

Reaction Statement and Proposed language for CSW66 Draft Agreed Conclusions



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

The World Association of Girl Guides & Girl Scouts (WAGGGS) welcomes the CSW66 Draft Agreed Conclusions. As the only global movement geared entirely to every girl and any girl, with 10 million Girl Guides and Girl Scouts in 152 countries, we express our support for the language included so far and make the following recommendations to strengthen them.



At a high level, we call on decision-makers and drafters to:

- Continue to use expansive language that encompasses the intersectionality and lived experiences of girls and women around the world.
- Strengthen the language and consistency within the agreed outcomes around the use of 'girls' in a way that ensures that girls are agents in current decision-making processes and have the tools that they need to thrive.
- Use urgent language to address the underlying systemic and pervasive inequalities that affect girls and young women that have yet to be resolved.
- Strengthen commitments to pre-existing obligations with regard to gender equality, climate change and disaster risk and prevention.



We also stress the importance of bold and immediate actions with regards to climate change and disaster reduction and relief. In the short space of time since the CSW66 conference began we have seen extreme heat at both the north and south poles, we weren't surprised, these 'extreme' weather events are now part of our everyday lives.



We cannot wait, this is our lived experience and you must act now.

We would like to see the following specific commitments retained in the Agreed Conclusions:



- Language which endorses the full and equal participation of women and girls in climate decision making spaces (where they are currently underrepresented)
- Acknowledgement that there are unresolved systemic issues facing girls and young women and that as a result, the effects of climate change and disasters will have a disproportionate impact on our lives
- Calls for gender-responsive approaches to climate change environmental and disaster risk reduction
- Recognition and concern that girl's and women's organisations face many challenges and barriers to their full, equal, effective and meaningful participation and leadership
- Valuing of youth contribution in the international space through referencing youth findings and outcomes





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We would like to see the following specific commitments retained in the Agreed Conclusions: (Contd)

- Calls to recognise, reduce and redistribute women’s disproportionate share of unpaid care and domestic work
- Recognising the digital divide and the impact on girls education
- Calls to uphold existing obligations made with regard to climate
- The importance of being able to disaggregate data by age, so that we can find out what is happening for girls
- Calling for an end to violence against girls and women in all its forms
- Ensuring the role of girls and young women in disaster risk reduction
- Mobilising climate finance to strengthening the capacity of all women and girls



We suggest that the following specific edits are made to the Agreed Conclusions:

Consistent strong language around girls and young women throughout the agreed conclusions

Good examples of how girls have been used can be found in paragraph 5 Describing girls as agents of change and recognising their contributions in achieving the Sustainable Development Goals. .

Paragraph T. is also a great example, discussing the barriers that member states need to address to further enable girls to be leaders in their communities.

There are also places where girls have been omitted. For example in the paragraph 56 we believe that unpaid care work also impacts on girls’ ability to participate in decision-making processes and occupy leadership positions as well as women.

RATIONALE: There are sections of the document which recognise that we are already leaders in our communities and that with the right tools, resourcing and support we can have a substantial impact in the areas of climate and disaster risk and reduction. Throughout the current draft, the term is used in a variety of ways and is coloured by the language surrounding its use.



Strengthen specific commitments to girls and young women

We want to see the word ‘Ensure’ used rather than ‘promote’ in paragraph t.

t. (i.4. merged with h.1 + h.3)

Promote the full, equal and meaningful participation and leadership of young women and adolescent girls in decision-making processes on climate change, environmental and disaster risk reduction action by addressing gender specific barriers, ensuring their full and equal access to quality education, technology and skills development, leadership and mentorship programmes, increased technical and financial support, and protection from all forms of violence and discrimination;





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We suggest that the following specific edits are made to the Agreed Conclusions: (Contd)

Addressing short term and long term issues facing food systems

We would like to add the following text to paragraph 63. -Food Systems

Immediately tackle hunger and malnutrition caused by recent shocks including climate change and inflation, through community-based programmes as well as long term strategies, to ensure girls access to safe, sufficient and nutritious food [A/RES/735/235]



RATIONALE- There needs to be recognition of the current crises that are affecting girls and women and their ability to access nutritious food. The current text calls for long term solutions, which we support, which will create resilient access to food.

References to education to include non-formal education



We would like to see references to education, in particular in paragraph 51 to include non-formal education.

RATIONALE- girls and young women often engage in places of non-formal education which provide learning opportunities, opportunities to develop leadership and the chance to discuss issues that are going on in their lives. For girls that are not engaged in formal education, these opportunities are particularly valuable. We would like to see these references when talking about education.