



UNITED NATIONS
COMMISSION ON
THE STATUS OF
WOMEN
TOPIC BULLETIN

SARAH MCILROY
REMY GOLDBERG
CHAIRS

Contents:

- Letters from the Chairs 3
- Topic A: The Gender Wage Gap 4
 - Committee Background 4
 - History 5
 - Current Situation 6
 - Country Policy 7
 - Questions to Consider 9
 - References 9
- Topic B: STEM Education For Women 13
 - Committee Background 13
 - History 14
 - Current Situation 17
 - Country Policy 18
 - Questions to Consider 21
 - References 21



Academy Model United Nations

- THE TWENTIETH ANNUAL CONFERENCE -

SECRETARIAT

CIRO RANDAZZO
SECRETARY GENERAL

NICOLE GERZON
CHARGÉE D' AFFAIRS

JENNIFER KONG
SHALIN PATEL
DIRECTORS OF EXTERNAL
RELATIONS

JUN-DAVINCI CHOI
GRACE LIANG
DIRECTORS OF INTERNAL
AFFAIRS

CHRISTIANA MONES
ISHAAN CHAWLA
DIRECTORS OF INTERNAL
AFFAIRS

KAIRUI HUANG
JESSICA SHI
DIRECTORS OF ADMINISTRATION

RYAN LEUNG
DIRECTOR OF BUSINESS

AKSHAYA JAGADEESH
DIRECTOR OF OUTREACH

DEREK LIN
MICHELLE SURETS
DIRECTORS OF CRISIS

ANDREA BUCCINO
FACULTY ADVISOR

MARK KRAMER
FACULTY ADVISOR

Dear Delegates,

My name is Sarah McIlroy, and I am ecstatic to be chairing the UNCSW here at AMUN XX! I am currently a junior in the theatre academy at BCA, and this is my fifth year of being an enthusiastic MUN-ner.

My first conference was in seventh grade, in which I represented Liberia's views regarding the eradication of poverty. That conference ignited my passion for international relations, and this passion has amplified in the years since then. To date, I have attended more than ten conferences as a delegate, chaired three, and served on the Secretariat at BCA's middle school conference last May. Throughout the course of AMUN, I encourage you to immerse yourself in debate, passionately sharing your country's perspective on the comprehensive topics we are discussing.

Outside of MUN, I love performing onstage, competing in varsity debate, serving on class council and student council, reading, and rewatching all of the Harry Potter movies. I cannot wait to meet all of you, but if you have any questions about the conference beforehand, please feel free to email me! I wish you the best of luck with your preparation for AMUN!

Sincerely,
Sarah McIlroy
Co-Chair - UNCSW
sarmci20@bergen.org

Dear Delegates,

My name is Remy Goldberg, I am a senior in the Academy for Culinary Arts and Hospitality Administration at BCA, and I will be your co-chair for the Commission on the Status of Women at AMUN XX.

I started Model UN during my sophomore year, and since then I've been to conferences and discussed topics ranging from boko haram to criminal justice reform. For two summers I've attended Camp Rising Sun with the Louis August Jonas Foundation, a full-scholarship, international leadership program. As a result of these two experiences, I have continued to learn about international relations and global issues.

I'm so excited to discuss the gender wage gap and increasing women's STEM education this year. Through finding a solution to these issues, we will be supporting the empowerment and bettering of women of all careers.

This background guide will act as a great beginning to your research. You must look deeper into these topics in order to formulate an effective solution. I have high hopes that this committee will work together and discuss these topics in greater depth. I look forward to meeting all of you and hearing all of your ideas.

Yours truly,
Remy Goldberg
Co-chair of the UNCSW
remgol19@bergen.org



Topic A: The Gender Wage Gap

Committee Background:

The Commission on the Status of Women (CSW) is the principal global intergovernmental body dedicated to promoting of gender equality and women empowerment. It was established by Council resolution 11(II) of 21 June 1946 as a functional commission of the Economic and Social Council. The CSW holds an annual two-week session at the United Nations in New York City which includes representatives of UN member states, civil society organizations, and UN entities.

The CSW first met at Lake Success, NY in February 1947 with 15 female representatives. From then on, the CSW has set standards and formulated international conventions to change discriminatory legislation and foster global awareness on women's issues. For example, it contributed to the Universal Declaration of Human Rights by



arguing against the use of the word “men” as a synonym for humanity and suggested more inclusive language. It also drafted the 1953 Convention on the Political Rights of Women, the first international law instrument to recognize the issues in politics for women and protect female political rights. In 1996, the ECOSOC expanded the commission’s responsibilities and having it lead the monitoring and reviewing of the 1995 Beijing Declaration and Platform for Action. This declaration promotes various aspects of women’s and girl’s rights and wellbeing and discusses global policy. Starting in 2015, the CSW contributes to the 2030 Agenda for Sustainable Development which aims to eliminate poverty and hunger, protect the planet from degradation, foster peaceful societies, and achieve gender equality.

The ECOSOC Resolution 1987/24 set a multi-year program of work with a priority theme for each year. The most recent

themes include the following: strengthening political commitment to gender equality and human rights, empowerment of rural women, fighting against gender-based violence, promoting education for women, and HIV/AIDS. Overall, the CSW aims to promote women’s enjoyment of their rights in political, economic, and social fields, and through these resolutions and actions, has been shaping a better future for all genders.

History:

According to the OECD, the gender wage gap is defined as “difference between median earnings of men and women relative to median earnings of men.” More simply, it is the percent difference between men’s



earning and women's earnings. As of 2017, The international gender wage gap is 23%, meaning that a woman earns 77 cents for every dollar a man earns, on average. "A Meta Analysis of the International Gender Wage Gap" by Doris Weichselbaumer and Rudolf Winter-Ebmer concludes that the raw gender wage gap dropped from 65% to 30% from 1960 to 1990, which is a substantial difference. This decline is due to better education, training, and work attachment. In addition, higher quality workforce planning and men's wages rising at a slower rate also explain part of the decline. However, the unexplained wage gap, which is most commonly attributed to direct and indirect discrimination, had little decline over the same time period.

Despite the advancements made, many of the issues that caused the gender wage gap are still alive today, one being the "motherhood penalty." From 1980-2013 in Denmark, the long run child penalty, which measures the decrease in earnings for

women with children, was 0.231. In addition, the jobs that women are permitted to do widens the gap. Goldin (1988) noted how the US had various restrictions against the training of doctors and lawyers. There was also the "marriage bars" present in the late 1800s and early 1900s that kept women from working in teaching or clerical jobs. In the 1940s, 87% of school boards wouldn't hire married women and 70% wouldn't retain a woman after she married ("Our World In Data"). Although these restrictions seem part of the past, many countries, majority in Asia and Africa, have laws that prohibit women from working in certain professions.

Current Situation:

As this is being written, the global gender income gap is increasing, as determined through scrutinization of pillars of livelihood ranging from education accessibility to economic opportunity (Quartz). In fact, the



gender wage gap up until just recently was in the same state as it was in the year 2008, despite how progress was made up until 2013 (Forbes). This progress proved fruitless, though, given how the wage gap has now reverted back to its 2008 state (Forbes). This marks ten years without a net decrease in the wage gap. Research has been shown that in the year 2018, one of the main culprits for this gap is not women simply getting paid less for completing the same jobs as men, but rather, women being less-likely to hold a high position of seniority in high-paying industries (Quartz).

Access to financial services also poses an issue, for 56% of women globally hold bank accounts, while 63% of men do (Forbes). Associations which advocate for the closure of this gap not only preach the positive social outcomes that will manifest, but they also propound the predicted multi-billion-dollar enlargements of Gross Domestic Products in countries such as the United Kingdom, the United States, China,

and Japan which will ensue as a result of this closure (Quartz).

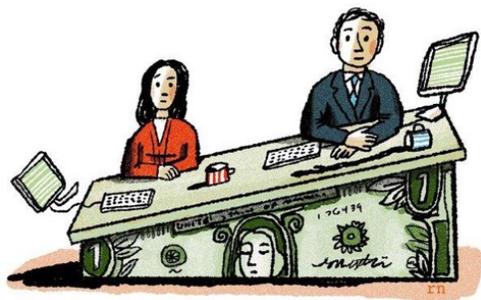
The World Economic Forum states, "...the world as a whole could increase global GDP by \$5.3 trillion by 2025 if it closed the gender gap in economic participation by 25% over the same period" (Quartz). Undertaking this challenge, however, presents a multi-part process. Closing the gender wage gap will require each country and region to be assessed for its own weaknesses and strengths in gender economic equality and access to opportunity, and the shortcomings of each state must be addressed and rectified in order to make the wage gap a crisis of the past. See the "Country Policy" section for more information.

Country Policy:

Many countries are putting laws into place in efforts to eliminate the gender pay gap. In April 2017, the UK created



regulations that require all employers with over 250 employees to report their gender pay gap data. In the US, the Equal Pay Act of 1963 declared that “No employer [may have] employees subject to any provisions of this section shall discriminate ... between employees on the basis of sex ...” (U.S. Equal Employment Opportunity Commission). This was later amended by Lilly Ledbetter Fair Pay Act of 2009, signed by President Obama. It states that each discriminatory pay check is a separate violation, regardless of when the discrimination began.



South Africa established the Employment Equity Act (1998), which stated that “no person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds, including race, gender, sex,

pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth” (Government Gazette). This is enforced through the labour inspector, who has the power to question and inspect a place of employment. Iceland has recently taken a big lead to eliminate the gender pay gap; it became the first country to require companies to get equal pay certification from the government. The country realized that legislation is “far from effective” (CNN).

Egypt also recognizes the gender wage gap: the country ratified the ILO C100 Equal Remuneration Convention (1951) in 1960. However, there is still a lot of inequality in job earnings in the private sector of the economy. This is very similar in China, where the All-China Women Federation determined that 87% of female college graduates faced discrimination in search for work. They would often come across job advertisements that exclude



women or show a blatant preference for men.

Questions to Consider:

What is the state of the gender wage gap in my country?

What strides, if any, has my country taken to close the gender wage gap?

Does my country believe that the gender wage gap exists? If so, should it be eliminated?

What can be done on a legislative, political level to lessen this gap?

What can be done in developing nations to give women more access to traditionally-male-dominated fields?

What social stigmas must be overcome in order to close this gap?

What are the top fields for female

workers in my country? Male workers?

Are there fields that have a balanced ratio of men to women in them in my country?

How do maternity leave policies influence the gender wage gap in your country?

Does the choice of motherhood affect the gender wage gap? Does fatherhood affect men?

References:

1. <https://qz.com/1117632/its-going-to-take-217-years-to-close-the-global-economic-gender-gap/>
2. <https://www.forbes.com/sites/kimelsesser/2016/10/27/7-important-facts-about-the-global-gender-gap/#51df379b4c22>
3. <http://www.unwomen.org/en/news/stories/2017/3/media-advisory-equal-pay-platform->



- of-champions-launch-event-and-photo-opportunity
4. <https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>
 5. <https://www.payscale.com/data/gender-pay-gap>
 6. <https://www.nytimes.com/2017/05/13/upshot/the-gender-pay-gap-is-largely-because-of-motherhood.html>
 7. <https://www.forbes.com/sites/timworstall/2015/03/06/misleading-gender-pay-gap-statistics-for-international-womens-day/#433d17543926>
 8. https://www.wgea.gov.au/sites/default/files/20160428_International_gender_equality_statistics_factsheet.pdf
 9. <http://www.unece.org/stats/video/genderpaygap.html>
 10. <https://www.equalityhumanrights.com/en/advice-and-guidance/why-equal-pay-important>
 11. <https://www.businessinsider.com/actually-the-gender-pay-gap-is-just-a-myth-2011-3>
 12. <https://www.bbc.com/news/world-41685042>
 13. http://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_pay_gap_statistics
 14. http://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.30/2012/Item_2_-_Jordan_Gender_Pay_Gap_final_version.pdf
 15. https://unstats.un.org/unsd/gender/Mexico_Nov2014/Session%20%20Jordan%20paper.pdf
 16. <http://www.unece.org/fileadmin/DAM/stats/>



- documents/ece/ces/ge.
30/2010/15.e.pdf
17. https://web.archive.org/web/20101201110158/http://www.actu.org.au/Images/Dynamic/attachments/6895/NATSEM_report.pdf
18. <http://www.unwomen.org/en/csw>
19. <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
20. <http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>
21. <https://data.oecd.org/earnwage/gender-wage-gap.htm>
22. <http://www.econ.jku.at/papers/2003/wp0311.pdf>
23. http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C100
24. <http://iariw.org/egypt2015/amalkhairi.pdf>
25. <http://www.un.org/millenniumgoals/bkgd.shtml>
26. <http://www.strikingwomen.org/module/workplace-issues-past-and-present/gender-pay-gap-and-struggle-equal-pay>
27. <https://ourworldindata.org/what-drives-the-gender-pay-gap>
28. <https://www.pipelineequity.com/voices-for-equity/gender-pay-gap-howd-we-get-here/>
29. https://www.eeoc.gov/eeoc/publications/brochure-equal_pay_and_ledbetter_act



cfm

30. <https://www.gov.uk/government/news/100-of-uk-employers-publish-gender-pay-gap-data>
31. <https://www.eeoc.gov/laws/statutes/epa.cfm>
32. http://www.sabpp.co.za/wp-content/uploads/2016/12/SABPP_Womens-Report-2015_web.pdf
33. <https://money.cnn.com/2018/01/03/news/iceland-gender-pay-gap-illegal/index.html>



Topic B: STEM Education For Women

Committee Background:

The Commission on the Status of Women (CSW) is the principal global intergovernmental body dedicated to promoting of gender equality and women empowerment. It was established by Council resolution 11(II) of 21 June 1946 as a functional commission of the Economic and Social Council. The CSW holds an annual two-week session at the United Nations in New York City which includes representatives of UN member states, civil society organizations, and UN entities.

The CSW first met at Lake Success, NY in February 1947 with 15 female representatives. From then on, the CSW has set standards and formulated international conventions to



change discriminatory legislation and foster global awareness on women's issues. For example, it contributed to the Universal Declaration of Human Rights by arguing against the use of the word "men" as a synonym for humanity and suggested more inclusive language. It also drafted the 1953 Convention on the Political Rights of Women, the first international law instrument to recognize the issues in politics for women and protect female political rights. In 1996, the ECOSOC expanded the commission's responsibilities and having it lead the monitoring and reviewing of the 1995 Beijing Declaration and Platform for Action. This declaration promotes various aspects of women's and girl's rights and wellbeing and discusses global policy. Starting in 2015, the CSW contributes to the 2030 Agenda for Sustainable Development which aims to eliminate poverty and hunger, protect the planet from degradation, foster peaceful societies, and achieve gender

equality.

The ECOSOC Resolution 1987/24 set a multi-year program of work with a priority theme for each year. The most recent themes include the following: strengthening political commitment to gender equality and human rights, empowerment of rural women, fighting against gender-based violence, promoting education for women, and HIV/AIDS. Overall, the CSW aims to promote women's enjoyment of their rights in political, economic, and social fields, and through these resolutions and actions, has been shaping a better future for all genders.

History:

STEM is the commonly-used acronym which shortens the phrase "science, technology, engineering, and math." It was coined by biologist Judith Ramaley of the United States National Science Foundation in the



year 2001 when she was serving as the assistant director of education and human resources for the organization (Britannica). Prior to 2001, a common shorthand which one would use to refer to these four disciplines was “SMET”, but now, the term “STEM” is a buzzword pertaining to the global education system, with various curricula having been implemented in countries from South Korea to France to Australia (Britannica). According to Encyclopedia Britannica, "Throughout the second half of the 20th century, officials in developed countries focused on improving science, mathematics, and technology instruction, intending to not only increase literacy in those content areas but also expand existing workforces of scientists and engineers" (Britannica). A recent study conducted by researchers in Australia elucidated that within the past few years, specific efforts were being made to enforce STEM-based education for young women and girls (Britannica). It is

undeniable that the number of jobs being made available to individuals with STEM degrees is steadily growing. In the United States alone, the rate at which STEM jobs were growing was three times of the rate at which non-STEM jobs were growing from 2000 to 2010 (Britannica). It is vital that these jobs are fulfilled by a diverse group of people in order to bring a vast array of perspectives to the four fields that STEM comprises. It is for this reason that effort needs to be put into creating opportunities for females to be educated and immersed in these fields. Several actions have been taken in order to accomplish this, and these efforts by no means should be discontinued.

One of the most pivotal moments in STEM education history took place in 2011, for this was the year in which the Commission on the Status of Women held its fifty-fifth session, and the primary topic was increasing women’s STEM education, or more specifically,



“Access and participation of women and girls in education, training, science and technology, including for the promotion of women’s equal access to full employment and decent work” (un.org/womenwatch).

The committee discussed the importance of achieving equality in these fields, and how this was a prerequisite for achieving many of the MDGs, or Millennium Development Goals. It elucidated some of the primary hurdles that need to be erased in order to increase women’s STEM education, but pressed that gender stereotypes are at the root of this issue. The Commission released the statement that, “A widely held belief is that boys and men are naturally better than girls and women at science and technology” (un.org/womenwatch). This sentiment impedes women’s success in the STEM workforce also, according to the statement, because, “...biases, whether conscious or unconscious, are at play in the employment realm, and may

negatively affect women’s recruitment and career progression in science and technology fields” (un.org/womenwatch). The Commission recommended various methods to combat these stereotypes, ranging from establishing mentorship and shadowing programs between female STEM workers and young girls, to introducing programs in areas where women in STEM fields are particularly scarce, in order to sensitize community members, teachers, policymakers, and local leaders to the notion of women and girls pursuing careers in science, technology, engineering, and math, and explain how doing so will help advance their societies for the better. Other solutions which were proposed include establishing quotas which must be fulfilled, thus making a certain level female involvement in STEM-related fields not just a goal to be achieved, but an obligatory organizational measure (un.org/womenwatch).

To further the point of how this gender stereotype poses such



a large issue, a New York University study demonstrated that as students grow older (and in many cases are exposed to differences in upbringings and expectations such as young boys playing with blocks while girls are playing with cooking sets), this gap between boys and girls excelling in sciences develops, as opposed to it being innate (educationdive). In the study, 12,000 students were measured for competence in STEM fields in kindergarten and in third grade. The publication states, “Data from the study’s kindergarten class of 1998-1999 showed that U.S. boys and girls began kindergarten with similar math proficiency, but disparities developed by grade 3 with girls falling behind. The gap was particularly large among the highest math achievers.” This poses a threat because until this gap is closed, the future leaders in science, technology, engineering, and math will maintain its lack of diversity (steinhardt.nyu).

Current Situation:

Although there has been significant improvement, there is still a large gap between the STEM education of men and women. In the European Union, 27.4% of tertiary education graduates with degrees in engineering, manufacturing, and construction are female, as of 2015. This is an improvement from the 20% in 2007 (Catalyst). In the United States, as of 2014, women make up 19% of engineering bachelor degrees earned compared to 57.3% of all bachelor degrees (American Council on Education). In South Korea, 31% and 12% of PhDs for sciences and engineering, respectively, are earned by women. As seen in this statistics, there seems to be comparatively more women pursuing natural sciences than IT and engineering, in both South Korea and other countries. In Australia, 52.3% of people earning natural and physical science degrees were women, as opposed to 17% and 15.6% for IT and engineering, respectively.

Despite these gaps in STEM



education, there are many organizations working to encourage more women to learn about STEM. For example, The Barefoot College trains old illiterate rural women to become solar engineers and entrepreneurs. It has trained over 2,500 “solar mamas” in India and 95 other countries, which has provided lighting and electricity to 640,000 people in 2,000 villages. The organization, “Women Engineers Pakistan,” was founded by Ramla Karim Qureshi, a Structural and Earthquake Engineer. This nonprofit works encourages and empowers women from high schools to engineering universities. With the help of ambassadors in STEM fields, these women develop a new interest in STEM. Girls Who Code is an American nonprofit founded by Reshma Saujani and hopes to close the gender gap in technology. The alumni of the summer immersion program declare computer science majors at fifteen times national average. The aforementioned examples contribute to the notion that nontraditional approaches need to be taken in order to combat this issue, and how non-formal

training and education can be the key to introducing science, technology, engineering, and math to women inhabiting rural areas who may not have access to the same resources or workplaces as those living in cities do (un.org/womenwatch).

Throughout the published studies, recorded speeches, and documented conventions that have discussed this issue, a common theme is repeated—the stereotype that “girls are not as innately good at science as boys” needs to be eradicated in order to solve the issue of increasing women in STEM. Just in 2017, Assistant UN Secretary General Lakshmi Puri made a speech on the International Day of Women and Girls in Science. She summed up the vision that she, and all advocates for this issue, possess for the future, saying, “We must ensure that women’s participation in innovation is not the exception, but becomes the norm...” (UN Women).

Country Policy:



Many countries are taking action to increase the number of women studying and pursuing STEM. In May 2013, the United States of America under the Obama Administration reported their 5-Year Strategic Plan which is mainly focused on increasing the participation of underrepresented minorities, people with disabilities and women in STEM. One main initiative includes increasing the number of AP classes in computer science, engineering, and physical sciences these students take. In addition, internships at Federal research facilities will be aimed at these students. As of 2015, the Obama Administration set the goal to develop, recruit, and retain 100,000 STEM teachers over 10 years and requested for colleges and universities to graduate an additional 1 million students with STEM degrees, which would help the prior goals to be met (U.S. Department of Education).

According to the European Union, most member states have country policies that focus on three aspects, each at varying

degrees of importance. The first is “developing effective and attractive STEM curricular and teaching methods.” This is done with the use of inquiry-based education and greater contextualization. The second is “improving teacher education and professional development,” which is done via the STELLA and GRID initiatives. The third is “guiding young people towards STEM careers.” This policy tackles the problem of stereotypes and negative perceptions of STEM careers. For example, the European Commission’s ‘Science: It’s a Girl’s Thing’ project addresses these issues when in terms of gender (European Parliament).

Rwanda’s Ministry of Education has made very significant strides in increasing STEM education, especially for girls, and is leading the way for other African countries. The World Economic Forum recognizes that creating better STEM education will help reduce unemployment and transform the economies of



several African countries. Therefore, 14% of the ministry's 240.9 Rwandan franc (\$280 million) budget is set aside for STEM projects, such as "smart classrooms" with computers and internet and a building for theoretical physics. In addition, 80% of students who receive government scholarships pursue a STEM program. The ministry has also targeted this STEM education at young girls by founding STEM-focused schools, such as the FAWE Girl's School in Kigali. As a result, 55.1% of girls opt to take science courses in secondary.



Thailand's Ministry of Education recently partnered with UNESCO (United Nations Educational, Scientific, and Cultural Organization) to promote STEM education for girls using its

policy toolkit; it is the first country in the Asia-Pacific to do so. This is part of Thailand's 20-year national strategy, Thailand 4.0, and hopes that this initiative will lead to a more innovative, creative, and green. The policy toolkit provides funding, data, gender responsive career counseling, scholarships, teaching strategies, and more (Royal Thai Embassy, Washington D.C.).

In Saudi Arabia, students in first through tenth grade are taught in gender segregated schools, each with science and math classes. In eleventh and twelfth grade, students can continue to take STEM classes if they chose the scientific track (International Journal of Learning and Teaching). Despite this separation, women make up 60% of science graduates. Like many other Muslim countries in the Middle East, there is a strong societal emphasis on education, and women in STEM jobs is more the rule than the expectation. This is due to the lack of Western gender stereotypes in place. This



has greatly helped the Saudi Arabian economy improve (Quartz).

28% of Australia's STEM-qualified workforce is female. The country has taken action to increase the number of women working in STEM fields by improving educational opportunities for girls. It is doing so by providing more STEM role models for primary and secondary school students, increasing the number of girls taking STEM courses in their final years of secondary school, fighting against the unconscious bias, and more (Professionals Australia).

Questions to Consider:

Why aren't girls and women receiving the same STEM education as their male counterparts? How can we patch this "leaky pipeline"?

Which countries are in support of increasing women's STEM education, and which are against it?

At what age should education on science, technology, engineering, and mathematics start for girls and women?

What effect does this lack of STEM education for girls and women have on society?

How can we ensure that every woman and girl has full access to STEM education and career guidance?

How can we inspire more women and girls to pursue studies in the STEM field instead of them deflecting to more standard career and education options?

References:

1. <http://www.un.org/womenwatch/daw/csw/csw55/>



panels/Panel1-Eng.pdf

story=20150218131443779

2. <https://www.womenengineers.pk/blog/stem-claiming-education>
3. <https://girlswhocode.com/>
4. <https://obamawhitehouse.archives.gov/node/311241>
5. <https://www.higheredtoday.org/2015/03/03/where-are-the-women-in-stem/>
6. <https://www.educationdive.com/news/how-p-16-education-can-increase-women-in-stem-fields/519114/>
7. <https://www.catalyst.org/knowledge/women-science-technology-engineering-and-mathematics-stem>
8. <http://www.universityworldnews.com/article.php?story=20150218131443779>
9. <http://www.unwomen.org/en/news/stories/2017/2/speech-ded-puri-women-and-girls-in-science>
10. http://www.un.org/en/ga/search/view_doc.asp?symbol=%20A/RES/66/137
11. <http://www.unwomen.org/en/news/stories/2017/6/press-release-equals-in-tech-awards>
12. <http://www.unwomen.org/en/news/stories/2016/12/ed-to-attend-the-world-assembly-for-women-in-tokyo>
13. <http://www.unwomen.org/en/news/stories/2017/3/announcement-why-women-in-tech-matter-event-by-itu-and-un-women>
14. [http://www.unwomen.org/en/news/stories/2017/8/announcer-un-women-and-sap-collaborate-to-accelerate-advancement-of-women-and-](http://www.unwomen.org/en/news/stories/2017/8/announcer-un-women-and-sap-collaborate-to-accelerate-advancement-of-women-and)



- girls-in-innovation
15. <https://www.ed.gov/Stem>
 16. https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf
 17. http://www.europarl.europa.eu/RegData/etudes/STUD/2015/542199/IPOL_STU%282015%29542199_EN.pdf
 18. <https://www.voanews.com/a/rwanda-leading-way-in-girls-in-stem-field/4148108.html>
 19. <https://www.weforum.org/agenda/2015/01/what-stem-can-do-for-africa/>
 20. <http://thaiembdc.org/2017/09/07/thailand-promoting-female-stem-education-with-unesco/>
 21. <http://www.ijlt.org/uploadfile/2015/0824/20150824063944539.pdf>
 22. <https://qz.com/1223067/iran-and-saudi-arabia-lead-when-it-comes-to-women-in-science/>
 23. http://reports.weforum.org/disrupting-unemployment/global-education-initiative-stem-brazil-learning-programme/?doing_wp_cron=1535755183.4617080688476562500000
 24. http://www.professionalsaustralia.org.au/professional-women/wp-content/uploads/sites/48/2014/03/WOMEN_IN_STEM_v2.pdf
 25. <https://www.britannica.com/topic/STEM-education>
 26. <https://steinhardt.nyu.edu/site/ataglance/2016/10/gender-gaps-in-math-persist.html>

