy life.

Questions to Consider

1. How can the Commission on the Status of Women effectively reach the marginalized groups of women that currently live far from governing bodies and necessary support?
2. What are the daily healthcare needs of women in developing countries?
3. What can the Commission do to ensure the solutions we suggest are sustainable?
4. How can education and healthcare work together to provide long-lasting change?

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[44] Sasha Ingberger, "Dr. Agnes Bingwaho is a doctor with 'Sassitude'," *NPR*. 28 October 2017, accessed 26 August 2019, https://www.npr.org/sections/goatsandsoda/2017/10/28/558067179/agnes-binagwaho-is-a-doctor-with-sassitude.

Annotated Bibliography

"About the Sustainable Development Goals." *Sustainable Development Goals*. Accessed 15 July 2019. https://www.un.org/sustainabledevelopment/sustainable-development-goals/.

> This list is an introduction to all of the Sustainable Development Goals and from it you can find more detailed information on goals three and five. This will give you good insight on the purpose of the UN Sustainable Development Goals and how the UN would like to go about accomplishing them.

Ingberger, Sasha. "Dr. Agnes Bingwaho is a doctor with 'Sassitude'." *NPR*. 28 October 2017. Accessed 26 August 2019. https://www.npr.org/sections/goatsandsoda/2017/10/28/558067179/agnes-binagwaho-is-a-doctor-with-sassitude.

> This article explains Dr. Agnes Bingwaho and the impact she made in Rwanda when she returned to Rwanda after medical school to try and help the health-care system in her home country. This outlines the work she did and the lasting impact she was able to make, including why it worked.

"Maternal Death Surveillance and Response Technical Guide: Information for Action to Prevent Maternal Death." *WHO*. 2013. Accessed 26 August 2019. https://www.unfpa.org/sites/default/files/pub-pdf/9789241506083_eng.pdf.

> This document outlines the history, purpose, and structure of the WHO's MDSR tool.

"Maternal Health Gets a New Boost in Liberia." *UN Women*. 17 July 2017. Accessed 26 August 2019. https://www.unwomen.org/en/news/stories/2017/7/feature-maternal-health-gets-a-new-boost-in-liberia.

> This article explains the UN Women's efforts with Liberia's Ministry of Health in improving maternal health for women in Liberia over the last few years. This article has attached important information regarding their efforts and the research that was done leading up to this program.

"Maternal Health: Investing in the Lifeline of Healthy Societies & Economies." *African Progress Panel*. September 2010. Accessed 26 August 2019. https://www.who.int/pmnch/topics/maternal/app_maternal_health_english.pdf.

> This report outlines the impact of investing in elevating maternal health outcomes in African communities.

"Mortality rate, infant, male (per 1,000 live births)." *The World Bank*. 2019. Accessed 15 July 2019. https://data.worldbank.org/indicator/SP.DYN.IMRT.MA.IN?end=2017&start=2017&view=map.

The World Bank regularly publishes reports on areas that they make efforts to improve like, infant mortality rates. This report shows higher mortality rates in developing countries. The World Bank runs initiatives to improve lives in developing countries and reports on them. Their website will be a great starting point for research.

"Our Work: 'GHC's Clean Birth Kit Program.'" *Global Health Charities*. **Accessed 26 August 2019. http://www.globalhealthcharities.org/our-work/.**

This webpage describes the importance and contents of GHC's birth kits.

Ritchie, Hannah and Max Rosner. "Maternal Mortality." *Our World in Data*. **2019. Accessed 15 July 2019. https://ourworldindata.org/maternal-mortality.**

Ritchie and Rosner write about how maternal health practices and outcomes have changed as technology has progressed. This can be a valuable resource in understanding the history of maternal health care and gaining a better perspective on practices that have worked in the past and it can continue to improve.

"Time to Respond: A Report on the Global Implementation of Maternal Death Surveillance and Response." *WHO*. **2016. Accessed 26 August 2019. https://apps.who.int/iris/bitstream/handle/10665/249524/9789241511230-eng.pdf?sequence=1.**

This report provides an evaluation of WHO's MDSR tool and provides suggestions on how to improve the implementations of actions recommended based on the evidence produced by MDSR.

"UN Women + New NCDs Report & Maternal Mortality Featured at UN CSW." *WHO's Partnership for Maternal, Newborn, & Child Health*. **Accessed 26 August 2019. https://www.who.int/pmnch/media/news/2011/20110304_uncsw_report_release/en/.**

This article describes the ways in which CSW has continued to partner with WHO on the issue of infant and maternal mortality.

"Social protection systems, access to public services and sustainable infrastructure for gender equality and the empowerment of women and girls." *Commission on the Status of Women*. **25 March 2019. Accessed 26 August 2019. https://undocs.org/en/E/CN.6/2019/L.3.**

The most recent resolution made by the Commission on the Status of Women made in March of 2019. This resolution includes a lot of new ideas and focuses for accomplishing Sustainable Development Goal 5.