

Manual para las delegaciones.

UNITED NATIONS ENTITY FOR GENDER EQUALITY AND THE EMPOWERMENT OF WOMEN (UN WOMEN).



WOMEN



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2022 SMMUN “For Youth”

UN Women: The United Nations Entity for Gender Equality and the Empowerment of Women.

Delegate's Manual

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Letter from the President

My dearest delegates,

It is truly an honour to have the opportunity to call myself your president for this year's edition of the SMMUN. Unbeknownst to some, this was something I never would have expected. If you had told 16 year old Dana Barrero that she would be leading the very same committee she had the chance to be a delegate in, she would've never believed you.

It does not matter if it's your first MUN or your eleventh, I wholeheartedly believe each MUN experience has something to offer, and this year's SMMUN is no exception. Whether it's new skills, or an opportunity to polish existing ones, or learning about international issues, there's something on the table for every delegate.

This year's theme for the SMMUN resonates with me. As a seventeen year old, I'm used to seeing the world of diplomacy and negotiations as an adult-only affair. Something only older white men wearing funny evening suits dabble in. Something only the elite have access to. Yes, that is the impression most people seem to have. But, alas, stereotypes don't always have to match reality.

Truth is, what we're doing here is world-changing. Although I am aware that this is a simulation, I truly believe in the power of practising diplomacy. Here at UN Women, we're taking back what's rightfully ours. World-class diplomacy does not have to be reserved for fancy scholars and intellectuals; it's something anyone can participate in.

Diplomacy is all about making decisions that can help people. It's time the world recognized the youth is an important demographic. Delegates, just by participating in this year's edition of the SMMUN, you have gained my utmost respect. It takes real courage to stand up to global issues. By being here, you are defying society's expectations of diplomacy, and that is something I have the deepest respect for.

Delegates, thank you so much for choosing to become a part of this. The forum is open. Are there any motions in it?

Lots of love,
Dana Barrero
UN Women President

Letter from the Moderator

Dearest delegations,

I give you the warmest of welcomes to this exceptional edition of the SMMUN, especially "For Youth". My name is Lirio Araiza, and I will be accompanying you as your Moderator during this model.

As Chair, we have been working very hard to bring out the best of ourselves to this committee which holds a special place in our hearts. The topics chosen for you, were given unique thought in order to bring light to problems that women face that are not usually talked about in our society.

We know that each and every one of you holds the power to make this model special for your fellow delegates and for us, as we are also ecstatic to read and see you work through your resolution. By being here, you have shown how committed you are towards building a society where women are acknowledged and heard, and I am extremely proud of you for it.

We are grateful to have you here, and hope that this edition fulfils all of your expectations and beyond. I assure you, the Chair will be working day and night to be at your full disposition, and pave your way towards a fun, yet rich experience.

I wish you the best of successes, and hope to see you all very soon.

Best Regards,

Lirio Araiza

Letter from the conference officer

Hi everyone, my name is Valeria Mejía and I will be your conference officer in the Committee UN WOMEN w hope you enjoy this model as much as we do

The UN WOMEN committee is pleased to have your participation in this edition of the SMMUN for young people the chair is confident that with your input and active participation we can generate and document viable and strategic solutions to safeguard women's rights in all nations. This is a great opportunity to learn and involve in the comprehensive development of society likewise fostering dialogue and communication between committed people able to eradicate the injustices and problems in nowadays which many women are facing alone.

UN WOMEN seeks for a world where every woman is able to use her voice, make her own decisions, and engage opportunities in sustainable development and inclusive. It is also crucial to empower young women and young men as partners in achieving gender equality in accordance with the new 2030 Agenda for Sustainable Development due the new generations will be the future leaders who will lead to a society free of violence against women and girls.

That's why we invite you to take advantage of spaces like these to train not only academically but also as people with a great sense of humanity and solidarity.

Committee

UN WOMEN is the United Nations entity dedicated to gender equality and the empowerment of women as well as the global champion for women and girls

In order to ensure vision of the Sustainable Development Goals a reality for women and girls and stand behind women's equal participation in all aspects of life, UN Women focusing on four strategic priorities:

1. Women lead, participate in and benefit equally from governance systems
2. Women have income security, decent work and economic autonomy
3. All women and girls live a life free from all forms of violence
4. Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action

Likewise coordinates and promotes the UN system's work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda.

Initially, the United Nations organised 4 world conferences for women. These took place in Mexico City in 1975, Copenhagen in 1980, Nairobi in 1985 and Beijing in 1995. This last one was a turning point for the UN WOMEN organisation and a global agenda towards gender equality. Known as "The Beijing Declaration and the Platform for Action", it was an agenda adopted unanimously by 189 countries, with the objective of women's empowerment and considered the key global policy document on gender equality.

Since then, there have been reviews for the Beijing Platform for Action every 5 years, the last one being the 25-year review and the Commission's 64th session meant to be held in March 2020. Sadly, it was interrupted by the COVID-19 pandemic, and a new conference date wasn't announced. The venue for these sessions used to vary between conferences, so an official place has not yet been confirmed.

UN WOMEN's primary objectives follow the line of women empowerment and gender equality. The 12 critical areas they focus on are:

- Women and poverty
- Education and training of women
- Women and health
- Violence against women
- Women and armed conflict
- Women and the economy
- Women in power and decision-making

- Institutional mechanism for the advancement of women
- Human rights of women
- Women and the media
- Women and the environment
- The girl-child

As part of the United Nations, UN WOMEN works towards achieving the 17 Sustainable Development Goals for 2030 (specifically on objective number 5). Still, their efforts are mainly in relation to fulfilling women's needs and advocating for them.

As for project applications, UN Women procures more than 100 million USD worth of services and goods to support its programmes and initiatives. Programmes, projects and initiatives are implemented at country, multi-country, and regional levels through implementing partners, which include government entities, non-governmental organisations (NGOs), UN agencies, non-UN intergovernmental organisations, and UN Women (direct implementation).

Depending on their geographical scope, projects are discussed with UN Women partners and stakeholders and further developed through a consultative process. A project must be in line with the UN Women Strategic Plan to be given the green light by the UN Women's Executive Director.

UN Women also issues Calls for Proposals to select suitable NGOs and institutions as potential partners through a competitive process. Projects are evaluated by qualified personnel against a certain criteria. Those who score the highest may be selected as implementing partners.

Topic A

The pursuit of a gender neutral agenda in sexual education, with the focus of reproductive rights, health, hygiene and menstruation.

For many years, menstruation and sexual relations were shown as taboo subjects, which has caused many women today to feel uncomfortable communicating their concerns about the various changes they experience during puberty. As a result, women may practice poor hygiene habits and run the risk of endangering their own health, but this is a reflection of the lack of information provided in schools about sex education, hygiene and menstruation. This is why it is important to establish safe spaces in classrooms with all the necessary resources for adolescent girls to learn about their own bodies. Likewise, teachers and school nurses should be trained to teach health topics, such as puberty and menstruation education.

According to the following data, this is the global view on women and menstruation “52% of the female population 26% of the total population is of reproductive age , whereas talking about menstruation is considered a subject of shame and taboo. 5-15% of women of reproductive age globally, have abnormal menstrual cycle globally. 3 out of 10 girls are unaware of menstrual hygiene. 90% of girls miss 1-5 days of school on average every month due to their period. 23% of girls aged 11-18 drop out due to lack of sanitary supplies, fear of staining” (IMFSA 2018). The main axes to be addressed would be health, education and socio-cultural.

Explanation

Every woman has the right to exercise a dignified menstruation with all the necessary resources (menstrual hygiene products) and information. It should be recognized that sex education, menstruation and menstrual products are fundamental components in the lives of women and adolescents, and both women and men should understand them thoroughly. Therefore, it is necessary to examine that measures and initiatives continue to be implemented to spread the knowledge and perceptions that women and men have about the subject with due seriousness and importance. One via support is education.

Comprehensive Sexuality Education (CSE) emphasises a holistic approach to human development and sexuality. UNESCO identifies the primary goal of sexuality education as that “children and young people become equipped with the knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV.”[2] The International Planned Parenthood Federation (IPPF) defines a rights-based approach to CSE as “to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships.”

To achieve Universal Access for knowledge and to contribute to improve sexual and reproductive health (including HIV outcomes) for young people it must be taken into account:

- Place gender and human rights at the heart of sexuality education
- Achieve significantly higher coverage-reaching ensuring that reaching adolescents and youth both in and out of school settings
- Develop comprehensive school-based programmes from primary through secondary
- Promote local ownership and cultural relevance
- Take a positive life-cycle approach to sexuality

Other key considerations when developing sexuality education:

- Reach young people before they become sexually active
- It is important to address young people's various identities including those young people living with HIV, young people who are also parents, young key populations etc.
- Teachers are key partners in successful sexuality education programmes
- Parents play a primary role in shaping social and sexual identities and need to support schools and teachers

International Technical Guidance on Sexuality Education, 2009, UNESCO

The International Technical Guidance is a voluntary set of international standards that is based on the most current evidence on the impact of sexuality education programmes on sexual behaviour. It is a global template that can be adapted to national needs which takes a comprehensive approach to sexuality education – and includes attention to human rights issues and gender.

Guide questions:

1. Is there a national mandate requiring the implementation of CSE in school curricula in your country?
2. What is the cultural perspective around sexuality and reproduction in your country?
3. How does the culture in your country view menstruation?
4. Does your country's sexuality education curriculum focus on abstinence?
5. Is there information on LGBTQ+ focused sex education in your country?
6. Are there institutions that provide young people with information related to sexual and reproductive health?
7. Are there any programs that enable the distribution of quality information and menstrual hygiene products to the entire population in your delegation?
8. Does your delegation have support programs for people with HIV?
9. Do sex education curricula include the participation of both men and women or are topics given in a segregated manner?

10. What is the biggest obstacle in your country to a gender-neutral agenda for sexual and menstrual education?

Glossary

Abstinence-Only-Until-Marriage Programs: Programs that present abstinence from all sexual behaviors outside of marriage as the only acceptable and morally correct standard for human behavior. They present abstinence as the only completely safe option outside the context of heterosexual marriage and, if contraception or disease-prevention methods are discussed, these programs typically emphasize the methods' failure rates.

Biological Sex: The sex of an individual as determined by chromosomes (such as XX or XY), hormones, internal anatomy (such as gonads) hormone levels, hormone receptors, and genes, and external anatomy (such as genitalia). Typically, individuals are assigned the sex of male or female at birth. Biological sex is also known as natal sex or the preferred terminology "sex assigned at birth." Those who present with ambiguous genitalia at birth and who are generally later confirmed with genetic testing to have chromosomes different from XX or XY at birth are often referred to as intersex.

Bodily Autonomy: An individual's right to make decisions regarding one's own body, including deciding at any point who may or may not touch their body in any way, also referred to as bodily sovereignty

Comprehensive sexuality education: An age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information

Dignified menstruation: The state of freedom from any forms of abuse, discrimination and violence associated with menstruation

Gender Identity: How an individual identifies based on their internal understanding of their gender. Gender identities may include male, female, agender, androgynous, genderqueer, nonbinary, transgender, and many others, or a combination thereof. (See also Androgynous, Agender, Genderqueer, Gender Nonbinary, and Transgender.)

Gender-neutral agenda: An integral school curriculum where students receive the same information, regardless of gender identity and biological sex.

Sexual education: The provision of information about bodily development, sex, sexuality, and relationships, along with skills-building to help young people communicate about and make informed decisions regarding sex and their sexual health.

Reading recommendations

Topic A

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Topic B

The encouragement and protection of women in STEM-related academia

As chair and representatives of the UN WOMEN committee, we believe this is an important topic to discuss and to bring amongst you, delegates.

We seek to make this committee see that women discrimination isn't always as noticeable as physical or emotional violence. As we know UN Women is an entity dedicated to gender equality and the empowerment of women. And this is why we feel the need to talk about it, as youngsters who are or will be entering this stage in their life in which a career is somewhere we are meant to flourish, not be discriminated against. Our goal is to give you the chance to investigate and see how the world deals with something so important, not only as education, but also as a way for women to take part and gain recognition for their ideas towards sciences that have spent decades overlooking them.

Explanation of the problematic

The problem that we are trying to solve or to direct attention to is the lack of representation and social protection of women in STEM fields, that therefore leads to the lack of female participation in these careers.

STEM majors and job environments are known world-wide by its representation of powerful businessmen and male professors who teach these subjects. Students who decide to pursue this majors are often favored by sex, race, and ethnicity. Being taught most theory, history events and discoveries made by men, women representation is also something very lacking in these areas ."The persistence of horizontal gender segregation in educational and occupational fields contributes decisively to the spread of gender-stereotypic beliefs about a natural fit of women in careers in more expressive and human-centred fields and men in technical and maths-intensive fields" (Elena M, et al, 2019). This is also a decisive factor when a young woman tries to reach for STEM education, finding herself deeply overwhelmed and with the idea that "she has to be the best to be noticed", only because of being a woman.

Thanks to recent information, we know that, according to the American Association of University Women , women make up only 28% of STEM's workforce . In the United Kingdom, due to a survey in 2020, it was found that roughly half of women (49%) have

experienced some form of discrimination in the workplace, and overall 60% of respondents believe that a lack of diversity is an issue in the tech sector

Moreover in 2019, the United States Census Bureau statistics showed that only about 25% of computer scientists and 15% of engineers were women. This lack of presence and representation also takes a toll on how young women view STEM, according to UNESCO's Cracking the code: Girls' and women's education in STEM, only 35% of STEM students in higher education globally are women.

The three main focal points that we believe are involved in this topic are: education, female representation and female segregation in STEM environments.

Explanation of the topic

Globally, it is extremely important to approach this subject. The encouragement of women in STEM, shouldn't be fought for. Just for choosing to be a part of STEM; women should have the possibility to grow with other female role models, and with the social protection against discrimination they deserve.

As we have already presented, numbers and statistics clearly show us that women have a greater disadvantage and therefore are oppressed in these environments. Historically, scientific achievements have notoriously been given acknowledgement to men rather than women. Even in our current society, according to a 2018 report from the National Science Board, despite the fact that women accounted for half of the total college-educated workforce in 2015, they were only 28% of the total science and engineering workforce (Ortman, E, 2020).

As for how this topic is viewed around the globe, it is just as varied. Whereas some countries have been giving more importance to female education in STEM, there are still some others that won't even let women get access to basic education levels. Whether it is because of war, political, or religious ideals, in this MUN we seek to acknowledge these cases and try to figure out solutions to this.

It is true that as a global society we have come a long way towards representing female role models in STEM, but it is still a challenge for women to thrive in this sector, thanks to their gender.

Some solutions that we came up with are:

- Promoting the creation of regular conferences for the awareness of the importance of education in young women, governments can see the potential of their female citizens and maybe encourage it.
- Public campaigns and public media attention to this topic, as well as using the power young generations have nowadays

Guide questions

These are some questions that we concocted, mainly to give you delegates an idea on what you will need to research for this topic.

1. What's the percentage of female teachers in STEM classes in your country?
2. How is the gap between female students of STEM, and other gender identities in your country?
3. What are some ways women are neglected in STEM colleges in your country?
4. What are some ways women are neglected in STEM job fields in your country?
5. What are some measures that can promote women protection in STEM environments that can be applied in your country?
6. What's the percentage of women in your country that manage to get a degree in STEM majors?
7. What's the percentage of female students that choose a career in STEM in your country?
8. Is major education accessible and available for women in your country?
9. How are the job opportunities in STEM for women in your country?
10. What are the major challenges women face regarding the attendance to STEM colleges in your country?

Glossary

Topic B:

Academia: The environment or community concerned with the pursuit of research, education, and scholarship

Bachelor's degree: A degree that is given to a student by a college or university usually after four years of study

Doctorate: The highest degree awarded by a graduate school or other approved educational organisation

Higher education: Education beyond high school, especially at a college or university.

STEM: Science, Technology, Engineering & Maths

PhD: A doctorate in any discipline except medicine, or sometimes theology

Work-Based Learning: Education opportunities that reinforce core curriculum subjects through internships, apprenticeships, or other programs that place the student in an authentic work environment.

Reading recommendations

Topic B

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I. How is the problem to be solved?

Among the various measures that have been implemented to address the lack of sex education and menstrual hygiene are: A pilot program in Myanmar provides menstrual health support and economic opportunities (UNFPA 2021) which aims to meet the health and hygiene needs of women and girls who are in conflict zones. In this program, women are trained to be able to produce their own reusable antimicrobial pads. In addition, HerWASH: Menstrual Health and Sexual and Reproductive Health is a program that seeks to improve the menstrual health of women and adolescent girls in Burkina Faso, Liberia, Sierra Leone and Pakistan through quality, gender-sensitive and age-appropriate menstrual hygiene and health education, create a supply chain of menstrual hygiene products, and adapt educational facilities to enable inclusive menstrual hygiene practices in vulnerable communities in the four countries. Last but not least the Menstrual Access Advocacy Project was created by the YWCA Southeastern Massachusetts and its objectives consist of an ongoing campaign to collect menstrual products for women, girls, non-binary and transgender people, a menstrual hygiene management curriculum that teaches young people about reproductive health management and menstrual hygiene and an advocacy effort to change local, state and federal policies to make these products more affordable and accessible to all women. This project makes it clear that menstrual hygiene supplies should not be considered a luxury and there are many groups of women who are affected by not having the resources to obtain them.

Now, turning to the issue of women in the area of exact sciences and technology (STEM), several measures have been taken to reduce the existing gender gap in the exact sciences, proof of which is the creation of Brazil's Programa Mulher e Ciência program, which was launched in 2005 with the aim of stimulating scientific production and reflection on gender relations. Its structure is based on calls for research on gender relations, women and feminisms, as well as contests for essays and scientific articles dealing with gender, women and feminism. Several editions have been held, with the participation of thousands of students and schools in the country. Another example is the Girls2Pioneers program which was carried out in 2014 in Singapore with the aim of encouraging girls, particularly girls from underserved communities, aged 10 to 16, to take up STEM subjects in their higher education and careers, thus paving the way for a more gender-equal society, this program identified that girls do not feel confident to study STEM subjects due to the lack of female role models and the various gender stereotypes that exist in the country.

II. What are delegations expected to address in the sessions?

Topic A

For this first topic we expect the delegations to talk about how a gender neutral agenda regarding sexual education can be established in educational environments in order to provide women with a safe space to learn about their menstruation, reproductive, and health rights. We will not be addressing the sexual education of the female transgender community, and their specific needs, only general ideas of how comprehensive sexual education for women can work out in our society.

Some sub-topics we would esteem be talked throughout the sessions are: accessibility for menstrual hygiene products, ways of reaching the youth in subjects like reproductive rights before they begin a sexually active life, misinformation regarding sexual education (sexual myths thanks to cultural beliefs), and ways of promoting a safe environment (prejudice-free) for young women to learn about their reproductive rights (either with measures in schools, special teachers trainings, etc)

Whilst there is no specific order in which we would like the delegations to discuss these subjects, we believe it is important for the development of this topic to clarify the reasons why menstrual hygiene and reproductive rights have become a taboo subject in our daily life. As the delegates go through the general details of menstruation, we feel it is important to talk about how this misinformation affects sexual education programs (the importance of these), and how can this problem be solved.

Topic B

For the second topic we expect the delegations to talk about the importance of women in STEM-related academia. Since most of our delegations will be young people in search of a career, or studying one, we would like for them to realise how discrimination towards women in this area works, even if it is not noticeable. We will be addressing the fact that many women in different countries are not allowed to study at all, so we expect the delegates to be able to come up with solutions to this issue.

Some sub-topics we planned to be discussed during the sessions are the historical background regarding the lack of female representation, ways women are discriminated in a STEM environment (and how this affects the view young women have on a STEM career), the socio-cultural reasons why this segregation still hasn't diminished, and ways of supporting women and ensuring their social protection in these environs.

As with topic A, there is no specific order for the delegates to discuss these subjects, but we believe that starting with how women are discriminated against, can be a good foundation for the rest of the model. Acknowledging these disadvantages, and then going through the historical background of each country and how it has affected female representation is a

direction we suggest to the delegations. Once the context has been clarified, we believe that talking about how this topic also affects younger generations is also an important point, subsequently discussing ways in which each country can start helping women gain the educational and social rights they deserve in STEM academia.

III. What are delegations expected to learn?

It is expected that the delegations have a broader vision of the reality experienced by other women and adolescents with whom they share the same health and/or education needs but are not satisfied in the same way, while recognizing that the issues addressed. Despite being known, they do not have enough impact to be considered as resolved, so during the development and conclusion of the model they must continue to be present throughout their academic training so that as future professionals they will be able to make a change that is consistent with gender equality and thus future generations do not have to continue dealing with these problems. However, although they have been provided with some specific topics, it is expected that the delegates apply the gender perspective in various aspects of their lives with the difference that they already have reliable information from the UN and other organisations to support their foundations. In a more personal environment externally, the ideal is that each delegate gains more self-confidence when arguing in public, which will help their social and communication skills, which in turn foster critical thinking and teamwork. Internally, delegates to work with a limited time will improve their research and reasoning skills which will consequently help them with their school work and they will have more advantage when they have their own time limits.

IV. Non-violent language

All forms of language (oral, written and visual) not only transmit words, but also ideologies, customs and values. When attention is not paid to the use of certain words that are discriminatory, they contribute to the invisibility and exclusion of various vulnerable groups, fostering the continuity of the violence to which they have been exposed. It must be recognized that despite the fact that society is made up of both genders, women have always been seen as a separate category and not as part of the group called "human beings", giving way to the application of sexism when communicating. but due to the normalisation of this no change is made in this regard. However, it must be remembered that language is dynamic and changing and goes hand in hand with society, as well as it can reinforce injustices, it can also combat them since by modifying the linguistic practices of men and women it is an opportunity and progress for Contribute to the reflection and change of social practices that threaten the integrity of individuals. Although various programs and laws have already been established for the implementation of a non-sexist and violence-free

language, the change and adaptation of this to current times is the task of us as a society, to implement it day by day and distinguish between that encourages discrimination and that is what eradicates it.

Non-violent language examples

Your friendly guide to nonviolent language

Incorrect terms	Proper terms
Poor countries	Developing countries
Rich countries	Developed countries
Minorities	Historically marginalised groups
Deaf and dumb, mute	Blind, deaf, a person with hearing impairment, a person with visual impairment (visually impaired)
Mentally defective, mentally retarded, mentally disable	A person with cognitive disability, a person with intellectual disability
Mankind	Humankind, humanity, human race
Man-made	Artificial, human-caused
Guys	People
mothering, fathering	Parenting
congressmen	legislators, congressional representatives
Sexual preference	Sexual orientation
Preferred pronouns	Pronouns
Servant	Domestic worker
Sons	Children

Country List

1. Afghanistan
2. Argentina
3. Australia
4. Austria
5. Bangladesh
6. Brazil
7. Colombia
8. Congo
9. Cuba
10. Denmark
11. Ecuador
12. Equatorial Guinea
13. Germany
14. Ghana
15. Haiti
16. India
17. Iraq
18. Israel
19. Japan
20. Kenya
21. Malaysia
22. Mexico
23. Nicaragua
24. Philippines
25. Republic of Korea
26. Russian Federation
27. South Africa
28. Switzerland
29. United States
30. Zambia

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