



United Nations Educational, Scientific and Cultural

Topic A: The development of science without a gender gap

Topic B: Post-Pandemic Discrimination in Indigenous Populations

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Welcome Letter

It is a pleasure to have you as participants of the sixth edition of the United Nations of Plantel Azteca, with enthusiasm UNESCO welcomes you, it is important to keep in mind that UNESCO mission is to contribute to peace and security through education, culture, and science. During this period of time, they will obtain diverse knowledge that will prepare them for the day of the debate, likewise, they will be able to observe the different realities that each country has, ideologies, knowledge, agreements, and ways to solve conflicts, for them it is essential that their objective is learning, to be open to new points of view and of course, to debate and negotiate.

We know that it is difficult to be fully aware of what is happening in the world and to understand the way of thinking that sometimes does not correspond to ours, but the fact of seeking world peace is something that undoubtedly interests us all.

Finally, we thank you for wanting to be part of this committee, we wish you the best of luck and remember that the only limits to knowledge are the ones you set for yourselves.

Committee Introduction

Committee Background

“Since wars begin in the minds of men and women, it is in the minds of men and women that the defenses of peace must be constructed.”

Besides real knowledge, UNESCO is a specialized agency that contributes to peace and security by promoting international cooperation in the fields of education, science, culture, communication, and information. UNESCO promotes the exchange of knowledge and the free flow of ideas to accelerate mutual understanding and a fuller knowledge of each other's lives.

UNESCO develops educational tools to help people live as global citizens free from hatred and intolerance. Works to ensure that all children and all citizens have access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens the bonds between peoples. Recognizes the goals of *the 2030 agenda* and therefore knows the importance of these, that is why it has created two important topics to discuss in this model, selecting two crucial problems that continue to negatively affect our society and seeking as a result to come up with innovative and global solutions that can benefit all delegations present promoting constructive and respectful dialogue as a way to address current challenges. Therefore, the discussion of these issues is not only important in itself but also crucial to moving towards a more sustainable and prosperous future for all.

The UNESCO Constitution was adopted in London in 1945 and entered into force in 1946. Following the outbreak of two world wars in less than thirty years, UNESCO was founded with a clear vision: to achieve lasting peace, given that economic and political agreements between States were insufficient to achieve it. It was necessary to unite the peoples of the world and strengthen the intellectual and moral solidarity of humankind through mutual understanding and dialogue between different cultures.

To achieve this goal, UNESCO has launched a series of pioneering programs throughout its history. UNESCO has mobilized philosophers, scientists, artists, and intellectuals of all nations to denounce and combat racist theories and to carry out innovative projects that have transformed our world. UNESCO has led to the creation of several international scientific research institutions, such as *CERN (1952)* and the *SESAME center (2017)*, as well as the implementation of a global tsunami warning system. It has also brought together specialists and

researchers to publish the history of the five continents and the first General History of Africa. The literacy campaigns carried out by the Organization have boosted the development of several nations, such as Italy, the Republic of Korea, and Afghanistan.

UNESCO has not only established universal principles on the ethics of science and the genome in defense of human rights but has dedicated itself to protecting the most admirable achievements for humankind, by saving the temples of ancient Egypt from flooding, preserving the cultural treasures of Venice or Angkor and rebuilding the Old Bridge of Mostar, which was destroyed during the war.

UNESCO mobilized philosophers, artists, and intellectuals from each nation. From the very start, *we debunked racist theories and we advanced progressive tasks that modified the world:*

- The Universal Copyright Convention (1952)
- Man and the Biosphere Programme (1971)
- World Heritage Convention (1972)
- Convention for the Safeguarding of the Intangible Cultural Heritage (2003)

Committee Faculties

1. Develops educational tools to help people live as citizens of the world free from hatred and intolerance.
2. It works to ensure that all children and citizens have access to quality education.
3. By promoting cultural heritage and the equal dignity of all cultures, it strengthens the bonds between nations.
4. Promotes science programs and policies as platforms for development and cooperation.
5. Defends freedom of expression as a fundamental right and a key condition for democracy and development.
6. It helps countries to adopt international standards and manages programs that encourage the free flow of ideas and the exchange of knowledge

Member States

In the committee there are considered 27 delegations:

1. Australia
2. Bolivia (Plurinational State of)
3. Brazil
4. Canada
5. China
6. Colombia
7. Denmark
8. Ecuador
9. Finland
10. France
11. Germany
12. Guatemala
13. Hungary
14. Indonesia
15. Lithuania
16. Luxembourg
17. Mexico
18. Namibia
19. Portugal
20. Russian Federation
21. Senegal
22. Spain
23. Sweden
24. Ukraine
25. United Kingdom of Great Britain and Northern Ireland
26. United States of America
27. Venezuela, Bolivarian Republic of

Topic A

The development of science without a gender gap

Introduction

Gender roles and the pressures on women to adapt to them vary according to regions, religions, and households. Precisely one of the areas where gender roles have the greatest influence is in the family, and specifically in couple relationships. The Survey on the Dynamics of Household Relationships (ENDIREH, 2003 and 2006) presents in its two versions valuable information about women's perceptions of their duties, responsibilities, and obligations in the home, and the treatment they should receive from their partners, which is based on a patriarchal system, with the purpose of maintaining the traditional hierarchy, that is, the hegemony of men in the organs of power, and persevering the situations of women's dependence on them. Thus, for instance, women are assigned roles linked to the performance of tasks in the domestic sphere, related to the care of the home and the care of people in the family environment. In contrast, men are assigned roles related to the public sphere, paid employment, and participation in decision-making bodies.

Women and girls constitute half of the population of the world and half its potential. Moreover, women's empowerment has been shown to stimulate productivity and economic growth. In Japan, for example, an increase in women's labor force participation at Northern European levels could boost GDP (gross domestic product) growth by as much as 0.4 percentage points during the transition years, as Japan's growth rates will be around 0.5% this year and next, the economic benefits can be enormous. (Conferences | Women and gender equality).

Gender equality implies that all people have the same rights, resources, and opportunities regardless of their gender identity, being treated with equal respect in all aspects of daily life: work, health, and education. It is essential to achieve peaceful societies, with full human potential and capable of sustainable development. Indeed, over the last fifty years, governments and civil society organizations such as the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), civil society organizations (OSC), the International Research and Training Institute for the Advancement of Women (INSTRAW). (UN Women: The United Nations Entity for Gender Equality and the Empowerment of Women).

Among others, have made concerted efforts to promote gender equality and women empowerment, for formulate and implement policies capable of creating a fairer and more level "playing field" for women and men, that is to say, a ground with equal opportunities and participation in society; some of these advances are that more girls are in school, and fewer girls are being forced into early marriage; more women are holding office in parliaments and in leadership positions, and laws are being reformed to promote gender equality.

Despite these achievements, many challenges remain: discriminatory laws and social norms persist pervasively; women continue to be underrepresented at all levels of political leadership; and according to the Global Gender Statistics Program, implemented by the United Nations Statistics Division (UNSD), in 18 countries, husbands can legally prevent their wives from working; in 39 countries, daughters and sons do not have equal inheritance rights; and in 49 countries there are no laws protecting women from domestic violence.

Progress in gender equality is generally assessed by analyzing key outcome measures, such as the percentage of equal access to resources and opportunities, and according to the International Labor Organization (OIT), the current rate of women's participation in the labor of the world force is close to 49%. In contrast, that of men is 75%. Thus, there is a difference of almost 26% and, in some regions, the disparity exceeds 50 percentage points. These indicators show the extent to which women and men can enjoy the same basic rights and opportunities for personal and professional advancement and contribute to their development in.

Science cannot continue to be deprived of all the scientific potential that exists in the world and is being wasted because of gaps such as this one.

UNESCO recognizes gender equality and the empowerment of women and girls as one of its two global priorities because the role of science education is changing and cannot be underestimated. It is estimated that 90% of future jobs will require training in information and communication technologies, and the job categories that have a growing career opportunities are those related to science, technology, engineering, and mathematics. According to recent studies, these categories will create 58 million jobs.

But women and girls continue to be grossly underrepresented in the sciences. Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) show that less than one-third of female students choose careers linked to science, technology, engineering, or mathematics, and only 3% choose jobs related to information technology and

telecommunications. This inequality in the sciences occurs for several reasons, from prioritizing this type of education in children to gender bias and stereotypes to the global digital divide (the separation that exists between countries that have more access to the Internet and its services and those that have less), which disproportionately punishes girls and women.

It is therefore essential to promote participation in science regardless of gender, particularly at decision-making levels, as well as the promotion of women as agents of social transformation, and to encourage the full participation of all women in science.

Historical background

The most relevant fields for Industry are precisely those in which women are still underrepresented in most countries. In 2017, women accounted for 23% of Brazilian engineers. In the four years to 2017, largely marked by the recession, 14% of male engineers lost their jobs, compared to 11% of their female colleagues. Female engineers earn 84% of what their male colleagues earn, despite having a higher level of education. Concerning engineering, the trends discussed above in higher education are even more pronounced in the research community: in many countries, women are overrepresented in the medical and health sciences, the humanities, social sciences, and the arts. Only a handful of countries (Azerbaijan, Kuwait, Malaysia, Myanmar, and Venezuela) have achieved gender parity among researchers in engineering and technology.

Women remain in the minority in digital information technology, computer science, physics, mathematics, and engineering, the very fields that are driving the Fourth Industrial Revolution and thus many of future jobs. This correlates with their underrepresentation in technical and leadership positions in companies, although corporate attitudes are evolving as studies link investor confidence and higher profit margins to having a diverse workforce. A 2019 Silicon Valley Bank study of tech and healthcare start-ups in Canada, China, the United Kingdom, and the United States found that nearly half (46%) had no women in executive positions. Even when women lead start-ups in tech fields, they have difficulty accessing venture capital and other forms of financial support. According to a 2020 study conducted by Trustradius among 700 companies worldwide, only Women are not considered for promotions. A New Zealand study found that "the odds of a man being appointed as a professor or associate professor [were] more than double that of a woman with a similar recent research score, age, field, and university" (Brower and James, 2020). The current skills shortage in fields such as artificial intelligence, computer science, and engineering provides an opportunity for women to

fill this gap, both as employees and employers. It will be important to put mechanisms in place to ensure that women entrepreneurs in technology fields have much greater access to venture capital and other sources of funding in the future.

Current relevance

The world is undergoing a fundamental transformation that is changing the way we live, work, and think. This has far-reaching implications for the role of women in society, in general, and in science, technology, engineering, and mathematics (STEM). In particular, as more low-skilled jobs become automated, having a higher level of education and skills will become increasingly sought-after in the market. A 2019 study of employment trends in England between 2011 and 2017 by the *UK Office for National Statistics* found that sectors dependent on highly skilled occupations were less likely to become automated. Women accounted for 70% of employees in jobs with a high risk of automation but only 43% of employees in jobs with a low risk of automation. The United Nations anticipates that women will lose five jobs for every one gained through Industry, compared to the loss of three jobs by men for every one gained (UNESCO, 2018).

Discussion points

What we seek to solve in this topic is how to contribute to the change of our society, inclusively promoting technology and science and that both men and women have the same opportunities for work, active participation, leadership, and access to knowledge. Therefore, some points to discuss are:

- Women are at risk of missing out on the jobs of the future, because most of the jobs of the future, that is to say in technological areas, are mostly filled by men.
- Women are still in the minority among researchers and scientists in industry.
- The vast majority of the countries with the lowest proportions of female researchers in engineering and technology are African.
- The fact that women remain in the minority among inventors despite 2019 setting a record for the percentage of patent applications that include at least one woman,
- The impediment for a woman to grow in a career, with the tools, opportunities, and equal treatment to a man

Guiding questions

- What are the roles of men and women in the delegate country?
- Does culture influence work decision-making?
- How has your country sought to level the work environment without including gender as a factor?
- At what level of science is the gender with which people identify most affected?
- What activities generate an imbalance in gender equity?
- Does your country have any regulations that seek gender equality?
- What is the way in which equality is accessed?
- What factors are involved in professional growth in science?

Topic B

Post-Pandemic Discrimination in Indigenous Populations.

Introduction

In January 2020 the *World Health Organization* (WHO) declared the outbreak of a new disease: SARS-CoV-2 coronavirus (COVID-19); the final phase of this global pandemic comes after two years along with all the repercussions that accumulated during this period of time. In analyzing the situation, indigenous populations worldwide were the most affected, several problems increased, stagnated, or even took a step backward with the advances previously made; some examples are discrimination, lack of resources, schooling, gender equality, respect for human rights, etc.

The persistence and depth of the aforementioned dilemmas generate immense inequality in indigenous populations due to lack of economic, educational, health, employment, goods, basic needs, etc., causing discrimination based on race, ethnicity, or gender; although it is important to mention that gender inequality has increased in those communities that presented conditions of the social vulnerability prior to the pandemic.

Since these vulnerable groups have not been updated or educated in a way that allows them to see new ways of thinking and living that adhere to customs and traditions, such as the ideology that promotes that a man has more privilege than a woman by simple nature; this way of thinking continues to create some of the strongest structural, institutional and interpersonal barriers to full inclusion in contemporary societies, and is often compounded by other factors and forms of discrimination, thus causing scapegoating -the term is understood as the recriminations made against a person for faults that are not his or her own-.

In particular, there has been an increase in gender inequalities already deeply rooted in our societies - and an increase in men violence against women, including domestic violence; A clear example is the case of the Awá indigenous community located in southwestern Colombia, where COVID Post-Pandemic the already existing social vulnerabilities such as armed conflict, lack of resources, inequality, and climate change. But within this set of problems, the worst part is borne by women, who suffer sexual violence, low working conditions, and domestic work as they are forced to walk long distances in search of water and food, endangering not only their health but also their safety.

Despite the increasing recognition of culture's role in resilience, peace, and stability, as a crucial vehicle for promoting cultural pluralism, which refers to small groups within a society maintaining their identity, so that their values and practices are accepted by the dominant culture, as long as they are consistent with the laws and values of the society at large; as well as combating discrimination.

Building more resilient societies, equipped with the necessary adaptive capacities to address the many shared challenges facing our world today, requires a strong collective commitment, solidarity, and cooperation. Partnerships can build bridges to improve dialogue, sharing, and collaboration between groups.

Historical background

The traditional way of life of tribal peoples, a source of resilience, may also pose a threat to preventing the spread of the virus during this time. For example, most Aboriginal communities regularly organize large traditional gatherings to celebrate special events such as harvest celebrations and rites of passage. Some Aboriginal communities also live in multigenerational housing, which puts Aboriginal people and their families, especially older adults, at risk.

With the number of COVID-19 infections rising globally and the death rate among certain vulnerable populations with underlying medical conditions high, data on infection rates among indigenous peoples are either not yet available (although reports and testing are available), or not tracked by race. Relevant information on communicable diseases and preventive measures is also not available in indigenous languages.

Indigenous peoples experience a high degree of socioeconomic marginalization and are at disproportionate risk during public health emergencies. Factors such as the lack of effective and adequate surveillance and early warning systems have made health and social services even more vulnerable during this global pandemic.

As many countries impose indefinite lockdowns, tribal people already food-insecure due to the loss of traditional lands and territories face greater food access challenges. Many indigenous peoples engaged in traditional trade, subsistence agriculture, and working in the informal sector, often in rural areas where traditional livelihoods have been lost, will be

adversely affected by the pandemic. The situation is even worse for Aboriginal women, who are often the main food and livelihood providers for their families. “In Panama, 36 percent of Indigenous Peoples lack access to water systems compared to 4 percent of non-Indigenous Peoples, making hand washing and basic hygiene much more difficult to implement.”

Current relevance

In 1923, the great Cayuga Chief Deskaheh, representative of the Iroquois people in Ontario (Canada), arrived at the League of Nations headquarters in Geneva. He was in possession of a passport issued by the authorities of his people. Mandated by the government of the Federation of the Six Nations of the Grand River, he carried a letter of appeal for justice to the League's Secretary General. The main purpose of his mission was to request that the Federation he represented be admitted as a member of the League and that a treaty signed by the authorities in 1784 and ratified by King George III of Britain be honored. Great Chief Deskaheh spent more than a year in Europe, but he was not officially received by any of the officials of the League of Nations, and his requests were never discussed. He is regarded as one of the forerunners of the current international struggle for tribal rights.

Important milestones in the fight against discrimination were the International Convention on the Elimination of All Forms of Racial Discrimination (1965) and the International Covenants on Human Rights (1966). The following instruments should also be mentioned in their respective fields of application ILO Convention No. 111 concerning Discrimination in Respect of Employment and Occupation (1958) and the UNESCO Convention against Discrimination in Education (1960).

The Human Rights Committee rightly stated in 1989 that "non-discrimination, together with equality before the law and equal protection of the law without discrimination, constitutes a fundamental and general principle relating to the protection of human rights". The multifaceted nature of discrimination is reflected in the wording of Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination and in its definition in Article 1.

Discussion points

At this point, the first thing that comes to our mind is how we need to proceed with the debate and what are the priorities in this problem.

- Unequal access to health care services: The pandemic has brought to light existing inequalities in healthcare among indigenous peoples, including inadequate infrastructure, poor access to technology, and a shortage of healthcare workers. Post-pandemic discrimination in health resource allocation may occur, further disenfranchising indigenous peoples.
- Traditional livelihoods lost: Many indigenous communities are dependent on traditional sources of livelihood that have been adversely affected by the pandemic. In the aftermath of the pandemic, there may be a move towards more modern and industrialized economies, leaving indigenous peoples behind and pushing them further into poverty and marginalization.
- Xenophobia and racial discrimination: Indigenous people were disproportionately affected by COVID-19, leading to stigma, discrimination, and even xenophobia. Post-pandemic, this discrimination, and racism may continue, further marginalizing indigenous peoples.
- Inequality at the socioeconomic level: Indigenous peoples experienced socioeconomic inequalities before the pandemic. The pandemic has only exacerbated these inequalities, and there is a risk of further marginalization and inequality through the continuation of discriminatory practices in the post-pandemic period.
- Disparities in access to education: The closure of schools during the pandemic may have disproportionately affected indigenous students. This may have led to greater disparities in educational attainment and opportunities. Following the pandemic, there may be continued discrimination regarding educational access and opportunities for indigenous populations.

Guiding Questions

- How affected was the country they represent after the pandemic?
- What solutions to problems were affected by the arrival of Covid-19?
- Have vulnerable populations in the delegate country been discriminated against?
- What type of discrimination has been received?
- What is the current ideology of men and women?
- Have customs and traditions affected gender ideology?
- How is your country included in contemporary societies?
- What inequalities can be observed in the delegate country?
- Attacking inequality, does it attack cultural heritage?
- How are inequality and healthcare being combated?

Glossary

- **Underrepresented:** Refers to a group whose representation in an organization is disproportionately lower than its proportion in the general population of the country and surrounding communities.
- **Stagnated:** Refers to the situation that neither progresses nor decreases, it is established in the last result obtained.
- **Hierarchy:** a system in which the people within a company or organization are organized into levels according to the authority they have:
- **Hegemony:** (especially of countries) the position of being the strongest and most powerful and therefore able to control others:
- **Inheritance:** money or objects that someone gives you when they die:
- **Livelihoods:** the money people need to pay for food, a place to live, clothing, etc.:

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