

STATEMENT

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70th Session of the Commission on the Status of Women

Parallel Event

Raising Justice Awareness of Mountain Women Through Student-Engaged Learning

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Ladies and gentlemen, good morning. I am Jonas Tanner, a political science student aspiring to globally advocate for equality and inclusion. The 70th session of the Commission on the Status of Women must recognize the importance of mountain women to further justice for all people. Many women in the world face challenges unique to their geographic and cultural situations. The inclusion of perspectives of mountain women and girls in the Commission's report is essential to uphold the United Nations' assurance that no group will be left behind. Including the interests of mountain women in the global agenda which enhances the UN's cause for the advancement of gender equality and empowerment of women worldwide.

Within the UVU Student Engaged Learning Model, all students, including myself, are involved and encouraged to contribute to local community service projects. Students are able to actively engage in global and local sustainable development projects. These collaborative student efforts seek to find solutions to country-specific environmental concerns with an emphasis on actions that reflect the beliefs of those who are often underrepresented. Through my own participation in such efforts, I've seen how these engaged learning models are used as contributors to positive social change.

Under the same engaged model, my research on women's rights in China provides a vital backstory to the issues confronting mountain women all over the world. The lessons I learned from studying the policies in China made me realize the necessity of bottom-up organization and institutional backing in advocacy. China has a long, thousand-year history of family connections and relevance. However, there still remains a significant problem with gender roles in its patriarchal dominated society, which often makes it difficult for women to find fair and equal treatment in some circumstances.

CSW70 must recognise the inclusion of mountain women in its final document for achieving gender equality and sustainable development. The UVU Student Engaged Learning Model is a great example of advancing inclusive, student-centered learning and strategy by promoting various populations' including women and girls involvement and incorporating community perspectives. Institutions of higher education should continue to adopt student-centered initiatives that advance engagement, experiential learning, and transdisciplinary collaboration. All of this promotes inclusivity, empowers students to initiate change, and furthers the advancement of women in mountain communities.